

*Public District School Board Writing Partnership*

# Course Profile International Languages

Level One  
Open

- *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

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Course Profiles are professional development materials designed to help teachers implement the new Grade 10 secondary school curriculum. These materials were created by writing partnerships of school boards and subject associations. The development of these resources was funded by the Ontario Ministry of Education. This document reflects the views of the developers and not necessarily those of the Ministry. Permission is given to reproduce these materials for any purpose except profit. Teachers are also encouraged to amend, revise, edit, cut, paste, and otherwise adapt this material for educational purposes.

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## Course Overview

### International Languages, Level 1, Open

#### Description/Rationale

International Language programs focus on developing the language knowledge and communication skills students will need to function effectively in the international community, both as professionals and as private citizens. Students learn to listen, speak, read, and write with precision and confidence, and develop thinking and analytical skills. In addition, the interdisciplinary nature of language allows students to explore related areas of study such as history, geography, music, art, business, and world issues.

The Level 1 Open course is an introductory language course appropriate for those students wishing to acquire proficiency in the language for personal or future professional reasons, such as travel or business. Students acquire knowledge and practice of practical, everyday vocabulary and structures that will enable them to communicate effectively in the language.

#### Unit Titles (Time + Sequence)

Unit 1	About Me	15 hours	Portuguese	Fully developed unit
Unit 2	About My Family	18 hours	Italian	Fully developed unit
Unit 3	About My World	20 hours	Arabic	Fully developed unit
Unit 4	On the Move	18 hours	German	Fully developed unit
Unit 5	On the Go	21 hours	Mandarin	Fully developed unit
Unit 6	On the Town	20 hours	Spanish	Fully developed unit

#### Unit Descriptions

**Note:** In order to present activities in a real context, each unit has been developed with reference to a specific language: Portuguese, Italian, Arabic, German, Mandarin, or Spanish. These activities may be adapted by teachers of other international languages. See the section Course Notes below for further details.

##### Unit 1 – About Me

In this introductory unit, students learn basic greetings, the alphabet, numbers from 1 to 31, how to express dates, names of classroom objects, and commands that are common in school settings. Through a gradual shift from the initial oral practice to writing the script for an authentic performance video at the end of the unit, students develop the ability to express descriptions of themselves and others in oral and written form. Rubrics and rating scales assist students to appreciate their own progress at this early stage. (Portuguese)

##### Unit 2 – About my Family

In this unit, students continue to learn to function in the language of study. The teacher organizes a variety of activities relating to the family, family members and traditions. Individual, pair and whole class activities give students opportunities to begin to practise the language and to use it in a variety of communicative situations. The teacher assesses student progress in all skill areas. A design-your-own-pizza project and a culminating storyboard activity help students to review and consolidate the vocabulary and structures of the unit. (Italian)

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### **Unit 3 – About My World**

In this unit, students quickly move from learning new vocabulary and grammar structures to talking and writing about before-school, in-school, and after-school activities. The teacher's role is complex, as the goal is to make the shift from teacher-directed learning to effective student-centred activities. Assessment and evaluation are varied and ongoing, including peer evaluation of student work, class-produced rubrics, and a pencil-and-paper test. The potential for enrichment is broad, as is the potential to provide reinforcement for students who need individual attention. As the student's leadership and language skills develop the language classroom becomes the student's world, as the unit's name implies. (Arabic)

### **Unit 4 – On the Move**

In this unit, students chart their weekly activities and prepare a personal agenda. They begin to look at the geographical locations where the language of study is spoken, and explore typical daily schedules in some of those regions. They act out a scene about planning an activity with a friend on the phone, participate in choosing a film from a list, and gather information for a short magazine article based on an interview. A variety of assessment opportunities provide continuous feedback to the teacher on the students' developing skills and knowledge. Teacher-directed and structured activities place students in practical everyday situations and prepare them linguistically for more in-depth exploration of travel plans in the following unit. (German)

### **Unit 5 – On the Go**

In this unit, students continue to learn to function in the language of study. The teacher organizes a variety of activities relating to travel and the geography of China. Individual, pair, and whole class activities give students opportunities to express travel intentions in interactive situations. The teacher assesses student progress in all skill areas. Planning a visit to a famous tourist attraction allows students to review and consolidate vocabulary and structures learned throughout the unit. (Mandarin)

### **Unit 6 – On the Town**

In this unit, students discuss, read and write about the world of food and the world of fashion. In practical contexts, students learn how to describe clothing and how to shop for various items. Through structured activities, they learn how to express their likes and dislikes of foods, how to select a restaurant and how to order a meal. The teacher provides a variety of opportunities for students to practise and consolidate their language knowledge. Students demonstrate their learning through discussion and through the preparation and presentation of a menu and a meal. (Spanish)

### **Course Notes**

In order to provide a real context for strategies, activities, evaluation and resources in this course profile, six international languages were chosen. The profile is written as generically as possible, but with specific references in individual units to one of these languages and cultures, and often with specific examples in these languages, especially in the appendices. Teachers of other international languages will be able to adapt the majority of these activities to their particular language and culture, and so benefit from the experience and expertise of the writers of these profiles. Specific resources relevant to other languages can be found, and some sources for multi-language resources and web sites that include a number of international languages have been included here.

This profile contains six fully developed units, written in two phases. For additional ideas and activities, please refer to the corresponding Academic course profile. Some suggestions are made in the Teaching/Learning Strategies of units to adapt activities for students in Academic courses.

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Teachers should be familiar with school and board policies regarding acceptable use of the Internet and the physical safety of students within their jurisdiction. Classroom activities should avoid bias and promote awareness of violence prevention within the school environment. Input from special education and ESL teachers will help teachers to meet the needs of students enrolled in these programs. Teachers should also be aware of procedures and guidelines regarding community involvement in school activities (see Ministry of Education and Training Policy Memo No. 124). A high priority should be collaboration and integration with other school departments and the community in order to broaden students' perceptions, to help them make important connections, and to link them to the world beyond the classroom walls.

The strands of Oral Communication: Listening, Oral Communication: Speaking, Reading, and Writing form the basis of each unit and are the starting point of each activity. Although it is difficult in this course profile to be specific about reading passages, both in-class and supplementary reading are essential for the acquisition, improvement and consolidation of vocabulary, idiomatic expressions and language structures. Teachers are encouraged to provide as many and as wide a variety of reading opportunities as possible. The International Languages Policy document prescribes a minimum of 15 pages of simple text for Level 1, Open.

Grammar and language knowledge, are an integral part of international language courses and are always taught in context. Grammar and Language Knowledge expectations have been included in code form at the beginning of each unit and are reintroduced in the assessment/evaluation charts of each activity. Appendix A of this profile lists all codes and the full text for all expectations.

## **Teaching/Learning Strategies**

A wide variety of teaching and learning strategies have been provided to maintain the interest of students and maximize the success of all types of learners. Among strategies used are:

- whole class: brainstorming, problem-solving, presenting/introducing, general discussion
- small group: collaborative/co-operative learning activities, interviewing, creating and performing dialogues and skits, simulating, projects
- individual: note-making, gathering and organizing information, reading age- and language-appropriate materials, writing, questioning, conferencing

Suggestions for the use of information technology have been included in all units. Technological and community resources have been included throughout the profile and teachers are encouraged to use them wherever possible.

## **Assessment/Evaluation Techniques**

### Diagnostic and Formative Evaluation

- observation: formal and informal by the teacher
- reflection: teacher, peer, and self-assessment
- aural comprehension tests
- paper and pencil quizzes: teacher- or course-designed
- conferencing: student/teacher
- performance: projects, creative writing assignments, role performances, simulations
- tools: checklists, rating scales, video/audio tapes, quizzes (aural/oral, written/reading), anecdotal comments, probe questions, rubrics for oral and written assignments.

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### Summative Evaluation

- paper and pencil assessment: teacher- and course-designed tests
- performance: application assignments, guided and free compositions, oral presentations, unit tests
- projects reflecting knowledge acquired in unit(s) of work

### Final Evaluation

A combination of items requiring synthesis of knowledge acquired during course:

- written examination
- composition
- comprehensive oral presentation
- teacher/student interview
- project (written and/or oral)
- listening and reading comprehension tests

Seventy per cent of the grade will be based on assessments and evaluations conducted throughout the course. Thirty per cent of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation.

### **Accommodations**

For students, the learning of a language at any level is a complex task, and requires skills in a number of areas; specifically, the ability to listen and comprehend, to read and understand, and to respond to what is heard or read. All aspects of these tasks are recognized, practised, assessed, and evaluated by the teacher. Every attempt is made by the teacher to accommodate students' individual needs, in order to increase their success in the course.

- consideration of students' Annual and/or Individual Education Plans
- enrichment materials/activities available
- alternative or independent assignments or projects
- flexible grouping/roles of students according to needs and assignment
- flexible time for preparation of assignments or presentations
- resource packages or reinforcement sheets for extra practice
- simplification of terminology or instructions
- extra models and examples provided for oral or written assignments
- class time planned for teacher and/or peer assistance
- flexibility in presentation of assignment (e.g., cassette recorder or computer as alternative to hand-written assignment/response)

### **Resources**

Teachers will find specific resources in the units and activities that follow. The listing of resources in the unit overview at the beginning of each of the six units has complete bibliographical information on both print and technological resources. For additional resources and for other international languages, teachers should contact individual publishers and distributors. In addition, community resources will be very helpful: community organizations, clubs, embassies, consulates, travel agents, newspapers, radio and television stations, theatres, and native speakers from the community.

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As a starting point, the following web sites may prove useful in searching for specific information, in obtaining materials related to assessment and evaluation, or in finding information related specifically to language and culture. Many sites provide links to other useful sites. All of these sites were active at the time of publication:

- [www.google.com](http://www.google.com)  
An elegant multi-lingual search engine.
- <http://school.discovery.com/schrockguide/assess.html>  
Kathy Schrock's Guide for Educators – Assessment Rubrics
- <http://webhome.idirect.com/~omlta/>  
Ontario Modern Language Teachers' Association
- <http://www.actfl.org/>  
American Council on the Teaching of Foreign Languages
- <http://www.mla.org/>  
Modern Language Association of America

### **OSS Policy Applications**

Ontario Ministry of Education and Training. *The Ontario Curriculum Grades 9 and 10, Classical and International Languages, 1999*

Ontario Ministry of Education and Training. *The Ontario Curriculum Grades 9 and 10, Program Planning and Assessment, 1999*

Ontario Ministry of Education and Training. *Ontario Secondary Schools, Grades 9 to 12, Program and Diploma Requirements, 1999*

### **Course Evaluation**

- collaborative pre-planning of assignments and units of work
- structured feedback from students regarding effectiveness of course (surveys, checklists, interviews)
- structured feedback from teachers regarding effectiveness of individual assignments and/or activities
- informal discussion among teachers regarding effectiveness of strategies or activities
- regularly scheduled department meetings to discuss, evaluate and make changes to delivery of assignments and activities
- summative meeting at the end of the year to plan for the future

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## **Coded Expectations, International Languages, LBAAO - LYXAO**

### **Oral Communication: Listening**

#### **Overall Expectations**

##### **OLV.01**

- demonstrate an understanding of very simple spoken language in practical, structured situations, applying knowledge of basic vocabulary and language structures.

#### **Specific Expectations**

##### **OL1.01**

- identify sounds and demonstrate some understanding of basic vocabulary and language structures by giving brief answers to simple questions;

##### **OL1.02**

- use visual cues (e.g., facial expressions) and some verbal cues (e.g., intonation, tones) to understand simple oral messages in dialogues (e.g., interviews or conversations on videotape);

##### **OL1.03**

- identify cultural aspects of the international language (e.g., use of greetings, introductions).

### **Oral Communication: Speaking**

#### **Overall Expectations**

##### **OSV.01**

- communicate orally in different practical, structured situations and for different purposes, using basic vocabulary and language structures.

#### **Specific Expectations**

##### **OS1.01**

- use standard pronunciation in the international language (for words and in phrases and sentences);

##### **OS1.02**

- use basic vocabulary and language structures to ask and answer short questions, and to make brief statements (e.g., order food in a restaurant);

##### **OS1.03**

- express likes and dislikes in brief, rehearsed conversations and dialogues;

##### **OS1.04**

- apply knowledge of the cultural aspects of the international language by using oral language conventions appropriately (e.g., forms of greeting).

### **Reading**

#### **Overall Expectations**

##### **REV.01**

- read age- and language-appropriate passages from different sources for various practical purposes, applying knowledge of simple vocabulary and language structures.

#### **Specific Expectations**

##### **RE1.01**

- read short, simple texts (e.g., menus, schedules, dialogues) for comprehension, consolidation of oral skills, and expansion of vocabulary;

##### **RE1.02**

- read simple materials aloud to develop standard pronunciation;

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**RE1.03**

– use visual cues (e.g., illustrations) and some verbal cues (e.g., context) to determine the meaning of messages in print and other media (e.g., advertisements, CD-ROMs);

**RE1.04**

– respond to materials read by answering short questions;

**RE1.05**

– demonstrate knowledge of the culture of countries where the language is spoken (e.g., identify and describe typical foods, celebrations).

**Writing****Overall Expectations****WRV.01**

– write for a variety of practical purposes, using basic vocabulary and language structures.

**Specific Expectations****WR1.01**

– write complete but simple sentences, using basic vocabulary and language structures (e.g., identify and describe favourite foods);

**WR1.02**

– write answers to simple questions;

**WR1.03**

– write for practical purposes, using a model (e.g., create a party invitation);

**WR1.04**

– use resources to communicate more effectively in their writing (e.g., bilingual, visual dictionaries);

**WR1.05**

– use knowledge of the culture of countries where the language is spoken in materials they write or create (e.g., design a poster for a special event).

**Grammar and Language Knowledge****GL1.01 Nouns**

– use of articles with nouns, – formation of the plural, – gender of nouns, – use of the partitive with nouns (e.g., *some pizza*, *any hamburger*)

**GL1.02 Prepositions**

– simple prepositions (e.g. *to*, *at*, *of*), – simple prepositions and articles (e.g., *to the*, *at the*, *of the*)

**GL1.03 Pronouns**

– subject pronouns, singular and plural, – interrogative pronouns (e.g., *who*, *what*)

**GL1.04 Verbs**

– present tense, regular verbs and frequently used irregular verbs (e.g., *to be*, *to have*, *to want*, *to go*), – verbs in simple negative constructions

**GL1.05 Adjectives**

– regular adjectives and frequently used irregular adjectives (e.g., *good*), – expressions of quantity, – possessive adjectives (e.g., *my*, *your*, *his*, *her*), – demonstrative adjectives (e.g., *this*, *that*), – interrogative adjectives (e.g., *which*)

**GL1.06 Conjunctions**

– common conjunctions (e.g., *and*, *or*)

**GL1.07 Adverbs**

– adverbs used to modify verbs (e.g., *She drives quickly*), – adverbs used to modify adjectives (e.g., *I am very happy*),

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**GL1.08 Syntax**

– word order in simple sentences, positive and interrogative, – subject-verb agreement (e.g. *he is, boys are*), – gender and number agreement in noun phrases

**GL1.09 Vocabulary**

– days of the week, months of the year, time of day, – names of colours, – words associated with the family, food, leisure, transportation, places (e.g., *school, office, factory*), – basic salutations, – words related to the topic of health, – names of school disciplines, – cardinal numbers (1-100)

**GL1.10 Other Elements**

– expressions useful in the classroom (e.g., expressions used to ask permission, simple commands), – idiomatic expressions, – essential characteristics of the writing system, as required

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## Unit 1: About Me

**Time:** 15 hours

### Unit Description

In this introductory unit, students learn basic greetings, the alphabet, numbers from 1 to 31, how to express dates, names of classroom objects, and commands that are common in school settings. Through a gradual shift from the initial oral practice to writing the script for an authentic performance video at the end of the unit, students develop the ability to express descriptions of themselves and others in oral and written form. Rubrics and rating scales assist students to appreciate their own progress at this early stage.

### Strand(s) and Expectations

**Strand(s):** Oral Communication, Reading, Writing

**Overall Expectations:** OLV.01, OSV.01, REV.01, WRV.01.

**Specific Expectations:** OL1.01, OL1.02, OL1.03, OS1.01, OS1.02, OS1.03, OS1.04, RE1.01, RE1.02, RE1.03, RE1.04, RE1.05, WR1.01, WR1.02, WR1.03, WR1.04, WR1.05, GL1.01, GL1.03, GL1.04, GL1.05, GL1.08, GL1.09, GL1.10.

### Activity Titles (Time + Sequence)

Activity 1	Getting to Know You	120 minutes
Activity 2	Saying Hello and Goodbye	150 minutes
Activity 3	Fun with Numbers	180 minutes
Activity 4	My Classroom	210 minutes
Activity 5	Guess Who's Coming to School	240 minutes

### Prior Knowledge Required

- No previous knowledge of Portuguese is expected.

### Unit Planning Notes

- The teacher refers to the resources listed.
- The teacher refers to *The Ontario Curriculum, Grades 9 and 10, Classical and International Languages, 1999* to determine overall and specific expectations and establish the criteria checklist for assessment and evaluation of student learning throughout the unit.
- The teacher considers all expectations and prepares all necessary materials required for teaching and evaluation prior to introducing the unit.
- The teacher pre-teaches/reviews the language expectations required for successful completion of the tasks in the unit.

### Teaching/Learning Strategies

- The teacher establishes with students the learning goals of the unit/activities.
- In this unit, the following teaching/learning strategies are used: brainstorming, oral communication, memorizing, collaborative/co-operative learning, structured writing, performance, recognizing and using appropriate language structures and vocabulary.

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## Assessment and Evaluation

### Diagnostic, Formative Evaluation

- Observation: formal and informal
- Performance (oral, written, visual): group discussion, presentations, interviews, descriptions, mini-reports, demonstrations, itineraries, pronunciation.
- Tools: rating scales, rubrics, tests, quizzes (oral, written, reading).

### Summative Evaluation

- teacher- and course-designed tests and quizzes
- performance: application assignments, guided composition, oral presentations
- 3-skill unit test (listening, reading comprehension, writing)

## Resources

### Print

Lathrop, T.A. and Eduardo M. Dias. *Portugal, Lingua e Cultura*. Newark, Delaware: Linguatex Ltd., 1995. Aluno: ISBN 0-942566-19-X. Professor: ISBN 0-942566-22-X. Manual de Laboratorio: ISBN 0-942566-20-3 Cassete: ISBN 0-942566-21-1

Leite, Isabel and Olga Coimbra. *Portugues Sem Fronteiras*. Lisboa: Lidel. Aluno 1 (1989): ISBN 972-901854-5. Professor 1 (1989): ISBN 972-901881-2 Cassete 1 (1989): ISBN 972-901880-4

### Technological

#### **Internet**

A Biblioteca Nacional ([www.biblioteca-nacional.pt/](http://www.biblioteca-nacional.pt/))

A APP (Associacao dos Professores de Portugues) ([www.app.pt/](http://www.app.pt/))

Ciberduvidas da Lingua Portuguesa ([www.ciberduvidas.com/](http://www.ciberduvidas.com/))

O Instituto Camoes ([www.instituto-camoes.pt/](http://www.instituto-camoes.pt/))

O Sapo –Indice Portugues ([www.sapo.pt/](http://www.sapo.pt/))

*Amar o Mar* (video)

Didactheque de Bayonne. Lisboa: Lidel, 1996.

NTSC – ISBN 972-757-009-7

PAL –ISBN 972-757-050-X

*Dicionario Multilingue Interactivo*

Porto: Porto Editora.

CD-ROM para PC-Windows e MACINTOSH: ISBN 972-0-65200-4

*Diciopedia 99*

Porto. Porto Editora.

CD-ROM para PC-Windows: ISBN 972-0-65250-0

*Discovering Portuguese*

Londres, BBC, 1987.

2 cassetes: ISBN 0-563-21346-9

*Festas 1* (video)

Lisboa: Universidade Aberta, 1986.

*Ouvir... Falar*

MARQUES, Maria Emilia Ricardo. Lisboa: Universidade Aberta, 1986.

6 cassetes (5h. 44 min.)

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*Portugal: Memórias, Cantares, Dizeres*

Lisboa: Universidade Aberta, 1989.

17 cassettes (14 h)

Um Olhar Sobre a Comunidade de Língua Portuguesa

Lisboa: Universidade Aberta, 1996.

### Community

Community clubs (Casa de Portugal, Casa do Alentejo, Casa dos Açores, Casa da Madeira)

Consulate General of Portugal – Serviços de Ensino. Phone: (416) 217-0981 438 University Ave.  
Toronto, Ontario, M5G 2K8.

Schools and public libraries

University of Toronto – Department of Spanish and Portuguese Phone: (416) 978-7456

## **Activity 1: Getting to Know You**

**Time:** 120 minutes

### **Description**

In this activity, students learn ways of greeting and introducing themselves and others. Writing is kept to a minimum to encourage the students to interact communicatively, using the vocabulary and grammar structures orally. By demonstrating the ability to match vocabulary to pictures and performing their first dialogue, students work with a language that is new to them.

### **Strand(s) and Expectations**

**Strand(s):** Oral Communication, Reading, Writing

#### **Overall Expectations**

OLV.01 - demonstrate an understanding of very simple spoken language in practical, structured situations, applying knowledge of basic vocabulary and language structures;

OSV.01 - communicate orally in different practical, structured situations and for different purposes, using basic vocabulary and language structures;

REV.01 - read age- and language-appropriate passages from different sources for various practical purposes, applying knowledge of simple vocabulary and language structures;

WRV.01 - write for a variety of practical purposes, using basic vocabulary and language structures.

#### **Specific Expectations**

*Oral Communication: Listening*

OL1.01 - identify sounds and demonstrate some understanding of basic vocabulary and language structures by giving brief answers to simple questions.

*Oral Communication: Speaking*

OS1.01 - use standard pronunciation in the international language (for words and in phrases and sentences).

*Reading*

RE1.01 - read short, simple texts (e.g., menus, schedules, dialogues) for comprehension, consolidation of oral skills, and expansion of vocabulary;

RE1.02 - read simple materials aloud to develop standard pronunciation;

RE1.03 - use visual cues (e.g., illustrations) and some verbal cues (e.g., context) to determine the meaning of messages in print and other media (e.g., advertisements, CD-ROMs).

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### Writing

WR1.01 - write complete but simple sentences using basic vocabulary and language structures (e.g., identify and describe favourite foods).

### Prior Knowledge Required

- No previous knowledge of Portuguese is expected.

### Grammar and Language Knowledge

- oral use of the articles with nouns – gender of nouns
- subject pronouns, singular and plural
- interrogative pronouns
- verbs: present tense of singular forms and they-form of *to be*, *to be named*
- syntax: word order in simple sentences, positive and interrogative, subject/verb agreement, gender and number agreement in noun phrases

### Planning Notes

- The teacher selects a video/audiocassette or an overhead transparency involving a brief dialogue between two or more individuals introducing one another.
- The teacher finds/creates a dialogue about meeting or greeting someone.
- The teacher prepares a modelled TPR (Total Physical Response) activity to introduce the teacher and students.
- The teacher prepares exercises in which students complete the conversations they hear or see.

### Teaching/Learning Strategies

1. Whole class: Students listen to the teacher/tape and/or view a video in which people meet and ask the names of others.
2. Individual: The teacher introduces him/herself to each student orally. Students practise greeting each other.
3. Pair: Students read a dialogue about meeting and greeting someone. Students practise this dialogue orally with a partner. Whenever possible, the teacher pairs bilingual and non-bilingual students for group activities.
4. Whole class: Students play a game: the *name-chain*. The students ask the person next to them what his/her name is. Following that question, they ask the name of a student across the room (e.g., *Como se chama(m) ele(s)/ela(s)?* or *Quem e ele/ela? Quem sao eles/elas?*).
5. Individual: The teacher introduces the pronouns *he*, *she*, and *they* orally. Students listen to a new tape recording of a dialogue and complete a fill-in-the-blank exercise similar to the introductions already taught.
6. Whole class: Students play a game forming two concentric circles. Students in the inner circle pair up with the students in the outer circle, each student asking the other his/her name. Students in the outer circle move one student to their right and begin the process again.
7. Whole class: using the concept attainment method, the teacher pronounces short words as he/she writes them on the board or on the overhead projector. Students identify patterns in pronunciation.
8. Whole class: The teacher reads out a dialogue introducing the vocabulary *the girl*, *the boy*, *the woman* and *the man* illustrating this vocabulary with pictures.
9. Small group: Students match vocabulary to pictures in groups. The teacher may wish to make this a competition between groups, to see which group completes the matches correctly first (mixed ability groupings).
10. Pair: The class reads the dialogue previously introduced by the teacher.
11. Pair: Students practise and then present their version of the dialogue to the class.

12. Small group: The teacher distributes pictures of a man, a woman, a girl, a boy, and a group of people. Students take turns asking one another the names of these individuals (e.g., *Como se chama a senhora? Or Como se chama ela?*).

### Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	OL1.01	Observation	Students listen to/view cassette/video/overhead of people meeting and greeting each other.
Application	OS1.01 RE1.01, RE1.02 GL1.01, GL1.03, GL1.08	Observation	Students read together, imitating the teacher's pronunciation.
Application/ Communication	OS1.01 RE1.03 GL1.01, GL1.03, GL1.08	Demonstration	Students match pictures and words (e.g., the men, the women).
Communication	OL1.01 OS1.01 WR1.01 GL1.01, GL1.03, GL1.08	Rating scale: Pronunciation 1-4 Intonation 1-4	Students write a guided dialogue, then perform it for the class.

### Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Student may listen to or view tapes as many times as necessary.
- Allow private performances of guided dialogues.
- For native speakers/strong students, provide additional readings incorporating greetings from different regions.

### Resources

Lathrop, T.A. and Eduardo M. Dias. *Portugal, Lingua e Cultura*. Newark, Delaware: Linguatex Ltd., 1995, pp. 12-13 (greetings and courteous expressions), pp. 6-9 (articles), p. 35 (question words).

Leite, Isabel and Olga Coimbra. *Portugues Sem Fronteiras*. Lisboa, Lidel: 1989, pp. 9, 13, 20 (greetings and introductions), pp. 10, 17, 23 (articles).

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## Activity 2: Saying Hello and Goodbye

**Time:** 150 minutes

### Description

In this activity, students begin to understand and express greetings. Through using Portuguese magazines and an interactive role-play, students learn about celebrities in the Portuguese media. An oral presentation rubric serves to assess the authenticity of the language that students have learned so far.

### Strand(s) and Expectations

**Strand(s):** Oral Communication, Reading, Writing

#### Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language in practical, structured situations, applying knowledge of basic vocabulary and language structures;

OSV.01 - communicate orally in different practical, structured situations and for different purposes, using basic vocabulary and language structures;

REV.01 - read age- and language-appropriate passages from different sources for various practical purposes, applying knowledge of simple vocabulary and language structures;

WRV.01 - write for a variety of practical purposes, using basic vocabulary and language structures.

#### Specific Expectations

*Oral Communication: Listening*

OL1.01 - identify sounds and demonstrate some understanding of basic vocabulary and language structures by giving brief answers to simple questions;

OL1.02 - use visual cues (e.g., facial expressions) as well as some verbal cues (e.g., intonation, tones), to understand simple oral messages in dialogues (e.g., interviews or conversations on video tape);

OL1.03 - identify cultural aspects of the international language (e.g., use of greetings, introductions).

*Oral Communication: Speaking*

OS1.01 - use standard pronunciation in the international language (for words and in phrases and sentences);

OS1.02 - use basic vocabulary and language structures to ask and answer short questions and to make brief statements (e.g., order food in a restaurant);

OS1.03 - express likes and dislikes in brief, rehearsed conversations and dialogues;

OS1.04 - apply knowledge of the cultural aspects of the international language by using oral language conventions appropriately (e.g., forms of greeting).

*Reading*

RE1.01 - read short, simple texts (e.g., menus, schedules, dialogues) for comprehension, consolidation of oral skills, and expansion of vocabulary;

RE1.02 - read simple materials aloud to develop standard pronunciation;

RE1.03 - use visual cues (e.g., illustrations) and some verbal cues (e.g., context) to determine the meaning of messages in print and other media (e.g., advertisements, CD-ROMs).

*Writing*

WR1.01 - write complete but simple sentences using basic vocabulary and language structures (e.g., identify and describe favourite foods);

WR1.03 - write for practical purposes using a model (e.g., create a party invitation).

### Prior Knowledge Required

- use of the articles with nouns – gender of nouns
- subject pronouns, singular and plural
- interrogative pronouns
- verbs: present tense of *to be*, *to be named*

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- syntax: word order in simple sentences, positive and interrogative, subject/verb agreement, gender and number agreement in noun phrases

### **Grammar and Language Knowledge**

- formal and familiar greetings
- Portuguese alphabet and phonetics

### **Planning Notes**

- The teacher prepares a text/tape or overhead of dialogues depicting a variety of situations where people greet each other.
- The teacher prepares handouts with pictures and/or fill-in-the blanks of mini-dialogues of people greeting one another.
- The teacher obtains Portuguese magazines.

### **Teaching/Learning Strategies**

1. Whole class: The teacher reads the text, modelling the pronunciation of the words, differentiating between casual and formal structures, and also pointing out the different ways of greeting people according to the time of day and the degree of familiarity.
2. Individual: Students listen to a dialogue and identify various greetings and farewells.
3. Pair: Students practise the dialogue in pairs.
4. Individual: Listening to the teacher or to a tape of various greetings and farewells, students repeat what they hear.
5. Individual: Students match pictures depicting various individuals greeting one another with a list of greetings/farewells.
6. Whole class: Students look at Portuguese magazines, identifying names of males and females and names similar to their own.
7. Pair: Students work with a classmate, taking turns reading aloud names from the magazine while the partner writes them in Portuguese and spells them out loud.
8. Whole class: Students design their own nametag, choosing a name from a list of famous Portuguese-speaking people or names of Portuguese TV characters. (Portuguese magazines are very useful in introducing these celebrities to the students.) The teacher reminds students that learning how to speak a language involves more than just learning vocabulary and grammar and asks students to watch how people use their hands, eyes, and bodies to communicate. Then, they walk around the classroom exchanging greetings.
9. Pair: Students write a dialogue incorporating greetings/farewells and present it to the class. (Remind students that body language is very important. To greet each other, Portuguese-speaking people often shake hands. Men commonly greet one another with a quick, relaxed handshake followed by a hug (*um abraço*) as they pat each other on the back. Women and young girls greet each other with a light kiss on both cheeks.)

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## Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	OL1.02, OL1.03 OS1.04	Observation	Students differentiate between greetings.
Thinking/Inquiry	RE1.01, RE1.02, RE1.03	Observation	Students match visual clues to greetings.
Application Communication	OL1.01, OL1.02 OS1.01, OS1.02, OS1.03 WR1.01, WR1.03 GL1.01, GL1.03, GL1.04, GL1.08, GL1.10	Oral presentation rubric	Students write a dialogue and present it to the class.

### Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Students may listen to tapes as many times as necessary.
- Allow private performances of guided dialogues.
- For native speakers/strong students, provide extra readings.

### Resources

#### Print

Lathrop, T.A. and Eduardo M. Dias. *Portugal, Lingua e Cultura*. Newark, Delaware: Linguatex Ltd., 1995, pp. 12-13 (greetings and courteous expressions), p. xix (alphabet).

Leite, Isabel and Olga Coimbra. *Portugues Sem Fronteiras*. Lisboa: Lidel, 1989, pp. 20-21 (Apresentacoes/cumprimentos), p. 29 (Despedidas).

## Activity 3: Fun with Numbers

**Time:** 180 minutes

### Description

In this activity, students learn numbers and discuss dates, ages, telephone numbers, and addresses. Using a variety of interactive strategies, students integrate vocabulary from all of these categories.

### Strand(s) and Expectations

**Strand(s):** Oral Communication, Reading, Writing

#### Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language in practical, structured situations, applying knowledge of basic vocabulary and language structures;

OSV.01 - communicate orally in different practical, structured situations and for different purposes, using basic vocabulary and language structures;

REV.01 - read age- and language-appropriate passages from different sources for various practical purposes, applying knowledge of simple vocabulary and language structures;

WRV.01 - write for a variety of practical purposes, using basic vocabulary and language structures.

#### Specific Expectations

*Oral Communication: Listening*

OL1.02 - use visual cues (e.g., facial expressions) as well as some verbal cues (e.g., intonation, tones), to understand simple oral messages in dialogues (e.g., interviews or conversations on video tape).

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*Oral Communication: Speaking*

OS1.01 - use standard pronunciation in the international language (for words and in phrases and sentences).

*Reading*

RE1.01 - read short, simple texts (e.g., menus, schedules, dialogues) for comprehension, consolidation of oral skills, and expansion of vocabulary;

RE1.02 - read simple materials aloud to develop standard pronunciation;

RE1.03 - use visual cues (e.g., illustrations) and some verbal cues (e.g., context) to determine the meaning of messages in print and other media (e.g., advertisements, CD-ROMs).

*Writing*

WR1.03 - write for practical purposes using a model (e.g., create a party invitation).

**Prior Knowledge Required**

- basic arithmetic

**Grammar and Language Knowledge**

- numbers 1 to 31
- days of the week, months
- vocabulary associated with addresses, telephone numbers, and birthdays

**Planning Notes**

- The teacher prepares basic equations to be dictated to the students.
- The teacher prepares number cards.
- The teacher prepares a model cheque.
- The teacher finds/creates a calendar for the specific month.
- The teacher finds/creates blank bingo/lotto cards and small pieces of paper with the numbers 0-31 on them.
- The teacher prepares a basic information sheet for each student to fill in with his/her birthday, phone number, address, and postal code.

**Teaching/Learning Strategies**

1. Whole class: The teacher models sentences involving birthdays, postal codes, phone numbers, and addresses.
2. Pair: Students complete a personal information sheet and relay the information to each other verbally.
3. Whole class: The teacher demonstrates on the board how to write numbers in long form. Students practise writing numbers up to 31.
4. Pair: Students write down seven numbers from zero to thirty-one. Then, working with a classmate, one partner reads the numbers aloud while the other writes them down. Students cover the original list of numbers so neither can see them. Next, the other partner spells aloud the numbers from the list while the other writes them down. Finally, both compare the lists and make any needed corrections. The partners repeat, switching roles.
5. Pair: Using a model of a cheque written by the teacher, students pretend to write each other cheques in amounts under 31 dollars.
6. Whole class: Students count backwards one number at a time, by twos, by threes, etc.
7. Whole class: The teacher holds up a card with a number on it while saying the number. Students call out *Sim* (Yes) or *Nao* (No) to indicate whether the teacher is holding up the number the teacher has said. (As a variation, the teacher calls the students to identify the number orally in Portuguese or has a student go to the board and write the numeral.)

