Level Two
Curriculum Frameworks
**LEVEL 2: Pre-Unit**

**Welcome Back to Language Class!**

**Proficiency Goal**

How well are students expected to perform?

**Unit Learning Targets**

What will students be able to do with what they know?

<table>
<thead>
<tr>
<th><strong>Interpretive</strong></th>
<th><strong>Interpersonal</strong></th>
<th><strong>Presentational</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening/Reading</td>
<td>Person-to-Person</td>
<td>Speaking/Writing</td>
</tr>
</tbody>
</table>

- I can understand the purpose and goals of proficiency and performance targets.
- I can synthesize the need for second language learning with proficiency.
- I can understand the rules, procedures and expectations in our classroom.
- I can understand a variety of reasons for learning a new language.
- I can understand where the target language is spoken and how it can be useful in my future.
- I can explain what proficiency and performance are and how they affect my language learning.
- I can explain the importance of proficiency to language learning.
- I can explain the difference between performance assessment and other sorts of assessment.
- I can explain the rules, procedures and expectations in our classroom.
- I can persuade someone to learn a new language.
- I can explain the course performance targets and describe what those performances looks like.
- I can create a powerful rationale for second language learning that is aligned to proficiency and performance targets.
- I can present a convincing rationale to my peers for the rules, procedures and expectations in our classroom.
- I can present a convincing argument for learning a target language including why they should learn this language.

**Culture**

What intercultural competencies will students be able to demonstrate with what they know?

<table>
<thead>
<tr>
<th><strong>Products</strong></th>
<th><strong>Cultural Interactions</strong></th>
<th><strong>Practices</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>I can identify important people and things that I am already familiar with from the target culture.</td>
<td>I can explain why learning another language is more than just learning to speak another language.</td>
<td>I can identify cultural stereotypes and investigate their truthfulness.</td>
</tr>
<tr>
<td></td>
<td>I can understand what people with different accents are communicating.</td>
<td>I can identify important traditions from the target culture.</td>
</tr>
<tr>
<td></td>
<td>I can recognize that people speak with different accents.</td>
<td>I can recognize the value of learning a new language in understanding a new culture and my own culture.</td>
</tr>
</tbody>
</table>
UNIT PERFORMANCE TASKS
How will students demonstrate what they can do with what they know?

PRESENTATIONAL SPEAKING
Create a PSA on the importance of learning this target language specifically and how to become proficient speakers and writers.

INTERPERSONAL
Discuss with a classmate what your proficiency goal is and how you can use performance tools to help you reach that goal.

PRESENTATIONAL WRITING
Create a visual to encourage your peers to use the performance scale in the language classroom.

 VOCABULARY
What will prepare students to demonstrate what they can do with what they know?

Vocabulary should be selected to support student interests. The words below represent a starting point. Student interest should be gauged before finalizing any taught vocabulary.

LANGUAGE CHUNKS
Proficiency and Performance Review
Scaffold in Review Year One

ESSENTIAL VOCABULARY

<table>
<thead>
<tr>
<th>Environment</th>
<th>Target Language</th>
<th>Proficiency</th>
<th>Performance</th>
<th>Modes of Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rules</td>
<td>Countries &amp; cities</td>
<td>Novice</td>
<td>Novice 1-4</td>
<td>Interpersonal</td>
</tr>
<tr>
<td>Procedures</td>
<td>Landmarks</td>
<td>Intermediate</td>
<td>Intermediate 1-5</td>
<td>Interpretative</td>
</tr>
<tr>
<td>Expectations</td>
<td>Iconic Products &amp; practices</td>
<td>Advanced</td>
<td>Advanced</td>
<td>Presentational</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sublevels</td>
<td>Superior</td>
<td>Performance assessment</td>
</tr>
</tbody>
</table>
LEVEL 2: Unit 1

All About Me!

ANNUAL TARGET
How well are students expected to perform at the end of the year?

UNIT PERFORMANCE TARGETS
What will students be able to do with what they know?

INTERPRETIVE
Listening
- I can understand when a classmate talks about him/herself.
- I can understand an authentic message about personal descriptions.

Reading
- I can read e-mail messages about introductions.
- I can read about work and leisure activities of students in the target language country.

