

LEVEL 1: UNIT 5

WHAT IS FUN?

PERFORMANCE CONTINUUM

NOVICE LOW	NOVICE MID	NOVICE HIGH
BELOW EXPECTATIONS	🎯 LOWEST ACCEPTABLE PERFORMANCE	🎯 TEACH TO...
APPROACHING EXPECTATIONS I struggle to communicate--even on very familiar topics. Given adequate time and familiar cues, I may be able to exchange greetings, give my identity, and name a number of familiar objects from my immediate environment.	MEETING EXPECTATIONS I can communicate on very familiar topics using a variety of words and memorized phrases that I have practiced and memorized.	EXCEEDING EXPECTATIONS I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.



PERFORMANCE TARGET:

I can have a conversation with someone about what we do in our free time, with friends and family, even adding some basic details like when, where, and why.

ENDURING UNDERSTANDING	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> - Students will understand that people in different cultures value free time differently. - Students will understand that free time/down time and connecting with friends and family is an essential part of life. 	<ul style="list-style-type: none"> - What is fun? - How do eating and dining habits in the target culture compare with our habits? - How do other culture's youth spend their free time?

TOPICS

All topics should be compared/contrasted to target culture whenever possible

- Food: some simple items related to eating out
- Simple directions
- Activities: sports, videogames, leisure, indoor, outdoor, free time, etc.
- Basic transportation
- Basic places around



UNIT LEARNING TARGETS

What will students be able to do with what they learn and acquire?

INTERPRETIVE		INTERPERSONAL	PRESENTATIONAL	
LISTENING	READING	PERSON-TO-PERSON	SPEAKING	WRITING
<ul style="list-style-type: none"> - I can understand the main ideas when people describe what they like to do. - I can understand and follow very simple directions. - I can understand the main idea when people say where they go, what mode of transportation they use, & what they do there. - I can understand an invitation to participate in an activity. 	<ul style="list-style-type: none"> - I can understand basic information from personal e-mails, notes and other short readings about what people like to do. - I can understand a short reading from the target culture, such as a travel brochure or short magazine article, about leisure activities there. - I can read and understand an invitation. 	<ul style="list-style-type: none"> - I can ask and answer questions about what is fun to me and others, when speaking about music, movies, TV, sports. - I can have a conversation about what I like to eat and where. - I can have a simple conversation about what I like to do & include some supporting info including where, when, how often, and with whom. - I can respond to simple questions about where I'm going. - I can understand and respond to an invitation, including giving alternate ideas. - I can converse about planning an activity, (where, when & with whom.) - I can invite others to participate in an activity, (& when, where and with whom.) 	<ul style="list-style-type: none"> - I can present simple information about places that I'm familiar with in my community. - I can talk about what I want to do, when, where & with whom. - I can list my favorite free-time activities and those of others. - I can state my favorite foods & drinks and those I don't like. - I can present basic information about activities in my town, community, state, or country. 	<ul style="list-style-type: none"> - I can describe my likes and dislikes such as favorite sports, favorite foods, favorite activities, etc., including with whom, where, how often and why I like or don't like them. - I can write about what my family members like and don't like and what they do in their free time. - I can plan a fun week/weekend, including activities, food, places and times.

UNIT PERFORMANCE TASKS

How will students demonstrate what they can do with what they know?

INTERPRETIVE	INTERPERSONAL	PRESENTATIONAL WRITING
<p>LISTENING: Students will view a travel commercial describing various activities. They will list at least one activity and explain if they would like to participate or not and why.</p> <p>READING: Students will read two travel brochures from different TC destinations. They will decide which destination they want to visit and give 3 reasons why, citing the activities that they think are the most fun.</p>	<p>Your bilingual friend, who wants to test your language skills, left you a voicemail message describing his/her plans for the weekend. Reply in a text commenting on each activity, what you think is fun, whether or not you would like to join him/her and why or why not. If not, propose something that you would rather do.</p> <p><i>To be interpersonal, students cannot know, in advance, what questions they will be asked. Simulate a conversation as realistically as you can. Can be recorded using phones or in the LANGUAGE LAB.</i></p>	<p>You are planning activities for your friend from (target language country) who has just moved into your community. Describe what you think is fun, the activities you have planned and invite your friend to come. Do what you can to convince him or her that it will be a lot of fun.</p>



VOCABULARY

What will learners need to know?

SUGGESTED LANGUAGE CHUNKS

While all verb tenses can be used as needed (shelter vocabulary—not grammar), the focus of year one is for the students to acquire a variety of present-tense chunks.

- I want...
- I want to...
- I don't want...
- I don't want to...
- I would like
- I am going to...place or action
- you are going to...
- he/she is going to...a place/do an action
- ...at (specific time)
- I/We...(leisure activities)

Questions

- What do you do after school?
- What do you like to do in your free time and why?
- What pastimes do you prefer?
- When do you like to ...?
- Where do you like to ...?
- How often do you like to...?
- What do you like to eat?
- What would you like to eat?
- Would you like to ...with me?
- What do teens do in ...(TC)?

SUGGESTED VOCABULARY

Mindfully recycle vocabulary & structures from the year's previous units.

Basic restaurant/bistrot foods

- soup
- salad
- rice
- meats
- pizza

Basic types of foods

- italian food
- mexican food
- chinese food

Basic transportation

- car
- taxi
- bus

Basic places in town (associated with teens)

- store
- restaurant
- cafe
- movie theater
- pool
- park
- library
- church

Simple directions

- straight
- go straight
- left
- turn left
- right
- turn right
- behind
- next to
- in front of

Basic leisure activities (with I or he/she)

- watch a movie
- dance
- plan an instrument
- walk
- chat with friends
- clean

Words to describe activities

- fun
- interesting
- exciting
- gross
- boring