8. Pair: Students dictate numbers to one another and correct each other's work.
9. Whole class: The teacher introduces *plus*, *minus*, *divided by*, *multiplied by*, and *equals*.
10. Small group: Students practise numbers by giving each other simple arithmetic questions using numbers up to 31.
11. Whole class: The teacher introduces the days of the week pointing out that each working day begins with the word *feira* (fair/market) followed by the ordinal number (e.g., *segunda-feira*, *terca-feira*, *quarta-feira*, *quinta-feira*, *sexta-feira*).
12. Pair: Using a calendar, students choose seven different dates and then, taking turns, ask each other the day of the week for each specific date.
13. Whole class: bingo/lotto. Students prepare an individual bingo/lotto card. A student calls out numbers for a bingo/lotto game using numbers from 0 to 31. The first to have five numbers horizontally or vertically (or the whole card completely filled) wins.

### Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	OS1.01 RE1.01, RE1.02, RE1.03 GL1.08, GL1.09	Observation	Students complete a personal information sheet and present it verbally.
Communication	OL1.02 OS1.01 GL1.09	Peer observation	Students dictate numbers to each other.
Application	WR1.03	Rating scale: Accuracy 1-4 Completeness 1-4	Students write cheques to each other.
Application	OL1.02 OS1.01 GL1.09	Observation	Students play bingo/lotto.
Thinking/Inquiry	OL1.02 OS1.01	Peer observation (checking each other's work)	Students create and read aloud arithmetic questions for each other to solve.

### Accommodations

- Consult student's Annual and/or Individual Education Plan.
- More time may be allowed to complete each task.
- Have native speakers/strong students call out the numbers (bingo/lotto).

### Resources

Lathrop, T.A. and Eduardo M. Dias. *Portugal, Lingua e Cultura*. Newark, Delaware: Linguatex Ltd., 1995, pp. 12, 37 (numbers), p. 85 (days).

Leite, Isabel and Olga Coimbra. *Portugues Sem Fronteiras*. Lisboa: Lidel, 1989, pp. 23, 39 (numbers), pp. 44-45 (days).

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## Activity 4: My Classroom

**Time:** 210 minutes

### Description

In this activity, students learn the names of objects in the classroom and commands that are heard in a school setting. By writing and presenting a role-play, they further consolidate their ability to apply vocabulary from a variety of areas. The Portuguese atmosphere of the classroom makes understanding and using the vocabulary and expressions a practical necessity.

### Strand(s) and Expectations

**Strand(s):** Oral Communication, Reading, Writing

#### Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language in practical, structured situations, applying knowledge of basic vocabulary and language structures;

OSV.01 - communicate orally in different practical, structured situations and for different purposes, using basic vocabulary and language structures;

REV.01 - read age- and language-appropriate passages from different sources for various practical purposes, applying knowledge of simple vocabulary and language structures;

WRV.01 - write for a variety of practical purposes, using basic vocabulary and language structures.

#### Specific Expectations

##### *Oral Communication: Listening*

OL1.0 - identify sounds and demonstrate some understanding of basic vocabulary and language structures by giving brief answers to simple questions;

OL1.02 - use visual cues (e.g., facial expressions) as well as some verbal cues (e.g., intonation, tones), to understand simple oral messages in dialogues (e.g., interviews or conversations on video tape).

##### *Oral Communication: Speaking*

OS1.01 - use standard pronunciation in the international language (for words and in phrases and sentences);

OS1.02 - use basic vocabulary and language structures to ask and answer short questions and to make brief statements (e.g., order food in a restaurant).

##### *Reading*

RE1.01 - read short, simple texts (e.g., menus, schedules, dialogues) for comprehension, consolidation of oral skills, and expansion of vocabulary;

RE1.02 - read simple materials aloud to develop standard pronunciation;

RE1.03 - use visual cues (e.g., illustrations) and some verbal cues (e.g., context) to determine the meaning of messages in print and other media (e.g., advertisements, CD-ROMs).

##### *Writing*

WR1.03 - write for practical purposes using a model (e.g., create a party invitation).

### Prior Knowledge Required

- Portuguese alphabet and phonetics

### Grammar and Language Knowledge

- vocabulary and expressions associated with the classroom and school
- simple commands used in a classroom

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## Planning Notes

- The teacher prepares cards with the names of the items to be found in the classroom. (For a while, these items can be left as tags indicating the various objects in the room.)
- The teacher prepares True/False listening quiz.
- The teacher finds/creates a “back-to-school” advertisement for school supplies.
- The teacher prepares cue cards with commands.

## Teaching/Learning Strategies

1. Whole class: The teacher introduces the vocabulary of the classroom in singular and plural forms with the definite article. Cards prepared by the teacher have pictures on the front and names and articles on the back. The teacher shows the picture/card and pronounces the word that the students repeat in chorus.
2. Small group: The teacher gives the students a selection of cue cards with the words of several items in the classroom. Students attach the cue cards to the correct item.
3. Whole class: Teacher shows the picture of the classroom object and students give its equivalent in Portuguese with the correct article.
4. Pair: Working with a classmate, students prepare a list in Portuguese of as many classroom items as they can name in one minute. An article must be included with each item named.
5. Whole class: The teacher asks: *O que é isto?* and students answer: *Isso é um(a)\_\_\_\_\_*. Students then ask each other questions about the classroom.
6. Individual: Students make a list of classroom items for a new student to bring to school.
7. Whole class: The teacher demonstrates how to react to common commands used in the classroom, then writes them on the board. Following this introduction the teacher demonstrates the expected reaction and a student indicates where the command is displayed on the board.
8. Pair: Working with a partner, students take turns telling one another to point at an object in the classroom. (Students will use commands such as *Aponta, Indica, Mostra*, adding any of the classroom objects learned, including the definite article).
9. Individual: (Use a local “back-to-school” advertisement for this activity or create one). The student imagines that *Papelaria Portugal* is having a school supply sale. The student is given an amount of \$50.00 to buy things for school. The student looks at the advertisement and creates a shopping list of what he/she plans to buy and how much each item will cost. Then, he/she writes the prices next to the items on the list adding up the total cost of the purchases and writes a complete sentence, giving the total cost in dollars (*dolares*) and cents (*centimos*). Caution: be careful not to spend more than the given amount!
10. Pair: Working in pairs, students play the roles of two volunteers completing an inventory of the supplies to donate to a school in a poor country. Each student prepares a list of six items, including a definite or indefinite article. Then, one student reads the list aloud, one item at a time. The other student repeats each item for clarification and tells how many there are. Finally, the first student writes the number on the list. When all six items are counted students switch roles.
11. Small group: Students move into small groups and create dialogues incorporating commands.

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### Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	OL1.01, OL1.02 OS1.01 RE1.02 GL1.09	Listening quiz	Students match vocabulary they hear to pictures of classroom objects.
Application	RE1.02 GL1.09	Observation	Students match names to classroom objects.
Communication	OL1.01 OS1.01, OS1.02 GL1.08, GL1.10	Observation	Students respond orally to questions about the classroom.
Communication	OS1.01 RE1.01, RE1.03 GL1.04	Observation	Students match commands to gestures.
Thinking/Inquiry	OL1.01, OL1.02 OS1.01, OS1.02 RE1.01 WR1.03 GL1.10	Oral presentation rubric	Students role-play giving commands to each other.

### Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Students may be grouped heterogeneously.
- Students may be allowed to hear the listening quiz as many times as necessary.
- More time may be allowed to complete each task.
- For native speakers/strong students, a match-the-columns activity incorporating more detailed classroom vocabulary can be provided.

### Resources

#### Print

Lathrop, T.A. and Eduardo M. Dias. *Portugal, Lingua e Cultura*. Newark, Delaware: Linguatex Ltd., 1995.

Leite, Isabel and Olga Coimbra. *Portugues Sem Fronteiras*, Lisboa: Lidel, 1989, pp. 23-29.

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## Activity 5: Guess Who's Coming to School

**Time:** 240 minutes

### Description

In this activity, students learn to describe themselves and others. Culminating in the videotaping of a skit, this activity challenges students to tie together everything they have learned thus far in Portuguese, in order to create an interesting media product. Evaluation involves two rating scales, a rubric, and a three-skill test.

### Strand(s) and Expectations

**Strand(s):** Oral Communication, Reading, Writing

#### Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language in practical, structured situations, applying knowledge of basic vocabulary and language structures;

OSV.01 - communicate orally in different practical, structured situations and for different purposes, using basic vocabulary and language structures;

REV.01 - read age- and language-appropriate passages from different sources for various practical purposes, applying knowledge of simple vocabulary and language structures;

WRV.01 - write for a variety of practical purposes, using basic vocabulary and language structures.

#### Specific Expectations

*Oral Communication: Listening*

OL1.01 - identify sounds and demonstrate some understanding of basic vocabulary and language structures by giving brief answers to simple questions;

OL1.02 - use visual cues (e.g., facial expressions) as well as some verbal cues (e.g., intonation, tones), to understand simple oral messages in dialogues (e.g., interviews or conversations on video tape).

*Oral Communication: Speaking*

OS1.01 - use standard pronunciation in the international language (for words and in phrases and sentences);

OS1.02 - use basic vocabulary and language structures to ask and answer short questions and to make brief statements (e.g., order food in a restaurant).

*Reading*

RE1.02 - read simple materials aloud to develop standard pronunciation;

RE1.04 - respond to materials read by answering short questions;

RE1.05 - demonstrate knowledge of the culture of countries where the language is spoken (e.g., identify and describe typical foods, celebrations).

*Writing*

WR1.02 - write answers to simple questions;

WR1.03 - write for practical purposes using a model (e.g., create a party invitation);

WR1.04 - use resources to communicate more effectively in their writing (e.g., bilingual, visual dictionaries);

WR1.05 - use knowledge of the culture of countries where the language is spoken in materials they write or create (e.g., design a poster for a special event).

#### Prior Knowledge Required

- verbs: present tense of *to be*, *to be named*
- syntax: word order in simple sentences, positive and interrogative, subject/verb agreement, gender and number agreement in noun phrases

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## Grammar and Language Knowledge

- adjectives before nouns
- adjectives following the verb *to be*
- expressions with the verb *to have*

## Planning Notes

- The teacher finds pictures of people in obvious emotional states (*sad, happy, nervous, excited, angry, anxious, afraid*, etc.).
- The teacher prepares cards with descriptive adjectives.
- The teacher prepares a list of scrambled sentences accompanying pictures.
- The teacher researches whether a link is possible between activities in technology courses and Portuguese class. If so, the teacher structures the activity and assessment in collaboration with the technology teacher.
- The teacher prepares a rubric to assess interviews.
- The teacher prepares an illustrated list of famous Portuguese people.
- The teacher finds/creates simple readings about people at cultural celebrations and prepares answer sheets.
- The teacher finds pictures of people at cultural celebrations.
- The teacher creates a simple rating scale to evaluate sentences.
- The teacher prepares a guided composition.
- The teacher arranges video equipment needed for skit tapings.

## Teaching/Learning Strategies

1. Whole class: The teacher models sentences orally, describing people in pictures using the adjectives *nervous, famous, anxious, angry, afraid, sad, happy, favourite*, etc. Students respond to the question using the same set of adjectives to describe the pictures (e.g., *Ele/Ela esta nervoso/a? Sim, ele/ela esta nervoso/a?*).
2. Pair: Working in pairs, students look at pictures of different people and ask their partner how each person is, according to the picture. The partner answers using the appropriate adjectives. After reviewing every adjective, students switch roles (e.g., *Como esta ele/ela? Ele/ela esta feliz!*).
3. Pair: The teacher models the following question-and-answer for pairs of students to practise: \_\_\_\_\_ *is coming. Are you nervous? -No, I'm happy* (e.g., famous person).
4. Whole class: To familiarize students with famous Portuguese-speaking people and their field of expertise, the teacher introduces a list of important people.
5. Individual: Students research these and other names on the Internet. (This activity could be linked to an activity in their technology courses.) The school Library/Resource Centre is also a valuable source of information for this task. (The teacher may structure a treasure-hunt based on biographical information found in the library.) Then, students play a game in which they name celebrities, tell where they are from, and tell what they are famous for.
6. Whole class: The teacher writes some descriptive adjectives on separate pieces of paper. Students select a piece of paper at random, then act out the expressions while classmates guess what the expression is.
7. Individual: Students are given a list of descriptive adjectives. In poster form, they illustrate with their drawings or with cutouts from magazines the adjectives given. Students write captions below the pictures telling who and how that person is.
8. Pair: The teacher interviews a student about his/her favorite number, day of the week, season, month, and celebrity. The teacher writes on the board a list of possible answers. Students then perform similar interviews in pairs, while the teacher circulates to assist them. Students repeat the activity with a different partner, while the teacher circulates to assess them using a rubric.

9. Individual: Using simplified readings about people at cultural celebrations, students answer short questions using short sentences (e.g., *Quem e ele? Ele e o Joao. Ondeesta ele? Ele esta numa festa de anos*). Students check their own work against teacher-prepared answer sheets or simply fill in the answer in the guided composition sheet provided.
10. Pair: Students choose a picture about a cultural celebration. With the aid of a bilingual dictionary students write as many simple sentences as they can about the scene.
11. Individual: To summarize the unit and bring together all the information acquired, students create a poster/collage including: name, place of origin, age, a greeting, a favourite personality, day of the week, season, etc. and at least three adjectives to describe him/herself.
12. Small group: Using the substitution skit (see Appendix), students create their own skit about a famous person dropping in on the class unannounced. Students tape their skits on video, using props and costumes. To assist students with their lines, the teacher may have them write poster-size cue cards.
13. Students write a unit test evaluating their aural comprehension, reading comprehension, and writing skills thus far.

### Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	OL1.01, OL1.02 OS1.01, OS1.02 GL1.05	Observation	Students describe pictures of people using adjectives.
Communication	OL1.01, OL1.02 OS1.01, OS1.02 GL1.05	Observation	Students respond orally to questions about their reactions.
Application	OL1.01, OL1.02 OS1.01, OS1.02 GL1.03	Rating scale	Students interview each other about favourite number, day, season, month, and celebrity.
Application	RE1.04, RE1.05 WR1.02 GL1.03	Answer sheets against which students check their own work	Students answer questions about a cultural reading using short sentences (e.g., <i>Quem e? Quando e?</i> ).
Thinking/ Inquiry	RE1.02 WR1.04, WR1.05 GL1.08	Rating scale	Students use dictionaries to write short sentences about pictures of Portuguese-specific scenes.
Thinking/ Inquiry	OS1.01, OS1.02 RE1.02 WR1.03 GL1.10	Rubric developed beforehand with class	Students create and videotape a skit.
Application	OL1.01, OL1.03 RE1.01 WR1.01 GL1.01, GL1.03, GL1.04, GL1.05, GL1.08, GL1.09, GL1.10	Unit test (aural comprehension, reading comprehension, discreet language knowledge, guided writing)	Students write a pencil-and-paper unit test.

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## Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Students may be grouped heterogeneously.
- More time may be allowed to complete each task.
- For native speakers/strong students, prepare an assignment in which they look for celebration scenes in magazines and answer questions in short sentences.
- During the pair exercise writing sentences about a picture of a celebration, the teacher circulates to assist students. The rating scale is designed to evaluate the minimum number of correct sentences created with the teacher's assistance. If this proves to be too challenging, students can be given a list of sentences to unscramble.

## Resources

Lathrop, T.A. and Educarado M. Dias. *Portugal, Lingua e Cultura*. Newark, Delaware: Linguatex Ltd., 1995, pp. 13, 35 (simple questions and answers), p. 85 (days, months and seasons), pp. 143-144 (Portuguese popular celebrations).

Leite, Isabel and Olga Coimbra. *Portugues Sem Fronteiras*. Lisboa: Lidel, 1989, p. 37 (seasons), p. 39 (days), p. 45 (months), p. 57 (age), p. 67 (descriptive adjectives).

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## Unit 2: About My Family

**Time:** 18 hours

### Unit Description

In this unit, students continue to learn to function in the language of study. The teacher organizes a variety of activities relating to the family, family members and traditions. Individual, pair, and whole class activities give students opportunities to begin to practise the language and to use it in a variety of communicative situations. The teacher assesses student progress in all skill areas. A design-your-own-pizza project and a culminating storyboard activity help students to review and consolidate the vocabulary and structures of the unit.

### Strand(s) and Expectations

**Strand(s):** Oral Communication, Reading, Writing

**Overall Expectations:** OLV.01, OSV.01, REV.01, WRV.01.

**Specific Expectations:** OL1.01, OL1.02, OL1.03, OS1.01, OS1.02, OS1.03, OS1.04, RE1.01, RE1.03, RE1.04, RE1.05, WR1.01, WR1.02, WR1.03, WR1.04, WR1.05, GL1.01, GL1.04, GL1.05, GL1.07, GL1.08, GL1.09, GL1.10.

### Activity Titles (Time + Sequence)

Activity 1	Meet My Family - Creating a Family Album	240 minutes
Activity 2	A Time Capsule of My Family Memories	240 minutes
Activity 3	Create Your Own Pizza	300 minutes
Activity 4	My Family Traditions - Storyboard	300 minutes

### Prior Knowledge Required

- use of articles with nouns
- formation of the plural
- gender of nouns
- subject pronouns
- regular and possessive adjectives
- subject-verb agreement
- word order in simple sentences
- basic vocabulary/numbers, salutations, days of the week, months
- simple verbs (to be, to have, to like)

### Unit Planning Notes

- The teacher refers to the resources listed.
- The teacher refers to *The Ontario Curriculum, Grades 9 and 10, Classical and International Languages, 1999* to determine overall and specific expectations and establish the criteria checklist for the assessment and evaluation of student learning throughout the unit.
- The teacher considers all expectations and prepares all necessary materials required for teaching and evaluation prior to introducing the unit.
- The teacher pre-teaches/reviews the language expectations required for successful completion of the tasks in this unit.
- The teacher prepares required materials and vocabulary.
- The teacher prepares rubrics/assessment and evaluation materials for the unit.

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## Teaching/Learning Strategies

- The teacher establishes with students the learning goals of the unit/activities.
- In this unit, the following teaching/learning strategies will be used: interviewing, oral communication, presenting/introducing, interactive/collaborative learning, brainstorming, investigating, writing, describing, discussing and conferencing.

## Assessment and Evaluation

### Diagnostic, Formative Evaluation

- observation: formal and informal
- performance (oral, written, visual): group discussion, presentations, interviews, descriptions, mini-reports, demonstrations, scrapbooks, photo boards, cartoon/comic strip story, pronunciation.
- tools: checklists, rating scales, rubrics, tests, quizzes (oral, written, reading)

### Summative Evaluation

- performance: oral presentation, interview with a family member
- writing, editing, and presentation of storyboard
- researching, copying out, and preparing a traditional recipe

## Resources

### Print

Battaglia, G. *Leggiamo e conversiamo. Tra le pareti domestiche*. 1974

Canella, Piera. *Quaderni di Temi Pratici*. 1984.

Federici, Carla and Carla Larese Riga. *Ciao! Canada*: CBS College Publishing, 1986.

ISBN 0-03-069333-0

Istituto Geografico de Agostini. *Conoscere l'Italia*, Enciclopedia dell'Italia Antica e Moderna, vol. 2, 1979.

Merlonghi, Franca, Ferdinando Merlonghi, and Joseph A Tursi. *Oggi in Italia*, Fourth Edition. United States: Houghton Mifflin Company, 1991. ISBN 0-395-43223-5

Panebianco, Beatrice and Paolo Pullega. *Il Lettore di Poesia*. 1994.

Perini, Silvana. *Parliamo Insieme l'Italiano*, Livello 2, 3, 4, 1992.

Speroni, Charles and Charles Golino. *Basic Italian*. Toronto. Holt Rinehart & Winston Inc., 1993.

ISBN 0-03074991-3

### Technological

#### Internet

*Italian for everyone*. CD-ROM. Cambridge, MA: The Learning Company, 1997. ISBN 0-7630-1492-3

*Microsoft Encarta*. CD-ROM.

### Community

Consulate General of Italy, 136 Beverley St., Toronto, ON, M5T 1Y5.

Tel (416) 977-2193. Fax (416) 977-5422.

<http://www.italconsulate.org>

Ente Nazionale Italiano per il Turismo, 1 Place Ville Marie, Suite 1914, Montreal, PQ, H3B 2C3.

Tel. 1-800-482-59047. Fax (514) 392-1429.

<http://www.italiantourism.com>

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Istituto Italiano di Cultura, 496 Huron St., Toronto, ON, M5R 2R3.  
Tel (416) 921-3802/-0499. Fax (416) 962-2503.  
<http://www.iicto-ca.org>

## **Activity 1: Meet My Family - Creating a Family Album**

**Time:** 240 minutes

### **Description**

Students talk about the family and its individual members (e.g., physical descriptions, personal information, photographs, personal possessions, likes and dislikes, professions, roles and relationships). Students interview and identify family members and present them to classmates.

### **Strand(s) and Expectations**

**Strand(s):** Oral Communication, Reading, Writing

#### **Overall Expectations**

OLV.01 - demonstrate an understanding of very simple spoken language in practical, structured situations, applying knowledge of basic vocabulary and language structures;

OSV.01 - communicate orally in different practical, structured situations and for different purposes, using basic vocabulary and language structures;

REV.01 - read age- and language- appropriate passages from different sources for various practical purposes, applying knowledge of simple vocabulary and language structures;

WRV.01 - write for a variety of practical purposes, using basic vocabulary and language structures.

#### **Specific Expectations**

*Oral Communication: Listening*

OL1.02 - use visual cues (e.g., facial expressions) and some verbal cues (e.g., intonation, tones) to understand simple oral messages in dialogues (e.g., interview or conversations on videotape).

*Oral Communication: Speaking*

OS1.01 - use standard pronunciation in the international language (for words and in phrases and sentences);

OS1.02 - use basic vocabulary and language structures to ask and answer short questions, and to make brief statements (e.g., order food in a restaurant);

OS1.03 - express likes and dislikes in brief, rehearsed conversations and dialogues;

OS1.04 - apply knowledge of the cultural aspects of the international language by using oral language conventions appropriately (e.g., forms of greeting).

*Reading*

RE1.01 - read short, simple texts (e.g., menus, schedules, dialogues) for comprehension, consolidation of oral skills, and expansion of vocabulary;

RE1.04 - respond to materials read by answering short questions.

*Writing*

WR1.01 - write complete but simple sentences, using basic vocabulary and language structures (e.g., identify and describe favourite foods);

WR1.03 - write for practical purposes, using a model (e.g., create a party invitation).

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### Prior Knowledge Required

- descriptive adjectives
- nouns, pronouns, adjectives, conjunctions, prepositions (their form and function)
- some interrogative pronouns
- frequently used verbs in affirmative sentences (*to like, to work, to do, to celebrate, etc.*)
- word order in simple sentences

### Grammar and Language Knowledge

- vocabulary associated with the self and family
- numbers to describe age and birth dates
- interrogative words
- possessive adjectives

### Planning Notes

- The teacher prepares language/vocabulary worksheets.
- The teacher prepares/finds picture cards and model sentences to describe family members.
- The teacher prepares cloze exercise based on interrogative words.
- The teacher prepares quiz to assess verb forms.
- The teacher gathers any tools/resources essential for the execution of the family album activity—construction paper, binders, markers, etc.
- The teacher prepares self-evaluation/assessment sheet and rubrics for assessment of oral and written activities.
- The teacher prepares/finds a descriptive passage about a family.

### Teaching/Learning Strategies

(**Note:** Sensitivity to issues about families—their makeup, history, relationships—needs to be considered in these activities.)

1. Whole class: The teacher introduces vocabulary associated with self and family, and teaches interrogative words and possessive adjectives.
2. Small group: Students question one another using picture cards or a matching activity using family members.
3. Whole class: Students read a simple descriptive passage about a family.
4. Individual/Small group: Students make a chart of family members, adding descriptive details, then present it orally to their group. The teacher assists with vocabulary. *Alternative for Academic Level: Students make a more extensive chart, and find words in text or dictionary.*
5. Whole class/Pair: The teacher introduces the conjugation of regular verbs. Students practise verbs in sentences with a partner in preparation for an oral/written quiz.
6. Individual: Students bring/draw/cut out pictures of family members and write descriptions of them.
7. Pair: With a partner, students choose a picture and talk about it
8. Individual: Students prepare and give an oral presentation on the family. *Alternative for Academic Level: Students memorize their presentation.*
9. Individual: Students complete self-evaluation/assessment sheet.

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### Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	OL1.02 OS1.02, OS1.03 RE1.01	Chart of family members	Students talk about family members.
Knowledge/ Understanding	OS1.02 RE1.01, RE1.04 GL1.04, GL1.05	Rubric for assessing oral work	Students question one another using picture cards/matching activity.
Application	OL1.01 OS1.01 WR1.01 GL1.04, GL1.08	Verb quiz	Students complete oral/written quiz.
Communication	OS1.02, OS1.03 WR1.01, WR1.03	Rubric for oral discussion and written work	Students identify family members in pictures and in writing. Students explain contents of picture to peers.
Thinking/Inquiry	OS1.04 RE1.04	Rubric for oral presentation	Students read descriptions orally to class.

### Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Provide a resource package for vocabulary.
- Provide a model photo album.
- Allow students additional time to prepare for the oral presentation with peers or small groups before formal presentation.
- Permit students to use cue cards during presentation.
- Require strong students to present an expanded family chart.
- Provide more specified and directed instructions.

### Resources

Federici, Carla and Carla Larese Riga. *Ciao*. Ed. 2 (1990): pp. 261-263.

Merlonghi, Franca. *Oggi in Italia*. Ed. 5 (1994): pp. 26, 47, 94, 116, 189, 191.

Perini, Silvana. *Parliamo Insieme L'Italiano*. Livello. 4 (1992): pp. 56, 57.

Perini, Silvana. *Parliamo Insieme L'Italiano*. Livello. 3 (1992): pp. 9-12, 15, 19-21, 24, 25.

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## Activity 2: A Time Capsule of Family Memories

**Time:** 240 minutes

### Description

Students seek information and talk about family events and memories in preparation for a visual and oral presentation. They select special/favourite family memories, events, trips, ceremonies and/or traditions as they attempt to recapture these memories through photographs and specially chosen articles. They share stories and memories in written, visual and oral form.

### Strand(s) and Expectations

**Strand(s):** Oral Communication, Reading, Writing

#### Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language in practical, structured situations, applying knowledge of basic vocabulary and language structures;

OSV.01 - communicate orally in different practical, structured situations and for different purposes, using basic vocabulary and language structures;

REV.01 - read age- and language- appropriate passages from different sources for various practical purposes, applying knowledge of simple vocabulary and language structures;

WRV.01 - write for a variety of practical purposes, using basic vocabulary and language structures.

#### Specific Expectations

*Oral Communication: Listening*

OL1.02 - use visual cues (e.g., facial expressions) and some verbal cues (e.g., intonation, tones) to understand simple oral messages in dialogues (e.g., interview or conversations on videotape);

OL1.03 - identify cultural aspects of the international language (e.g., use of greetings, introductions).

*Oral Communication: Speaking*

OS1.02 - use basic vocabulary and language structures to ask and answer short questions, and to make brief statements (e.g., order food in a restaurant);

OS1.03 - express likes and dislikes in brief, rehearsed conversations and dialogues.

*Reading*

RE1.01 - read short, simple texts (e.g., menus, schedules, dialogues) for comprehension, consolidation of oral skills, and expansion of vocabulary;

RE1.04 - respond to materials read by answering short questions;

RE1.05 - demonstrate knowledge of the culture of countries where the language is spoken (e.g., identify and describe typical foods, celebrations).

*Writing*

WR1.01 - write complete but simple sentences, using basic vocabulary and language structures (e.g., identify and describe favourite foods);

WR1.03 - write for practical purposes, using a model (e.g., create a party invitation).

### Prior Knowledge Required

- basic theme vocabulary associated with the family, professions, numbers, and dates
- general expressions describing likes/dislikes/preferences
- nouns, pronouns, adjectives, conjunctions, prepositions (form and function)
- interrogative pronouns
- verbs in affirmative sentences
- word order in simple sentences

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## Grammar and Language Knowledge

- verbs in present tense in negative constructions
- vocabulary associated with family celebrations, time
- demonstrative adjectives
- idiomatic expressions

## Planning Notes

- Teacher prepares art materials/tools for students to create time capsules.
- Teacher creates a model/template for writing about a family event.
- Teacher creates rubrics for assessing oral and written activities.
- Students collect personal articles (photos, souvenirs) for class presentation.
- Teacher selects a reading about family celebrations or a family trip.

## Teaching/Learning Strategies

1. Whole class: The teacher presents verbs associated with family events (e.g., *to celebrate, to go, to do, to visit*) in affirmative and negative forms.
2. Individual: The teacher introduces demonstrative adjectives and adjectives that express quantity and time (i.e., *many, every*). Students practise using adjectives in sentences in preparation for a quiz.
3. Whole class: The teacher presents vocabulary and students discuss family and special family events. The teacher provides a model/template for writing about a family celebration.
4. Pair: Students bring in articles/personal favourite souvenirs and discuss with partners in preparation for oral presentation of capsule activity.
5. Individual: Students create a calendar of family events/celebrations. The teacher provides templates and assists students with vocabulary. *Alternative for Academic level: Students write a paragraph describing one of these events.*
6. Small group: Students choose and name items selected for capsule activity. They use demonstrative adjectives and prepositions wherever possible. They show and describe these items to another student in the group.
7. Individual: Students display and present their time capsule project to classmates.

## Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	WR1.01 GL1.04, GL1.08	Rubric for assessing written activities	Students complete templates of calendar events. Students complete model paragraph describing treasured object/souvenir.
Thinking/Inquiry	RE1.01, RE1.04 WR1.03	Oral and written mix and match quiz (pictures and words)	Students read/comprehend calendar events/celebrations.
Communication	OL1.02 OS1.03 RE1.01	Rubric for assessing oral presentation	Students present time capsule to class (oral/visual).
Application	OL1.02 OS1.02 RE1.05 GL1.05	Quiz Rubric for assessing oral activity	Students complete quiz on adjectives. Students present family events/celebrations.

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## Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Provide additional activity sheets reinforcing language structures required—verb conjugations, demonstrative adjectives (this, that, these, those).
- Provide additional or more detailed instructions for the assignment.
- Allow additional time for written revisions and visual/artistic presentation.
- Permit students to use cue cards during presentation.
- To add challenge, provide additional reading materials on family celebrations.

## Resources

Federici, Carla and Carla Larese Riga. *Ciao!* Ed. 2 (1990): pp. 76, 79, 132.

Merlonghi, Franca. *Oggi in Italia*. Ed. 5 (1994): pp. 94-103, 141-153, 170, 216-218.

Perini, Silvana. *Parliamo Insieme L'Italiano*. Livello 4 (1992): pp.106, 108, 111.

Perini, Silvana. *Parliamo Insieme L'Italiano*. Livello 3 (1992): pp. 19, 31, 36, 91, 107.

Perini, Silvana. *Parliamo Insieme L'Italiano*. Livello 2 (1992): p. 72.

## Activity 3: Create Your Own Pizza

**Time: 300 minutes**

### Description

Teacher introduces the essential vocabulary associated with recipes and cooking. Students prepare a paper pizza. Students then make a real pizza with personal choice of toppings and sample and evaluate each others' pizzas. Students create a personalized pizza recipe using word processing and clip art.

### Strand(s) and Expectations

**Strand(s):** Oral Communication, Reading, Writing

#### Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language in practical, structured situations, applying knowledge of basic vocabulary and language structures;

OSV.01 - communicate orally in different practical, structured situations and for different purposes, using basic vocabulary and language structures;

REV.01 - read age- and language- appropriate passages from different sources for various practical purposes, applying knowledge of simple vocabulary and language structures;

WRV.01 - write for a variety of practical purposes, using basic vocabulary and language structures.

#### Specific Expectations

*Oral Communication: Listening*

OL1.01 - identify sounds and demonstrate some understanding of basic vocabulary and language structures by giving brief answers to simple questions;

OL1.02 - use visual cues (e.g., facial expressions) and some verbal cues (e.g., intonation, tones) to understand simple oral messages in dialogues (e.g., interview or conversations on videotape).

*Oral Communication: Speaking*

OS1.02 - use basic vocabulary and language structures to ask and answer short questions, and to make brief statements (e.g., order food in a restaurant);

OS1.03 - express likes and dislikes in brief, rehearsed conversations and dialogues;

OS1.04 - apply knowledge of the cultural aspects of the international language by using oral language conventions appropriately (e.g., forms of greeting).

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### Reading

RE1.01 - read short, simple texts (e.g., menus, schedules, dialogues) for comprehension, consolidation of oral skills, and expansion of vocabulary;

RE1.02 - read simple materials aloud to develop standard pronunciation;

RE1.03 - use visual cues (e.g., illustrations) and some verbal cues (e.g., context) to determine the meaning of messages in print and other media (e.g., advertisements, CD-ROMs);

RE1.05 - demonstrate knowledge of the culture of countries where the language is spoken (e.g., identify and describe typical foods, celebrations).

### Writing

WR1.01 - write complete but simple sentences, using basic vocabulary and language structures (e.g., identify and describe favourite foods);

WR1.03 - write for practical purposes, using a model (e.g., create a party invitation);

WR1.05 - use knowledge of the culture of countries where the language is spoken in materials they write or create (e.g., design a poster for a special event).

### Prior Knowledge Required

- vocabulary associated with the family and cardinal/ordinal numbers
- expressions describing actions in the present
- regular verbs and idiomatic expressions in the affirmative and negative
- verbs associated with preferences and likes/dislikes
- nouns (singular/plural), pronouns, adjectives, conjunctions, prepositions (their form and function), articles

### Grammar and Language Knowledge

- vocabulary associated with food
- use of partitive article with nouns
- expressions of quantity
- fractions
- infinitive used for instructions (where applicable)

### Planning Notes

- The teacher assembles necessary materials (construction paper, markers, glue sticks, scissors) for students to create a paper pizza.
- The teacher arranges for the purchase/donation of pizza ingredients.
- The teacher prepares activity sheets to practise new vocabulary.
- The teacher prepares performance-based activities and rubrics.
- The teacher arranges for location to prepare and cook pizza (Family Studies or school kitchen).
- The teacher books computer time for student use.