INTERPERSONAL
Person-to-Person
- I can introduce myself and tell basic information about my life, likes/dislikes, school, family, etc.
- I can ask/answer questions about myself (likes/dislikes, school, activities, family, etc).

PRESENTATIONAL
Speaking
- I can present information about myself and my activities.
- I can discuss similarities between my routines and those of students in the target language country.

Writing
- I can write an e-mail about my life, likes/dislikes, school, family, etc.
- I can write a formal introduction as part of an application.

CULTURAL INTERACTIONS
- I can use culturally appropriate greetings and goodbyes.

CULTURE
What intercultural competencies will students be able to demonstrate with what they know?

PRODUCTS
- I can describe the daily routines of teens in target language countries.
- I can identify and name popular music/TV/technology in the target culture.

PRACTICES
- I can identify and explain common gestures in target language country
- I can compare and contrast US vacation times with the target culture.
UNIT PERFORMANCE TASKS

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

PRESENTATIONAL SPEAKING
You are applying to a study abroad program in a target language country. As part of your application process you will need to prepare a personal introduction video. Be sure to greet your audience, give name, age, where live, where study, what study, what you do outside of school, school and activity likes, dislikes, describe self physically, describe personality. Also, ask a minimum of 2 questions about the school or country where you’ll study.

INTERPERSONAL
Your application for your study abroad program includes an interview. Working with a classmate you will perform an interview where you will both ask and answer questions about who you are, where you are from, what and where you study, what you do in your free time and your personality.

PRESENTATIONAL WRITING
You are applying to study the target language as an exchange student in the spring semester. Part of your application involves writing a letter to the school where you would study in order to introduce yourself, describe your family, to describe what you like to do, what your life is like in your hometown, and what kinds of things you want to do in the target language country. Also be sure to ask some questions about what classes you need to take or what you should visit while there.

VOCABULARY

What will prepare students to demonstrate what they can do with what they know?

Vocabulary should be selected to support student interests. The words below represent a starting point. Student interest should be gauged before finalizing any taught vocabulary.

LANGUAGE CHUNKS
Review level one – focus on putting it all together for meaningful performances.

ESSENTIAL VOCABULARY
Review Level one - focus on putting it all together with language chunks
(Good spot to introduce Clothing)
## ANNUAL TARGET

How well are students expected to perform at the end of the year?

<table>
<thead>
<tr>
<th>Novice Low</th>
<th>Novice Mid</th>
<th>Novice High</th>
<th>Intermediate Low</th>
<th>Intermediate Mid</th>
<th>Intermediate High</th>
<th>Advanced Low</th>
</tr>
</thead>
</table>

## Unit Performance Targets

<table>
<thead>
<tr>
<th>Teach to...</th>
<th>Lowest acceptable performance...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intermediate Mid</td>
<td>Novice High</td>
</tr>
</tbody>
</table>

## UNIT LEARNING TARGETS

What will students be able to do with what they know?

### INTERPRETIVE

- **Listening**
  - I can understand when someone describes his/her activities and routines.
  - I can understand a message about someone’s daily activities and routines.

- **Reading**
  - I can understand emails and messages about someone’s daily activities and routines.
  - I can understand when I read something telling me what needs to be done on a daily basis.

### INTERPERSONAL

- **Person-to-Person**
  - I can ask and answer simple questions about daily routines and day-to-day activities.
  - I can describe what I do daily in emails, texts and conversations.

### PRESENTATIONAL

- **Speaking**
  - I can talk about what I have to do at school, work and/or home on a regular basis.

- **Writing**
  - I can write about what I have to do at school, work and/or home on a regular basis.

### Culture

What intercultural competencies will students be able to demonstrate with what they know?

<table>
<thead>
<tr>
<th>PRODUCTS</th>
<th>CULTURAL INTERACTIONS</th>
<th>PRACTICES</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can compare and contrast typical products I use in my daily morning routine with those from a typical routine in the target culture.</td>
<td>I can compare and contrast my daily morning routine with the typical routine in the target culture.</td>
<td>I can compare and contrast my daily morning routine with the typical routine in the target culture.</td>
</tr>
</tbody>
</table>
UNIT PERFORMANCE TASKS
How will students demonstrate what they can do with what they know?