### Teaching/Learning Strategies

(**Note:** Sensitivity to dietary restrictions, hygiene, and safety needs to be considered when preparing food with classes.)

1. Whole class: The teacher presents vocabulary associated with recipes, units of measurement, and basic cooking utensils.
2. Individual/whole class: Students complete activity sheets using new expressions/vocabulary. (See Appendix C-01.) *Alternative for Academic level: Students use a wider variety of pizza toppings and create a flyer of different pizza combinations.*
3. Whole class: The teacher provides pizza recipe and demonstrates its preparation.
4. Small group: Students design and assemble a paper pizza, and present it to the class.

5. Whole class: The teacher and students create a rating scale for evaluating a real pizza.
6. Small group: Students prepare and bake pizzas using supplied ingredients and utensils.
7. Small group: Each group presents their pizza, samples other groups' pizzas, and evaluates using pizza rubric. The teacher encourages students to prepare a pizza at home.
8. Individual: Students modify pizza recipe with new toppings and use word processing and clip art to enhance the look of their personalized pizza recipe.

### Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	RE1.01 GL1.01, GL1.04	Activity sheets	Students complete sheets of vocabulary and expressions.
Application	OL1.01, OL1.02 OS1.02, OS1.04 RE1.01, RE1.02 RE1.03, RE1.05 GL1.09	Observation	Students create a paper pizza.
Communication	OL1.02 OS1.02	Observation/oral presentation	Students present paper pizza, then real pizza.
Thinking/Inquiry	OS1.03, OS1.04	Rating scale	Students evaluate other groups' pizza.
Thinking/Inquiry	WR1.01, WR1.03, WR1.05	Writing folder	Students create personalized pizza recipe.

### Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Provide alternatives for students with specific nutritional needs (e.g., gluten-free recipe).
- Allow additional time for written revisions.

### Resources

Italian Culinary Institute web site: [www.italianculinary.com](http://www.italianculinary.com)

Word-processing program and clip art

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## Activity 4: My Family Traditions – Storyboard

**Time:** 300 minutes

### Description

Students select a family tradition/routine and, with the help of the classroom and computer teachers, prepare a storyboard (pictures and accompanying text) for presentation in class. To dramatize the storyboard, students create and present a dialogue.

### Strand(s) and Expectations

**Strand(s):** Oral Communication, Reading, Writing

#### Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language in practical, structured situations, applying knowledge of basic vocabulary and language structures;

OSV.01 - communicate orally in different practical, structured situations and for different purposes, using basic vocabulary and language structures;

REV.01 - read age- and language- appropriate passages from different sources for various practical purposes, applying knowledge of simple vocabulary and language structures;

WRV.01 - write for a variety of practical purposes, using basic vocabulary and language structures.

#### Specific Expectations

*Oral Communication: Listening*

OL1.01 - identify sounds and demonstrate some understanding of basic vocabulary and language structures by giving brief answers to simple questions.

*Oral Communication: Speaking*

OS1.01 - use standard pronunciation in the international language (for words and in phrases and sentences);

OS1.02 - use basic vocabulary and language structures to ask and answer short questions, and to make brief statements (e.g., order food in a restaurant).

*Reading*

RE1.01 - read short, simple texts (e.g., menus, schedules, dialogues) for comprehension, consolidation of oral skills, and expansion of vocabulary;

RE1.03 - use visual cues (e.g., illustrations) and some verbal cues (e.g., context) to determine the meaning of messages in print and other media (e.g., advertisements, CD-ROMs).

*Writing*

WR1.01 - write complete but simple sentences, using basic vocabulary and language structures (e.g., identify and describe favourite foods);

WR1.02 - write answers to simple questions;

WR1.04 - use resources to communicate more effectively in their writing (e.g., bilingual, visual dictionaries).

### Prior Knowledge Required

- vocabulary associated with the family, professions, numbers, dates
- expressions describing actions in the present tense
- regular verbs and idiomatic expressions in the affirmative and negative
- nouns, verbs, adjectives, articles
- demonstrative, descriptive adjectives

### Grammar and Language Knowledge

- no new grammar and language is introduced in this culminating activity

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## Planning Notes

- The teacher provides art materials/tools for students to create storyboards.
- The teacher creates a model storyboard for presentation to the class.
- The teacher invites computer teacher to demonstrate the creation of a *PowerPoint* presentation.
- The teacher books sufficient time in cross-curricular lab.

## Teaching/Learning Strategies

1. Whole class: Students discuss the form and function of storyboards. Teacher demonstrates a model storyboard to the class.
2. Pair: Students select a family event/custom/celebration and make point form notes on the sequence of events for a storyboard.
3. Pair: With teacher assistance, students expand point form notes and begin to plan visuals for each scene.
4. Whole class: Computer teacher instructs students on the preparation of a *PowerPoint* presentation.
5. Pair: Students create their storyboard on the computer, using *PowerPoint* or similar software.
6. Small group: Each pair views another pair's presentation for peer editing and feedback.
7. Pair: Students make changes and present their final Power Point storyboard to classmates.

## Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding Thinking/Inquiry	OL1.01 OS1.01, OS1.02 RE1.03 WR1.01 GL1.07, GL1.10	Teacher and peer observation	Students view, edit, and provide feedback on storyboard.
Application Communication	RE1.01, RE1.03 WR1.02, WR1.04 GL1.10	Rubric for storyboard	Students create a <i>PowerPoint</i> storyboard.

## Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Provide more detailed instructions to students to prepare their *PowerPoint* storyboard.
- Allow extra time for written revisions and visual/artistic presentation.
- To assist students, the teacher provides a scrambled storyboard and scrambled text which students must place in correct sequence.
- To add challenge, the teacher requires students to use additional features of the software (sound and visual effects).

## Resources

*PowerPoint* or similar software

Computer lab/teacher

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## Unit 3: About My World

**Time:** 20 hours

### Unit Description

In this unit, students quickly move from learning new vocabulary and grammar structures to talking and writing about before-school, in-school and after-school activities. The teacher's role is complex, as the goal is to make the shift from teacher-directed learning to effective student-centred activities. Assessment and evaluation are varied and ongoing, including peer evaluation of student work, class-produced rubrics, and a pencil-and-paper test. The potential for enrichment is broad, as is the potential to provide reinforcement for students who need individual attention. As the student's leadership and language skills develop the language classroom becomes the student's world, as the unit's name implies.

### Strand(s) and Expectations

**Strand(s):** Oral communication, Reading, Writing

**Overall Expectations:** OLV.01, OSV.01, REV.01, WRV.01.

**Specific Expectations:** OL1.01, OL1.02, OL1.03, OS1.01, OS1.02, OS1.03, RE1.01, RE1.02, RE1.03, RE1.04, WR1.01, WR1.02, WR1.03, WR1.04, WR1.05, GL1.01, GL1.02, GL1.03, GL1.04, GL1.05, GL1.07, GL1.08, GL1.09, GL1.10.

### Activity Titles (Time + Sequence)

Activity 1	Before School	180 minutes
Activity 2	At School	180 minutes
Activity 3	School Subjects	210 minutes
Activity 4	After School	240 minutes
Activity 5	Let's Teach!	390 minutes

### Prior Knowledge Required

- Arabic alphabet
- short vowel/*El tashkeel*
- long vowels
- masculine/feminine nouns
- subject pronouns: *I, you (masculine and feminine), he, she*

### Unit Planning Notes

- The teacher refers to the resources listed.
- The teacher refers to the *Ontario Curriculum, Grades 9 and 10, Classical and International Languages, 1999* to determine overall and specific expectations.
- The teacher considers all expectations and prepares all necessary materials required for teaching and evaluation prior to introducing the unit.
- The teacher pre-teaches/reviews the language expectations required for successful completion of the tasks in this unit.
- The teacher prepares required materials and vocabulary.
- The teacher prepares rubrics/assessment and evaluation materials for the unit. The teacher also establishes the criteria checklist for the assessment and evaluation of student learning throughout the unit.

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## Teaching/Learning Strategies

- The teacher establishes with students the learning goals of the unit/activities.
- In this unit, the following teaching/learning strategies are used: oral communication, memorizing, collaborative/co-operative learning, structured writing, note-taking, performing, reading response, student/teacher conferencing, recognizing and using appropriate language structures and vocabulary, and using computer software, CD-ROMs, and the Internet.

## Assessment/ Evaluation Techniques

### Diagnostic, Formative Evaluation

- observation: formal and informal
- student/teacher conferencing
- peer evaluation
- quizzes, oral and written tests
- tools: anecdotal comments, checklists, rating scales, quizzes, rubrics for oral and written assignments, peer assessment, listening comprehension tests.

### Summative Evaluation

- performance: oral presentation, group discussion, interviews, listening comprehension activities, dictations

## Resources

### Print

Abdel-Al, Dr. A. R. *The First Arabic Book For Non-Arabs*. Al-Khobar, Saudi Arabia: The New National Publishers and Distributors, 1991.

Aziz, Hasef, Mukhtar Hussain, and Mahmoud Sini. *Learning The Arabic Language: For Non-Arabic Speakers* - printed in Saudi Arabia (First, second, third, fourth, fifth, sixth, and seventh editions). Saudi Arabia: The Ministry of Education, 1983.

Ghosha, Tony and Rana Abdulah. *Arabic Vocabulary Book* (First edition). Lebanon: The National Publishers, 1993.

Labaky, Lourdice. *Language Arabic Book*. Lebanon: Lebanon Printing, 1991. ISBN 01C120607

Language Department of Safeer Corporation. *Easy Steps In Arabic* (First edition). Cairo, Egypt: Language Department of Safeer Corporation, 1987.

Language Department of Safeer Corporation. *Easy Steps In Arabic* (Second edition). Cairo, Egypt: Language Department of Safeer Corporation, 1987.

Philip, Dr. Abu Ameenah Bilal. *The Book Of Arabic Language*. United Arab Emirate: Dar Alfatah, 1995.

### Technological

Internet: (Go to Search, type *Arabic Language*)

[www.academicinfo.net/languagearabic](http://www.academicinfo.net/languagearabic):

*Arabic Newsstand*

*Babel Arabic*

*Dale Fake's Arabic Language Page*

*Modern Standard Arabic Page*

### Community

Algerian Embassy, 435 Daly Ave., Ottawa, K1N 6HV. Tel: 613-789-8505.

Bahrain Embassy, 1869 Rene Levesque W., Montreal, Quebec, H3H 1R4. Tel: 514-931-7444

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Egyptian Embassy, 454 Laurier Ave. E. Ottawa, K1N 6R3. Tel: 613-234-4931.  
Kuwaiti Embassy, 80 Elgin St., Ottawa, K1P 1C6. Tel: 613-780-9999.  
Lebanese Embassy, 640 Lyon St. S., Ottawa, K1S 3Z5. Tel: 613-236-5825.  
Saudi Arabian Embassy, 99 Bank St., #901, Ottawa, K1P 6B9. Tel: 613-237-4100.  
Public libraries

## **Activity 1: Before School**

**Time:** 180 minutes

### **Description**

In this activity, students learn to ask and answer questions about their routines before school, conjugating the singular forms of ten verbs in the present tense. Using a variety of interactive strategies, they use Arabic to communicate in oral and written form. The culminating activity, touring a gallery of storyboards using a class-produced rubric, directly involves students in the process of learning and has them reflect on the value of student work.

### **Strand(s) and Expectations**

**Strand(s):** Oral Communication, Reading, Writing

#### **Overall Expectations**

OLV.01 - demonstrate an understanding of very simple spoken language in practical, structured situations, applying knowledge of basic vocabulary and language structures;  
OSV.01 - communicate orally in different practical, structured situations and for different purposes, using basic vocabulary and language structures;  
REV.01 - read age- and language-appropriate passages from different sources for various practical purposes, applying knowledge of simple vocabulary and language structures;  
WRV.01 - write for a variety of practical purposes, using basic vocabulary and language structures.

#### **Specific Expectations**

*Oral Communication: Listening*

OL1.01 - identify sounds and demonstrate some understanding of basic vocabulary and language structures by giving brief answers to simple questions;  
OL1.02 - use visual cues (e.g., facial expressions) and some verbal cues (e.g., intonation, tones), to understand simple oral messages in dialogues (e.g., interviews or conversations on video tape).

*Oral Communication: Speaking*

OS1.01 - use standard pronunciation in the international language (for words and in phrases and sentences);  
OS1.02 - use basic vocabulary and language structures to ask and answer short questions and to make brief statements (e.g., order food in a restaurant).

*Reading*

RE1.01 - read short, simple texts (e.g., menus, schedules, dialogues) for comprehension, consolidation of oral skills, and expansion of vocabulary;  
RE1.02 - read simple materials aloud to develop standard pronunciation;  
RE1.03 - use visual cues (e.g., illustrations) and some verbal cues (e.g., context) to determine the meaning of messages in print and other media (e.g., advertisements, CD-ROMs);  
RE1.04 - respond to materials read by answering short questions.

*Writing*

WR1.01 - write complete but simple sentences using basic vocabulary and language structures (e.g., identify and describe favourite foods);

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WR1.02 - write answers to simple questions;

WR1.03 - write for practical purposes using a model (e.g., create a party invitation);

WR1.04 - use resources to communicate more effectively in their writing (e.g., bilingual, visual dictionaries).

### **Prior Knowledge Required**

- Arabic alphabet
- short vowels
- long vowels
- masculine/feminine nouns

### **Grammar and Language Knowledge**

- singular conjugations of verbs to describe the following ten morning activities (waking up, getting up, shaving or putting on make-up, brushing one's teeth, having a shower, combing or brushing one's hair, getting dressed, having breakfast, and leaving the house)
- simple questions and answers about pre-school activities

### **Planning Notes**

- The teacher finds overheads or pictures of people in their morning routines.
- The teacher writes sample sentences on the board and covers them with bristol board before introducing the vocabulary orally.
- The teacher photocopies the pictures for group work.
- The teacher finds or prepares the reading exercise matching answers to questions.
- The teacher prepares the system for choosing students randomly for the oral test (e.g., chits of paper with duplicates of numbers 1 through 15 for a class of 30).
- The teacher prepares and copies the exercise sheets based on vocabulary and structures.
- The teacher runs off blank storyboard sheets.
- The teacher finds bilingual and/or visual dictionaries.
- The teacher arranges for computer use and word processing in Arabic.
- The teacher pre-arranges the gallery set-up for the storyboards.
- The teacher prepares and photocopies the pencil-and-paper quiz for the end of the activity.

### **Teaching/Learning Strategies**

1. Whole class: The teacher introduces vocabulary orally, using overheads or pictures of people waking up, getting up, shaving, brushing their teeth, having a shower, combing or brushing their hair, getting dressed, having breakfast, and leaving the house (only singular forms in the present), uncovering the sentences on the board as each one is learned. Students repeat after the teacher.
2. Whole class: Using the same pictures, students try to recall the vocabulary (e.g., *He is getting dressed*). The teacher assists with pronunciation and structure, as required.
3. Small groups: Using photocopies of the same or similar visuals, students practise making simple sentences orally. The teacher circulates to assist with pronunciation and structure.
4. Whole class: The teacher introduces how to say the same actions in the first person, then writes the simple sentences on the board in Arabic (e.g., *I wake up at six o'clock.*). The teacher then asks students about their morning activities (e.g., *At what time do you eat breakfast?*).
5. Individual: Once students have gained confidence in answering the ten questions and recognizing the questions and answers in written form, they complete a reading exercise, matching answers to questions.
6. Pair: Students rehearse interviewing each other in preparation for an oral test.

7. Pair: Students are chosen at random (not necessarily together with the student with whom they rehearsed) to ask each other questions and to be evaluated using a rating scale. Each student asks three questions and answers three questions. They may assist each other by using gestures.
8. Individual: Students complete exercises about the vocabulary and structures used to describe their morning activities.
9. Whole class/Individual: The teacher demonstrates a student's morning routine using a six-frame storyboard, asking the students to provide the sentences describing the action. Students then create their own six-frame storyboards. For each frame they write a sentence below the picture they have drawn. Although students are encouraged to use any of the ten activities taught, the teacher may provide them with extra vocabulary and structures to describe other morning activities or provide bilingual and/or visual dictionaries. If computers are available for student use, they may create the framework and the text using word-processing programs in Arabic.
10. Pair: Students check each other's rough work for errors and write encouraging comments for each other.
11. Whole class: With the teacher, the class develops a rubric to evaluate the storyboards.
12. Individual: Each student makes a good copy of his/her storyboard.
13. Whole class: The teacher posts polished copies of the storyboards around the room and students circulate, reading all of the storyboards. Students complete evaluation sheets about the storyboards. The teacher uses these later to assess each student's work.
14. Individual: Students complete a pencil-and-paper quiz involving two matching exercises (one for listening, one for reading), verb conjugations, and short-answer questions (writing).

### Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	OL1.01, OL1.02 OS1.01, OS1.02 RE1.01, RE1.02 GL1.04, GL1.08	Observation	Students learn to recognize questions in aural and written form and answer questions about their morning routine.
Communication	OL1.01, OL1.02 OS1.01, OS1.02 GL1.04, GL1.08	Rating scale: Pronunciation 1-4 Appropriate answers 1-4	Students interview each other about their morning routines.
Application	OL1.02 RE1.01, RE1.04 WR1.01, WR1.02 GL1.04, GL1.08	Quiz (Listening, Reading, Writing)	Students complete a quiz about vocabulary and grammar structures necessary to describe morning routines (singular only).
Thinking/Inquiry	RE1.01, RE1.03 WR1.01, WR1.03, WR1.04 GL1.04, GL1.08	Peer evaluations using a rubric developed together with the class	Students create storyboards about their morning routines and read each other's work in a gallery.

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## Accommodations

- Consult student's Annual and/or Individual Education plan.
- Provide listening stations with scripts in Arabic matching pictures, so that students experiencing difficulty matching oral Arabic to written Arabic can practise identifying what they hear.
- Reduce or increase the number of required structures.
- Allow students to perform the oral interview in private.

## Resources

### Print

*Easy Steps In Arabic (First edition)*, see unit Resources.

Balbaky, Munir. *Al-mawrid* (English/Arabic dictionary).

Hippocrene Books. *The Illustrated Arabic Dictionary*.

Hippocrene Books. *The Hippocrene Concise Dictionary English-Arabic (romanized for the spoken Arabic of Egypt and Syria)*.

### Technological

Internet: (Go to Search, type *Arabic Language*)

*Arabic Newsstand, Babel Arabic, Dale Fake's Arabic Language Page, Modern Standard Arabic Page*, [www.academicinfo.net/languagearabic](http://www.academicinfo.net/languagearabic)

### Community

Public libraries

## Activity 2: At School

**Time:** 180 minutes

### Description

In this activity, students learn and use vocabulary to describe schools. Students create floor plans for an imaginary school, learn to express locations in oral and written form, perform a dialogue on videotape, and write a three-skill quiz upon completing the activity. Students evaluate each other's work using a variety of tools.

### Strand(s) and Expectations

**Strand(s):** Oral Communication, Reading, Writing

#### Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language in practical, structured situations, applying knowledge of basic vocabulary and language structures;

OSV.01 - communicate orally in different practical, structured situations and for different purposes, using basic vocabulary and language structures;

REV.01 - read age- and language-appropriate passages from different sources for various practical purposes, applying knowledge of simple vocabulary and language structures;

WRV.01 - write for a variety of practical purposes, using basic vocabulary and language structures.

#### Specific Expectations

*Oral Communication: Listening*

OL1.01 - identify sounds and demonstrate some understanding of basic vocabulary and language structures by giving brief answers to simple questions;

OL1.02 - use visual cues (e.g., facial expressions) and some verbal cues (e.g., intonation, tones), to understand simple oral messages in dialogues (e.g., interviews or conversations on video tape);

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OL1.03 - identify cultural aspects of the international language (e.g., use of greetings, introductions).

*Oral Communication: Speaking*

OS1.01 - use standard pronunciation in the international language (for words and in phrases and sentences);

OS1.02 - use basic vocabulary and language structures to ask and answer short questions and to make brief statements (e.g., order food in a restaurant);

OS1.03 - express likes and dislikes in brief, rehearsed conversations and dialogues;

OS1.04 - apply knowledge of the cultural aspects of the international language by using oral language conventions appropriately (e.g., forms of greeting).

*Reading*

RE1.01 - read short, simple texts (e.g., menus, schedules, dialogues) for comprehension, consolidation of oral skills, and expansion of vocabulary;

RE1.02 - read simple materials aloud to develop standard pronunciation;

RE1.03 - use visual cues (e.g., illustrations) and some verbal cues (e.g., context) to determine the meaning of messages in print and other media (e.g., advertisements, CD-ROMs);

RE1.04 - respond to materials read by answering short questions.

*Writing*

WR1.01 - write complete but simple sentences using basic vocabulary and language structures (e.g., identify and describe favourite foods);

WR1.02 - write answers to simple questions;

WR1.03 - write for practical purposes using a model (e.g., create a party invitation);

WR1.04 - use resources to communicate more effectively in their writing (e.g., bilingual, visual dictionaries);

WR1.05 - use knowledge of the culture of countries where the language is spoken in materials they write or create (e.g., design a poster for a special event).

**Prior Knowledge Required**

- Arabic alphabet
- basic geography and climate of countries where Arabic is spoken

**Grammar and Language Knowledge**

- question words (*matha, ma*)
- prepositions of location
- expression *here is/here are...*

**Planning Notes**

- The teacher arranges with the school administration for a school tour during class times and posts Arabic signs on various significant areas.
- The teacher photocopies blank maps of the school.
- The teacher prepares materials for groups to prepare floor plans and creates overheads of the plans for the oral presentation to the class.
- The teacher finds/prepares exercises about locations of rooms in schools.
- The teacher finds/creates audiotapes and scripts of a model substitution dialogue.
- The teacher prepares a blank rubric overhead.
- The teacher arranges audio-visual equipment and a schedule for videotaping dialogues.
- The teacher prepares a three-skill quiz about locations of rooms and people in schools.

## Teaching/Learning Strategies

1. Whole class: The teacher gives a tour of the school and posts cards with the Arabic vocabulary on them as he/she introduces the new vocabulary (e.g., *classroom, hallway, front door, front office, principal, vice-principal, secretary, staff room, cafeteria, gymnasium, boy's washroom, girl's washroom, resource centre, computer lab, fire exit*, etc.). Students practise the vocabulary by repeating after the teacher and copying the vocabulary onto a map of the school.
2. Whole class: The teacher introduces how to ask *Where is...?* and how to answer *The ...is here*, so that students can demonstrate where things are on an overhead map of the school. Prepositions such as *beside, across from, inside, to the right of, to the left of* are introduced orally, as needed.
3. Small group: When they return to the classroom, students create a floor plan of an imaginary school. The teacher may ask them to create a school particular to the climate and geography of a country where Arabic is spoken. Also, the teacher may provide bilingual and/or visual dictionaries to assist students with enrichment vocabulary.
4. Small group: Where the technology is available, students look up school web sites to see floor plans for ideas and/or to produce their floor plans using graphics and word processing in Arabic. Groups present their plans orally to the class and the class votes on which school would be the best.
5. Whole class: The teacher introduces the prepositions needed in written form on the board.
6. Individual: Students complete exercises about the location of various areas of the school by matching vocabulary to a floor plan and writing brief answers to the question *Where is...?*
7. Small group: Students create dialogues in audio and written form, based on a model substitution dialogue provided, about a new student asking for directions in the school. The teacher circulates to assist with pronunciation and vocabulary.
8. Whole class: Students develop a rubric together with the teacher to evaluate dialogues.
9. Small group: Students videotape their dialogues.
10. Whole class: The class views and evaluates each others' dialogues.
11. Individual: Students complete exercises involving all of the vocabulary and structures covered thus far.
12. Individual: Students complete a pencil-and-paper test involving a listening exercise about locations of rooms on a school map, a true-or-false reading exercise about locations of rooms in their school, and writing exercises involving short answers to questions about locations of various people and areas of the school.

## Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	OL1.01, OL1.02 OS1.01, OS1.02 RE1.01, RE1.02, RE1.03, RE1.04 WR1.01, WR1.02 GL1.02, GL1.07, GL1.08	Observation	Students learn useful school vocabulary and how to ask and answer questions about locations, both orally and in written form.
Application Thinking/Inquiry	OL1.01, OL1.02, OL1.03 OS1.01, OS1.02, OS1.04 RE1.01, RE1.02, RE1.03 WR1.01, WR1.02, WR1.03, WR1.04, WR1.05 GL1.02	Students vote on best ideal school floor plan	Students create a floor plan of an ideal school and present it to the class.

Communication Thinking/Inquiry	OL1.01, OL1.02 OS1.01, OS1.02, OS1.03 RE1.02 WR1.03	Oral presentation rubric developed by students with the teacher	Students create and videotape dialogues to present to the class.
Application	OL1.02 RE1.01, RE1.03, RE1.04 WR1.01, WR1.02 GL1.02	Quiz	Students complete a quiz about locations of people and rooms in their school.

### Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Allow more time to repeat and memorize structures to describe floor plans.
- Use mixed ability groupings for the dialogue videotaping.
- Allow additional time for written revisions of the floor plans and the substitution dialogue.
- For enrichment, students e-mail keypals in Arabic to discuss their schools.

### Resources

#### Print

*Easy Steps In Arabic (First edition)*, see under unit Resources.

Balbaky, Munir. *Al-mawrid* (English/Arabic dictionary).

Hippocrene Books. *The Illustrated Arabic Dictionary*.

Hippocrene Books. *The Hippocrene Concise Dictionary English-Arabic (romanized for the spoken Arabic of Egypt and Syria)*.

#### Technological

Internet: (Go to Search, type *Arabic Language*)

*Arabic Newsstand*, *Babel Arabic*, *Dale Fake's Arabic Language Page*, *Modern Standard Arabic Page*, [www.academicinfo.net/languagearabic](http://www.academicinfo.net/languagearabic)

school web sites (some contain school floor plans)

#### Community

Embassies for information regarding possible links with schools abroad

School Library/Resource Centre/public libraries

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## Activity 3: School Subjects

**Time:** 210 minutes

### Description

In this activity, students learn to discuss school subjects in oral and written form. They concentrate on the written system of Arabic as it corresponds to spoken Arabic, using school subjects as the focus. Students develop one-day school timetables in written form, then present them to each other in small groups, using a rubric they have developed together with the teacher. Although this activity stresses the details of the alphabet and writing names of school subjects, it leads well to the culminating timetable activity of the unit.

### Strand(s) and Expectations

**Strand(s):** Oral communication, Reading, Writing

#### Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language in practical, structured situations, applying knowledge of basic vocabulary and language structures;

OSV.01 - communicate orally in different practical, structured situations and for different purposes, using basic vocabulary and language structures;

REV.01 - read age- and language-appropriate passages from different sources for various practical purposes, applying knowledge of simple vocabulary and language structures;

WRV.01 - write for a variety of practical purposes, using basic vocabulary and language structures.

#### Specific Expectations

*Oral Communication: Listening*

OL1.01 - identify sounds and demonstrate some understanding of basic vocabulary and language structures by giving brief answers to simple questions;

OL1.02 - use visual cues (e.g., facial expressions) and some verbal cues (e.g., intonation, tones), to understand simple oral messages in dialogues (e.g., interviews or conversations on video tape).

*Oral Communication: Speaking*

OS1.01 - use standard pronunciation in the international language (for words and in phrases and sentences);

OS1.02 - use basic vocabulary and language structures to ask and answer short questions and to make brief statements (e.g., order food in a restaurant).

*Reading*

RE1.01 - read short, simple texts (e.g., menus, schedules, dialogues) for comprehension, consolidation of oral skills, and expansion of vocabulary;

RE1.02 - read simple materials aloud to develop standard pronunciation;

RE1.03 - use visual cues (e.g., illustrations) and some verbal cues (e.g., context) to determine the meaning of messages in print and other media (e.g., advertisements, CD-ROMs).

*Writing*

WR1.01 - write complete but simple sentences using basic vocabulary and language structures (e.g., identify and describe favourite foods);

WR1.02 - write answers to simple questions;

WR1.03 - write for practical purposes using a model (e.g., create a party invitation).

### Prior Knowledge Required

- Arabic alphabet
- question words (*ma, ma-hatha, ayna*)
- masculine/feminine nouns (e.g., *female teacher, male teacher, subjects*, etc.)

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## Grammar and Language Knowledge

- vocabulary and structures needed to discuss school subjects, teachers and timetables
- simple prepositions and articles (*fee, eela, min, ala*)

## Planning Notes

- The teacher finds/prepares pictures to associate with school subjects and mounts them on the front board.
- The teacher finds/prepares flash cards with names of school subjects on them
- The teacher finds/prepares flash cards with letters required to make up the names of school subjects.
- The teacher prepares copies of the pictures illustrating subjects for group work.
- The teacher finds pictures of students for whom a timetable may be created.
- The teacher finds/prepares listening, reading, and writing exercises about school subjects and an answer key.
- The teacher photocopies blank timetables for students to use.
- The teacher provides a blank rubric form to fill in with the class.
- The teacher provides copies of the completed rubric with which students will assess each others' timetables.
- The teacher prepares a three-skill quiz about school subjects.

## Teaching/Learning Strategies

1. Whole class/Individual: The teacher names school subjects and identifies them by pointing to pictures on the front board. Students repeat after the teacher. Then, students identify subjects by pointing to them on the front board as they say them.
2. Whole class: The teacher says the letters that make up the names of the subjects and has students repeat. Students repeat, spelling the names of the subjects.
3. Small group: Students tell each other their favourite subjects in Arabic while pointing to them, using copies of the pictures on the front board.
4. Whole class: The teacher repeats the sounds in Arabic several times and writes them on the board or chart paper. Students copy the words from the board or chart paper, saying the words while they are copying.
5. Individual: Students complete listening (matching pictures to aural cues), reading (matching names of subjects to clues), and writing exercises (short answer) about school subjects.
6. Whole class: The teacher creates a one-day school timetable on an overhead, asking students for input (e.g., *What subject does the student have in period two?*).
7. Individual: Students select a picture of a student and complete a one-day school timetable for him/her.
8. Whole class: With the teacher, students create a rubric to evaluate their timetables.
9. Pair: Students practise presenting their timetable to each other.
10. Individual: Students present their timetable to small groups. The groups evaluate timetables using the rubric, while the teacher circulates to check pronunciation and grammar structures and to assist with evaluation.
11. Individual: Students complete a pencil-and-paper test involving a listening exercise, a multiple-choice reading exercise, and writing exercises involving short answers to questions about school subjects.

## Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	OL1.01, OL1.02 OS1.01, OS1.02 GL1.01, GL1.02	Checklist	Students practise saying and spelling school subjects.
Communication	OL1.01, OL1.02 OS1.01, OS1.02 GL1.09	Observation	Students discuss their favourite subjects using pictures.
Application	RE1.01, RE1.02 WR1.01, WR1.02 GL1.09, GL1.10	Rating scale: Accuracy 1-4 Appropriateness 1-4	Students practise writing school subjects.
Application	OL1.01, OL1.02 RE1.01, RE1.03 WR1.01, WR1.02	Answer key	Students complete exercises about school subjects.
Application Thinking/Inquiry	OL1.01, OL1.02 OS1.01, OS1.02 RE1.01, RE1.02 WR1.01, WR1.02, WR1.03 GL1.01, GL1.02, GL1.09, GL1.10	Oral presentation rubric	Students complete a school timetable to present.
Application	OL1.01, OL1.02 RE1.01, RE1.03 WR1.01, WR1.02 GL1.01, GL1.02, GL1.09, GL1.10	Quiz	Students write a three-skill quiz about school subjects.

## Accommodations

- Consult student's annual and/or Individual Education Plan.
- Allow more time to repeat and memorize structures to identify school subjects.
- Use mixed ability groupings for the discussion of favourite subjects and the presentation of timetables in small groups.
- Allow presentations in private with the teacher, where necessary.
- Allow additional time for written revisions of the timetables.
- Provide listening exercises on audiotape, so that students can hear them as many times as necessary.

## Resources

### Print

*Easy Steps In Arabic (First edition)*, see unit Resources.

Commercially-produced flash cards about school subjects

Balbaky, Munir. *Al-mawrid* (English/Arabic dictionary).

Hippocrene Books. *The Illustrated Arabic Dictionary*.

Hippocrene Books. *The Hippocrene Concise Dictionary English-Arabic (romanized for the spoken Arabic of Egypt and Syria)*.

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## Technological

Internet: (Go to Search, type *Arabic Language*)

*Arabic Newsstand, Babel Arabic, Dale Fake's Arabic Language Page, Modern Standard Arabic Page,*  
[www.academicinfo.net/languagearabic](http://www.academicinfo.net/languagearabic)

keypals (discussion of timetables)

## Community

Embassies for information on possible links with schools abroad

School departments to get clues/visuals to represent school subjects

## Activity 4: After School

**Time:** 240 minutes

### Description

In this activity, students learn to describe after-school activities in oral and written form. Through interactive strategies, student-produced materials, a group-work project producing a full weekly schedule, and a four-skill unit test, students integrate and consolidate all of the vocabulary and structures they have learned so far. Evaluation includes peer evaluation using an oral presentation rubric and a unit test, part of which involves conferencing with the teacher.

### Strand(s) and Expectations

**Strand(s):** Oral Communication, Reading, Writing

#### Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language in practical, structured situations, applying knowledge of basic vocabulary and language structures;

OSV.01 - communicate orally in different practical, structured situations and for different purposes, using basic vocabulary and language structures;

REV.01 - read age- and language-appropriate passages from different sources for various practical purposes, applying knowledge of simple vocabulary and language structures;

WRV.01 - write for a variety of practical purposes, using basic vocabulary and language structures.

#### Specific Expectations

*Oral Communication: Listening*

OL1.01 - identify sounds and demonstrate some understanding of basic vocabulary and language structures by giving brief answers to simple questions.

OL1.02 - use visual cues (e.g., facial expressions) and some verbal cues (e.g., intonation, tones), to understand simple oral messages in dialogues (e.g., interviews or conversations on video tape).

*Oral Communication: Speaking*

OS1.01 - use standard pronunciation in the international language (for words and in phrases and sentences);

OS1.02 - use basic vocabulary and language structures to ask and answer short questions and to make brief statements (e.g., order food in a restaurant);

OS1.03 - express likes and dislikes in brief, rehearsed conversations and dialogues.