PRESENTATIONAL SPEAKING
You and a school friend that is from (insert TC here) have tickets to go to a concert this weekend. Your mother has told you that you cannot go until you finish all of your chores. There is no way that you can get all of your chores finished in time to leave for the concert. You call your friend to ask him to help you with your chores, but you don’t want your mother to know that you are asking him for help, so you decide to speak in (insert TL) when you ask for his help. Tell him each of your specific chores and how to complete them.

INTERPERSONAL
You are going to go to (insert TC) for a summer exchange program. Your roommate is from (insert TC) and doesn’t speak a lot of English. He sends you a message on Facebook asking you about a normal day in your life in the United States. Explain your normal routine to him from the time you wake up until you go to bed. Be sure to ask him about his normal routine!

PRESENTATIONAL WRITING
Your (TL) club has adopted a daycare near your school, because the children at the daycare are learning (TL). You have been asked to create a brochure about daily routines for the students at the daycare.

VOCABULARY
What will prepare students to demonstrate what they can do with what they know?

Vocabulary should be selected to support student interests. The words below represent a starting point. Student interest should be gauged before finalizing any taught vocabulary.

LANGUAGE CHunks
Daily Routines (e.g. I wake up, I wash my hair…)
I have to…

ESSENTIAL VOCABULARY
Chores
Other vocab (e.g. boyfriend, girlfriend)
Sequencing

Language Chunks such as…

- I wake up at…
- I do not like waking up early.
- I prefer not to go to bed early.
- I make myself breakfast.
- I enjoy eating …
- I eat breakfast with …
- I grab my back-pack.
- I take the bus to school.
- My parent(s) drive me to school.
- After school, I participate in …(insert club/organization/sport).
- I make up my bed.
- I iron my clothes for the week (or on/or at (insert time)).
Basic Vocabulary such as...

To relax
To get undressed
To go to bed
To eat breakfast/lunch/dinner
To cook breakfast/lunch/dinner
To vacuum
To cut the grass
To clean
To put on make-up
To tidy up
To make the bed
To set the table
To go grocery shopping
To tidy up
To make the bed
To set the table

Kitchen
Living room
Bedroom
Bathroom
Lotion
Perfume
Cologne
Makeup

COMMUNICATIVE STRUCTURES

• Writing sentences & paragraphs
• Using sequencing words to tell the order you do things
• Using reflexive pronouns, as needed.
• Differentiating between past tenses
• Using appropriate past tense effectively
LEVEL 2: Unit 3
Healthy Living

ANNUAL TARGET
How well are students expected to perform at the end of the year?

UNIT LEARNING TARGETS
What will students be able to do with what they know?

<table>
<thead>
<tr>
<th>INTERPRETIVE</th>
<th>INTERPERSONAL</th>
<th>PRESENTATIONAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening</strong></td>
<td><strong>Reading</strong></td>
<td><strong>Speaking</strong></td>
</tr>
<tr>
<td>- I can understand when someone describes to me what is in a meal.</td>
<td>- I can understand nutrition labels.</td>
<td>- I can describe my eating habits, including traditional foods.</td>
</tr>
<tr>
<td>- I can understand a food advertisement.</td>
<td>- I can understand flyers from a grocery store and food packages.</td>
<td>- I can express my dietary needs.</td>
</tr>
<tr>
<td>- I can understand simple news stories about food and health.</td>
<td>- I can understand an article about food and nutrition.</td>
<td>- I can give advice about healthy eating habits.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Person-to-Person</strong></th>
<th><strong>Writing</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- I can talk about ingredients in a dish.</td>
<td>- I can present information on eating habits of people in other countries.</td>
</tr>
<tr>
<td>- I can say whether something is healthy and unhealthy and why.</td>
<td></td>
</tr>
<tr>
<td>- I can talk about healthy food choices using healthy eating guidelines.</td>
<td></td>
</tr>
<tr>
<td>- I can talk to someone about my dietary needs.</td>
<td></td>
</tr>
</tbody>
</table>

Culture
What intercultural competencies will students be able to demonstrate with what they know?