*Reading*

RE1.01 - read short, simple texts (e.g., menus, schedules, dialogues) for comprehension, consolidation of oral skills, and expansion of vocabulary;

RE1.02 - read simple materials aloud to develop standard pronunciation;

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RE1.03 - use visual cues (e.g., illustrations) and some verbal cues (e.g., context) to determine the meaning of messages in print and other media (e.g., advertisements, CD-ROMs);

RE1.04 - respond to materials read by answering short questions.

#### *Writing*

WR1.01 - write complete but simple sentences using basic vocabulary and language structures (e.g., identify and describe favourite foods);

WR1.02 - write answers to simple questions;

WR1.03 - write for practical purposes using a model (e.g., create a party invitation);

WR1.04 - use resources to communicate more effectively in their writing (e.g., bilingual, visual dictionaries);

WR1.05 - use knowledge of the culture of countries where the language is spoken in materials they write or create (e.g., design a poster for a special event).

### **Prior Knowledge Required**

- Arabic alphabet
- question words
- prepositions (*after, before, during*)
- telling the time in Arabic

### **Grammar and Language Knowledge**

- possessive adjectives and nouns
- subject pronouns (*ana, anta, houwa, hiya*)

### **Planning Notes**

- The teacher finds/prepares and mounts pictures of after-school activities on the front board.
- The teacher writes the appropriate Arabic description under each after-school activity.
- The teacher provides bilingual and/or visual dictionaries.
- The teacher assembles student-produced rebus sentences (sentences using a picture in place of a word) into a worksheet.
- The teacher makes an overhead of the rebus activity.
- The teacher finds/prepares exercises reviewing before-school, in-school, and after-school activities.
- The teacher develops a blank 24-hour-a-day week-at-a-glance schedule and makes an overhead of it, as well as enough copies for the small groups to make rough copies.
- The teacher produces a blank rubric on an overhead from which to develop an oral presentation rubric with students.
- The teacher supplies bristol board for the polished copies from the groups.
- The teacher prepares and copies a four-skill unit test about weekly schedules and activities.
- The teacher arranges a schedule and a location for the private conferences.

### **Teaching/Learning Strategies**

1. Whole class: The teacher asks a student to come to the front board and point to pictures of the activities he/she participates in after school. The teacher writes the activity in Arabic beneath the picture and says what the student likes to do after school (e.g., *Oh, you play soccer after school?*). The class repeats. The student answers (e.g., *Yes, I play soccer after school*) and the class repeats. The activities represented in the pictures include: *soccer, getting extra help, choir, band, watching television, doing homework, going shopping, talking on the telephone, making dinner, doing chores, skateboarding, etc.*

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2. Individual: The teacher removes the pictures from the front board and students write the Arabic beside the appropriate picture of after-school activities on a worksheet. The teacher takes up the sheet by having students replace the pictures at the front board.
  3. Pair: Students create two lists, one of the activities they share in common, and one of the activities they do not participate in. The teacher may provide bilingual and/or visual dictionaries to assist students with enrichment vocabulary.
  4. Small group: Two pairs of students share their lists with each other. Using the lists they devised in pairs, the group of four then creates two lists representing all four members of the group.
  5. Large group: Two groups of four share their lists with each other. Using the lists they devised in groups of four, the group of eight then creates two lists representing all eight members of the group. (**Note:** When groups get this large, the teacher needs to monitor them closely to ensure that all students are on-task and to encourage those who “take a back seat”.)
  6. Whole class: The class shares the large groups’ lists. From these, a list representing the entire class is developed. The teacher asks whether there are any remaining activities they would like to include.
  7. Individual: Each student is assigned one after-school activity and creates a rebus representing the activity (e.g., After school I play *picture of a hockey stick*). The teacher collects all sentences and assembles them to make a vocabulary worksheet for the next day.
  8. Small group (next day): Students complete the rebus sentences they created.
  9. Whole class: To take up the worksheet, students complete their own sentence at the overhead.
  10. Individual: Students complete worksheets reviewing before-school, in-school, and after-school vocabulary and grammar structures, in order to prepare for a four-skill test at the end of the activity (worksheets include listening, reading, and writing exercises).
  11. Whole class: Using a blank week-at-a-glance 24-hour-per-day schedule, the teacher asks one student to answer what he/she does *one* day (this activity incorporates the before-school, in-school, and after-school vocabulary and structures the students have learned so far). Once the students understand and are confident with the activity, they move into small groups.
  12. Small group: Students develop a full weekly schedule, using copies similar to the overhead. The schedule represents the habits of one member of the group. Full sentences are to be used. Rough copies are submitted to the teacher for editing.
  13. Whole class: With the teacher, students develop an oral presentation rubric to evaluate each others’ schedules.
  14. Small group: Students complete a polished copy of the schedule they have developed on bristol board.
  15. Small group: Students circulate their schedule (with group member names on) and other groups try to guess which student in the group has that schedule.
  16. Whole class: Groups present their schedule orally, and at the end they reveal which student the schedule represents. Other students and the teacher evaluate the oral presentation using the rubric they have developed.
  17. Individual: Students complete a four-skill unit test involving weekly schedules and activities. (The listening/speaking portion of the test involves a private conference with the teacher about the student’s weekly activities.)

## Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	OL1.01, OL1.02 OS1.01, OS1.02 RE1.01, RE1.02, RE1.03 GL1.01, GL1.03, GL1.05	Observation	Students match pictures to Arabic descriptions of after-school activities.
Communication Application Thinking/Inquiry	OL1.01, OL1.02 OS1.01, OS1.02, OS1.03 WR1.01, WR1.04 GL1.09	Observation	Students create lists of common activities and activities they do not share an interest in.
Application	OL1.01, OL1.02 RE1.01, RE1.03, RE1.04 WR1.01, WR1.02, WR1.03 GL1.01, GL1.02, GL1.03, GL1.04, GL1.05, GL1.07, GL1.08, GL1.09, GL1.10	Master answer sheets for student self-correction	Students complete worksheets reviewing before-school, in-school, and after-school activities.
Communication Thinking/Inquiry	OL1.01, OL1.02 OS1.01, OS1.02, OS1.03 RE1.01, RE1.03 WR1.01, WR1.03, WR1.04, WR1.05	Oral presentation rubric developed by the class and teacher	Students develop a full weekly schedule and present it orally to the class (each student takes a turn speaking).
Knowledge/ Understanding Application	OL1.01, OL1.02 OS1.01, OS1.02, OS1.03 RE1.01, RE1.03, RE1.04 WR1.01, WR1.02, WR1.03 GL1.01, GL1.02, GL1.03, GL1.04, GL1.05, GL1.07, GL1.08, GL1.09, GL1.10	Pencil-and-paper test (and private oral interview with teacher)	Students complete a four-skill unit test.

## Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Used mixed ability groupings for the schedule activity.
- Allow more time for completing assignments, as necessary.
- Provide alternative assignments for students with special needs.
- Allow additional time for written revision of the schedule.

## Resources

### Print

*Easy Steps In Arabic (First edition)*, see under School

Balbaky, Munir. *Al-mawrid* (English/Arabic dictionary).

Hippocrene Books. *The Illustrated Arabic Dictionary*.

Hippocrene Books. *The Hippocrene Concise Dictionary English-Arabic (romanized for the spoken Arabic of Egypt and Syria)*.

### Technological

Internet: (Go to Search, type *Arabic Language*, you will find plenty of pages.)

*Arabic Newsstand*, *Babel Arabic*, *Dale Fake's Arabic Language Page*, *Modern Standard Arabic Page*, [www.academicinfo.net/languagearabic](http://www.academicinfo.net/languagearabic)

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## Community

School newsletters

School yearbooks

### Activity 5: Let's Teach!

**Time:** 390 minutes

#### Description

In this activity, students perform the ultimate role-play by preparing a review lesson about school activities. In teams, they assemble a lesson complete with one listening, one reading, and one writing exercise, as well as a follow-up group activity. The goal is for students to actively incorporate the vocabulary and structures they have been learning and practising in authentic and spontaneous situations. The integration of skills inherent in teaching makes this an ideal way to enhance student participation and ownership in the language of study.

#### Strand(s) and Expectations

**Strand(s):** Oral Communication, Reading, Writing

##### Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language in practical, structured situations, applying knowledge of basic vocabulary and language structures;

OSV.01 - communicate orally in different practical, structured situations and for different purposes, using basic vocabulary and language structures;

REV.01 - read age- and language-appropriate passages from different sources for various practical purposes, applying knowledge of simple vocabulary and language structures;

WRV.01 - write for a variety of practical purposes, using basic vocabulary and language structures.

##### Specific Expectations

###### *Oral Communication: Listening*

OL1.01 - identify sounds and demonstrate some understanding of basic vocabulary and language structures by giving brief answers to simple questions;

OL1.02 - use visual cues (e.g., facial expressions) and some verbal cues (e.g., intonation, tones), to understand simple oral messages in dialogues (e.g., interviews or conversations on video tape).

###### *Oral Communication: Speaking*

OS1.01 - use standard pronunciation in the international language (for words and in phrases and sentences);

OS1.02 - use basic vocabulary and language structures to ask and answer short questions and to make brief statements (e.g., order food in a restaurant);

OS1.03 - express likes and dislikes in brief, rehearsed conversations and dialogues.

###### *Reading*

RE1.01 - read short, simple texts (e.g., menus, schedules, dialogues) for comprehension, consolidation of oral skills, and expansion of vocabulary;

RE1.02 - read simple materials aloud to develop standard pronunciation;

RE1.03 - use visual cues (e.g., illustrations) and some verbal cues (e.g., context) to determine the meaning of messages in print and other media (e.g., advertisements, CD-ROMs);

RE1.04 - respond to materials read by answering short questions.

###### *Writing*

WR1.01 - write complete but simple sentences using basic vocabulary and language structures (e.g., identify and describe favourite foods);

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WR1.02 - write answers to simple questions;

WR1.03 - write for practical purposes using a model (e.g., create a party invitation);

WR1.04 - use resources to communicate more effectively in their writing (e.g., bilingual, visual dictionaries).

### **Prior Knowledge Required**

- vocabulary and structures needed to discuss school from previous activities

### **Grammar and Language Knowledge**

- As this is a culminating activity intended to consolidate the language knowledge in previous activities, there is no new grammar or language knowledge. By actively participating in all of the stages of preparing and teaching a lesson, students perform the ultimate role-play for the theme *school*.

### **Planning Notes**

- The teacher prepares mixed-ability groupings.
- The teacher has extra copies of previous materials on hand.
- The teacher develops an assignment sheet describing the dimensions of the group project.
- The teacher provides a blank rubric form to design the oral presentation rubric and checklist.
- The teacher finds bilingual and/or visual dictionaries to assist groups with enrichment vocabulary.
- The teacher arranges computer game access for groups who finish early.
- The teacher copies each group's materials before their lesson.

### **Teaching/ Learning Strategies**

1. Whole class: The teacher assigns mixed-ability groupings to students based on vocabulary and grammar structures they have learned in this unit (e.g., Group One = Before School, Group Two = At School, Group Three = School Subjects, Group Four = After School).
2. Small group: Students create a 40-minute lesson on their topic. They will be teaching the rest of the class as though they were beginners. The lesson includes:
  - presenting the vocabulary and the grammar structures;
  - conducting and taking up one listening exercise;
  - composing and taking up one reading exercise;
  - composing and taking up one writing exercise;
  - one activity for students to work on in groups.The materials developed by students may be similar, but not identical, to the materials the teacher used earlier on. Clearly, the teacher's role as a resource and support is crucial to the success of this ambitious activity.
3. Whole class: With the teacher, the students develop a rubric and a checklist for evaluating each group's lesson (Possible priorities: avoiding the use of English, use of technology, creativity, language usage).
4. Small group: As groups complete their teaching materials, the teacher checks them over and runs off copies for the class. Students rate each other's contribution to the group's written materials and lesson preparation on a scale of 4 (1=weak, 4=above expectations). Groups who have finished earlier than the others may play computer games in Arabic or work on bonus work activities to accompany their lesson.
5. Whole class: Groups present their topic. Other groups and the teacher evaluate.

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## Assessment/ Evaluation Techniques

Categories	Expectations	Tools	Activities
Application Thinking/Inquiry	OL1.01, OL1.02 OS1.01, OS1.02, OS1.03 RE1.03 WR1.01, WR1.02, WR1.03, WR1.04	Peer evaluation of group members' contribution	Students develop a complete lesson with follow-up exercises and a follow-up group activity.
Communication	OS1.01, OS1.02 WR1.01, WR1.02, WR1.03, WR1.04	Oral presentation rubric and checklist developed with the class	Students teach the lesson they have created.
Application	OL1.01, OL1.02 RE1.01, RE1.02, RE1.03, RE1.04 WR1.01, WR1.02, WR1.03, WR1.04	Observation	Students consolidate their knowledge by participating in lessons taught by their peers.

### Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Used alternative groupings for the lesson activity.
- Allow more time for completing assignments, as necessary.
- Be prepared to adjust timelines and to keep students on track with their time management.
- Provide alternative assignments for students with special needs.
- Allow additional time for written revision of the lesson materials.
- For added challenge, have students create an enrichment activity.

### Resources

#### Print

*Easy Steps In Arabic (First edition)*. See under School.

Balbaky, Munir. *Al-mawrid* (English/Arabic dictionary).

Hippocrene Books. *The Illustrated Arabic Dictionary*.

Hippocrene Books. *The Hippocrene Concise Dictionary English-Arabic (romanized for the spoken Arabic of Egypt and Syria)*.

#### Technological

Internet: (Go to Search, type *Arabic Language*, you will find plenty of pages.)

*Arabic Newsstand, Babel Arabic, Dale Fake's Arabic Language Page, Modern Standard Arabic Page*, [www.academicinfo.net/languagearabic](http://www.academicinfo.net/languagearabic)

#### Community

School departments for visual materials

School newsletters

School yearbooks

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## Unit 4: On The Move

**Time:** 18 hours

### Unit Description

Students chart their weekly activities and prepare a personal agenda. They begin to look at the geographical locations where the language of study is spoken, and explore typical daily schedules in some of those regions. They act out a scene about planning an activity with a friend on the phone, participate in choosing a film from a list, and gather information for a short magazine article based on an interview. A variety of assessment opportunities provide continuous feedback to the teacher on students' developing skills and knowledge. Teacher-directed and structured activities place students in practical everyday situations and prepare them linguistically for more in-depth exploration of travel plans in the following unit.

### Strand(s) and Expectations

**Strand(s):** Oral Communication, Reading, Writing

**Overall Expectations:** OLV.01, OSV.01, REV.01, WRV.01.

**Specific Expectations:** OL1.01, OL1.02, OL1.03, OS1.01, OS1.02, OS1.03, OS1.04, RE1.01, RE1.02, RE1.03, RE1.04, RE1.05, WR1.01, WR1.02, WR1.03, WR1.04, WR1.05, GL1.01, GL1.02, GL1.03, GL1.04, GL1.05, GL1.06, GL1.07, GL1.08, GL1.09, GL1.10.

### Activity Titles (Time + Sequence)

Activity 1	My Schedule	150 minutes
Activity 2	Austria, Germany, Switzerland	150 minutes
Activity 3	My Classmates	150 minutes
Activity 4	Out and About	180 minutes
Activity 5	Let's Pick a Movie	180 minutes
Activity 6	What, When, Where	270 minutes

### Prior Knowledge Required

- basic knowledge of geography
- words associated with pastimes, places, school disciplines
- present tense of regular verbs and some irregular verbs
- verbs in simple negative constructions
- interrogative pronouns
- simple prepositions and articles

### Unit Planning Notes

- The teacher gathers resources.
- The teacher refers to the Achievement Chart - International Languages, Level 1 and Level 2 on page 45 of *The Ontario Curriculum, Grades 9 and 10, Classical and International Languages, 1999* to establish the criteria for the assessment of student learning throughout the unit.
- The teacher prepares the criteria checklists for the unit activities prior to introducing the unit.
- The teacher pre-teaches/reviews the functional language (structures, vocabulary) required for the successful completion of the tasks in this unit.

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## Teaching/Learning Strategies

- The teacher establishes with students the learning goals of the unit/activities.
- The following teaching/learning strategies are used: brainstorming, problem solving, memorizing, collaborative/co-operative learning, interviewing, Internet research, simulating and performing, note making and communication strategies which include questioning and answering in German, participating in class discussions, and organizing information in chart form.

## Assessment and Evaluation

### Diagnostic and Formative Evaluation

- observation: formal and informal
- paper and pencil test: teacher-made
- performance: presentations, simulations, written assignment, graphic organizer
- tools: checklists, rating scales, rubrics, tests, peer editing, guided composition, oral portfolios (samples of student speaking kept on audiotape or videotape) and written portfolios

### Summative Evaluation

- culminating activities
- conferences with teacher
- rubric assessments

## Resources

### Print

Berwick, Gwen and Sydney Thorne. *Mach's gut! Level 1*. Cheltenham: Mary Glasgow Publications, 1998. ISBN 0 7487 3567 4

Berwick, Gwen and Sydney Thorne. *Mach's gut! Level 2*. Cheltenham: Mary Glasgow Publications, 1999. ISBN 0 7487 4003 1

Briggs, Lawrence, Bryan Goodman-Stephens, and Paul Rogers. *Zickzack Neu 1*. Surrey: Thomas Nelson and Sons Ltd., 1993. ISBN 0-17-439785-2

Briggs, Lol, Bryan Goodman-Stephens, and Paul Rogers. *Zickzack 1*. Leeds: E.J. Arnold and Son Ltd, 1987. ISBN 0 560-15001-6

Briggs, Lol, Bryan Goodman-Stephens, and Paul Rogers. *Zickzack 2*. Surrey: Thomas Nelson and Sons Ltd., 1989. ISBN 0-560-15011-3

Farrel, Catherine and Paul Shannon. *Trans-Europa-Express: Deutsch Level 1*. London: Hodder and Stoughton Educational, 1999. ISBN 0 340 72059 X

Kraft, Wolfgang S. *Deutsch Aktuell 1*. St. Paul, Minnesota, USA: EMC/Paradigm Publishing, 1998. ISBN 0-8219-1449-9

Moeller, Liedloff, Kent. *German Today 1*, Fourth Edition. Boston: Houghton Mifflin Company, 1989. ISBN 0-395-47122-2

### Technological

Computer Programs: *CoreDRAW™* and Clip Art

*Practice Makes Perfect*. CD-ROM. Knoxville, TN, USA: The Learning Company.

*The Rosetta Stone*. CD-ROM. Harrisonburg, VA, USA: Fairfield Language Technologies. ISBN 1-58022-022-3

*German for everyone*. CD-ROM. Cambridge, MA.: The Learning Company, 1997. (2 disks)

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Internet

Video series *Alles Gute*, c/o Inter Nationes, Kennedyallee 91-103, D-5300 Bonn 2, 1989.

[www.Im-media.com/videos](http://www.Im-media.com/videos)

(free loan videos in German)

### Community

Consulate General of the Federal Republic of Germany in Toronto

Goethe Institut, 163 King St. W., Toronto, Ontario. Phone: (416) 593-5257

School and Public Libraries

## **Activity 1: My Schedule**

**Time:** 150 minutes

### **Description**

In this activity, students develop their own schedules and establish priorities for personal fulfillment and success.

### **Strand(s) and Expectations**

**Strand(s):** Oral Communication, Reading, Writing

#### **Overall Expectations**

OLV.01 - demonstrate an understanding of very simple spoken language in practical, structured situations, applying knowledge of basic vocabulary and language structures;

OSV.01 - communicate orally in different practical, structured situations and for different purposes, using basic vocabulary and language structures;

REV.01 - read age- and language-appropriate passages from different sources for various practical purposes, applying knowledge of simple vocabulary and language structures;

WRV.01 - write for a variety of practical purposes, using basic vocabulary and language structures.

#### **Specific Expectations**

*Oral Communication: Listening*

OL1.01 - identify sounds and demonstrate some understanding of basic vocabulary and language structures by giving brief answers to simple questions;

OL1.02 - use visual cues (e.g., facial expressions) and some verbal cues (e.g., intonation, tones) to understand oral messages in dialogues (e.g., interview or conversations on videotape).

*Oral Communication: Speaking*

OS1.02 - use basic vocabulary and language structures to ask and answer short questions and to make brief statements (e.g., order food in a restaurant).

*Reading*

RE1.01 - read short, simple texts (e.g., menus, schedules, dialogues) for comprehension, consolidation of oral skills, and expansion of vocabulary.

*Writing*

WR1.01 - write complete but simple sentences, using basic vocabulary and language structures (e.g., identify and describe favourite foods);

WR1.02 - write answers to simple questions;

WR1.03 - write for practical purposes, using a model (e.g., create a party invitation).

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## Prior Knowledge Required

- basic understanding of personal planning
- basic vocabulary about hobbies, leisure, school
- some interrogative pronouns
- verbs in simple negative constructions
- cardinal numbers from 1 to 100

## Grammar and Language Knowledge

- interrogative pronouns
- present tense of irregular verbs useful for the theme
- the verb *to do* in the present tense
- interrogative adjectives (see sample questions in Appendix C – 02: List of Possible Questions and Answers)
- days of the week, months of the year, time of day, places, leisure, entertainment, names of countries and cities

## Planning Notes

- The teacher prepares visual aids to demonstrate vocabulary and structures.
- The teacher ensures that there are enough copies of the question/answer list, the vocabulary list, the blank personal inventory sheet and model, the blank personal schedule and the list to read and prioritize.
- The teacher reminds students to bring their own school timetables to class.

## Teaching/Learning Strategies

1. Whole class: Using pictures as visual cues, teacher reviews/teaches the vocabulary for school subjects, homework, leisure activities, and the verb to do.
2. Whole class: The teacher completes the school portion of a blank schedule with one student's timetable together with the class. *Alternative for Academic level: Students complete their own schedules before the teacher demonstrates.*
3. Individual: Complete the school portion of their schedules based on their own school timetables.
4. Whole class: Using a list of questions and possible answers (See Appendix C02: List of Possible Questions and Answers), the teacher performs an interview with a student in front of the class about her/his activities in and out of school. *Alternative for Academic level: Two students perform an interview and the teacher discusses corrections afterwards.*
5. Pair: Students interview a partner about her/his activities in and out of school.
6. Individual: Students complete review exercises using interrogative pronouns, expressions of time, word order in positive and negative simple sentences with verbs in the present tense.
7. Pair: Students prioritize a list of activities.
8. Whole class: The teacher tabulates results of pair exercise with the class.
9. Small group: Students complete personal inventory sheets using dictionaries, the vocabulary list, and the model inventory sheet. Groups prioritize and discuss each other's activities in order to find fulfillment and/or success.
10. Whole class: Class discusses patterns, conflicts, and possible compromises to increase likelihood of success in school.
11. Individual: Students complete entire weekly schedules and submit rough copy for editorial suggestions and comments from the teacher. Students polish final copy for presentation. *Alternative for Academic level: Peer editing.*
12. Conference: Students demonstrate successful goal setting by presenting weekly schedules to the teacher.

## Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	OL1.02, OS1.02 GL1.01, GL1.03	Observation	Students interview a partner.
Knowledge/ Understanding	WR1.02, WR1.03 GL1.04	Peer editing of personal inventory sheets	Students complete a personal inventory sheet.
Application	WR1.01 GL1.09	Writing evaluation grid	Students create a personal schedule for one week.
Communication	OL1.01 OS1.02 GL1.05	Rubric for oral presentation	Students present weekly schedule to the teacher at a conference.
Thinking/Inquiry	OL1.02 OS1.02 RE1.01	Rubric assessing use of the language of study during pair work	Students prioritize and discuss a list of activities.

## Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Reduce the required elements for the personal inventory sheet.
- Allow students more time to complete tasks.
- Simplify grammatical terminology.
- Allow students to use a cassette recorder as an alternative to written responses.
- To add challenge, teacher requests students to supply more detailed descriptions of pastimes.

## Resources

### Print

Berwick, Gwen and Sydney Thorne. *Mach's gut! Level 1*. Cheltenham: Mary Glasgow Publications, 1998, Lektion 2 (School subjects), Lektion 3 (Hobbies and interests).

Briggs, Lawrence, Bryan Goodman-Stephens, and Paul Rogers. *Zickzack Neu 1*. Surrey: Thomas Nelson and Sons Ltd., Chapter 6 (Mein Alltag).

Briggs, Lol, Bryan Goodman-Stephens, and Paul Rogers. *Zickzack 1*. Leeds: E.J. Arnold and Son Ltd, 1987, Kapitel 3 (In der Schule).

Farrel, Catherine and Paul Shannon. *Trans-Europa-Express: Deutsch Level 1*. London: Hodder and Stoughton Educational, 1999, pp. 34-35 (school subjects and schedule).

Kraft, Wolfgang S. *Deutsch Aktuell 1*. St. Paul, Minnesota, USA: EMC/Paradigm Publishing, 1998, Chapter 3 (pastimes)

Kraft, Wolfgang S. *Deutsch Aktuell 1*. St. Paul, Minnesota, USA: EMC/Paradigm Publishing, 1998, Chapter 4 (school)

Moeller, Liedloff, and Kent. *German Today 1*, Fourth Edition (Kapitel 6).

### Technological

Computer software for designing tables

### Community

Blank school timetables

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## Activity 2: Austria, Germany, Switzerland

**Time:** 150 minutes

### Description

Students learn about the cities and countries where German is spoken and their location in Europe. The teacher could consider linking this activity with a unit in a geography class.

### Strand(s) and Expectations

**Strand(s):** Oral Communication, Reading, Writing

#### Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language in practical, structured situations, applying knowledge of basic vocabulary and language structures;

OSV.01 - communicate orally in different practical, structured situations and for different purposes, using basic vocabulary and language structures;

REV.01 - read age- and language-appropriate passages from different sources for various practical purposes, applying knowledge of simple vocabulary and language structures;

WRV.01 - write for a variety of practical purposes, using basic vocabulary and language structures.

#### Specific Expectations

##### *Oral Communication: Listening*

OL1.01 - identify sounds and demonstrate some understanding of basic vocabulary and language structures by giving brief answers to simple questions;

OL1.03 - identify cultural aspects of the international languages (e.g., use of greetings, introductions).

##### *Oral Communication: Speaking*

OS1.01 - use standard pronunciation in the international language (for words and in phrases and sentences);

OS1.02 - use basic vocabulary and language structures to ask and answer short questions and to make brief statements (e.g., order food in a restaurant);

OS1.03 - express likes and dislikes in brief, rehearsed conversations and dialogues;

OS1.04 - apply knowledge of the cultural aspects of the international language by using oral language conventions appropriate (e.g., forms of greetings).

##### *Reading*

RE1.01 - read short, simple texts (e.g., menus, schedules, dialogues) for comprehension, consolidation of oral skills, and expansion of vocabulary;

RE1.03 - use visual cues (e.g., visual illustrations) and some verbal cues (e.g., context) to determine the meaning of messages in print and other media (e.g., advertisement, CD-ROMs);

RE1.05 - demonstrate knowledge of the culture of countries where the language is spoken (e.g., identify and describe typical foods, celebrations).

##### *Writing*

WR1.03 - write for practical purposes, using a model (e.g., create a party invitation);

WR1.05 - use knowledge of the culture of countries where the language is spoken in materials they write or create (e.g., design a poster for a special event).

### Prior Knowledge Required

- simple prepositions to describe the location of activities (e.g., in the gymnasium, at school)
- basic interrogative pronouns
- present tense of regular verbs (e.g., *to play, to practise, to learn*)
- verbs *to like* and *to want* in the present tense

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## Grammar and Language Knowledge

- prepositions with names of countries and cities (e.g., *Die Schweiz ist in Europa. Bern ist die Hauptstadt von der Schweiz*).
- interrogative adjectives and pronouns useful to form questions about people and places

## Planning Notes

- The teacher collects resources such as maps of the world, Europe and the three main German-speaking areas.
- The teacher obtains German-language brochures from travel agencies.
- The teacher develops a list of web site addresses useful for planning travel itineraries.

## Teaching/Learning Strategies

1. Whole class: Using an overhead of the world, the teacher teaches names of continents, designating one or two major cities on each one, then focusses on European countries and their capitals. Students match a list of names with countries by numbering countries on a map.
2. Pair: Using atlases and a blank map of the German-speaking areas, students match names of major cities with locations indicated on the map. Students verify their results using an answer sheet.
3. Small group: The class practises pronouncing the names of cities and countries they have learned by playing a game where they have to place names in the correct locations on a map and pronounce them. *Alternative for Academic level: Students create questions for a follow-up game, e.g., Welches Land liegt westlich von Deutschland? – Frankreich.*
4. Individual: Students complete review exercises on prepositions with countries and cities, interrogative adjectives, and interrogative pronouns (e.g., *Which countries are around Germany? Where is Düsseldorf?*)
5. Small group: Using a model, students plan a one-week trip to one of the German-speaking countries, based on travel brochures and/or the Internet. Groups circulate to present itineraries to other groups. *Alternative for Academic level: Supply less information in the model.*
6. Pair: Using a model dialogue, students prepare a skit about phoning a travel agency to plan a trip with the help of brochures. Students present dialogues to whole class.
7. Whole class: Giving the names of tourist attractions as hints, the teacher asks “Where am I from?” and follows up with a listening quiz. *Alternative for Academic level: Students give hints.*

## Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	RE1.01 WR1.05 GL1.02	Map quiz	Students write names of cities and countries on maps.
Knowledge/ Understanding	OL1.01 OS1.01 RE1.02 GL1.03	Map	Students match place names with map locations and pronounce them.
Application	RE1.03 WR1.03 GL1.09	Rubric	Students prepare travel itineraries in small groups.

Communication	OS1.02, OS1.03 RE1.05 GL1.09	Rubric	Students perform dialogues about phoning a travel agency.
Thinking/Inquiry	OL1.03 OS1.04 GL1.08	Follow-up quiz on locations and place names in Europe	The teacher asks questions (e.g., Where am I from?) and students respond to clues to complete oral quiz.

### Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Reduce the required elements for map activities.
- Prepare additional pronunciation materials for remediation.
- Group students to form heterogeneous teams for the matching game.
- Provide a substitution dialogue with examples, instead of material from the travel brochures.
- Provide a model for the itinerary activity.
- Add gestures for listening quiz.
- To add challenge, teacher has students video-tape an actual visit with a German-speaker about travelling in Germany (in place of the dialogue)

### Resources

#### Print

Berwick, Gwen and Sydney Thorne. *Mach's gut! Level 1*. Cheltenham: Mary Glasgow Publications, 1998, pp. 58-59 (Hamburg), pp. 142-143 (Munich).

Berwick, Gwen and Sydney Thorne. *Mach's gut! Level 2*. Cheltenham: Mary Glasgow Publications, 1999, p. 5 (map of German-speaking area).

Briggs, Lawrence, Bryan Goodman-Stephens, and Paul Rogers. *Zickzack Neu 1*. Surrey: Thomas Nelson and Sons Ltd., Chapter 2 (Wo wohnst du?).

Briggs, Lol, Bryan Goodman-Stephens, and Paul Rogers. *Zickzack 1*. Leeds: E.J. Arnold and Son Ltd, 1987, p. 46, Kapitel 9 (Wie fährt man?).

Farrel, Catherine and Paul Shannon. *Trans-Europa-Express: Deutsch Level 1*. London: Hodder and Stoughton Educational, 1999, pp. 20-41 (home and school routines, German school system).

Kraft, Wolfgang S. *Deutsch Aktuell 1*. St. Paul, Minnesota, USA: EMC/Paradigm Publishing, 1998, Chapter 5 (Germany and surrounding countries)

#### Technological

Annenberg/CPB Collection, 1999. *Fokus Deutsch*. (12 x 60 minute videos and support materials), Cologne: Tape 2; Hamburg: Tape 5

Inter Nationes. *Alles Gute*, Langenscheidt (video series), Nuremberg: Unit 2; Hamburg: Unit 3; Bonn: Unit 4; Berlin: Units 5 and 16

CD-ROMs about geography in German

Prepositions section of Unit One, *The Rosetta Stone*. CD-ROM. Harrisonburg, VA, USA: Fairfield Language Technologies.

#### Community

Goethe Institut, 163 King St. W., Toronto, Ontario. Phone: (416) 593-5257

Travel agencies

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## Activity 3: My Classmates

**Time:** 150 minutes

### Description

This activity expands the student's ability to discuss her/his likes and dislikes in German. Students discuss with each other and produce magazine articles about each other based on interviews.

### Strand(s) and Expectations

**Strand(s):** Oral Communication, Reading, Writing

#### Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language in practical, structured situations, applying knowledge of basic vocabulary and language structures;

OSV.01 - communicate orally in different practical, structured situations and for different purposes, using basic vocabulary and language structures;

REV.01 - read age- and language-appropriate passages from different sources for various practical purposes, applying knowledge of simple vocabulary and language structures;

WRV.01 - write for a variety of practical purposes, using basic vocabulary and language structures.

#### Specific Expectations

*Oral Communication: Listening*

OL1.01 - identify sounds and demonstrate some understanding of basic vocabulary and language structures by giving brief answers to simple questions;

OL1.02 - use visual cues (e.g., facial expressions) and some verbal cues (e.g., intonation, tones) to understand oral messages in dialogues (e.g., interview or conversations on videotape).

*Oral Communication: Speaking*

OS1.02 - use basic vocabulary and language structures to ask and answer short questions and to make brief statements (e.g., order food in a restaurant);

OS1.03 - express likes and dislikes in brief, rehearsed conversations and dialogues.

*Reading*

RE1.01 - read short, simple texts (e.g., menus, schedules, dialogues) for comprehension, consolidation of oral skills, and expansion of vocabulary;

RE1.03 - use visual cues (e.g., visual illustrations) and some verbal cues (e.g., context) to determine the meaning of messages in print and other media (e.g., advertisement, CD-ROMs).

*Writing*

WR1.02 - write answers to simple questions;

WR1.04 - use resources to communicate more effectively in their writing (e.g., bilingual, visual dictionaries).

### Prior Knowledge Required

- basic understanding of question/answer formats
- words associated with leisure, entertainment, schedules
- word order in simple positive and negative sentences
- forms of regular comparative and attributive adjectives

### Grammar and Language Knowledge

- interrogative pronouns and adjectives
- simple positive and negative sentences and questions

- 
- regular verbs and irregular verbs
  - idiomatic expressions of enthusiasm
  - vocabulary involving leisure, entertainment, preferences, and dislikes

### Planning Notes

- The teacher develops a list of 30 yes/no questions to assist with “20 question” game.
- The teacher finds or develops simple readings about teenagers and celebrities.
- The teacher prepares a list of web sites about celebrities in German.
- The teacher prepares blank oral portfolio tapes (by putting students names on them and rewinding them) and a cassette recorder.
- The teacher finds magazines containing interviews/articles about teenagers and celebrities.
- The teacher creates a checklist of questions (base checklist on questions in Appendix C-02: List of Possible Questions and Answers).