<table>
<thead>
<tr>
<th>PRODUCTS</th>
<th>CULTURAL INTERACTIONS</th>
<th>PRACTICES</th>
</tr>
</thead>
<tbody>
<tr>
<td>- I can compare and contrast US menus with those from the target culture.</td>
<td>- I can use healthy eating guidelines from different countries to describe eating habits.</td>
<td>- I can compare and contrast dining practices between the US and the target culture.</td>
</tr>
<tr>
<td>- I compare and contrast typical food products from the US and the target culture.</td>
<td>- I can describe traditional meals from different countries. (i.e. French cheese, ratatouille, gazpacho, paella, flan, etc.)</td>
<td></td>
</tr>
</tbody>
</table>

Unit Performance Targets
Teach to... Lowest acceptable performance...
Intermediate Mid Novice High

Find us at: www.scsworldlanguages.weebly.com
UNIT PERFORMANCE TASKS

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

PRESENTATIONAL SPEAKING
You are going to visit the target language country over fall break and your host mother sent you an email asking about foods that you like and don’t like so that she will know what to prepare when you are there. You call her Skype number and leave a voice message describing your eating habits and telling her what types of food you prefer to eat and why.

INTERPERSONAL
You and your friend are at the mall and decide to eat at the food court. You have become very health conscious, but your friend still prefers to eat junk food. Since you are both studying the target language and you don’t want to embarrass your friend in public, you give her advice about food choices that are healthy and unhealthy and why certain food choices would be better.

PRESENTATIONAL WRITING
You have recently been blogging with a group of target language-speaking teenagers to work on your language skills. They have all been describing the foods that they eat, talking about the ingredients and whether these foods are healthy or unhealthy. Write a blog post about the foods that you typically eat and describe them in detail.

VOCABULARY

What will prepare students to demonstrate what they can do with what they know?

Vocabulary should be selected to support student interests. The words below represent a starting point. Student interest should be gauged before finalizing any taught vocabulary.

LANGUAGE CHUNKS
What did you eat?/I ate...
What did you drink/I drank...
You should/I should...

ESSENTIAL VOCABULARY
Meals
Food
Nutrition
Quantity

COMMUNICATIVE STRUCTURES

• Telling people what they should and shouldn’t do. (should + inf.)
• Writing descriptions using a series of sentences or short paragraphs
• Using connector words
• Using the appropriate past tense
LEVEL 2: Unit 4

It’s Good to be Young!

ANNUAL TARGET

How well are students expected to perform at the end of the year?

Unit Performance Targets

Teach to... Lowest acceptable performance...

Intermediate Mid Novice High

UNIT LEARNING TARGETS

What will students be able to do with what they know?

INTERPRETIVE

Listening

I Can

- Understand simple instructions from a doctor.
- Understand information about being healthy and/or recovering from illness/injury.
- Understand when someone talks about what is wrong or what happened.

Reading

- Read and understand instructions from a prescription.
- Read and understand simple pamphlets on health issues and/or treatment of injuries.
- Understand basic terminology on health history form.

INTERPERSONAL

Person-to-Person

- Ask and answer basic personal questions needed for paper work at a hospital or doctor’s office.
- Explain what is wrong with me or someone else.
- Ask about and tell what happened to me or someone else.
- Get clarification about a prescription or medical instructions.

PRESENTATIONAL

Speaking

- Tell what happened to make me sick or someone else sick.
- Tell how I or someone else got hurt.

Writing

- Write about what happened to make sick or someone else sick.
- Write about how I or someone else got hurt.

CULTURAL INTERACTIONS

PRODUCTS

- I can compare and contrast overarching health products and health care in the US and the target culture.

CULTURAL INTERACTIONS

- I can tell you how to make an appointment to see the doctor in the target culture.

PRACTICES

- I can compare and contrast overarching health care practices in the US and the target culture.

Culture

What intercultural competencies will students be able to demonstrate with what they know?
UNIT PERFORMANCE TASKS
How will students demonstrate what they can do with what they know?

PRESENTATIONAL SPEAKING
You are in _____ on exchange and get hurt on your first day there. You look up a doctor on the phone book and call to try to get an appointment. When the receptionist answers the phone, you explain your symptoms to her in ____ and ask for an appointment.

INTERPERSONAL
You are sitting in the waiting area of your doctor’s office when a ____-speaking person comes in. The two of you start talking in ____ to pass the time while you are waiting to see the doctor. Explain to him what is wrong with you and why you need to see the doctor.

PRESENTATIONAL WRITING
You start feeling sick during the school day and need to go home. You know that you will miss a writing assessment in your ____ class. You decide to write your teacher a note in ____ explaining to her what happened to make you sick and that you are going home, hoping that you won’t have to make up the writing assessment if you write your note to her in ____.

 VOCABULARY
What will prepare students to demonstrate what they can do with what they know?

Vocabulary should be selected to support student interests. The words below represent a starting point. Student interest should be gauged before finalizing any taught vocabulary.

LANGUAGE CHUNKS
How are you feeling?
What is the matter?/What do you have?
I am …/ I feel….
I do not feel well.

ESSENTIAL VOCABULARY
- Body Parts
- Illnesses and injuries
- Medical professionals
- Healthy activities
- Unhealthy activities

COMMUNICATIVE STRUCTURES
- Writing sentences and paragraphs
- Using reflexive pronouns
- Using formal vs informal language
- Using expressions of necessity
- Using expressions with to have
- Using modal verbs
LEVEL 2: Unit 5

Travel

ANNUAL TARGET

How well are students expected to perform at the end of the year?

UNIT LEARNING TARGETS

What will students be able to do with what they know?

<table>
<thead>
<tr>
<th>INTERPRETIVE</th>
<th>INTERPERSONAL Person-to-Person</th>
<th>PRESENTATIONAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening</strong></td>
<td><strong>Reading</strong></td>
<td>Speaking</td>
</tr>
<tr>
<td>I can understand the main idea and some details presented in a travel show, commercial, audio tour.</td>
<td>I can understand information about places in a city, such as maps, brochures, travel web sites, magazines, ads, etc.</td>
<td>I can describe places in a city.</td>
</tr>
<tr>
<td>I can understand the main idea when I hear people talking about places in a city and when and where events happen.</td>
<td>Find and use tourist information from city guides.</td>
<td>I can tell where I want to go and why.</td>
</tr>
<tr>
<td>I can follow directions to go somewhere.</td>
<td>Follow written directions to get from one place to another.</td>
<td>I can describe and express my opinion about places to visit.</td>
</tr>
<tr>
<td></td>
<td>Understand a note from my friend about travel plans.</td>
<td>I can give recommendations about where to go in Memphis and/or Tennessee and what to do there.</td>
</tr>
</tbody>
</table>

UNIT PERFORMANCE TARGETS

Teach to... Lowest acceptable performance...

Intermediate Mid Novice High
**Culture**

What intercultural competencies will students be able to demonstrate with what they know?

<table>
<thead>
<tr>
<th>PRODUCTS</th>
<th>CULTURAL INTERACTIONS</th>
<th>PRACTICES</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can write a travel brochure for a target language country.</td>
<td>I can compare and contrast vacation interactions between my previous vacations and compare and contrast typical vacations from the target culture.</td>
<td>I can compare and contrast vacation practices between the US and the target culture.</td>
</tr>
<tr>
<td>I can identify some iconic products from the target language culture and explain why they are iconic.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**UNIT PERFORMANCE TASKS**

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

**PRESENTATIONAL SPEAKING**

You are working at the Peabody Hotel, and a group of tourists from the target language country is staying at the hotel. Since you are studying the target language, you have been asked to speak to the group about places to go in Memphis. Using your language skills, you suggest three places to go and give your opinion about which places the tourists might prefer. Also tell them how to get there.

**INTERPERSONAL**

One of your Twitter friends from the target language country is thinking about coming to Memphis this summer with his family. He has sent you a message asking about places to go and things to do in Memphis. Using your target language skills, you suggest three places to go and give your opinion about which place the tourists might prefer. Also tell them how to get there.