### Teaching/Learning Strategies

1. Whole class: Using pictures, teacher discusses celebrities and asks students to answer yes or no to questions on the sample question list.
2. Whole class: The teacher models the game “20 questions” by playing it once with the class. In this game, up to 20 yes/no questions may be asked to guess the identity of the secret celebrity. If fewer than 20 questions are used and the secret celebrity is identified, the student guessing correctly becomes the new answerer. The game is played again with a new secret celebrity. Once students seem secure with using the questions themselves, they lead the game. This game can also be played in small groups.
3. Individual: Students complete fill-in exercises using questions and statements with interrogative pronouns and interrogative adjectives. *Alternative for Academic level: Students unscramble sentences using interrogative pronouns and interrogative adjectives.*
4. Small group: The teacher distributes reading comprehension passages about teenagers. Based on these readings, students complete yes/no checklists and check their answers against answer copies. *Alternative for Academic level: Students write short answers to questions that cannot be answered yes or no.*
5. Individual: Students research celebrities on the Internet and in magazines. Students complete a fill-in sheet about celebrity pastimes, family relationships, etc.
6. Individual: Based on their research, students record a description of a celebrity on a cassette. If students are willing, these may be played back to the class or in small groups.
7. Whole class: The teacher performs an interview with one student, to demonstrate to the class how the checklist is used orally. *Alternative for Academic level: Students are encouraged to respond with complete answers, not just yes or no.*
8. Whole class: The teacher demonstrates how the checklist is converted from second person questions to third person statements in an article.
9. Pair: Students interview two other students, using the checklist. Students write magazine articles about each other, and keep the articles in their writing portfolios.
10. Whole class: The teacher may wish to copy a class “celebrity” magazine for the entire class, submit articles to the school yearbook, or create group magazines and have groups read each others’ magazines.

## Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	OL1.02 OS1.03 GL1.03	Observation	Students play “20 questions.”
Knowledge/ Understanding	RE1.01 GL1.04	Observation	Students complete checklists based on reading comprehension passages.
Application	RE1.03 GL1.05	Rubric	Students research celebrities on the Internet and in magazines.
Communication	OS1.03 GL1.08	Rubric	Students present celebrities on cassette/video tape.
Communication Thinking/Inquiry	OL1.01 OS1.02 WR1.02, WR1.04 GL1.09	Writing portfolio	Students write a magazine article based on an interview.

## Accommodations

- Consult student’s Annual and/or Individual Education Plan.
- Avoid remote celebrities for “20 question” game.
- Provide a model for the fill-in activity.
- Assist with taping the oral portfolio by giving cues or beginning sentences.
- Provide a fill-in model for the magazine article activity.
- To add challenge, teacher has students watch a celebrity interview in German and re-enact it.

## Resources

### Print

Briggs, Lawrence, Bryan Goodman-Stephens, and Paul Rogers. *Zickzack Neu 1*. Surrey: Thomas Nelson and Sons Ltd., p. 53 (pop concerts), p. 79 and 85 (television).

Briggs, Lol, Bryan Goodman-Stephens, and Paul Rogers. *Zickzack 1*. Leeds: E.J. Arnold and Son Ltd, 1987, Kapitel 5 (Und nach der Schule?).

Briggs, Lol, Bryan Goodman-Stephens, and Paul Rogers. *Zickzack 1*. Leeds: E.J. Arnold and Son Ltd, 1987, p. 82 (interviewing), p. 84 (Listening: Celebrity interview with Herbert Meyer).

Farrel, Catherine and Paul Shannon. *Trans-Europa-Express: Deutsch Level 1*. London: Hodder and Stoughton Educational, 1999, pp. 96-100 (Medien).

Kraft, Wolfgang S. *Deutsch Aktuell 1*. St. Paul, Minnesota, USA: EMC/Paradigm Publishing, 1998, Chapter 9 (entertainment)

Kraft, Wolfgang S. *Deutsch Aktuell 1*. St. Paul, Minnesota, USA: EMC/Paradigm Publishing, 1998, pp. 315-316 (soccer star: Ibrahim Tanko)

German-language newspapers

German magazines about celebrities

German TV guides

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## Technological

Internet

Television shows

## Community

Goethe Institut

### Activity 4: Out and About

**Time:** 180 minutes

#### Description

Students plan activities with a friend on the telephone. Greetings and telephone etiquette are important cultural components of this activity.

#### Strand(s) and Expectations

**Strand(s):** Oral Communication, Reading, Writing

##### Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language in practical, structured situations, applying knowledge of basic vocabulary and language structures;

OSV.01 - communicate orally in different practical, structured situations and for different purposes, using basic vocabulary and language structures;

REV.01 - read age- and language-appropriate passages from different sources for various practical purposes, applying knowledge of simple vocabulary and language structures;

WRV.01 - write for a variety of practical purposes, using basic vocabulary and language structures.

##### Specific Expectations

*Oral Communication: Listening*

OL1.03 - identify cultural aspects of the international language (e.g., use of greetings, introductions).

*Oral Communication: Speaking*

OS1.03 - express likes and dislikes in brief, rehearsed conversations and dialogues;

OS1.04 - apply knowledge of the cultural aspects of the international language by using oral language conventions appropriately (e.g., forms of greeting).

*Reading*

RE1.01 - read short, simple texts (e.g., menus, schedules, dialogues) for comprehension, consolidation of oral skills, and expansion of vocabulary;

RE1.02 - read simple materials aloud to develop standard pronunciation;

RE1.05 - demonstrate knowledge of the culture of countries where the language is spoken (e.g., identify and describe typical foods, celebrations).

*Writing*

WR1.03 - write for practical purposes, using a model (e.g., create a party invitation);

WR1.05 - use knowledge of the culture of countries where the language is spoken in materials they write or create (e.g., design a poster for a special event).

#### Prior Knowledge Required

- vocabulary associated with leisure, school, and entertainment
- interrogative pronouns
- simple positive and negative questions and sentences
- word order in simple sentences
- present tense of regular verbs and some irregular verbs

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## Grammar and Language Knowledge

- vocabulary associated with leisure, school, entertainment
- interrogative pronouns
- frequently used irregular verbs in the present tense
- verbs with an infinitive (e.g., *Ich möchte angeln gehen.*)

## Planning Notes

- The teacher creates simple telephone conversations in written German.
- The teacher prepares and copies models of student-written notes.
- The teacher pre-arranges the classroom for group activities.
- The teacher prepares and explains writing and oral evaluation to the class.

## Teaching/Learning Strategies

1. Whole class: The teacher teaches/reviews ideas for going out.
2. Small group: Students answer questions about readings in which German-speaking students discuss going out.
3. Pair: Using a substitution dialogue about planning to go out, students create dialogues to perform for other pairs of students. *Alternative for Academic level: The model has no substitutions, but rather, blank fill-in spaces.*
4. Individual: Students complete review exercises using vocabulary about leisure activities, school activities and entertainment, interrogative pronouns, frequently used irregular verbs, verbs and the infinitive (e.g., *to want* and *to like*).
5. Individual: After brainstorming, students complete fill-in passages of notes which students might send each other (e.g., *Willst du nach der Schule schilaulen gehen?*).
6. Pair: Using a model dialogue prepared by the teacher, students write and perform a scene for the teacher about planning to go out with a friend. *Alternative for Academic level: Students perform on video.*

## Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	OL1.03 OS1.04 RE1.01	Pairs evaluate other pairs	Students perform telephone conversations based on readings in German.
Knowledge/ Understanding	RE1.05 WR1.03 GL1.10	Observation	Students write notes to other students in class, e.g., “Do you want to play soccer after class?” Students respond to these notes in written form.
Application	RE1.01 WR1.03	Writing evaluation	Students complete fill-in passages.
Communication Thinking/Inquiry	OS1.03 RE1.02 WR1.05	Oral evaluation	Students act out a scene about making plans with a friend, based on a teacher-prepared replacement dialogue.

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## Accommodations

- Consult student's Annual and/or Individual Education Plan.
- The teacher reads taped conversations slowly once again after tape has played.
- Create mixed ability groupings for small group work and pairs.
- To add challenge, teacher has students organize an after-school activity in German for students taking German (e.g., a German-language Reach-for-the-top competition with simplified questions).

## Resources

### Print

Berwick, Gwen and Sydney Thorne. *Mach's gut! Level 1*. Cheltenham: Mary Glasgow Publications, 1998, p. 46 (making plans), pp. 102-113 (leisure activities).

Berwick, Gwen and Sydney Thorne. *Mach's gut! Level 2*. Cheltenham: Mary Glasgow Publications, 1999, pp. 54-65 (past-times, going out).

Briggs, Lawrence and Bryan Goodman-Stephens, Paul Rogers. *Zickzack Neu 1*. Surrey: Thomas Nelson and Sons Ltd., p. 76-77.

Briggs, Lol and Bryan Goodman-Stephens, Paul Rogers. *Zickzack 1*. Leeds: E.J. Arnold and Son Ltd, 1987, pp.171-177 (making plans).

Farrel, Catherine and Paul Shannon. *Trans-Europa-Express: Deutsch Level 1*. London: Hodder and Stoughton Educational, 1999, pp. 101-112 (planning, letter-writing).

Kraft, Wolfgang S. *Deutsch Aktuell 1*. St. Paul, Minnesota, USA: EMC/Paradigm Publishing, 1998, Chapter 3 (pastimes) and Chapter 9 (entertainment).

### Technological

*The Rosetta Stone*. CD-ROM.

### Community

German-speaking cultural centres (e.g., Hansa Haus, Bingemann's Park, etc.)

## Activity 5: Let's Pick a Movie

**Time:** 180 minutes

### Description

Students learn about some German-language films and the vocabulary and grammatical structures required to discuss cinema. Students create storyboards of film plots to share with each other.

### Strand(s) and Expectations

**Strand(s):** Oral Communication, Reading, Writing

#### Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language in practical, structured situations, applying knowledge of basic vocabulary and language structures;

OSV.01 - communicate orally in different practical, structured situations and for different purposes, using basic vocabulary and language structures;

REV.01 - read age- and language-appropriate passages from different sources for various practical purposes, applying knowledge of simple vocabulary and language structures;

WRV.01 - write for a variety of practical purposes, using basic vocabulary and language structures.

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## Specific Expectations

### *Oral Communication: Listening*

OL1.02 - use visual cues (e.g., facial expressions) and some verbal cues (e.g., intonation, tones) to understand oral messages in dialogues (e.g., interview or conversations on videotape);

OL1.03 - identify cultural aspects of the international language (e.g., use of greetings, introductions).

### *Oral Communication: Speaking*

OS1.02 - use basic vocabulary and language structures to ask and answer short questions and to make brief statements (e.g., order food in a restaurant);

OS1.03 - express likes and dislikes in brief, rehearsed conversations and dialogues;

OS1.04 - apply knowledge of the cultural aspects of the international language by using oral language conventions appropriately (e.g., forms of greeting).

### *Reading*

RE1.01 - read short, simple texts (e.g., menus, schedules, dialogues) for comprehension, consolidation of oral skills, and expansion of vocabulary;

RE1.03 - use visual cues (e.g., visual illustrations) and some verbal cues (e.g., context) to determine the meaning of messages in print and other media (e.g., advertisement, CD-ROMs);

RE1.04 - respond to materials read by answering short questions.

### *Writing*

WR1.01 - write complete but simple sentences, using basic vocabulary and language structures (e.g., identify and describe favourite foods);

WR1.03 - write for practical purposes, using a model (e.g., create a party invitation).

## Prior Knowledge Required

- present tense of verbs and some irregular verbs
- basic vocabulary associated with entertainment
- some interrogative pronouns
- verbs in simple positive and negative constructions

## Grammar and Language Knowledge

- simple prepositions (in Germany, at the cinema, on the poster, etc.)
- interrogative pronouns
- demonstrative adjectives
- word order in simple sentences, positive and interrogative
- vocabulary about films

## Planning Notes

- The teacher prepares a list of model questions for the game about cinema.
- The teacher researches titles of authentic German-language films from Austria, Germany, and Switzerland.
- The teacher finds German-language posters to use as models.
- The teacher assembles equipment required to create posters (e.g., glue sticks, construction paper, scissors, markers, etc.).
- The teacher creates a list of descriptions of film plots in simple sentences.

## Teaching/Learning Strategies

1. Whole class: Using teacher-prepared questions, students play a trivia game about cinema with two teams.
2. Pair: Students prepare five simple questions of their own about films. *Alternative for Academic level: Students prepare five multiple choice questions.*
3. Whole class: The teacher plays the cinema game with the class split into two teams using the student-created questions. *Alternative for Academic level: A student runs the game.*
4. Individual: Students complete review exercises using simple positive and negative question formats, interrogative pronouns, present tense of regular and irregular verbs, demonstrative adjectives, vocabulary associated with cinema and advertisements.
5. Small group: The teacher distributes a list of German-language films with titles students can guess at with the aid of dictionaries and asks groups to rank them based on the appeal of the title. The teacher may wish to pre-teach genres and include the genre of each film as well. The class discusses group results and the teacher tabulates survey results on the board. *Alternative for Academic level: Students tabulate survey results in small groups and make group presentations using graphs.*
6. Pair: Students create a movie poster, using authentic German-language posters as models.
7. Pair: Based on a model dialogue, students create a dialogue about a movie poster.
8. Whole class: Students receive a list of short descriptions of film plots. Students complete a multiple-choice or true/false quiz based on the descriptions. Students create storyboards of film plots in pairs or individually, using one descriptive sentence per frame. *Alternative for Academic level: Individual students create film plots, using two or three descriptive sentences per frame.*

## Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	OL1.02 OS1.02 GL1.03	Checklist	Students play cinema game based on questions they created.
Knowledge/ Understanding	RE1.04 WR1.03 GL1.09	Observation	Teacher surveys the class, asking students to choose from a list of simple German film titles.
Application	RE1.01, RE1.03 WR1.03 GL1.05	Rubric	Using sample movie posters, students create a movie poster.
Communication	OS1.02 GL1.08	Rubric	Students create a dialogue about a movie poster.
Thinking/Inquiry	OL1.03 OS1.03, OS1.04 RE1.03 WR1.01 GL1.02	Observation	Students read film plots and create their own storyboards, then read each others' stories.

## Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Reduce the required number of trivia questions for the game.
- Provide English translations of film titles for the survey.
- Use mixed ability groupings for pair work.

- Allow more time to complete the dialogue and allow private performance.
- Simplify grammatical terminology.
- To add challenge, the teacher has students act out a scene on video from the film plot they have created.

## Resources

### Print

Berwick, Gwen and Sydney Thorne. *Mach's gut! Level 1*. Cheltenham: Mary Glasgow Publications, 1998, pp. 128-131 (television, films).

Berwick, Gwen and Sydney Thorne. *Mach's gut! Level 2*. Cheltenham: Mary Glasgow Publications, 1999, pp. 70-71 (Butch Cassidy and Sundance Kid).

Briggs, Lol, Bryan Goodman-Stephens, and Paul Rogers. *Zickzack 2*. Leeds: E.J. Arnold and Son Ltd, 1989, p. 68, 74 (films).

Farrel, Catherine and Paul Shannon. *Trans-Europa-Express: Deutsch Level 1*. London: Hodder and Stoughton Educational, 1999, pp. 98-100 (cinema).

Kraft, Wolfgang S. *Deutsch Aktuell 1*. St. Paul, Minnesota, USA: EMC/Paradigm Publishing, 1998, Chapter 9 (entertainment).

### Technological

Web sites about entertainment in German

Unit 7 ("Sie dürfen hier nicht halten"), Video series *Alles Gute*, c/o Inter Naciones, Kennedyallee 91-103, D-5300 Bonn 2, 1989

### Community

[www.Im-media.com/videos](http://www.Im-media.com/videos)  
(free loan videos in German)

## Activity 6: What, When, Where

**Time:** 270 minutes

### Description

Students begin interacting with native speakers and learning about German-speaking individuals in their specific environment. The e-mail keypal project serves to provide necessary cultural information and a highly motivational forum for the use of media in language class. The teacher could consider linking this activity with an e-mail activity in a computer class.

### Strand(s) and Expectations

**Strand(s):** Oral Communication, Reading, Writing

#### Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language in practical, structured situations, applying knowledge of basic vocabulary and language structures;

OSV.01 - communicate orally in different practical, structured situations and for different purposes, using basic vocabulary and language structures;

REV.01 - read age- and language-appropriate passages from different sources for various practical purposes, applying knowledge of simple vocabulary and language structures;

WRV.01 - write for a variety of practical purposes, using basic vocabulary and language structures.

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## Specific Expectations

### *Oral Communication: Listening*

OL1.02 - use visual cues (e.g., facial expressions) and some verbal cues (e.g., intonation, tones) to understand oral messages in dialogues (e.g., interview or conversations on videotape);

OL1.03 - identify cultural aspects of the international language (e.g., use of greetings, introductions).

### *Oral Communication: Speaking*

OS1.03 - express likes and dislikes in brief, rehearsed conversations and dialogues.

### *Reading*

RE1.01 - read short, simple texts (e.g., menus, schedules, dialogues) for comprehension, consolidation of oral skills, and expansion of vocabulary;

RE1.04 - respond to materials read by answering short questions;

RE1.05 - demonstrate knowledge of the culture of countries where the language is spoken (e.g., identify and describe typical foods, celebrations).

### *Writing*

WR1.02 - write answers to simple questions;

WR1.03 - write for practical purposes, using a model (e.g., create a party invitation).

## Prior Knowledge Required

- interrogative pronouns and adjectives
- days, months, time of day, words associated with leisure, entertainment, German-speaking cities and countries
- simple structures for asking and answering questions
- word order in simple sentences
- present tense of regular verbs and frequently used irregular verbs

## Grammar and Language Knowledge

- comparative and superlative adjectives
- simple positive and negative questions and statements
- frequently used irregular verbs in the present tense
- verbs with an infinitive
- expressions of time
- vocabulary used to discuss school activities, leisure, entertainment

## Planning Notes

- The teacher photocopies enough blank weekly schedules for the class.
- The teacher becomes familiar with resources available on CD, Internet, and in the Library/Resource Centre before initiating the research activity. The teacher develops a suggested list of sources.
- The teacher finds a potential keypal partner school and initiate plans with partner teacher.
- The teacher identifies evaluation tools for the various stages of the research process.
- The teacher plans where to have students record their keypal cassettes and have a cassette recorder and tape ready.

## Teaching/Learning Strategies

1. Pair: Students create hypothetical weekly schedules for invented characters.
2. Pair: Using simple questions and answers, students role-play these student characters, interviewing each other about their likes and dislikes, pastimes, and commitments.
3. Whole class: The teacher prepares students to initiate the keypal exchange. A test-run using computers and the creation of e-mail addresses is recommended.

4. Individual: Using e-mail, students write about themselves and ask keypals about their school activities and their pastimes in German (minimum eight sentences), requesting that they respond in German only. *Alternative for Academic level: Students write a minimum of 12 sentences.* (See Appendix C-03.)
5. Small group: When students receive a response to their e-mail, they describe their keypals to other students.
6. Pair: Students write sentences, comparing their personal schedules with their keypals' schedules (e.g., *I usually get up at 7:30 but my keypal gets up at 5:30.*)
7. Individual: Students complete exercises about cities, regions, and countries, expressions requiring the verb to do (e.g., *Hausaufgaben machen*), simple positive and negative questions and statements, frequently used irregular verbs, verbs with an infinitive, expressions of time, vocabulary associated with school activities, leisure, entertainment. *Alternative for Academic level: Exercises require active language knowledge (e.g., fill-ins in place of multiple choice and vocabulary lists to choose from, etc.).*
8. Small group: Students prepare a magazine article one paragraph long about their keypals. Using a rubric developed with the class, groups evaluate each others' magazine articles. *Alternative for Academic level: Students prepare a more detailed description.*
9. Individual: Students prepare cassette tapes about themselves and their daily routines on audio tapes. The teacher mails the cassette to the partner school in the German-speaking area, requesting a similar cassette in return.

#### Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	OL1.02 OS1.03 RE1.04	Observation	Students role-play characters they have invented based on fictitious schedules.
Knowledge/ Understanding	RE1.04, RE1.05 GL1.06, GL1.07	Teacher-kept inventory of e-mail activity (Students are responsible for forwarding copies of all e-mails to the teacher's e-mail address to facilitate record-keeping.)	Students read about individuals, their school activities and their pastimes in a German-speaking area.
Application	WR1.02	Rubric	Students create a magazine article one paragraph long about their keypal.
Application	OL1.02 OS1.03 RE1.04 WR1.03	Rubric	Students write about their personal schedules. They use this written assignment as the basis for the class cassette recording.
Communication	OL1.03 OS1.03	Rating Scale	Students discuss their personal schedules on cassette tape.
Thinking/Inquiry	OL1.03 RE1.01, RE1.05	Observation	Students compare their personal schedule with that of their penpal.

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## Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Partially fill in the schedules for fictitious students.
- Demonstrates how to search for central information in e-mail responses.
- Reduce the required number of sentences for magazine articles.
- Organize mixed ability groupings for pair and small group work.
- Simplify grammatical terminology.
- Establish a penpal exchange through traditional mail, if e-mail is not available.
- To add challenge, the teacher has stronger students assist other students with the writing and editing of e-mails before they are sent.

## Resources

### Print

Briggs, Lawrence, Bryan Goodman-Stephens, and Paul Rogers. *Zickzack Neu 1*. Surrey: Thomas Nelson and Sons Ltd., p. 29, p. 31, pp. 42-43.

Briggs, Lol, Bryan Goodman-Stephens, and Paul Rogers. *Zickzack 1*. Leeds: E.J. Arnold and Son Ltd, 1987, pp. 86-91 (money in German-speaking countries), Kapitel 7 (Willkommen in Osnabrück).

Briggs, Lol, Bryan Goodman-Stephens, and Paul Rogers. *Zickzack 2*. Surrey: Thomas Nelson and Sons Ltd., 1989, p. 171-172 (leisure in Austria).

Kraft, Wolfgang S. *Deutsch Aktuell 1*. St. Paul, Minnesota, USA: EMC/Paradigm Publishing, 1998, Chapter 9 (entertainment) and Chapter 10 (sports).

### Technological

School web sites in German (many high schools now have their own web sites, sometimes specific to particular projects within the school or community)

e-mail

### Community

Goethe-Institut

Teacher acquaintances in Europe

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## Unit 5: On The Go

**Time:** 21 hours

### Unit Description

In this unit, students continue to learn to function in the language of study. The teacher organizes a variety of activities relating to travel and the geography of China. Individual, pair, and whole class activities give students opportunities to express travel intentions in interactive situations. The teacher assesses student progress in all skill areas. Planning a visit to a famous tourist attraction allows students to review and consolidate vocabulary and structures learned throughout the unit.

### Strand(s) and Expectations

**Strand(s):** Oral Communication, Reading, Writing

**Overall Expectations:** OLV.01, OSV.01, REV.01, WRV.01.

**Specific Expectations:** OL1.01, OL1.02, OL1.03, OS1.01, OS1.02, OS1.03, OS1.04, RE1.01, RE1.02, RE1.03, RE1.04, RE1.05, WR1.01, WR1.02, WR1.03, WR1.04, WR1.05, GL1.01, GL1.02, GL1.03, GL1.04, GL1.05, GL1.07, GL1.08, GL1.09, GL1.10.

### Activity Titles (Time + Sequence)

Activity 1	Where Are We Going?	180 minutes
Activity 2	How Do We Get There?	180 minutes
Activity 3	Filling Out an Application	180 minutes
Activity 4	The Geography of China	210 minutes
Activity 5	Aspects of Travel	240 minutes
Activity 6	Let's Go on a Field Trip!	270 minutes

### Prior Knowledge Required

- basic knowledge of the strokes of Chinese characters
- basic knowledge of the Chinese phonetic alphabet
- basic understanding of question and answer formats
- word order in simple positive and negative sentences
- words associated with leisure, travelling, likes, and dislikes
- regular adjectives and adverbs
- simple prepositions
- numbers, expressions of measurement
- vocabulary for describing oneself
- colours, dates, height, and weight
- basic knowledge of print and technological resources
- basic understanding of geography

### Unit Planning Notes

- The teacher refers to the resources listed.
- The teacher refers to *The Ontario Curriculum, Grades 9 and 10, Classical and International Languages, 1999* to determine overall and specific expectations and establish the criteria checklist for the assessment and evaluation of student learning throughout the unit.

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- The teacher considers all expectations and prepares all necessary materials required for teaching and evaluation prior to introducing the unit.
  - The teacher pre-teaches/reviews the language expectations required for successful completion of the tasks in the unit.
  - The teacher prepares required materials.
  - The teacher prepares rubric/assessment and evaluation materials for the unit.

### **Teaching/Learning Strategies**

- The teacher establishes with students the learning goals of the unit/activities.
- The following teaching/learning strategies will be used: interviewing, oral communication through strategies, presenting/introducing, interactive/collaborative learning, brainstorming, matching, investigating, writing, describing, and discussing.

### **Assessment and Evaluation**

#### Diagnostic, Formative Evaluation

- Observation: formal and informal
- Performance (oral, written): group discussion, presentations, interviews, descriptions, mini-reports, demonstrations, itineraries, pronunciation.
- Tools: rubrics, tests, quizzes (oral, written, reading)

#### Summative Evaluation

- Performance: oral presentation, interviews
- Writing and editing of a trip itinerary
- Role-play of a telephone conversation
- Four-skill unit test

### **Resources**

#### Print

Bilingual and visual dictionaries

Ji Cheng. *Chinese Language*. Taipei, Taiwan: Ji Cheng, 1990.

Commercial Press. *Chinese for Today*. Hong Kong: The Commercial Press, 1996. ISBN 962 07 42907

Sinolingua. *Elementary Chinese Readers*. Beijing: Sinolingua Publishers, 1987. ISBN 7-80052-025-0

Chinese and English vertical file materials in Library/Resource Centre

Travel brochures and magazines

#### Newspapers

*Dazhong Bao* (Mainland China) [www.chinesenewsgroup.com](http://www.chinesenewsgroup.com)

*Sing Tao Daily* (Hong Kong) [www.singtaotor.com](http://www.singtaotor.com)

*Taipei Chinese Overseas Education* (Taiwan) [www.ocac.gov.tw](http://www.ocac.gov.tw)

*World Journal* (Taiwan) [www.chineseworld.com](http://www.chineseworld.com)

#### Technological

<http://www.learningco.com>

[www.info.gov.hk/immd](http://www.info.gov.hk/immd)

[www.lang.uiuc.edu/chinese/reading/lessons](http://www.lang.uiuc.edu/chinese/reading/lessons)

[www.gio.gov.tw/info/culture\\_c](http://www.gio.gov.tw/info/culture_c)

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## Community

Chinese Community Centre, 84 Augusta Ave., Toronto, Ont., M5T 2L1. Tel: 416-603-1917

Consulate General of the Peoples' Republic of China, 240 St. George St., Toronto, Ont., M5R 2N5.  
Tel: 416-964-7260

Taipei Economic and Cultural Office (Culture Centre), 888 Progress Avenue, Scarborough, Ont.,  
M1H 2X7. Tel: 416-439-8889

### **Activity 1: Where Are We Going?**

**Time:** 180 minutes

#### **Description**

Students learn and use vocabulary related to historic sites they would like to visit. This vocabulary serves as a foundation for other activities in this unit. Through activities such as finding information and writing a short description about an historic site, students learn the use of simple verbs and prepositions.

#### **Strand(s) and Expectations**

**Strand(s):** Oral Communication, Reading, Writing

##### **Overall Expectations**

OLV.01 - demonstrate an understanding of very simple spoken language in practical, structured situations, applying knowledge of basic vocabulary and language structures;

OSV.01 - communicate orally in different practical, structured situations and for different purposes, using basic vocabulary and language structures;

REV.01 - read age- and language-appropriate passages from different sources for various practical purposes, applying knowledge of simple vocabulary and language structures;

WRV.01 - write for a variety of practical purposes, using basic vocabulary and language structures.

##### **Specific Expectations**

###### *Oral Communication: Listening*

OL1.01 - identify sounds and demonstrate some understanding of basic vocabulary and language structures by giving brief answers to simple questions;

OL1.02 - use visual cues (e.g., facial expressions) as well as some verbal cues (e.g., intonation, tones), to understand simple oral messages in dialogues (e.g., interviews or conversations on video tape);

OL1.03 - identify cultural aspects of the international language (e.g., use of greetings, introductions).

###### *Oral Communication: Speaking*

OS1.01 - use standard pronunciation in the international language (for words and in phrases and sentences);

OS1.02 - use basic vocabulary and language structures to ask and answer short questions and to make brief statements (e.g., order food in a restaurant);

OS1.03 - express likes and dislikes in brief, rehearsed conversations and dialogues;

OS1.04 - apply knowledge of the cultural aspects of the international language by using oral language conventions appropriately (e.g., forms of greeting).

###### *Reading*

RE1.01 - read short, simple texts (e.g., menus, schedules, dialogues) for comprehension, consolidation of oral skills, and expansion of vocabulary;

RE1.02 - read simple materials aloud to develop standard pronunciation;

RE1.03 - use visual cues (e.g., illustrations) and some verbal cues (e.g., context) to determine the meaning of messages in print and other media (e.g., advertisements, CD-ROMs);

RE1.04 - respond to materials read by answering short questions;

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RE1.05 - demonstrate knowledge of the culture of countries where the language is spoken (e.g., identify and describe typical foods, celebrations).

#### *Writing*

WR1.01 - write complete but simple sentences using basic vocabulary and language structures (e.g., identify and describe favourite foods);

WR1.02 - write answers to simple questions;

WR1.03 - write for practical purposes using a model (e.g., create a party invitation);

WR1.04 - use resources to communicate more effectively in their writing (e.g., bilingual, visual dictionaries).

### **Prior Knowledge Required**

- basic knowledge of the strokes of Chinese characters
- basic understanding of question and answer formats
- words order in simple positive and negative sentences

### **Grammar and Language Knowledge**

- use of phrases with nouns, pronouns, and verbs
- simple positive and negative questions
- vocabulary associated with leisure, travel, likes, and dislikes
- simple prepositions
- simple verbs

### **Planning Notes**

- The teacher creates a list of historic sites and copies it for students.
- The teacher prepares pictures of historic sites.
- The teacher prepares listening, reading comprehension and writing exercises about weather and geographical features.
- The teacher prepares activity sheets to practise new vocabulary and grammar structures.
- The teacher prepares master answer keys for the above activity sheets.
- The teacher prepares a sheet with pictures for the matching exercise on historic sites.
- The teacher provides bilingual and/or visual dictionaries to assist students with the written presentation of their project.
- The teacher provides addresses for web sites about historic sites.
- The teacher arranges for use of Internet and finds travel brochures for student reference.
- The teacher prepares a three-skill quiz (listening, reading, writing) on the vocabulary and grammar structures.

### **Teaching/Learning Strategies**

1. Whole class: Using pictures, the teacher presents orally historic sites, and information about the weather and geographical features of the regions they are found in, and follows up by asking students simple questions. Overheads reveal vocabulary and grammar structures needed to discuss these sites (e.g., *The ancient fish market is next to the river*).
2. Small group: Students ask each other simple questions about historic sites.
3. Individual: Students complete reading comprehension and writing exercises about weather and geographical features of the areas where the sites are found.
4. Small group: Using master answer sheets, students check their answers.
5. Whole class: The teacher removes the pictures from the front board, shuffles them, and reviews useful expressions by having students match pictures to expressions. On a handout, students copy the appropriate descriptions from the board beside corresponding pictures.

6. Individual: Students complete listening, reading and writing exercises about the vocabulary and grammar structures (e.g., prepositions) necessary to discuss historic sites and their location.
7. Individual: Students prepare their own questions about pictures of historic sites.
8. Small group: Students answer each other's questions.
9. Whole class: Students develop a rubric with the teacher to evaluate the oral presentation of their favourite historic site.
10. Individual: Students find information about historic sites on the Internet and in travel brochures and create a short written description of an historic site and its location and present it orally to the class. The oral presentation is evaluated using the rubric students have developed, whereas the written description is evaluated using a writing rubric already familiar to the students.
11. Individual: Students write a three-skill quiz on the vocabulary and grammar structures they have learned in this activity.

### Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	RE1.01, RE1.02	Observation	Students match pictures to descriptions.
Knowledge/ Understanding Application	RE1.01, RE1.03, RE1.04, RE1.05 WR1.01, WR1.02 GL1.01, GL1.03, GL1.04, GL1.08	Observation	Students complete exercises and practise writing Chinese characters.
Communication	OL1.01, OL1.02, OL1.03 OS1.01, OS1.02, OS1.04	Observation	Students ask each other questions about historic sites.
Communication Application Thinking/Inquiry	OS1.01, OS1.02, OS1.03, OS1.04 RE1.01, RE1.03, RE1.05 WR1.01, WR1.03, WR1.04	Oral presentation rubric Writing rubric	Students find information, write and present a description of their favourite historic site using pictures as support.
Knowledge/ Understanding Application	OL1.01, OL1.02, OL1.03 RE1.01, RE1.03, RE1.04, RE1.05 WR1.01, WR1.02 GL1.01, GL1.03, GL1.04, GL1.08, GL1.09, GL1.10	Quiz	Students write a three-skill quiz (listening, reading, writing).

### Accommodations

- Consult students' Annual and/or Individual Education Plan.
- For students with no knowledge of Mandarin, provide vocabulary lists with audiotapes for them to practise pronunciation as it relates to the written Chinese.
- For beginners, write the descriptions beneath the pictures during the presentation of historic sites.
- To add challenge, have students present their description to the class or to a panel of members of the Chinese community.
- Allow extra time for those who need it during the three-skill quiz.

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## Resources

### Print

**Note:** There are no text programs appropriate for a North American audience in Mandarin available to the course writers, at the present time.

Bilingual and visual dictionaries

Chinese magazines about travel

### Newspapers

*Dazhong Bao* (Mainland China) [www.chinesenewsgroup.com](http://www.chinesenewsgroup.com)

*Sing Tao Daily* (Hong Kong) [www.singtaotor.com](http://www.singtaotor.com)

*Taipei Chinese Overseas Education* (Taiwan) [www.ocac.gov.tw](http://www.ocac.gov.tw)

*World Journal* (Taiwan) [www.chineseworld.com](http://www.chineseworld.com)

### Technological

<http://www.learningco.com>

[www.info.gov.hk/immd](http://www.info.gov.hk/immd)

[www.lang.uiuc.edu/chinese/reading/lessons](http://www.lang.uiuc.edu/chinese/reading/lessons)

[www.gio.gov.tw/info/culture\\_c](http://www.gio.gov.tw/info/culture_c)

### Community

Chinese Community Centre, 84 Augusta Ave., Toronto, Ont., M5T 2L1. Tel: 416-603-1917

Consulate General of the Peoples' Republic of China, 240 St. George St., Toronto, Ont., M5R 2N5.

Tel: 416-964-7260

Taipei Economic and Cultural Office (Culture Centre), 888 Progress Avenue, Scarborough, Ont., M1H 2X7. Tel: 416-439-8889

Travel agencies

## Activity 2: How Do We Get There?

**Time:** 180 minutes

### Description

Students learn vocabulary for transportation and directions. They practise these newly acquired words and, using vocabulary studied in the last activity, they develop a travel schedule for a trip to China.

### Strand(s) and Expectations

**Strand(s):** Oral Communication, Reading, Writing

#### Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language in practical, structured situations, applying knowledge of basic vocabulary and language structures;

OSV.01 - communicate orally in different practical, structured situations and for different purposes, using basic vocabulary and language structures;

REV.01 - read age- and language-appropriate passages from different sources for various practical purposes, applying knowledge of simple vocabulary and language structures;

WRV.01 - write for a variety of practical purposes, using basic vocabulary and language structures.

#### Specific Expectations

*Oral Communication: Listening*

OL1.01 - identify sounds and demonstrate some understanding of basic vocabulary and language structures by giving brief answers to simple questions;

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OL1.02 - use visual cues (e.g., facial expressions) as well as some verbal cues (e.g., intonation, tones), to understand simple oral messages in dialogues (e.g., interviews or conversations on video tape);

OL1.03 - identify cultural aspects of the international language (e.g., use of greetings, introductions).

#### *Oral Communication: Speaking*

OS1.01 - use standard pronunciation in the international language (for words and in phrases and sentences);

OS1.02 - use basic vocabulary and language structures to ask and answer short questions and to make brief statements (e.g., order food in a restaurant);

OS1.03 - express likes and dislikes in brief, rehearsed conversations and dialogues;

OS1.04 - apply knowledge of the cultural aspects of the international language by using oral language conventions appropriately (e.g., forms of greeting).

#### *Reading*

RE1.01 read short, simple texts (e.g., menus, schedules, dialogues) for comprehension, consolidation of oral skills, and expansion of vocabulary;

RE1.02 - read simple materials aloud to develop standard pronunciation;

RE1.03 - use visual cues (e.g., illustrations) and some verbal cues (e.g., context) to determine the meaning of messages in print and other media (e.g., advertisements, CD-ROMs);

RE1.04 - respond to materials read by answering short questions;

RE1.05 - demonstrate knowledge of the culture of countries where the language is spoken (e.g., identify and describe typical foods, celebrations).

#### *Writing*

WR1.01 - write complete but simple sentences using basic vocabulary and language structures (e.g., identify and describe favourite foods);

WR1.02 - write answers to simple questions;

WR1.03 - write for practical purposes using a model (e.g., create a party invitation);

WR1.04 - use resources to communicate more effectively in their writing (e.g., bilingual, visual dictionaries);

WR1.05 - use knowledge of the culture of countries where the language is spoken in materials they write or create (e.g., design a poster for a special event).

### **Prior Knowledge Required**

- simple adjectives and adverbs
- verbs and idiomatic expressions in the affirmative, negative, and interrogative sentences
- simple prepositions

### **Grammar and Language Knowledge**

- simple sentence structure
- vocabulary and grammar structures to describe leisure, directions, and transportation

### **Planning Notes**

- The teacher collects reading materials about transportation and directions.
- The teacher finds brochures and magazines pertaining to travel to China.
- The teacher supplies pictures for the matching exercise on transportation and directions.
- The teacher prepares rubrics for the writing assignment and oral presentation.
- The teacher arranges to visit a Chinese community centre.
- The teacher provides addresses for web sites about historic sites.
- The teacher prepares and copies the three-skill test.

## Teaching/Learning Strategies

1. Whole class: The teacher presents pictures and vocabulary about transportation and directions orally.
2. Small group: Students match the pictures with descriptions.
3. Individual: Students complete listening, reading comprehension and writing exercises using new expressions.
4. Whole class: The teacher and students create a travel schedule for a trip to China on a blank overhead.
5. Whole class: The teacher introduces the writing rubric and the oral presentation rubric that will be used to evaluate the travel schedule project.
6. Small group: Students prepare their own travel schedule for a trip to China using pictures and descriptions, clip art, the Internet, Chinese travel magazines, and bilingual and/or visual dictionaries.
7. Whole class: Each group presents their travel plan to the class.
8. Pair: Students create sentences about travel in China.
9. Individual: Students complete exercises involving writing Chinese in the Roman alphabet.
10. Individual: Students write a three-skill test, based on vocabulary and grammar structures (e.g., prepositions) practised in this activity.

## Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge Understanding	RE1.01, RE1.02 WR1.01, WR1.02 GL1.02, GL1.03, GL1.04, GL1.05, GL1.07, GL1.08, GL1.09	Observation	Students complete exercises based on readings.
Application	RE1.03, RE1.04, RE1.05 WR1.02, WR1.03, WR1.04, WR1.05	Writing rubric	Students research and create a travel schedule.
Thinking/Inquiry	OS1.01, OS1.02, OS1.03 WR1.02, WR1.03	Rating scale: Accuracy 1-4 Content 1-4	Students write sentences about travelling in China and present them orally to the class.
Communication	OL1.02, OL1.03 OS1.02, OS1.04	Oral presentation rubric	Students present their own travel plan.
Application	OL1.01, OL1.02 RE1.01, RE1.03, RE1.04 WR1.01, WR1.02 GL1.02, GL1.03, GL1.04, GL1.05, GL1.07, GL1.08, GL1.09	Pencil-and-paper test (listening, reading, writing)	Students write a 3-skill unit test.

## Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Provide vocabulary lists matching pictures to written forms for beginners.
- Provide partially completed travel schedules.
- The teacher books time in the library or computer lab for student use.
- Allow students to work alone and present privately to the teacher.

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## Resources

### Print

Chinese and English vertical file materials in the Library/Resource Centre

Chinese and English resources in the Library/Resource Centre

Chinese magazines about travel

Web sites about historic sites in China

### Newspapers

*Dazhong Bao* (Mainland China) [www.chinesenewsgroup.com](http://www.chinesenewsgroup.com)

*Sing Tao Daily* (Hong Kong) [www.singtaotor.com](http://www.singtaotor.com)

*Taipei Chinese Overseas Education* (Taiwan) [www.ocac.gov.tw](http://www.ocac.gov.tw)

*World Journal* (Taiwan) [www.chineseworld.com](http://www.chineseworld.com)

### Technological

<http://www.learningco.com> (See Encyclopedia)

Internet

### Community

Chinese Community Centre, 84 Augusta Ave., Toronto, Ont., M5T 2L1. Tel: 416-603-1917

Consulate General of the Peoples' Republic of China, 240 St. George St., Toronto, Ont., M5R 2N5.

Tel: 416-964-7260

Local libraries

Taipei Economic and Cultural Office (Culture Centre), 888 Progress Avenue, Scarborough, Ont., M1H 2X7. Tel: 416-439-8889

## Activity 3: Filling Out an Application

**Time:** 180 minutes

### Description

In this activity, students use authentic materials as a model to apply for identification cards and/or passports. This activity serves as a springboard for discussion of the use of the application form for foreigners in China. These pieces of identification may be used in Activity 6.

### Strand(s) and Expectations

**Strand(s):** Oral Communication, Reading, Writing

#### Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language in practical, structured situations, applying knowledge of basic vocabulary and language structures;

OSV.01 - communicate orally in different practical, structured situations and for different purposes, using basic vocabulary and language structures;

REV.01 - read age- and language-appropriate passages from different sources for various practical purposes, applying knowledge of simple vocabulary and language structures;

WRV.01 - write for a variety of practical purposes, using basic vocabulary and language structures.

#### Specific Expectations

*Oral Communication: Listening*

OL1.01 - identify sounds and demonstrate some understanding of basic vocabulary and language structures by giving brief answers to simple questions;

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OL1.02 - use visual cues (e.g., facial expressions) as well as some verbal cues (e.g., intonation, tones), to understand simple oral messages in dialogues (e.g., interviews or conversations on video tape);

OL1.03 - identify cultural aspects of the international language (e.g., use of greetings, introductions);

*Oral Communication: Speaking*

OS1.01 - use standard pronunciation in the international language (for words and in phrases and sentences);

OS1.02 - use basic vocabulary and language structures to ask and answer short questions and to make brief statements (e.g., order food in a restaurant);

OS1.03 - express likes and dislikes in brief, rehearsed conversations and dialogues;

OS1.04 - apply knowledge of the cultural aspects of the international language by using oral language conventions appropriately (e.g., forms of greeting).

*Reading*

RE1.01 - read short, simple texts (e.g., menus, schedules, dialogues) for comprehension, consolidation of oral skills, and expansion of vocabulary;

RE1.03 - use visual cues (e.g., illustrations) and some verbal cues (e.g., context) to determine the meaning of messages in print and other media (e.g., advertisements, CD-ROMs);

RE1.04 - respond to materials read by answering short questions;

RE1.05 - demonstrate knowledge of the culture of countries where the language is spoken (e.g., identify and describe typical foods, celebrations).

*Writing*

WR1.01 - write complete but simple sentences using basic vocabulary and language structures (e.g., identify and describe favourite foods);

WR1.02 - write answers to simple questions;

WR1.03 - write for practical purposes using a model (e.g., create a party invitation);

WR1.04 - use resources to communicate more effectively in their writing (e.g., bilingual, visual dictionaries);

WR1.05 - use knowledge of the culture of countries where the language is spoken in materials they write or create (e.g., design a poster for a special event).

**Prior Knowledge Required**

- numbers, expressions of measurement
- vocabulary for describing oneself
- colours, dates, height, and weight

**Grammar and Language Knowledge**

- punctuation in Chinese
- vocabulary related to filling out application forms
- simple sentence structures involving conjunctions

**Planning Notes**

- The teacher finds/prepares readings about obtaining a passport or a visa.
- The teacher simplifies application forms for a visa to visit China.
- The teacher requests that students bring in examples of application forms in Chinese.
- The teacher prepares a model dialogue.
- The teacher books time in the library or computer lab for student use.
- The teacher arranges for the class to visit travel agencies or a community centre.

## Teaching/Learning Strategies

1. Whole class: The teacher establishes with students the learning goal of the activities. Using an overhead of a visa application form, students assist the teacher to complete the form.
2. Individual: Students fill in a visa application for themselves, read each others' applications and hand in for input from the teacher.
3. Individual: Students complete listening, reading comprehension and writing exercises using the vocabulary required to complete application forms.
4. Small group: Students complete an application form for a famous person and role-play famous people in an immigration office.
5. Whole class: Students develop an oral presentation rubric with a checklist to evaluate a dialogue.
6. Pair: Using a model dialogue, students write a dialogue between an applicant and an examiner. They use the Internet, bilingual and/or visual dictionaries to assist with this project.
7. Whole class: Students perform dialogues in front of the class. They also assist with evaluating the dialogues using the rubric they have developed.
8. Individual: Students complete a three-skill quiz (listening, reading comprehension, writing).

## Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	WR1.01, WR1.02, WR1.03 RE1.05 GL1.06, GL1.09, GL1.10	Observation	Students fill in visa application forms and read each other's application forms in Chinese.
Knowledge/ Understanding Application	OL1.01, OL1.02, OL1.03 RE1.01, RE1.03 WR1.01, WR1.02, WR1.05 GL1.06, GL1.09, GL1.10	Observation	Students complete listening, reading comprehension and writing exercises.
Communication	OL1.01, OL1.02, OL1.03 OS1.01, OS1.02, OS1.03, OS1.04	Observation	Students role-play a famous person applying for a visa.
Thinking/Inquiry	WR1.01, WR1.02, WR1.05	Group writing rubric for the dialogue	Students write a dialogue between an applicant and an examiner.
Communication	OL1.01, OL1.02, OL1.03 OS1.01, OS1.02, OS1.03, OS1.04	Oral presentation rubric with checklist	Students present their dialogues.
Application	OL1.01, OL1.02, OL1.03 RE1.01, RE1.03 WR1.01, WR1.02, WR1.05 GL1.06, GL1.09, GL1.10	Pencil-and-paper quiz	Students write a three-skill quiz (listening, reading comprehension, writing).

## Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Provide vocabulary lists with audiotapes for student to practise pronunciation as it relates to the written script.
- Allow private performances of the dialogue.
- For enrichment, assist students in writing application forms in Chinese characters as well as Pinyin.

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## Resources

### Print

Commercial Press. *Chinese for Today*. Hong Kong: The Commercial Press, 1996.

Sinolingua. *Elementary Chinese Readers*. Beijing: Sinolingua Publishers, 1987. pp. 10-11 (basic strokes of Chinese characters), pp. 52-53 (Chinese phonetic alphabet) and pp. 269-270 (Chinese sentence structure).

### Newspapers

*Dazhong Bao* (Mainland China) [www.chinesenewsgroup.com](http://www.chinesenewsgroup.com)

*Sing Tao Daily* (Hong Kong) [www.singtaotor.com](http://www.singtaotor.com)

*Taipei Chinese Overseas Education* (Taiwan) [www.ocac.gov.tw](http://www.ocac.gov.tw)

*World Journal* (Taiwan) [www.chineseworld.com](http://www.chineseworld.com)

### Technological

<http://www.learningco.com>

<http://travel.yahoo.com>

[www.info.gov.hk/immd](http://www.info.gov.hk/immd)

### Community

Chinese Community Centre, 84 Augusta Ave., Toronto, Ont., M5T 2L1. Tel: 416-603-1917

Consulate General of the Peoples' Republic of China, 240 St. George St., Toronto, Ont., M5R 2N5. Tel: 416-964-7260

Local libraries

Taipei Economic and Cultural Office (Culture Centre), 888 Progress Avenue, Scarborough, Ont., M1H 2X7. Tel: 416-439-8889

## Activity 4: The Geography of China

**Time:** 210 minutes

### Description

In this portion of the unit, students learn about the culture, major regions, important cities, and geography of China. In pairs and small groups, students write creative projects such as travel itineraries to present to the class.

### Strand(s) and Expectations

**Strand(s):** Oral Communication, Reading, Writing

#### Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language in practical, structured situations, applying knowledge of basic vocabulary and language structures;

OSV.01 - communicate orally in different practical, structured situations and for different purposes, using basic vocabulary and language structures;

REV.01 - read age- and language-appropriate passages from different sources for various practical purposes, applying knowledge of simple vocabulary and language structures;

WRV.01 - write for a variety of practical purposes, using basic vocabulary and language structures.

#### Specific Expectations

*Oral Communication: Listening*

OL1.01 - identify sounds and demonstrate some understanding of basic vocabulary and language structures by giving brief answers to simple questions;

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OL1.02 - use visual cues (e.g., facial expressions) as well as some verbal cues (e.g., intonation, tones), to understand simple oral messages in dialogues (e.g., interviews or conversations on video tape).

*Oral Communication: Speaking*

OS1.01 - use standard pronunciation in the international language (for words and in phrases and sentences);

OS1.02 - use basic vocabulary and language structures to ask and answer short questions and to make brief statements (e.g., order food in a restaurant);

OS1.03 - express likes and dislikes in brief, rehearsed conversations and dialogues;

OS1.04 - apply knowledge of the cultural aspects of the international language by using oral language conventions appropriately (e.g., forms of greeting).

*Reading*

RE1.01 - read short, simple texts (e.g., menus, schedules, dialogues) for comprehension, consolidation of oral skills, and expansion of vocabulary;

RE1.02 - read simple materials aloud to develop standard pronunciation;

RE1.03 - use visual cues (e.g., illustrations) and some verbal cues (e.g., context) to determine the meaning of messages in print and other media (e.g., advertisements, CD-ROMs);

RE1.04 - respond to materials read by answering short questions;

RE1.05 - demonstrate knowledge of the culture of countries where the language is spoken (e.g., identify and describe typical foods, celebrations).

*Writing*

WR1.01 - write complete but simple sentences using basic vocabulary and language structures (e.g., identify and describe favourite foods);

WR1.02 - write answers to simple questions;

WR1.03 - write for practical purposes using a model (e.g., create a party invitation);

WR1.04 - use resources to communicate more effectively in their writing (e.g., bilingual, visual dictionaries);

WR1.05 - use knowledge of the culture of countries where the language is spoken in materials they write or create (e.g., design a poster for a special event).

**Prior Knowledge Required**

- basic knowledge of Chinese geography

**Grammar and Language Knowledge**

- simple prepositions
- interrogative pronouns
- proper nouns and common nouns

**Planning Notes**

- The teacher prepares a travel itinerary for a trip to China.
- The teacher consults with the librarian about resources in Chinese on the geography of Taiwan, Hong Kong and mainland China.
- The teacher prepares listening, reading comprehension, and writing exercises for practising vocabulary and sentence structures.
- The teacher finds/prepares large floor maps for groups to use.
- The teacher provides a rubric for the oral presentation.
- The teacher finds/prepares a simple children's story as a model for the creative writing project.
- The teacher prepares the three-skill test.

## Teaching/Learning Strategies

1. Whole class: While presenting a travel itinerary to China on an overhead, the teacher introduces orally, and in written form vocabulary and sentence structures (e.g., *The bus leaves for Beijing at 18:00*). The teacher may use a web or fishbone to help students categorize and clarify the new vocabulary.
2. Individual/whole class: Students complete listening, reading comprehension, and writing exercises to practise new vocabulary and grammar structures.
3. Small group: Students read about cities and regions of China. Students form small groups to discuss the reading and play a game on a floor map, matching historic events and cultural facts to locations (e.g., the Great Wall of China).
4. Small group: Students find information about China. Each group may choose one of the following activities to present to the class:
  - an interview (students role-play a tour guide);
  - a half-page advertisement about a trip to China including a map and illustrations.
 Students are encouraged to use the Library/Resource Centre, the Internet, clip art, bilingual and/or visual dictionaries.
5. Whole class: With the teacher, students develop a rubric to evaluate the oral presentation of the interview and the travelogue.
6. Whole class: Students present their dialogues and travelogues to the class.
7. Individual: Students write a minimum of five sentences in their journals about travelling in China. Students edit and present to the class.
8. Pair: Using a model, students write a one-page comic-book storyboard in which students from the class have an adventure in China. The teacher circulates to assist. Students use bilingual and/or visual dictionaries. Students edit for each other and present to the class.
9. Individual: Students write a three-skill quiz on the vocabulary and grammar structures they have learned in this activity.

## Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	OL1.01, OL1.02 RE1.01, RE1.03, RE1.04 WR1.01, WR1.02 GL1.02, GL1.03, GL1.04	Observation	Students complete listening, reading comprehension and writing exercises.
Knowledge/ Understanding	RE1.01, RE1.02, RE1.03 GL1.02, GL1.03, GL1.04	Observation	Students play floor map matching game.
Communication	OS1.01, OS1.02, OS1.03, OS1.04 RE1.01, RE1.03, RE1.05 WR1.01, WR1.02, WR1.04	Oral presentation rubric	Students write and present a dialogue of a travelogue.
Application Thinking/Inquiry	RE1.01, RE1.03, RE1.05 WR1.01, WR1.03, WR1.05	Creative writing rubric	Students write a storyboard about an adventure in China.
Application	OL1.01, OL1.02 RE1.01, RE1.03 WR1.01, WR1.02	Pencil-and-paper quiz	Students write a three-skill quiz.

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## Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Simplify the floor map game, so that students match pictures to locations.
- Allow beginner students to make a collage as an alternative to the storyboard activity.

## Resources

### Technological

word processing program

[www.lang.uiuc.edu/chinese/reading/lessons](http://www.lang.uiuc.edu/chinese/reading/lessons)

[www.gio.gov.tw/info/culture\\_c](http://www.gio.gov.tw/info/culture_c)

### Community

Chinese Community Centre, 84 Augusta Ave., Toronto, Ont., M5T 2L1. Tel: 416-603-1917

Consulate General of the Peoples' Republic of China, 240 St. George St., Toronto, Ont., M5R 2N5. Tel: 416-964-7260

Local libraries for comic books

## Activity 5: Aspects of Travel

**Time:** 240 minutes

### Description

In this activity, students learn how to publicize and plan a trip in Mandarin. They learn about travel through different resources (e.g., picture books, Internet, video, and cassette tapes). Students create either a travel brochure, a travel poster, or the itinerary for a trip and present them to the class.

### Strand(s) and Expectations

**Strand(s):** Oral Communication, Reading, Writing

#### Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language in practical, structured situations, applying knowledge of basic vocabulary and language structures;

OSV.01 - communicate orally in different practical, structured situations and for different purposes, using basic vocabulary and language structures;

REV.01 - read age- and language-appropriate passages from different sources for various practical purposes, applying knowledge of simple vocabulary and language structures;

WRV.01 - write for a variety of practical purposes, using basic vocabulary and language structures.

#### Specific Expectations

*Oral Communication: Listening*

OL1.01 - identify sounds and demonstrate some understanding of basic vocabulary and language structures by giving brief answers to simple questions;

OL1.02 - use visual cues (e.g., facial expressions) as well as some verbal cues (e.g., intonation, tones), to understand simple oral messages in dialogues (e.g., interviews or conversations on video tape).

*Oral Communication: Speaking*

OS1.01 - use standard pronunciation in the international language (for words and in phrases and sentences);

OS1.02 - use basic vocabulary and language structures to ask and answer short questions and to make brief statements (e.g., order food in a restaurant);

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OS1.03 - express likes and dislikes in brief, rehearsed conversations and dialogues;  
OS1.04 - apply knowledge of the cultural aspects of the international language by using oral language conventions appropriately (e.g., forms of greeting).

#### *Reading*

RE1.01 - read short, simple texts (e.g., menus, schedules, dialogues) for comprehension, consolidation of oral skills, and expansion of vocabulary;

RE1.02 - read simple materials aloud to develop standard pronunciation;

RE1.03 - use visual cues (e.g., illustrations) and some verbal cues (e.g., context) to determine the meaning of messages in print and other media (e.g., advertisements, CD-ROMs);

RE1.04 - respond to materials read by answering short questions;

RE1.05 - demonstrate knowledge of the culture of countries where the language is spoken (e.g., identify and describe typical foods, celebrations).

#### *Writing*

WR1.01 - write complete but simple sentences using basic vocabulary and language structures (e.g., identify and describe favourite foods);

WR1.02 - write answers to simple questions;

WR1.03 - write for practical purposes using a model (e.g., create a party invitation);

WR1.04 - use resources to communicate more effectively in their writing (e.g., bilingual, visual dictionaries);

WR1.05 - use knowledge of the culture of countries where the language is spoken in materials they write or create (e.g., design a poster for a special event).

### **Prior Knowledge Required**

- basic word processing and Internet search skills
- simple sentence structure

### **Grammar and Language Knowledge**

- simple prepositions and articles
- interrogative pronouns
- use of adjectives to describe nouns (e.g., *nan, wang, de, lu, xing*)
- vocabulary involved in travel

### **Planning Notes**

- The teacher arranges Internet access for the students.
- The teacher has students collect travel brochures or pamphlets from local travel agencies.
- The teacher finds cassette tapes, CDs, and videos in Mandarin about travel.
- The teacher and students decorate the class with pictures from various locations in China.
- The teacher prepares listening, reading comprehension, and writing exercises.
- The teacher arranges bilingual and/or visual dictionaries to assist with the projects.
- The teacher and students create a rubric to evaluate the oral presentation of the projects.
- The teacher prepares the three-skill test.

### **Teaching/Learning Strategies**

1. Whole class: Students take ten minutes to look up travel vocabulary in bilingual and/or visual dictionaries. Students brainstorm vocabulary associated with travelling, looking up words in bilingual or visual dictionaries and referring to the posters on the walls for ideas. They organize and record the new vocabulary on the overhead.
2. Whole class: The teacher models a written description of a location.

3. Individual: Students complete listening, reading comprehension, and writing exercises on vocabulary needed to describe locations.
4. Small group: Students play a matching game associating descriptions of places to pictures.
5. Pairs: Students listen to a cassette tape or CD or watch a travel film (e.g., nature, adventure, culture) and answer multiple-choice questions.
6. Small group/Individual: Using models, students create one of the following, applying the new vocabulary to their work for presentation to the class: a travel poster, a travel brochure, or a trip itinerary to the place of their preference. The project is evaluated using a group writing rubric and an oral presentation rubric already familiar to the students.
7. Small group: Students edit each others' work. The teacher circulates to assist them.
8. Whole class: Students present their projects. The teacher displays students' final work in the classroom.
9. Individual: Students write a three-skill test.

### Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	OS1.01, OS1.02 RE1.01, RE1.02 WR1.01, WR1.02 GL1.01, GL1.02, GL1.04, GL1.05, GL1.07, GL1.09, GL1.10	Observation	Students brainstorm and organize new vocabulary associated with travel.
Communication	OL1.01, OL1.02, OL1.03 OS1.01, OS1.02, OS1.04 RE1.01, RE1.02, RE1.05	Self-evaluation using an answer key	Students play a game matching pictures with map locations.
Communication Application	OL1.01, OL1.02 RE1.01, RE1.03	Observation	Students listen to a travel cassette/CD or watch a travel film and answer reading questions.
Application Thinking/Inquiry	OL1.01, OL1.02 OS1.01, OS1.02, OS1.03 WR1.01, WR1.02, WR1.03, WR1.04, WR1.05	Group writing rubric	Students create a travel poster, a travel brochure, or a trip itinerary.
Communication	OL1.01, OL1.02 OS1.01, OS1.02, OS1.03	Oral presentation rubric	Students present their posters, brochures and itineraries.
Application	OS1.01, OS1.02 RE1.01, RE1.02 WR1.01, WR1.02 GL1.01, GL1.02, GL1.04, GL1.05, GL1.07, GL1.09, GL1.10	Pencil-and-paper test	Students write a three-skill test.

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## Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Provide extra reading comprehension exercises with master answer sheets for students who would benefit from more practice.
- Provide scripts with audiotapes to assist students in comparing the aural and written Chinese.

## Resources

### Print

Bilingual and visual dictionaries

Commercial Press. *Chinese for Today*. Hong Kong: The Commercial Press, 1996.

Sinolingua. *Elementary Chinese Readers*. Beijing: Sinolingua Publishers, 1987. pp. 10-11 (basic strokes of Chinese characters), pp. 52-53 (Chinese phonetic alphabet), and pp. 269-270 (Chinese sentence structure).

### Technological

[www.gio.gov.tw/info/culture\\_c](http://www.gio.gov.tw/info/culture_c)

### Community

Chinese Community Centre, 84 Augusta Ave., Toronto, Ont., M5T 2L1. Tel: 416-603-1917

Consulate General of the Peoples' Republic of China, 240 St. George St., Toronto, Ont., M5R 2N5. Tel: 416-964-7260

Local libraries

Taipei Economic and Cultural Office (Culture Centre), 888 Progress Avenue, Scarborough, Ont., M1H 2X7. Tel: 416-439-8889

Travel agencies

## Activity 6: Let's Go on a Field Trip!

**Time:** 270 minutes

### Description

In this activity, students conduct a survey to find out what are the most popular tourist attractions in China and Canada. They plan a field trip to a location of their choice. Assessment and evaluation involve a wide range of tools, including rubrics, observation, and a four-skill unit test.

### Strand(s) and Expectations

**Strand(s):** Oral Communication, Reading, Writing

#### Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language in practical, structured situations, applying knowledge of basic vocabulary and language structures;

OSV.01 - communicate orally in different practical, structured situations and for different purposes, using basic vocabulary and language structures;

REV.01 - read age- and language-appropriate passages from different sources for various practical purposes, applying knowledge of simple vocabulary and language structures;

WRV.01 - write for a variety of practical purposes, using basic vocabulary and language structures.

#### Specific Expectations

*Oral Communication: Listening*

OL1.01 - identify sounds and demonstrate some understanding of basic vocabulary and language structures by giving brief answers to simple questions;

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OL1.02 - use visual cues (e.g., facial expressions) as well as some verbal cues (e.g., intonation, tones), to understand simple oral messages in dialogues (e.g., interviews or conversations on video tape);

OL1.03 - identify cultural aspects of the international language (e.g., use of greetings, introductions).

#### *Oral Communication: Speaking*

OS1.01 - use standard pronunciation in the international language (for words and in phrases and sentences);

OS1.02 - use basic vocabulary and language structures to ask and answer short questions and to make brief statements (e.g., order food in a restaurant);

OS1.03 - express likes and dislikes in brief, rehearsed conversations and dialogues;

OS1.04 - apply knowledge of the cultural aspects of the international language by using oral language conventions appropriately (e.g., forms of greeting).

#### *Reading*

RE1.01 - read short, simple texts (e.g., menus, schedules, dialogues) for comprehension, consolidation of oral skills, and expansion of vocabulary;

RE1.02 - read simple materials aloud to develop standard pronunciation;

RE1.03 - use visual cues (e.g., illustrations) and some verbal cues (e.g., context) to determine the meaning of messages in print and other media (e.g., advertisements, CD-ROMs);

RE1.04 - respond to materials read by answering short questions;

RE1.05 - demonstrate knowledge of the culture of countries where the language is spoken (e.g., identify and describe typical foods, celebrations).

#### *Writing*

WR1.01 - write complete but simple sentences using basic vocabulary and language structures (e.g., identify and describe favourite foods);

WR1.02 - write answers to simple questions;

WR1.03 - write for practical purposes using a model (e.g., create a party invitation);

WR1.04 - use resources to communicate more effectively in their writing (e.g., bilingual, visual dictionaries);

WR1.05 - use knowledge of the culture of countries where the language is spoken in materials they write or create (e.g., design a poster for a special event).

### **Prior Knowledge Required**

- telephone conventions
- simple sentence structures

### **Grammar and Language Knowledge**

- adverbs used to modify verbs (*ping an de, yu kuai de*)
- adverbs used to modify adjectives (*hen pin an, fei chang yu kuai*)
- idiomatic expressions (*yi lu shuen feng, zhu lutu kuai le*)

### **Planning Notes**

- The teacher finds/prepares and photocopies sample telephone conversations about asking for information about tourist attractions.
- The teacher finds/prepares listening, reading comprehension, and writing exercises to practise the vocabulary needed to discuss tourist attractions.
- The teacher prepares the fill-in assignment sheet for the field trip plan.
- The teacher makes arrangements for the field trip.
- The teacher prepares work sheets as follow-up for the field trip (e.g., true/false, multiple choice).
- The teacher prepares questions for the oral interview.
- The teacher prepares four-skill unit test.

## Teaching/Learning Strategies

1. Whole class: By surveying the students about their favourite places to go, the teacher introduces the vocabulary necessary to create a survey.
2. Small group: Students prepare a survey to discover what is the most popular tourist attraction in China and Canada.
3. Small group: Students survey classmates, friends, and family members about the most popular tourist attraction in China and Canada.
4. Whole class: Using sample phone conversations, the teacher prepares students to make live phone calls.
5. Whole class: The teacher also presents the oral presentation rubric that will be used to evaluate student dialogues involving telephone conversations.
6. Pair: Students phone various Mandarin-speaking businesses to acquire information about the attractions people like. Students also use the Internet, the school Library/Resource Centre, newspapers, and bilingual and/or visual dictionaries as resources.
7. Small group: Students present a role-play of their telephone conversations to the class.
8. Small group: Using a fill-in assignment sheet, students plan a field trip to the most popular tourist attraction based on the findings in their survey. A trip should be as detailed as possible (including a detailed schedule, transportation, accommodation, meals, etc.).
9. Individual: Students complete listening, reading comprehension and writing exercises to practise the vocabulary and grammar structures they need to discuss schedules, transportation, accommodation, meals, etc.
10. Whole class: The teacher and students go on a local field trip.
11. Small group: Students complete worksheets linking the field trip with unit material they have learned.
12. Individual: Students write a four-skill unit test involving the vocabulary and grammar structures they have learned.
13. Individual: Each student has a brief oral interview on the topic of travel.

## Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Communication	OL1.01, OL1.02, OL1.03 OS1.01, OS1.02, OS1.03, OS1.04 WR1.01, WR1.02	Observation	Students prepare a survey.
Communication Thinking/Inquiry	OL1.01, OL1.02 OS1.01, OS1.02, OS1.03 RE1.02	Observation	Students survey a wide variety of Mandarin-speakers.
Application	OL1.01, OL1.02 OS1.01, OS1.02, OS1.03, OS1.04	Oral presentation rubric	Students role-play a telephone conversation.
Thinking/Inquiry	OL1.01, OL1.02 OS1.01, OS1.02 WR1.01, WR1.02, WR1.03, WR1.04, WR1.05	Writing rubric	Students plan a field trip.
Application	RE1.01, RE1.03, RE1.04, RE1.05 WR1.01, WR1.02, WR1.03, WR1.04, WR1.05	Self-evaluation using an answer key	Students complete worksheets after going on a local field trip.

Thinking/Inquiry	OL1.01, OL1.02 RE1.01, RE1.03 WR1.01, WR1.02 GL1.01, GL1.04, GL1.05, GL1.07, GL1.09, GL1.10	Pencil-and-paper test (includes an oral interview with the teacher)	Student write a four- skill unit test.
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### Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Allow students to use the model survey.
- Allow extra time for the unit test.