**PRESENTATIONAL WRITING**

Your next door neighbor works for a travel agency, and he has been asked by a tour group from the target language country to submit a proposal outlining places to go in Memphis and in Tennessee. Since the tour group has asked for many proposals, your neighbor wants to impress the tour director by submitting his proposal in the target language. Since you are studying the target language, he has asked you to help. Describe what the tourists can do in various places in Memphis, as well as across the state.

**VOCABULARY**

What will prepare students to demonstrate what they can do with what they know?

Vocabulary should be selected to support student interests. The words below represent a starting point. Student interest should be gauged before finalizing any taught vocabulary.

**Language Chunks**

Where is…? / It is…
How do I get to…?
How long does it take to get to…?
What is your town like?
I am looking for…
Do you know where…is located?

Can/Could you tell me where there is a…?
What do/would you like to do?
What do you prefer…or…?
I prefer…
Where do I have to go?
Where can I find…?

**COMMUNICATIVE STRUCTURES**

- Writing sentences & paragraphs
- Giving and understanding directions
- Asking for and giving information
- Planning activities
- Using sequencing words
- Command forms (formal, informal)
LEVEL 2: Unit 6

Let’s Celebrate!

ANNUAL TARGET
How well are students expected to perform at the end of the year?

Novice Low Novice Mid Novice High Intermediate Low Intermediate Mid Intermediate High Advanced Low

Unit Performance Targets
Teach to...
Intermediate Mid

Lowest acceptable performance...
Novice High

UNIT LEARNING TARGETS
What will students be able to do with what they know?

INTERPRETIVE
Listening
- I can understand what I hear when someone describes a celebration.
- I can understand what I hear when someone describes what happened at a celebration.

Reading
- I can understand what I read about celebrations.
- I can understand a description of what happened at a celebration.

INTERPERSONAL
Person-to-Person
- I can ask and answer questions about celebrations.
- I can discuss celebrations in my community with someone from another culture.
- I can talk about a celebration (or celebrations) in which I participated.

PRESENTATIONAL
Speaking
- I can give a presentation that describes celebrations in my community.
- I can talk about a specific past celebration.

Writing
- I can develop a presentation that describes celebrations in my community.
- I can tell about a celebration in which I participated.
- I can compare celebrations in other countries with those in my community.

Culture
What intercultural competencies will students be able to demonstrate with what they know?

PRODUCTS
- I can compare and contrast party supplies from the US and the target culture.

CULTURAL INTERACTIONS
- I can compare and contrast holiday celebrations in the US and the target culture.
- Compare and contrast French and American holidays, customs, and traditions.

PRACTICES
- I can compare and contrast celebratory practices in the US and in the target culture.
UNIT PERFORMANCE TASKS
How will students demonstrate what they can do with what they know?

PRESENTATIONAL SPEAKING
You are at a really terrific birthday party with your family, and you want to share every moment and every detail of the party with your friends who are not there. You want to keep everyone informed through Twitter. You don’t want your parents to know what you are tweeting, so you decide to post your tweets in French about the celebration.

INTERPERSONAL
You are at a really terrific birthday party with your family, and you want to share every moment and every detail of the party with your friends who are not there. You want to keep everyone informed through Twitter. You don’t want your parents to know what you are tweeting, so you decide to post your tweets in French about the celebration.

PRESENTATIONAL WRITING
Your aunt recently got married and you were part of the wedding party. Your e-pal from Guadeloupe asks you about the wedding. Write your e-pal with as many details as possible about the wedding.

VOCAUBLARY
What will prepare students to demonstrate what they can do with what they know?

Vocabulary should be selected to support student interests. The words below represent a starting point. Student interest should be gauged before finalizing any taught vocabulary.

LANGUAGE CHunks
I hope you have…
Have fun!
Have a good evening!
Enjoy…
Can you help me…?
Do you mind…?
No problem.
Ok.
Did you already…?
Are there still…?
Are you sure you…?
Have you thought of…?
…not yet.
It’s all taken care of.
But of course!
I totally forgot!

ESSENTIAL VOCABULARY
Celebrations
Activities associated with celebrations
Negative expressions

COMMUNICATIVE STRUCTURES
• Writing sentences & paragraphs
• Asking for and giving information
• Using negative expressions
• Narrating a holiday story using the appropriate past tenses