### Resources

#### Print

**Note:** The following newspapers can be used for ideas when students are brainstorming destinations for their tourist attraction surveys:

*Dazhong Bao* (Mainland China) [www.chinesenewsgroup.com](http://www.chinesenewsgroup.com)

*Sing Tao Daily* (Hong Kong) [www.singtaotor.com](http://www.singtaotor.com)

*Taipei Chinese Overseas Education* (Taiwan) [www.ocac.gov.tw](http://www.ocac.gov.tw)

*World Journal* (Taiwan) [www.chineseworld.com](http://www.chineseworld.com)

#### Technological

<http://www.learningco.com>

<http://travel.yahoo.com>

[www.info.gov.hk/immd](http://www.info.gov.hk/immd)

[www.lang.uiuc.edu/chinese/reading/lessons](http://www.lang.uiuc.edu/chinese/reading/lessons)

[www.gio.gov.tw/info/culture\\_c](http://www.gio.gov.tw/info/culture_c)

#### Community

Chinese Community Centre, 84 Augusta Ave., Toronto, Ont., M5T 2L1. Tel: 416-603-1917

Consulate General of the Peoples' Republic of China, 240 St. George St., Toronto, Ont., M5R 2N5. Tel: 416-964-7260

Local libraries

Taipei Economic and Cultural Office (Culture Centre), 888 Progress Avenue, Scarborough, Ont., M1H 2X7. Tel: 416-439-8889

school resource centre

travel agencies

Mandarin-speaking family, acquaintances, classmates

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## Unit 6: On the Town

**Time:** 20 hours

### Unit Description

Students discuss, read, and write about the world of food and the world of fashion. In practical contexts, students learn how to describe clothing and how to shop for various items. Through structured activities, they learn how to express their likes and dislikes of foods, how to select a restaurant and how to order a meal. The teacher provides a variety of opportunities for students to practise and consolidate their language knowledge. Students demonstrate their learning through discussion and through the preparation and presentation of a menu and a meal.

### Strand(s) and Expectations

**Strand(s):** Oral Communication, Reading, Writing

**Overall Expectations:** OLV.01, OSV.01, REV.01, WRV.01.

**Specific Expectations:** OL1.01, OL1.02, OL1.03, OS1.01, OS1.02, OS1.03, OS1.04, RE1.01, RE1.02, RE1.03, RE1.04, RE1.05, WR1.01, WR1.02, WR1.03, WR1.04, WR1.05, GL1.01, GL1.02, GL1.03, GL1.04, GL1.05, GL1.06, GL1.07, GL1.08, GL1.09, GL1.10.

### Activity Titles (Time + Sequence)

Activity 1	What's in Style?: Clothing and Colours	160 minutes
Activity 2	How Much Is That Sweater in the Window?: Shopping for clothing	180 minutes
Activity 3	Cheese, Please!: Learning food names and adjectives	180 minutes
Activity 4	Around the World with Forty Foods: Foods of the World	180 minutes
Activity 5	So Many Choices, So Little Time: Creating a Menu	200 minutes
Activity 6	Now We're Cooking!: Making a Cookbook and Preparing a Meal	300 minutes

### Prior Knowledge Required

- basic vocabulary associated with seasons, time, and places
- frequently used adjectives
- the cardinal numbers 1-100
- familiarity with writing a variety of simple forms
- experience in oral presentations, such as reporting a group's findings
- ability to express and share facts, ideas, feelings, and opinions in both oral and written form
- present tense of regular verbs and frequently used irregular verbs such as: *to like, to dislike, to want, to have, to do, to be, to go*
- formation of the immediate future tense
- understanding of simple vocabulary and language structures through reading

### Unit Planning Notes

- The teacher gathers resources listed.
- The teacher refers to the Achievement Levels chart, which is found in *The Ontario Curriculum, Grades 9 and 10, Classical and International Languages, 1999*, to establish the criteria lists for the assessment of student learning throughout the unit.
- The teacher prepares the criteria checklists for the unit activities prior to introducing the unit.
- The teacher pre-teaches/reviews the functional language (structures, theme vocabulary) required for the successful completion of the tasks of this unit.

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## Teaching/Learning Strategies

- The teacher establishes with students the learning goals of the unit/activities.
- In this unit, the following teaching/learning strategies will be used: brainstorming, collaborative/co-operative learning, oral communication, note taking, memorizing, reading response, oral presentation and performing

## Assessment and Evaluation

### Diagnostic, Formative Evaluation

- oral/aural quizzes: teacher-generated
- observation: formal and informal
- conferencing: student/teacher conferencing
- paper and pencil quizzes: teacher-made
- performance: formal written assignment, role performances
- tools: anecdotal comments, probe questions, checklists, rating scales, quizzes, rubrics for oral and written assignments

### Summative Evaluation

- formal written assignment, creation of menu and meal, oral presentations of dialogues, quizzes

## Resources

### Print

Clayton, John, Kenneth Hall, and Derek Utley. *Cara A Cara: Pair Work Activities in Spanish*. Hong Kong: Colorcraft Ltd., 1989.

Giannetti, George and Adolfo Ayala. *¡Leamos! Easy Reading Comprehension Exercises in Spanish, Copy Masters*. Portland, Maine: J. Weston Walch, 1988. ISBN 01/03-3523

Giannetti, George. *Pienso, Hablo, y Escribo: Guided Oral and Written Activities in Spanish. Copy Masters*. Portland, Maine: J. Weston Walch, 1988. ISBN 01-3540

Giannetti, George. *Un Calidoscopio de Palabras: Creative Vocabulary Activities in Spanish. Copy Masters*. Portland, Maine: J. Weston Walch, 1987. ISBN 01-3534/03-3534

Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso 1*. Scott, Foresman and Company, 1996. ISBN 0-673-21669-1

Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso 1: Overhead Transparencies*. Scott, Foresman and Company, 1996. ISBN 0-673-21706-X

Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso 1: Crossword Puzzles*. Scott, Foresman and Company, 1996. ISBN 0-673-21700-0

Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso 1: Communication Activities*. Scott, Foresman and Company, 1996. 0-673-2169-8

Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso 1: Videotape Package*. Scott, Foresman and Company, 1996. ISBN 0-673-21726-4

Morrow, Patricia. *Buscapalabras En Espanol: Hidden Word Puzzles in Spanish, Copy Masters*. Portland, Maine: J. Weston Walch, 1982.

Sacks Da Silva, Zenia. *Persona a Persona 1*. New York: Macmillan Publishing Co., Inc., 1982. ISBN 02-270220-2

Sacks Da Silva, Zenia. *Persona a Persona 2*. New York: Macmillan Publishing Co., Inc., 1982. ISBN 02-270320-9

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Samaniego, Fabian, et al. *¡Dime! Uno*. Toronto: D.C. Heath and Company, 1993. ISBN 0-669-43328-4  
Samaniego, Fabian, et al. *¡Dime! Dos*. Toronto: D.C. Heath and Company, 1997. ISBN 0-669-23996-8

### Technological

Computer software programs such as: *Spanish Bit by Bit*, *Spanish Contest*, *Caminando*, *Rosetta Stone*, *Spanish Computerized*, parts 1 and 2

CD-ROMs such as: *Language Explorer* (Nordic Software Inc.), *The Ultimate Multimedia Spanish Vocabulary Program* (National Textbook Company)

Internet

### Community

Local ethnic restaurants and their menus

## **Activity 1: What's in Style?: Clothing and Colours**

**Time:** 160 minutes

### **Description**

Students learn vocabulary associated with clothing and the colours, describe what other people are wearing, and decide on clothing appropriate for various seasons and situations.

### **Strand(s) and Expectations**

**Strand(s):** Oral Communication, Reading, Writing

#### **Overall Expectations**

OLV.01 - demonstrate an understanding of very simple spoken language in practical, structured situations, applying knowledge of basic vocabulary and language structures;

OSV.01 - communicate orally in different practical, structured situations and for different purposes, using basic vocabulary and language structures;

REV.01 - read age- and language-appropriate passages from different sources for various practical purposes, applying knowledge of simple vocabulary and language structures;

WRV.01 - write for a variety of practical purposes, using basic vocabulary and language structures.

#### **Specific Expectations**

*Oral Communication: Listening*

OL1.01 - identify sounds and demonstrate some understanding of basic vocabulary and language structures by giving brief answers to simple questions;

OL1.02 - use visual cues (e.g., facial expressions) and some verbal cues (e.g., intonation, tones) to understand simple oral messages in dialogues (e.g., interview or conversations on videotape).

*Oral Communication: Speaking*

OS1.01 - use standard pronunciation in the international language (for words and in phrases and sentences);

OS1.02 - use basic vocabulary and language structures to ask and answer short questions, and to make brief statements (e.g., order food in a restaurant).

*Reading*

RE1.01 - read short, simple texts (e.g., menus, schedules, dialogues) for comprehension, consolidation of oral skills, and expansion of vocabulary;

RE1.02 - read simple materials aloud to develop standard pronunciation.

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### Writing

WR1.01 - write complete but simple sentences, using basic vocabulary and language structures (e.g., identify and describe favourite foods);

WR1.02 - write answers to simple questions.

### Prior Knowledge Required

- word order in simple sentences
- present tense of regular verbs
- use of articles with nouns
- regular adjectives

### Grammar and Language Knowledge

- the present tense of the verb *to wear*
- gender and number agreement in noun phrases
- vocabulary: clothing and basic accessory items

### Planning Notes

- The teacher makes a vocabulary list of clothing and colours that will be taught.
- The teacher prepares a quiz on the vocabulary words learned in this activity. (See Appendix C-02: List of Possible Questions and Answers.)
- The teacher finds newspaper inserts, catalogues from department stores with pictures of clothing.

### Teaching/Learning Strategies

1. Whole class: The teacher introduces new vocabulary associated with clothing and colours.
2. Whole class: The teacher asks questions about what others are wearing and colours of clothing. Students ask each other questions about what their classmates are wearing: Is Chris wearing a green sweater? Is Mr. X wearing blue jeans? Teacher creates a list of new vocabulary words on blackboard. Students copy list and use for reference in the next activities. *Alternative for Academic level: students find a partner. Each student writes a short paragraph of five or six sentences describing what his/her partner is wearing. These paragraphs may be submitted or read out loud to class for evaluation.*
3. Small group: The teacher divides class into groups. Teacher draws one stick figure per group on the board. Members of each group go to the board one at a time and draw an item of clothing on the stick figure and label the item in the language of study. Stick figure has no gender and the clothing can be layered in any sequence. The results may be judged according to students' applause. (See Appendix C-05.)
4. Pair: Each pair is given a season, a weather condition, or an occasion. Students prepare a list of items of clothing appropriate for that season/weather condition/occasion. Students post their lists on wall/board and present them orally to the class. *Alternative for Academic level: each student finds or creates a clothing catalogue page. On an accompanying page, the student writes a one sentence description of each of the items depicted. The teacher may decide how many items the student should include in the assignment.*
5. Individual: The teacher comes to class wearing a variety of items of clothing and colours. Students write two to three sentences describing the clothing.

## Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	OL1.01, OL1.02 OS1.01 OS1.02	Observation	Students ask each other what they are wearing.
Knowledge/ Understanding Thinking/Inquiry	RE1.03 WR1.03 GL1.09	Observation	Students draw and label clothing on a stick figure.
Application/ Communication	OL1.01, OL1.02 OS1.01 RE1.01, RE1.02 WR1.01, WR1.02 GL1.01, GL1.05, GL1.08, GL1.09	Rubric	Students classify clothing according to season, weather condition, occasion. Students present clothing lists.

## Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Group students to assist with tasks.
- Allow more time to complete tasks.
- More advanced students find a fashion advertisement and write a description of it, pretending to be the designer, mount a mini-fashion show, and describe what the models are wearing.
- Fluent speakers do research and provide information about clothing particular to countries where the language of study is spoken (e.g., sarape from Mexico).

## Resources

### Print

- Clayton, John, Kenneth Hall, and Derek Utley. *Cara A Cara: Pair Work Activities in Spanish*.
- Giannetti, George and Adolfo Ayala. *¡Leamos! Easy Reading Comprehension Exercises in Spanish, Copy Masters*.
- Giannetti, George. *Pienso, Hablo, y Escribo: Guided Oral and Written Activities in Spanish. Copy Masters*.
- Giannetti, George. *Un Calidoscopio de Palabras: Creative Vocabulary Activities in Spanish. Copy Masters*.
- Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso 1*. (clothing: Capitulo 6; colours: Capitulo 5)
- Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso 1: Overhead Transparencies*.
- Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso 1: Crossword Puzzles*. (clothing, colours)
- Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso 1: Communication Activities*.
- Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso 1: Videotape Package*.
- Morrow, Patricia. *Buscapalabras En Espanol: Hidden Word Puzzles in Spanish, Copy Masters*.
- Newspaper inserts, catalogues with pictures of clothing
- Sacks Da Silva, Zenia. *Persona a Persona 1*.
- Sacks Da Silva, Zenia. *Persona a Persona 2*.
- Samaniego, Fabian, et al. *¡Dime! Uno*.
- Samaniego, Fabian, et al. *¡Dime! Dos*.

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## Technological

Computer software programs such as: *Spanish Bit by Bit*, *Spanish Contest*, *Caminando*, *Rosetta Stone*, *Spanish Computerized*, parts 1 and 2

CD-ROMs such as: *Language Explorer* (Nordic Software Inc.), *The Ultimate Multimedia Spanish Vocabulary Program* (National Textbook Company)

Internet for research

## Activity 2: How Much Is That Sweater in the Window?: Shopping for Clothing

**Time:** 180 minutes

### Description

Students learn how to initiate an inquiry in a store and how to purchase an article of clothing.

### Strand(s) and Expectations

**Strand(s):** Oral Communication, Reading, Writing

#### Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language in practical, structured situations, applying knowledge of basic vocabulary and language structures;

OSV.01 - communicate orally in different practical, structured situations and for different purposes, using basic vocabulary and language structures;

REV.01 - read age- and language-appropriate passages from different sources for various practical purposes, applying knowledge of simple vocabulary and language structures;

WRV.01 - write for a variety of practical purposes, using basic vocabulary and language structures.

#### Specific Expectations

##### *Oral Communication: Listening*

OL1.01 - identify sounds and demonstrate some understanding of basic vocabulary and language structures by giving brief answers to simple questions;

OL1.02 - use visual cues (e.g., facial expressions) and some verbal cues (e.g., intonation, tones) to understand simple oral messages in dialogues (e.g., interview or conversations on videotape);

OL1.03 - identify cultural aspects of the international language (e.g., use of greetings, introductions).

##### *Oral Communication: Speaking*

OS1.01 - use standard pronunciation in the international language (for words and in phrases and sentences);

OS1.02 - use basic vocabulary and language structures to ask and answer short questions, and to make brief statements (e.g., order food in a restaurant);

OS1.03 - express likes and dislikes in brief, rehearsed conversations and dialogues;

OS1.04 - apply knowledge of the cultural aspects of the international language by using oral language conventions appropriately (e.g., forms of greeting).

##### *Reading*

RE1.01 - read short, simple texts (e.g., menus, schedules, dialogues) for comprehension, consolidation of oral skills, and expansion of vocabulary;

RE1.02 - read simple materials aloud to develop standard pronunciation;

RE1.03 - use visual cues (e.g., illustrations) and some verbal cues (e.g., context) to determine the meaning of messages in print and other media (e.g., advertisements, CD-ROMs).

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### Writing

WR1.01 - write complete but simple sentences, using basic vocabulary and language structures (e.g., identify and describe favourite foods);

WR1.02 - write answers to simple questions;

WR1.03 - write for practical purposes, using a model (e.g., create a party invitation);

WR1.04 - use resources to communicate more effectively in their writing (e.g., bilingual, visual dictionaries).

### Prior Knowledge Required

- vocabulary associated with clothing and colours
- word order in simple sentences, affirmative and interrogative
- numbers 1-100

### Grammar and Language Knowledge

- interrogative words/phrases and question word order
- expressions of courtesy, expansion of vocabulary associated with clothing and colours

### Planning Notes

- The teacher finds a video tape of a conversation between a client and a clerk in a department store (e.g., *Dime 1, Paso a Paso 1* video).
- The teacher prepares questions on the video selection.
- The teacher provides a reading passage about a customer buying clothing in a store.
- The teacher prepares questions on the reading passage.
- The teacher creates a rubric for oral presentations and written work.

### Teaching/Learning Strategies

1. Whole class: Students watch a video of a conversation between a client and a store clerk in a department store (e.g., *Dime 1, Paso a Paso 1* video).
2. Whole class: Students write answers to comprehensive questions on video selection. Students volunteer to write answers on board. The teacher takes up answers and makes corrections.
3. Individual: Students read a dialogue provided by the teacher about a customer buying clothing in a store. Students complete a cloze exercise based on the reading.
4. Whole class: The class is divided into two groups. One group is the customer and the second group is the clerk. Students perform impromptu dialogues using stop drama about buying an article of clothing. (Stop drama: dialogue begins and continues until the teacher claps. The teacher claps, the dialogue stops, and two new students continue the dialogue where the previous two left off.)
5. Pair: Students prepare a dialogue of their own in which one is a customer and the other a clerk. The customer wishes to buy a gift of clothing for a friend/family member, but is having difficulty finding the size and colour needed. The teacher prescribes the number of items of clothing that must be mentioned and the number of colours that must be included in the dialogue.
6. Pair: Students present their polished dialogues to the class.
7. *For the Academic level: After presenting their polished dialogues, students prepare to present impromptu dialogues in front of the class. The teacher informs the students that they will be paired up randomly and will present a dialogue to the class, one student playing the role of the customer and the other the role of the client. Note that the teacher has flexibility in prescribing the number of exchanges that the conversation (dialogue) between the clerk and customer should contain, whether or not the item is available, as well as whether to tell the students the article of clothing that they will be buying. The teacher divides the class into groups of three to four students. Half of the groups will prepare the role of the customer. Half of the groups will prepare the role of the clerk. The teacher*

*instructs the students to prepare themselves by using the dialogues that they have prepared previously and the textbook to learn the vocabulary and phrasing for their roles, for example; “May I help you?”, “I want to buy a white shirt.” or “What size do you need?” Teacher uses a rubric for evaluation.*

### Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	OL1.01, OL1.02	Observation	Students watch a video of a conversation between a store clerk and a client.
Thinking/Inquiry	RE1.01 WR1.02 GL1.08	Questionnaire	Students complete an answer sheet about video.
Knowledge/ Understanding Thinking/Inquiry	RE1.01, RE1.03	Checklist	Students read a dialogue of a conversation about a client and a customer, then complete a cloze exercise.
Application	OL1.03 OS1.01 OS1.02, OS1.04	Rubric for oral presentation	Students present dialogue.
Application Communication	OL1.03 OS1.01, RE1.02 WR1.01, WR1.02 WR1.03, WR1.04 GL1.03, GL1.04, GL1.10	Rubric for oral presentation and written work	Students write and present an original dialogue.

### Accommodations

- Consult student’s Annual and/or Individual Education Plan.
- Group students to assist with tasks.
- Adjust length of time to complete tasks.
- Groups brainstorm ideas before beginning impromptu skits.
- Permit cue cards during dialogues
- Native speakers and/or advanced students complete enrichment activities which they present to the class (e.g., bartering in markets in the countries where the language is spoken, names of shops in the countries where the language of study is spoken; e.g., milk store = *lechería*)

### Resources

#### Print

- Clayton, John, Kenneth Hall, and Derek Utley. *Cara A Cara: Pair Work Activities in Spanish*.
- Giannetti, George and Adolfo Ayala. *¡Leamos! Easy Reading Comprehension Exercises in Spanish, Copy Masters*.
- Giannetti, George. *Pienso, Hablo, y Escribo: Guided Oral and Written Activities in Spanish. Copy Masters*.
- Giannetti, George. *Un Calidoscopio de Palabras: Creative Vocabulary Activities in Spanish. Copy Masters*.
- Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso 1*. (clothing: Capitulo 6; colours: Capitulo 5)
- Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso 1: Overhead Transparencies*.
- Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso 1: Crossword Puzzles*.

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Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso 1: Communication Activities*.  
Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso 1: Videotape Package*. (dialogue in a store)  
Morrow, Patricia. *Buscapalabras En Espanol: Hidden Word Puzzles in Spanish, Copy Masters*.  
Sacks Da Silva, Zenia. *Persona a Persona 1*.  
Sacks Da Silva, Zenia. *Persona a Persona 2*.  
Samaniego, Fabian, et al. *¡Dime! Uno*.  
Samaniego, Fabian, et al. *¡Dime! Dos*.

### **Technological**

Computer software programs such as: *Spanish Bit by Bit*, *Spanish Contest*, *Caminando*, *Rosetta Stone*, *Spanish Computerized*, parts 1 and 2

CD-ROMs such as: *Language Explorer* (Nordic Software Inc.), *The Ultimate Multimedia Spanish Vocabulary Program* (National Textbook Company)

Internet for research

## **Activity 3: Cheese, Please!: Learning Food Names and Adjectives**

**Time:** 180 minutes

### **Description**

This activity introduces students to the names of many food items. They review adjectives previously learned and learn new adjectives that are used to describe foods. Students articulate their likes and dislikes with regard to food. Students write about the food preferences of friends and/or family members.

### **Strand(s) and Expectations**

**Strand(s):** Oral Communication, Reading, Writing

#### **Overall Expectations**

OLV.01 - demonstrate an understanding of very simple spoken language in practical, structured situations, applying knowledge of basic vocabulary and language structures;

OSV.01 - communicate orally in different practical, structured situations and for different purposes, using basic vocabulary and language structures;

REV.01 - read age- and language-appropriate passages from different sources for various practical purposes, applying knowledge of simple vocabulary and language structures;

WRV.01 - write for a variety of practical purposes, using basic vocabulary and language structures.

#### **Specific Expectations**

*Oral Communication: Listening*

OL1.01 - identify sounds and demonstrate some understanding of basic vocabulary and language structures by giving brief answers to simple questions;

OL1.02 - use visual cues (e.g., facial expressions) and some verbal cues (e.g., intonation, tones) to understand simple oral messages in dialogues (e.g., interview or conversations on videotape).

*Oral Communication: Speaking*

OS1.01 - use standard pronunciation in the international language (for words and in phrases and sentences);

OS1.02 - use basic vocabulary and language structures to ask and answer short questions, and to make brief statements (e.g., order food in a restaurant).

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### Reading

RE1.01 - read short, simple texts (e.g., menus, schedules, dialogues) for comprehension, consolidation of oral skills, and expansion of vocabulary;

RE1.02 - read simple materials aloud to develop standard pronunciation.

### Writing

WR1.01 - write complete but simple sentences, using basic vocabulary and language structures (e.g., identify and describe favourite foods);

WR1.02 - write answers to simple questions;

WR1.03 - write for practical purposes, using a model (e.g., create a party invitation);

WR1.04 - use resources to communicate more effectively in their writing (e.g., bilingual, visual dictionaries).

### Prior Knowledge Required

- verbs *to like* (*gustar*) and *to dislike* (*no + gustar*)
- present tense of frequently used verbs
- passive knowledge of the names of food item: e.g., patatas fritas, un sándwich, una hamburguesa
- adjectives

### Grammar and Language Knowledge

- expansion of use of verbs *to like*, *to dislike*
- simple sentence structure
- using adjectives
- using *porque* (because) to express an opinion

### Planning Notes

- The teacher provides pictures of food appropriate for the activity (newspaper inserts, food magazines)
- The teacher has dictionaries available for the students to use.
- The teacher and students bring supplies to class: scissors, glue, staples, grocery flyers, bristol board, construction paper, etc.
- The teacher brings a selection of spices/flavours/foods to class for students to taste: lemon - sour (*amargo*), sugar - sweet (*dulce*); chilies - hot (*picante*)
- The teacher makes a list of food items and adjectives to describe food and prepares a quiz on same.

### Teaching/Learning Strategies

1. Whole class: The teacher reviews the names of foods that students have already encountered in previous units and, using pictures, introduces new vocabulary: the names of new food items, such as lettuce and beef, as well as dishes, such as salad and chile con carne. *Alternative for Academic level: Students use their texts and notes to review vocabulary that they have already studied to create lists of all words and expressions having to do with food, food items, and drink. The teacher takes these up with the class as a whole.*
2. Pair: Using their textbook and the dictionary, students look up ten food items/dishes and list them.
3. Small group: Each pair joins with another to compare lists. As a group of four, they consolidate and/or modify their lists to create a total list of 15 food items, all of which are different. Students write their words and illustrate (draw or use cutouts) the words on chart paper. Each group presents its list orally to the class and posts the illustrated list in a location where it can be used for reference for the next exercises.
4. Whole class: The teacher reviews adjectives that students have previously learned and creates a list on the board. The teacher uses a sample of the spices and flavours he/she has brought to class and

asks for volunteers to taste one. Student and teacher decide if the sample is spicy (*picante*) or sweet (*dulce*). A number of students volunteer to taste the samples and a list of adjectives to describe food is created on the board. The teacher and students add to list as students suggest other adjectives that can be used to describe foods, e.g., expensive (*caro*).

5. Whole class: The teacher demonstrates how to state the name of a food he/she likes and explain why he/she likes the food: I like cake because it is sweet (*dulce*). I like soup because it is hot (*caliente*) and delicious. I like chile because it is hot (*picante*). (Note: Although *porque* is a subordinating conjunction and makes a sentence into a complex one, it is used in Level 1 Spanish texts and does not affect word order. German classes could use *denn* to achieve the same result without affecting word order.)
6. Whole class: Students volunteer one or two examples that the teacher writes on the board as models.
7. Individual: Each student writes five sentences, each one stating a food he/she likes and the reason why.
8. Pair: Students work in pairs to exchange their food likes by reading the sentences orally. Each person remembers or records some of the foods that the partner likes and the reasons why.
9. Whole class: The teacher divides the class into two large groups: e.g., girls/boys wearing jeans today/not wearing jeans or girls/boys wearing shirts versus sweaters. Teacher may find other creative ways to divide the class. One student from each group volunteers to record the results as the groups alternate in stating the food likes of their partners from step 8. For example: "She likes salads because they are healthy." With the teacher, the students summarize their findings using the third person plural of the verb *to like* (*gustar*). For example: The girls like hamburgers because are tasty. or The boys like salads because they are healthy.
10. Whole class: Teacher and students repeat steps 4-9 as described above, but this time the teacher and students refer to food items they don't like.
11. Whole class: Students ask one another which foods they like and which they dislike.
12. Whole class: Written quiz on the vocabulary and the newly learned structure.
13. Individual: Each student writes and presents a skit/dialogue about what the members of his/her family or his/her friends eat. *Alternative for Academic level: In communities where there are groups of students from the same ethnic or religious group, the students could be divided according to these groups. The students could write a description of the meal that they enjoy on a special occasion, for example, Diwali, Easter, and Chanukah. Where this is not an appropriate exercise, the student works individually and writes a description of a special meal that his/her family enjoys.*

### Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	RE1.01, RE1.02 WR1.03 GL1.09	Checklist	Students list ten food items.
Thinking/Inquiry	OL1.01, OL1.02 OS1.01 GL1.09	Checklist	Students create new list of 15 food items, illustrate them, then present them to the class.
Knowledge/ Understanding Thinking/Inquiry Application	OL1.01 OS1.01, OS1.02 RE1.01, RE1.02 WR1.04 GL1.05, GL1.06	Rubric for oral presentations	Students write five food items they like and state the reason why. Students read their sentences to a partner.

Application/ Communication	RE1.01, RE1.02 GL1.05, GL1.08 GL1.09	Rubric for written work	Students record and summarize the food likes and dislikes of the class.
Communication Application	OL1.02, OS1.01, OS1.02 GL1.05, GL1.08, GL1.09	Rubric for oral presentations	Students present a skit/dialogue about what their family, friends eat.

### Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Group students to assist with tasks.
- Allow more time to complete tasks.
- Allow students to write the answer to the questions the partner gives and later, use this to read the answer to the class
- Native speakers provide class with vocabulary for foods that are particular to the countries where the language of study is spoken, e.g., in some Central and South America countries the fruit called chirimoya is very popular while not generally known here.

### Resources

#### Print

Clayton, John, Kenneth Hall, and Derek Utley. *Cara A Cara: Pair Work Activities in Spanish*.

Giannetti, George and Adolfo Ayala. *¡Leamos! Easy Reading Comprehension Exercises in Spanish, Copy Masters*.

Giannetti, George. *Pienso, Hablo, y Escribo: Guided Oral and Written Activities in Spanish. Copy Masters*.

Giannetti, George. *Un Calidoscopio de Palabras: Creative Vocabulary Activities in Spanish. Copy Masters*.

Morrow, Patricia. *Buscapalabras En Espanol: Hidden Word Puzzles in Spanish, Copy Masters*.

Sacks Da Silva, Zenia. *Persona a Persona 1*.

Sacks Da Silva, Zenia. *Persona a Persona 2*.

Samaniego, Fabian, et al. *¡Dime! Uno*.

Samaniego, Fabian, et al. *¡Dime! Dos*.

Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso 1 (Capitulo 4)*

Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso 1: Overhead Transparencies*.

Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso 1: Crossword Puzzles. (food/meals)*

Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso 1: Communication Activities*.

Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso 1: Videotape Package. (a meal)*

Magazines for cutting out pictures of foods

Newspaper inserts with food items on sale

#### Technological

Computer software programs such as: *Spanish Bit by Bit, Spanish Contest, Caminando, Rosetta Stone, Spanish Computerized*, parts 1 and 2

CD-ROMs such as: *Language Explorer* (Nordic Software Inc.), *The Ultimate Multimedia Spanish Vocabulary Program* (National Textbook Company)

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## Activity 4: Around the World with Forty Foods: Foods of the World

**Time:** 180 minutes

### Description

Students read restaurant advertisements for information. They design their own restaurant advertisement. Students create a dialogue about choosing a restaurant.

### Strand(s) and Expectations

**Strand(s):** Oral Communication, Reading, Writing

#### Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language in practical, structured situations, applying knowledge of basic vocabulary and language structures;

OSV.01 - communicate orally in different practical, structured situations and for different purposes, using basic vocabulary and language structures;

REV.01 - read age- and language-appropriate passages from different sources for various practical purposes, applying knowledge of simple vocabulary and language structures;

WRV.01 - write for a variety of practical purposes, using basic vocabulary and language structures.

#### Specific Expectations

*Oral Communication: Listening*

OL1.01 - identify sounds and demonstrate some understanding of basic vocabulary and language structures by giving brief answers to simple questions;

OL1.02 - use visual cues (e.g., facial expressions) and some verbal cues (e.g., intonation, tones) to understand simple oral messages in dialogues (e.g., interview or conversations on videotape);

OL1.03 - identify cultural aspects of the international language (e.g., use of greetings, introductions).

*Oral Communication: Speaking*

OS1.01 - use standard pronunciation in the international language (for words and in phrases and sentences);

OS1.02 - use basic vocabulary and language structures to ask and answer short questions and to make brief statements (e.g., order food in a restaurant);

OS1.03 - express likes and dislikes in brief, rehearsed conversations and dialogues.

*Reading*

RE1.01 - read short, simple texts (e.g., menus, schedules, dialogues) for comprehension, consolidation of oral skills, and expansion of vocabulary;

RE1.02 - read simple materials aloud to develop standard pronunciation;

RE1.03 - use visual cues (e.g., illustrations) and some verbal cues (e.g., context) to determine the meaning of messages in print and other media (e.g., advertisements, CD-ROMs);

RE1.05 - demonstrate knowledge of the culture of countries where the language is spoken (e.g., identify and describe typical foods, celebrations).

*Writing*

WR1.01 - write complete but simple sentences, using basic vocabulary and language structures (e.g., identify and describe favourite foods);

WR1.02 - write answers to simple questions;

WR1.03 - write for practical purposes, using a model (e.g., create a party invitation);

WR1.04 - use resources to communicate more effectively in their writing (e.g., bilingual, visual dictionaries);

WR1.05 - use knowledge of the culture of countries where the language is spoken in materials they write or create (e.g., design a poster for a special event).

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## Prior Knowledge Required

- present tense of frequently used regular verbs and some irregular verbs: *to want (querer)*
- telling time
- numbers 1-100

## Grammar and Language Knowledge

- use of partitives
- conjunctions

## Planning Notes

- The teacher provides several different restaurant advertisements in the language of study and a comprehension check cloze exercise for each one.
- The teacher provides written list of expectations for student-created restaurant advertisements.
- The teacher brings supplies to class: bristol board, masking tape, markers, etc.
- The teacher creates a model conversation of two people deciding which restaurant to go to for a meal. The two people discuss variables such as location of the restaurant, price of food, the type of food available, and the likes and dislikes of the two people in the conversation.
- The teacher creates rubrics for oral presentations and written work.

## Teaching/Learning Strategies

1. Whole class: The teacher reviews the foods learned in previous activity, asking students to identify the country of origin of the foods whenever possible. The teacher and students create a list of ethnic origins of food.
2. Small group: The teacher provides each group of four to six students with one restaurant advertisement in the language of study. Students fill in a cloze exercise about the advertisement (e.g., The ethnic origin of the restaurant is \_\_\_\_\_. The hours of operation are from \_\_\_\_\_ until \_\_\_\_\_.)  
*Alternative for Academic level: The students answer question on the advertisement (i.e., What is the ethnic origin of the restaurant? What are the hours of operation? Where is the restaurant located?).*
3. Small group: Each group presents the information it has gathered about the advertisement to the class (e.g., Our restaurant is called \_\_\_\_\_. It is a \_\_\_\_\_ restaurant. The address is \_\_\_\_\_.)
4. Small group: Each group must create a restaurant advertisement of its own which includes the following information: name, ethnic origin, house specialty, prices, address, hours. The advertisements are made on bristol board and displayed throughout the classroom.
5. Pair: The teacher distributes a copy of the model conversation to each pair. Each pair is given one or two variables that are changed. The students create a new conversation in which the new variables have been changed. For example, the model conversation is about going to a restaurant for lunch. The changed variable is that the new conversation is about choosing a restaurant for lunch. Another possibility is that one of the two people in the conversation wants Mexican food while the other wants Italian food. The ethnic origins are variables that the teacher may change.
6. Pair: Students present their dialogues to the class. *Alternative for Academic level: Each pair of students creates a dialogue about choosing a restaurant. The students include the restaurants mentioned in the advertisements made by the groups in the previous exercise. Each dialogue includes the structure learned in the previous activity: student indicates a food he/she likes or dislikes and states why. Students present their dialogues to the class.*

## Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	OL1.01 OL1.03, OS1.01 GL1.09	Observation	Students identify orally the ethnic origin of food.
Communication	OS1.01, OS1.02, OS1.03 GL1.01, GL1.09	Checklist	Students complete a fill in the blank exercise about a restaurant, then present it to the class.
Application/ Communication	RE1.05 WR1.03, WR1.04 WR1.05 GL1.01, GL1.09 GL1.10	Rubric for written work	Students create a restaurant advertisement.
Knowledge/ Understanding Application	OL1.01, OL1.02, OL1.03 RE1.01, RE1.02, RE1.03, RE1.05 WR1.01, WR1.02 GL1.06, GL1.07	Checklist	Students create a dialogue about choosing a restaurant and present to the class.

## Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Allow more time to complete tasks.
- Permit cue cards during dialogues.
- Increase/decrease level of difficult of vocabulary contained in the restaurant advertisements.
- Native or fluent speakers work independently or work together with other fluent speakers.
- Native speakers demonstrate a menu of their country of origin.

## Resources

### Print

Clayton, John, Kenneth Hall, and Derek Utley. *Cara A Cara: Pair Work Activities in Spanish*. Dialogue on choosing a restaurant (in language of study)

Giannetti, George and Adolfo Ayala. *¡Leamos! Easy Reading Comprehension Exercises in Spanish, Copy Masters*.

Giannetti, George. *Pienso, Hablo, y Escribo: Guided Oral and Written Activities in Spanish. Copy Masters*.

Giannetti, George. *Un Calidoscopio de Palabras: Creative Vocabulary Activities in Spanish. Copy Masters*.

Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso 1* (Mexican restaurant: Capitulo 12)

Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso 1: Overhead Transparencies*.

Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso 1: Crossword Puzzles*.

Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso 1: Communication Activities*. (ordering in a restaurant)

Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso 1: Videotape Package*. (in a restaurant)

Morrow, Patricia. *Buscapalabras En Espanol: Hidden Word Puzzles in Spanish, Copy Masters*.

Restaurant advertisements in the language of study

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Sacks Da Silva, Zenia. *Persona a Persona 1*.

Sacks Da Silva, Zenia. *Persona a Persona 2*.

Samaniego, Fabian, et al. *¡Dime! Uno*.

Samaniego, Fabian, et al. *¡Dime! Dos*.

### **Technological**

Computer software programs such as: *Spanish Bit by Bit*, *Spanish Contest*, *Caminando*, *Rosetta Stone*, *Spanish Computerized*, parts 1 and 2

CD-ROMs such as: *Language Explorer* (Nordic Software Inc.), *The Ultimate Multimedia Spanish Vocabulary Program* (National Textbook Company)

Internet for researching restaurant advertisements

## **Activity 5: So Many Choices, So Little Time: Creating a Menu**

**Time:** 200 minutes

### **Description**

Students create their own menu of favourite foods of the culture of the language of study. Students role play ordering food in a restaurant.

### **Strand(s) and Expectations**

**Strand(s):** Oral Communication, Reading, Writing

#### **Overall Expectations**

OLV.01 - demonstrate an understanding of very simple spoken language in practical, structured situations, applying knowledge of basic vocabulary and language structures;

OSV.01 - communicate orally in different practical, structured situations and for different purposes, using basic vocabulary and language structures;

REV.01 - read age- and language-appropriate passages from different sources for various practical purposes, applying knowledge of simple vocabulary and language structures;

WRV.01 - write for a variety of practical purposes, using basic vocabulary and language structures.

#### **Specific Expectations**

*Oral Communication: Listening*

OL1.01 - identify sounds and demonstrate some understanding of basic vocabulary and language structures by giving brief answers to simple questions;

OL1.02 - use visual cues (e.g., facial expressions) and some verbal cues (e.g., intonation, tones) to understand simple oral messages in dialogues (e.g., interview or conversations on videotape);

OL1.03 - identify cultural aspects of the international language (e.g., use of greetings, introductions).

*Oral Communication: Speaking*

OS1.01 - use standard pronunciation in the international language (for words and in phrases and sentences);

OS1.02 - use basic vocabulary and language structures to ask and answer short questions, and to make brief statements (e.g., order food in a restaurant);

OS1.03 - express likes and dislikes in brief, rehearsed conversations and dialogues;

OS1.04 - apply knowledge of the cultural aspects of the international language by using oral language conventions appropriately (e.g., forms of greeting).

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### Reading

RE1.01 - read short, simple texts (e.g., menus, schedules, dialogues) for comprehension, consolidation of oral skills, and expansion of vocabulary;

RE1.02 - read simple materials aloud to develop standard pronunciation;

RE1.03 - use visual cues (e.g., illustrations) and some verbal cues (e.g., context) to determine the meaning of messages in print and other media (e.g., advertisements, CD-ROMs);

RE1.04 - respond to materials read by answering short questions;

RE1.05 - demonstrate knowledge of the culture of countries where the language is spoken (e.g., identify and describe typical foods, celebrations).

### Writing

WR1.01 - write complete but simple sentences, using basic vocabulary and language structures (e.g., identify and describe favourite foods);

WR1.02 - write answers to simple questions;

WR1.03 - write for practical purposes, using a model (e.g., create a party invitation);

WR1.04 - use resources to communicate more effectively in their writing (e.g., bilingual, visual dictionaries);

WR1.05 - use knowledge of the culture of countries where the language is spoken in materials they write or create (e.g., design a poster for a special event).

### Prior Knowledge Required

- vocabulary associated with food
- numbers 1-100
- writing prices

### Grammar and Language Knowledge

- conditional of verb "to like" ( I would like = *me gustaría*)
- interrogatives

### Planning Notes

- The teacher supplies copies of a blank menu divided into meal categories.
- The teacher prepares an acetate with the correct answers to the blank menu.
- The teacher brings several different menus (in language of study).
- The teacher provides written copies of the menu themes.
- The teacher supplies storyboard paper to class, dictionaries.
- The teacher provides a reading passage about people ordering food in a restaurant and creates a question sheet to check reading comprehension.
- The teacher finds/creates rubrics for oral comprehension and written work.

### Teaching/Learning Strategies

1. Whole class: The teacher distributes a blank menu divided into meal categories: Appetizers, Main Courses, Desserts, and Beverages. Using the food lists created in the previous activities, the teacher reads aloud names of foods. Students record the names of the foods under the appropriate heading on their sheets. The teacher may expand the list.
2. Small group: Students compare their answers. Each group is responsible for one meal category and prepares the final list of food items for this category. The group records the items for the category on chart paper. Each group presents its list of food items to the class and displays the chart paper. The teacher and students make necessary corrections.

3. Small group: Each group is given a menu theme. Some possibilities for themes are as follows: a vegetarian restaurant, a fast food restaurant, a restaurant that teens would flock to, a menu for the Olympic athletes, a fancy restaurant of whichever ethnic origin they wish, a menu for a special occasion like a wedding. Each group prepares a menu for that restaurant or occasion, listing available food items in the appropriate categories and their prices. Students create a final illustrated/decorated menu to display that includes a name for the restaurant, foods, and prices. Students may use word processor and clip art or graphics programs to create their menus.
4. Individual: Students read a passage provided by the teacher that deals with people ordering food in a restaurant. Students complete written questions and or exercises based on the reading passage and submit to teacher for comprehension check.
5. Pair: Students write their own dialogue about two people ordering food, modelling their dialogue after the reading passage. Their dialogue takes place in one of the restaurants advertised by the class from the previous exercise.
6. Pair: Students present their memorized dialogues to the class. *Alternative for Academic level: After presenting their polished dialogues, students prepare to present impromptu dialogues in front of the class. The teacher informs the students that they will be paired up randomly and will present a dialogue to the class, one student playing the role of the customer in a restaurant and the other the role of the server. Note that the teacher has flexibility in prescribing the number of exchanges that the conversation (dialogue) between the customer and server should contain and whether the food item that the customer orders is available. As well, the teacher may tell the students in each pair which food item they will be ordering or allow the student to choose for him/herself. The teacher divides the class into groups of three to four students. Half of the groups prepare the role of the customer. Half of the groups prepare the role of the server. The teacher instructs the students to prepare by using the dialogues that they have prepared previously and the textbook to learn the vocabulary and phrasing for their roles, for example, "May I help you?", "I would like to have the soup of the day." or "What would like to drink?" Teacher uses a rubric for evaluation. As a model or with native speakers, the teacher may wish to assume one of the roles.*

### Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Knowledge/ Understanding Thinking/Inquiry Communication	OS1.01, OS1.02, OS1.03 RE1.01 RE1.02 WR1.03 GL1.09	Checklist	Students classify food according to category. Students present one list of foods for one category.
Knowledge/ Understanding Application	WR1.03, WR1.04, WR1.05 GL1.09	Rubric for written work	Students create a menu.
Knowledge/ Understanding Thinking/Inquiry Application Communication	OL1.01 OL1.02, OL1.03 OS1.01, OS1.02, OS1.03, OS1.04 RE1.01 RE1.02, RE1.03 RE1.04, RE1.05 WR1.01 WR1.02, WR1.03 WR1.04, WR1.05 GL1.02, GL1.04, GL1.08	Rubric for oral presentation	Students prepare and present a dialogue.

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## Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Group students to assist with tasks.
- Allow more time to complete tasks.
- Permit cue cards during dialogues.
- Modify comprehension questions for reading passage (e.g., true/false, multiple choice).
- Native speakers search Internet for menus, advertisements in language of study that use food vocabulary.
- Alternative for dialogue: fill in the blanks in a dialogue created by the teacher, or rearrange scrambled sentences to form a logical dialogue.

## Resources

### Print

Clayton, John, Kenneth Hall, and Derek Utley. *Cara A Cara: Pair Work Activities in Spanish*.  
Giannetti, George and Adolfo Ayala. *¡Leamos! Easy Reading Comprehension Exercises in Spanish, Copy Masters*.

Giannetti, George. *Pienso, Hablo, y Escribo: Guided Oral and Written Activities in Spanish. Copy Masters*.

Giannetti, George. *Un Calidoscopio de Palabras: Creative Vocabulary Activities in Spanish. Copy Masters*.

Morrow, Patricia. *Buscapalabras En Espanol: Hidden Word Puzzles in Spanish, Copy Masters*.

Sacks Da Silva, Zenia. *Persona a Persona 1*.

Sacks Da Silva, Zenia. *Persona a Persona 2*.

Samaniego, Fabian, et al. *¡Dime! Uno*.

Samaniego, Fabian, et al. *¡Dime! Dos*.

Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso*.

Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso 1: Overhead Transparencies*.

Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso 1: Crossword Puzzles*.

Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso 1: Communication Activities*.

Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso 1: Videotape Package*.

Menus from different types of restaurants in the language of study

### Technological

Computer software programs such as: *Spanish Bit by Bit*, *Spanish Contest*, *Caminando*, *Rosetta Stone*, *Spanish Computerized*, parts 1 and 2

CD-ROMs such as: *Language Explorer* (Nordic Software Inc.), *The Ultimate Multimedia Spanish Vocabulary Program* (National Textbook Company)

Internet for menus

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## Activity 6: Now We're Cooking!: Making a Cookbook and Preparing a Meal

**Time:** 300 minutes

### Description

Students research popular recipes of the culture of the language of study and compile a cookbook for the class. Students prepare a meal and enjoy the fruits of their labour!

### Strand(s) and Expectations

**Strand(s):** Oral Communication, Reading, Writing

#### Overall Expectations

OLV.01 - demonstrate an understanding of very simple spoken language in practical, structured situations, applying knowledge of basic vocabulary and language structures;

OSV.01 - communicate orally in different practical, structured situations and for different purposes, using basic vocabulary and language structures;

REV.01 - read age- and language-appropriate passages from different sources for various practical purposes, applying knowledge of simple vocabulary and language structures;

WRV.01 - write for a variety of practical purposes, using basic vocabulary and language structures.

#### Specific Expectations

*Oral Communication: Listening*

OL1.01 - identify sounds and demonstrate some understanding of basic vocabulary and language structures by giving brief answers to simple questions;

OL1.03 - identify cultural aspects of the international language (e.g., use of greetings, introductions).

*Oral Communication: Speaking*

OS1.01 - use standard pronunciation in the international language (for words and in phrases and sentences).

*Reading*

RE1.01 - read short, simple texts (e.g., menus, schedules, dialogues) for comprehension, consolidation of oral skills, and expansion of vocabulary;

RE1.02 - read simple materials aloud to develop standard pronunciation;

RE1.03 - use visual cues (e.g., illustrations) and some verbal cues (e.g., context) to determine the meaning of messages in print and other media (e.g., advertisements, CD-ROMs);

RE1.05 - demonstrate knowledge of the culture of countries where the language is spoken (e.g., identify and describe typical foods, celebrations).

*Writing*

WR1.01 - write complete but simple sentences, using basic vocabulary and language structures (e.g., identify and describe favourite foods);

WR1.03 - write for practical purposes, using a model (e.g., create a party invitation);

WR1.04 - use resources to communicate more effectively in their writing (e.g., bilingual, visual dictionaries);

WR1.05 - use knowledge of the culture of countries where the language is spoken in materials they write or create (e.g., design a poster for a special event).

#### Prior Knowledge Required

- vocabulary associated with food
- numbers 0-100

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## Grammar and Language Knowledge

- use of the infinitive to function as an imperative
- vocabulary related to food preparation
- partitives: I want some, a little, etc.

## Planning Notes

- The teacher prepares vocabulary list of words/expressions associated with following a recipe.
- The teacher books computer lab time and library time for entire class.
- The teacher ensures the timing of the meal does not conflict with religious holidays so that all students may participate.
- The teacher verifies with students that food allergies are not a problem.
- The teacher reviews responsible behaviour and safe use of cooking equipment with students.
- The teacher distributes instruction sheet including responsibilities list for cooking day.
- The teacher reminds students several times in the days prior to the cooking day to bring all necessary cooking supplies and foods to class.

## Teaching/Learning Strategies

1. Whole class: The teacher provides vocabulary lists of words and expressions associated with following a recipe: terms of quantity such as teaspoon, and directions such as stir or mix.
2. Small group: The teacher arranges students into groups and gives each group a food/menu category: Appetizers, Main Courses, Desserts, Beverages. Using computers and/or the Library/Resource Centre, each group finds one different recipe per student in their category of foods typically prepared in the culture of the language of study. Each student uses a word processor to type up a polished copy of the recipe he/she has selected and makes two copies. Students find clip art to illustrate their recipes.
3. Individual: Using one copy of the recipe, student labels/identifies the vocabulary that the teacher had provided previously; for example, underline terms of quantity, circle cooking verbs, etc. Student submits this to the teacher for evaluation.
4. Whole class: Each student submits the second copy of his/her recipe. Class compiles a cookbook of the recipes submitted using the following steps: each student designs a cover page, a table of contents, and colour-coded dividers according to the food-menu category; books are stapled (or bound with ribbon, twine, etc.). Students may use a word processor, and clip art or graphics programs. Each student receives a booklet of recipes in the language of study.
5. Whole class: The teacher chooses one simple recipe, representative of the countries where the language of study is spoken (e.g., tacos, tortilla española, seven-layer nachos, gazpacho, chili con carne, churros). Each student receives one copy of the same recipe. The teacher explains the recipe, the requirements for the ingredients and expectations of attendance and responsibilities for the success of this activity. (See Appendix C-06.)
6. Small group: Students get into groups of five to six to review the recipe and each writes his/her name beside the listed ingredient(s) that he/she agrees to purchase and bring to class for the group. Each student copies the name beside each ingredient onto his/her recipe. Students prepare to cook the recipe in class in one week's time. One item in the recipe may need to be pre-cooked at home (e.g., pre-frying ground beef or pre-frying potatoes), therefore one responsible student from each group agrees to do so at home before the cooking day. Students organize themselves and decide who will bring non-food items such as cooking utensils and/or microwaveable containers. Students record this list.

7. Small group: Two days before the cooking day, the groups get together to go over each person's responsibilities, attendance, and punctuality for cooking day. The teacher names each ingredient in the recipe one by one, and one student from each group raises his/her hand simultaneously to indicate which ingredient he/she will be bringing to class.
8. Small group: On cooking day the groups follow the recipe and eat the food of the language of study. The teacher circulates in the classroom and asks students to name ingredients that they are using for that recipe. Students cook, eat, and clean up during one period of class.

### Assessment/Evaluation Techniques

Categories	Expectations	Tools	Activities
Thinking/Inquiry Application	RE1.01, RE1.03, RE1.05 WR1.01, WR1.03, WR1.04, WR1.05 GL1.01, GL1.09	Rubric for written work	Students research and write a recipe from the culture of the language of study.
Knowledge/ Understanding	RE1.01, RE1.03 WR1.03 GL1.04, GL1.09, GL1.10	Checklist	Students identify vocabulary in a recipe.
Knowledge/ Understanding	RE1.01, RE1.03 WR1.03, WR1.04, WR1.05	Observation Rubric for Written work	Students compile a cookbook.
Communication	OL1.01, OL1.03, OS1.01 RE1.01, RE1.02	Observation	Students make plans for cooking in class.

### Accommodations

- Consult student's Annual and/or Individual Education Plan.
- Group students to assist with tasks.
- Native speakers help teacher with vocabulary list of words and expression associated with recipe/cooking.
- More advanced students take on responsibility for compiling/editing the cookbook.

### Resources

#### Print

Clayton, John, Kenneth Hall, and Derek Utley. *Cara A Cara: Pair Work Activities in Spanish*.

Giannetti, George and Adolfo Ayala. *¡Leamos! Easy Reading Comprehension Exercises in Spanish, Copy Masters*.

Giannetti, George. *Pienso, Hablo, y Escribo: Guided Oral and Written Activities in Spanish. Copy Masters*.

Giannetti, George. *Un Calidoscopio de Palabras: Creative Vocabulary Activities in Spanish. Copy Masters*.

Menus from different types of restaurants, in English as well as in the language of study

Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso 1*. (churros: pp.144,145; story of chocolate pp.144,145)

Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso 1: Overhead Transparencies*.

Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso 1: Crossword Puzzles*.

Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso 1: Communication Activities*.

Met, Miriam, R. Sayers, and Carol Wargin. *Paso a Paso 1: Videotape Package*.

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Morrow, Patricia. *Buscapalabras En Espanol: Hidden Word Puzzles in Spanish, Copy Masters*.

Sacks Da Silva, Zenia. *Persona a Persona 1*.

Sacks Da Silva, Zenia. *Persona a Persona 2*.

Samaniego, Fabian, et al. *¡Dime! Uno*.

Samaniego, Fabian, et al. *¡Dime! Dos*.

**Technological**

Computer software programs such as: *Spanish Bit by Bit, Spanish Contest, Caminando, Rosetta Stone, Spanish Computerized*, parts 1 and 2

CD-ROMs such as: *Language Explorer* (Nordic Software Inc.), *The Ultimate Multimedia Spanish Vocabulary Program* (National Textbook Company)

Internet for menus

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## Appendix A-01

### Level 1 Open Expectations (Codes)

#### Oral Communication: Listening

##### Overall Expectations

###### **OLV.01**

- demonstrate an understanding of very simple spoken language in practical, structured situations, applying knowledge of basic vocabulary and language structures.

##### Specific Expectations

###### **OL1.01**

- identify sounds and demonstrate some understanding of basic vocabulary and language structures by giving brief answers to simple questions;

###### **OL1.02**

- use visual cues (e.g., facial expressions) and some verbal cues (e.g., intonation, tones) to understand simple oral messages in dialogues (e.g., interviews or conversations on videotape);

###### **OL1.03**

- identify cultural aspects of the international language (e.g., use of greetings, introductions).

#### Oral Communication: Speaking

##### Overall Expectations

###### **OSV.01**

- communicate orally in different practical, structured situations and for different purposes, using basic vocabulary and language structures.

##### Specific Expectations

###### **OS1.01**

- use standard pronunciation in the international language (for words and in phrases and sentences);

###### **OS1.02**

- use basic vocabulary and language structures to ask and answer short questions, and to make brief statements (e.g., order food in a restaurant);

###### **OS1.03**

- express likes and dislikes in brief, rehearsed conversations and dialogues;

###### **OS1.04**

- apply knowledge of the cultural aspects of the international language by using oral language conventions appropriately (e.g., forms of greeting).

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## Appendix A-02

### Level 1 Open Expectations (Codes)

#### Reading

##### Overall Expectations

###### **REV.01**

- read age- and language-appropriate passages from different sources for various practical purposes, applying knowledge of simple vocabulary and language structures.

##### Specific Expectations

###### **RE1.01**

- read short, simple texts (e.g., menus, schedules, dialogues) for comprehension, consolidation of oral skills, and expansion of vocabulary;

###### **RE1.02**

- read simple materials aloud to develop standard pronunciation;

###### **RE1.03**

- use visual cues (e.g., illustrations) and some verbal cues (e.g., context) to determine the meaning of messages in print and other media (e.g., advertisements, CD-ROMs);

###### **RE1.04**

- respond to materials read by answering short questions;

###### **RE1.05**

- demonstrate knowledge of the culture of countries where the language is spoken (e.g., identify and describe typical foods, celebrations).

#### Writing

##### Overall Expectations

###### **WRV.01**

- write for a variety of practical purposes, using basic vocabulary and language structures.

##### Specific Expectations

###### **WR1.01**

- write complete but simple sentences, using basic vocabulary and language structures (e.g., identify and describe favourite foods);

###### **WR1.02**

- write answers to simple questions;

###### **WR1.03**

- write for practical purposes, using a model (e.g., create a party invitation);

###### **WR1.04**

- use resources to communicate more effectively in their writing (e.g., bilingual, visual dictionaries);

###### **WR1.05**

- use knowledge of the culture of countries where the language is spoken in materials they write or create (e.g., design a poster for a special event).

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## Appendix A-03

### Level 1 Open Expectations (Codes)

#### Grammar and Language Knowledge

##### **GL1.01 Nouns**

– use of articles with nouns, – formation of the plural, – gender of nouns, – use of the partitive with nouns (e.g., some pizza, any hamburger)

##### **GL1.02 Prepositions**

– simple prepositions (e.g. to, at, of), – simple prepositions and articles (e.g., to the, at the, of the)

##### **GL1.03 Pronouns**

– subject pronouns, singular and plural, – interrogative pronouns (e.g., who, what)

##### **GL1.04 Verbs**

– present tense, regular verbs and frequently used irregular verbs (e.g., to be, to have, to want, to go) ,  
– verbs in simple negative constructions

##### **GL1.05 Adjectives**

– regular adjectives and frequently used irregular adjectives (e.g., good), – expressions of quantity, – possessive adjectives (e.g., my, your, his, her), – demonstrative adjectives (e.g., this, that), – interrogative adjectives (e.g., which)

##### **GL1.06 Conjunctions**

– common conjunctions (e.g., and, or)

##### **GL1.07 Adverbs**

– adverbs used to modify verbs (e.g., She drives quickly.), – adverbs used to modify adjectives (e.g., I am very happy.),

##### **GL1.08 Syntax**

– word order in simple sentences, positive and interrogative, – subject-verb agreement (e.g. he is, boys are), – gender and number agreement in noun phrases

##### **GL1.09 Vocabulary**

– days of the week, months of the year, time of day, – names of colours, – words associated with the family, food, leisure, transportation, places (e.g., school, office, factory), – basic salutations, – words related to the topic of health, – names of school disciplines, – cardinal numbers (1-100)

##### **GL1.10 Other Elements**

– expressions useful in the classroom (e.g., expressions used to ask permission, simple commands), – idiomatic expressions, – essential characteristics of the writing system, as required

## Appendix B-01

### Rubric for Evaluating Oral/Aural Communication

Categories	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding	- uses recently taught language knowledge with limited success	- uses recently taught language knowledge with some success	- uses recently taught language knowledge with some facility and accuracy	- uses recently taught language knowledge with facility and accuracy
Communication	- speaks with hesitation and limited pronunciation accuracy  - demonstrates limited aural understanding	- speaks somewhat fluently, with moderate pronunciation accuracy  - demonstrates some aural understanding	- speaks quite fluently and pronounces quite accurately  - demonstrates considerable aural understanding	- speaks fluently and pronounces accurately  - demonstrates very good aural understanding
Application	- forms sentences and questions with limited accuracy  - has limited success responding to spoken cues	- forms sentences and questions with some accuracy  - has moderate success responding to spoken cues	- forms sentences and questions with considerable accuracy  - responds to spoken cues quite accurately and appropriately	- forms sentences and questions with consistent accuracy  - responds to spoken cues accurately and appropriately
Thinking/Inquiry	- expresses limited interesting and relevant details	- expresses a moderate number of interesting and relevant details	- expresses interesting and relevant details	- expresses many interesting and relevant details

**Note:** This rubric may be adapted to assess students' use of language in a group activity.

**Note:** A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

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## Appendix B-02

### Rubric for Evaluating Writing

Categories	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding	- uses recently taught language knowledge with limited accuracy on rough copy	- uses recently taught language knowledge with some accuracy on rough copy	- uses recently taught language knowledge with some facility on rough copy	- uses recently taught language knowledge with facility on rough copy
	- has limited success making corrections on final copy	- has some success making corrections on final copy	- corrects final copy appropriately	- corrects final copy easily and appropriately
Communication	- has limited success writing sentences to convey meaning	- has some success writing sentences to convey meaning	- conveys meaning well through writing	- conveys meaning very well through writing
Application	- has limited success organizing the elements of a sentence	- has some success organizing the elements of a sentence	- organizes most elements of a sentence accurately and appropriately	- organizes the elements of a sentence accurately and appropriately
Thinking/Inquiry	- incorporates few interesting and relevant details	- incorporates a moderate number of interesting and relevant details	- incorporates interesting and relevant details	- incorporates many interesting and relevant details

**Note:** A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

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## Appendix C

### To be used at the end of Unit 1 -

Students create a dialogue using the expressions and all the information acquired in Unit 1.

Each student prepares 5 to 10 lines, including gestures where appropriate (e.g., Remember to shake hands or kiss when meeting someone).

All students should try to speak Portuguese and work co-operatively to prepare for this culminating activity.

This substitution skit may be used:

Greeting

- *Bom dia/ Boa tarde/Boa noite...*
- *Como esta o Sr/ a Sra/ o Menino/ a Menina...?*

Introduction

- *Apresento-lhes o Sr...*
- *Muito prazer, Sr...*

Personal Information

- *De onde e o Sr...?*
- *Sou de...*
- *Por favor aponte no mapa...*
- *Fica em...*
- *Desculpe, como e que o Sr ...se chama?*
- *Chamo-me...*
- *Cuanto tempo fica entre nos?*
- *Fico...*
- *Porque vem a ....?*
- *Venho para...*
- *Quando regressa a....?*
- *Vou...*
- *Como acha a cidade de...?*
- *Acho que e ...!*
- *Como se sente ...*
- *Estou muito...*

Farewell

- *Entao boa sorte e boa estadia!*
- *Muito obrigado/a*

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## Appendix C-01

### Create your own pizza

Match the following Italian verbs associated with pizza making to their meaning in English:

- |                         |                 |
|-------------------------|-----------------|
| 1. <i>impastare</i>     | a) to cut       |
| 2. <i>spolverizzare</i> | b) to stretch   |
| 3. <i>infarinare</i>    | c) to press     |
| 4. <i>tirare</i>        | d) to put       |
| 5. <i>mettere</i>       | e) to rise      |
| 6. <i>preparare</i>     | f) to flour     |
| 7. <i>tagliare</i>      | g) to add spice |
| 8. <i>cuocere</i>       | h) to stretch   |
| 9. <i>aromatizzare</i>  | i) to cook      |
| 10. <i>lievitare</i>    | j) to sprinkle  |
| 11. <i>allargare</i>    | k) to mix       |
| 12. <i>pigiare</i>      | l) to prepare   |

Using a dictionary, find eight additional toppings that could be put on your gourmet pizza. Write the English equivalent in brackets.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

## Appendix C-02

### List of Possible Questions and Answers for Interviews about Activities in and out of School

#### Beschäftigungen in und außerhalb der Schule

	<i>Frage</i>	<i>Antwort</i>
1.	<i>Wie geht's?</i>	<i>Gut, danke.</i>
2.	<i>Bist du beschäftigt?</i>	<i>Ja, ich bin beschäftigt. Nein, ich bin nicht beschäftigt.</i>
3.	<i>Wieviele Fächer hast du in der Schule?</i>	<i>Ich habe acht Fächer.</i>
4.	<i>Welche Fächer hast du?</i>	<i>Ich habe...</i>
5.	<i>Welche Fächer hast du vor dem Mittagessen?</i>	<i>Ich habe... vor dem Mittagessen.</i>
6.	<i>Welche Fächer hast du nach dem Mittagessen?</i>	<i>Ich habe... nach dem Mittagessen.</i>
7.	<i>Was ist dein Lieblingsfach?</i>	<i>Mein Lieblingsfach ist...</i>
8.	<i>Um wieviel Uhr beginnt der Schultag?</i>	<i>Die Schule beginnt um... Uhr.</i>
9.	<i>Um wieviel Uhr endet der Schultag?</i>	<i>Die Schule endet um... Uhr.</i>
10.	<i>Spielst du auf einer Sportmannschaft?</i>	<i>Ja, ich spiele... Nein, ich... nach der Schule.</i>
11.	<i>Was machst du in deiner Freizeit?</i>	<i>Ich spiele... Ich lerne... Ich sehe fern.</i>
12.	<i>Hast du Hobbies?</i>	<i>Ja, ich... Nein, ich habe keine.</i>
13.	<i>Um wieviel Uhr gehst du ins Bett?</i>	<i>Ich gehe um... Uhr ins Bett.</i>

#### Activities in and out of school

	<b>Question</b>	<b>Answer</b>
1.	How are you?	Fine, thank you.
2.	Are you busy?	Yes, I'm busy. No, I'm not busy.
3.	How many subjects do you have in school?	I have eight subjects.
4.	Which subjects do you have?	I have...
5.	Which subjects do you have before lunch?	I have... before lunch.
6.	Which subjects do you have after lunch?	I have... after lunch.
7.	What is your favourite subject?	My favourite subject is...
8.	At what time does the school day start?	School starts at... o'clock.
9.	At what time does the school day end?	School ends at... o'clock.
10.	Do you play on a sports team?	Yes, I play... No, I... after school.
11.	What do you do in your free time?	I play... I study... I watch TV.
12.	Do you have hobbies?	Yes, I... No, I have none.
13.	At what time do you go to bed?	I go to bed at... o'clock.

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## Appendix C-03

### Letter Activity

Students replace underlined segments of the letter.

Lieber Brieffreund (Liebe Brieffreundin),

Wie geht's? Ich schreibe Dir heute über meinen Zeitplan und meine Hobbys. Ich stehe um 7 Uhr auf. Ich bin um 8 Uhr in der Schule. Die Klassen beginnen um *halb neun*. Mein erstes Fach ist *Musik*. Dann habe ich Auto, Geschichte, Mittagessen und Biologie. Um wieviel Uhr stehst Du auf? Wie ist Dein Zeitplan in der Schule? Welche Fächer hast Du?

Was machst Du nach der Schule? Ich spiele Korbball auf einer Schulmannschaft.

Dann gehe ich nach Hause fürs Abendessen. Um 19 Uhr mache ich meine Schularbeit, dann sehe ich fern. Meistens gehe ich um 23 Uhr ins Bett. Wie steht's bei Dir?

Ich muß jetzt schliessen. Meine Lieblingsfernsehsendung beginnt in fünf Minuten.

Schreib bitte bald!

Dein(e)

---

## Appendix C-04

### Letter to Key Pal

Dear Key Pal,

How are you? I'm writing to you today about my schedule and my hobbies. I get up at 7. I'm at school by 8. Classes begin at half past eight. My first subject is music. Then I have auto shop, history, lunch, and biology. At what time do you get up? How is your schedule at school? Which subjects do you have?

What do you do after school? I play basketball on a school team. Then I go home for dinner. At 7 o'clock I do my school work, then I watch TV. Usually I go to bed at 11 o'clock. What about you?

I've got to go now. My favourite TV show starts in five minutes.

Please write soon!

Yours truly,

---

## Appendix C-05

### Quiz on Clothing

A. Read the descriptions below and follow the instructions. **DO NOT USE** the same piece of clothing more than once.

DESCRIPTIONS:

1. Choose one (1) of the seasons listed below. Draw a stick figure. Draw two (2) articles of clothing on the stick figure that are appropriate for the season that you have chosen. Write the name of each item of clothing and include the article (*el* or *la*) for each.
  - i) winter
  - ii) summer
  
2. Choose one (1) of the weather conditions listed below. Draw a stick figure. Draw two (2) articles of clothing on the stick figure that are appropriate for the weather condition that you have chosen. Write the name of each item of clothing and include the article (*el* or *la*) for each.
  - i) rainy
  - ii) heat wave
  
3. Choose one (1) of the occasions listed below. Draw a stick figure. Draw two (2) articles of clothing on the stick figure that are appropriate for the occasion that you have chosen. Write the name of each item of clothing and include the article (*el* or *la*) for each.
  - i) school dance
  - ii) studying at home

**B. Conteste en oraciones completas las preguntas siguientes. (Answer the following questions in complete sentences.)**

1. *¿De qué color es el suéter de la profesora/del profesor?*
2. *¿Qué lleva Ud. en sus pies hoy?*
3. *¿Qué lleva en la cabeza la profesora/el profesor?*

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## Appendix C-06

### **Proyecto: Una Comida Mexicana (A Mexican Meal)**

Each group of five or six students will prepare a delicious Mexican meal. Each group will prepare the meal for the members of that group only. Below is the list of all the ingredients that each group must bring to class.

Read the list carefully. If each student brings the ingredients listed for one of the numbers below, then the cost per person for the ingredients will be distributed amongst all the members of the group. Groups may wish to divide the ingredients differently. However, be sure to do it fairly.

Everyone must bring something!

**Note:** There is a vegetarian option for those who prefer not to eat beef.

1. taco shells – 2 boxes of hard or soft shells  
1 package of taco seasoning
2. 3-4 tomatoes – pre-chop these at home and bring to school in a container  
4-5 leaves of lettuce – pre-shred these at home and bring to school in a container  
1 small jar of jalapeno peppers
3. ground beef – pre-fry the beef at home:  
Sauté 1 kg of ground beef with finely chopped onion and 8 drops of hot sauce. Taste and add additional drops of hot sauce until desired hotness is reached. Bring to school in a container. Refrigerate immediately. It will be re-heated at school.  
Vegetarian options: instead of beef you may substitute one of the following: 2 cans of cooked beans or refried beans, or 2 large avocados, or extra cheese
4. 500 or 750 mL grated medium or old cheddar cheese
5. 1 jar or can of mild or medium salsa. Bring a spoon.
6. For an appetizer, you may wish to bring the following ingredients to make guacamole in class:  
1 soft avocado and 1 large tomato, 1 small red onion (finely chopped), 2-3 jalapeño peppers, nacho chips. Bring a medium bowl.  
If you prefer, you may bring nacho chips and a large jar of mild or medium salsa.
7. EACH MEMBER OF THE GROUP BRINGS HIS OR HER OWN DRINK.  
PAPER PLATES, PLASTIC CUTLERY, AND NAPKINS WILL BE PROVIDED.

**BUEN PROVECHO**