

Subject group and level	Language acquisition – emergent communicator	Unit duration	About 20 hours
Unit title			

Global context and exploration	For emergent level learners, topics developed will not depend on the global context prescribed for the session.
Key concept	Communication
Related concept(s)	Message, form
Statement of inquiry	Personal messages and preferences can be communicated in many forms
Inquiry questions (questions like these will be developed by teachers and students)	
Factual	What are the different forms of communication?
Conceptual	How can we effectively communicate our preferences?
Debatable	To what extent are our individual preferences influenced by culture?

Objectives	Summative assessment tasks	Relationship between summative assessment tasks and statement of inquiry
Criterion A: Comprehending spoken and visual text	<p>Task 1 Comprehending spoken and visual text Task set by school. 2 texts linked to each other – 1 text must contain visual. Maximum total length of texts - 5 minutes Questions on all texts and all strands of Criterion A. Please indicate clearly which strand of the criterion is being assessed in each question. Questions and responses may be in mother tongue, language of instruction or target language.</p>	Students will engage with and respond to the spoken and visual text by identifying ideas, opinions and attitudes. They will show understanding of messages, main ideas and supporting details presented in the texts and will recognize basic conventions.
Criterion B: Comprehending written and visual text	<p>Task 2 Comprehending written and visual text Task set by school. 2 texts linked to each other – 1 text must contain visual. Maximum total length of texts: 400-500 words. Questions on all texts and all strands of Criterion B. Time allowance: 50 minutes. Please indicate clearly which strand of the criterion is being assessed in each question.</p>	Students will engage with and respond to the written and visual text by identifying ideas, opinions and attitudes. They will identify basic facts, main ideas and supporting details, including aspects of format, style and the author’s purpose for writing.

	<p>Questions and responses may be in mother tongue, language of instruction or target language.</p>	
<p>Criterion C: Communicating in response to spoken and/or written and/or visual text Criterion D: Using language in spoken and/or written form</p>	<p>Task 3 Interactive Oral Students will engage in a conversation with their teacher in response to one of the following written, visual or written-visual stimuli. The student must speak for 2-3 minutes and the whole recording must not last more than 5 minutes. Preparation time: 10 minutes</p> <p>1. Written stimulus Leisure activities (sports, music etc.) are shared and enjoyed by people around the world and bring young people together. Do you agree or disagree? Why?</p> <p>2. Visual stimulus Discuss your favourite weekend activities.</p> <p>3. Written-visual stimulus Boys and girls enjoy a variety of activities. Discuss.</p> <p>4. Written stimulus To be confirmed.</p> <p>5. Visual stimulus To be confirmed.</p> <p>6. Written-visual stimulus To be confirmed.</p>	<p>Students will engage in an unrehearsed conversation with their teacher in response to one of the stimuli provided. They will communicate their favourite activities using a basic range of vocabulary, grammatical structures and conventions. Students will use clear pronunciation and intonation and use language to suit the context. Students will organize basic information and ideas and use a range of basic cohesive devices.</p>
<p>Criterion C: Communicating in response to spoken and/or written and/or visual text</p>	<p>Task 4 Writing Task Students will respond to one of the following written, visual or written-visual stimuli.</p>	<p>Students will respond in written form to one of the stimuli provided. They will write about leisure activities using a basic range</p>

<p>Criterion D: Using language in spoken and/or written form</p>	<p>Students must write 100-150 words.</p> <p>1. Written stimulus Write a blog entry about what you and your friends like to do during a national holiday.</p> <p>2. Visual stimulus Write an email to your friend in another country telling him/her what you are going to do on your holiday.</p> <p>3. Written-visual stimulus You have the opportunity at school to win two tickets for an activity of your choice. Write an email to your teacher describing the activity you have chosen, why you chose it, and who you would like to accompany you.</p> <p>4. Written stimulus To be confirmed.</p> <p>5. Visual stimulus To be confirmed.</p> <p>6. Written-visual stimulus To be confirmed.</p>	<p>of vocabulary, grammatical structures and conventions. They will organize information and ideas and use a range of basic cohesive devices. Students will communicate their ideas and feelings with a sense of audience appropriate to the text type specified.</p>
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Language acquisition – emergent level

Task 3: Interactive oral

Option 1: Written stimulus

Requirements:	10 minutes preparation time – the student may make notes to refer to during the recording. The use of dictionaries is not permitted.
Total recording:	5 minutes – the student must speak for 2-3 minutes.
Instructions:	Leisure activities (sports, music etc.) are shared and enjoyed by people around the world and bring young people together. Do you agree or disagree? Why?

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Leisure activities (sports, music etc.) are shared and enjoyed by people around the world and bring young people together.

Do you agree or disagree? Why?

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Language acquisition – emergent level

Task 3: Interactive oral

Option 2: Visual stimulus

Requirements:	10 minutes preparation time – the student may make notes to refer to during the recording. The use of dictionaries is not permitted.
Total recording:	5 minutes – the student must speak for 2-3 minutes.
Instructions:	Discuss your favourite weekend activities.

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Discuss your favourite weekend activities.

Language acquisition – emergent level

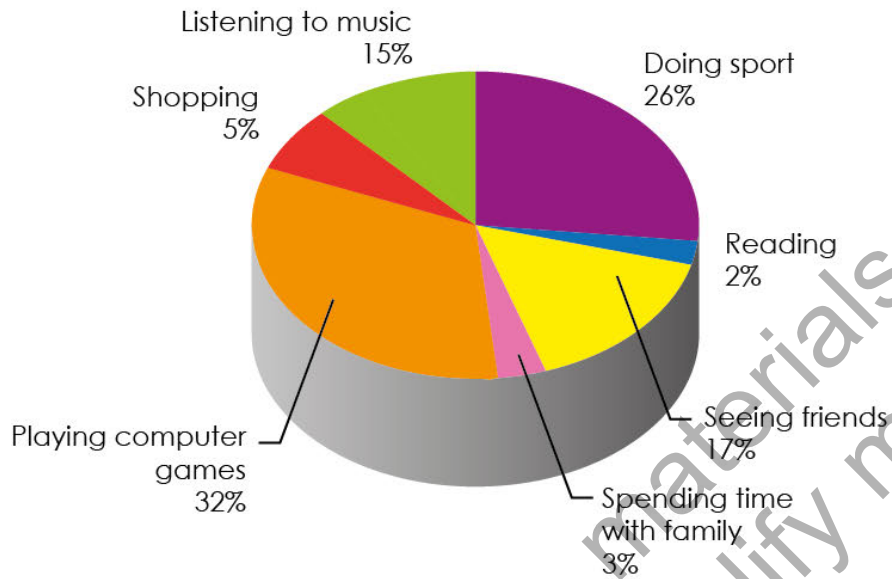
Task 3: Interactive oral

Option 3: Written-visual stimulus

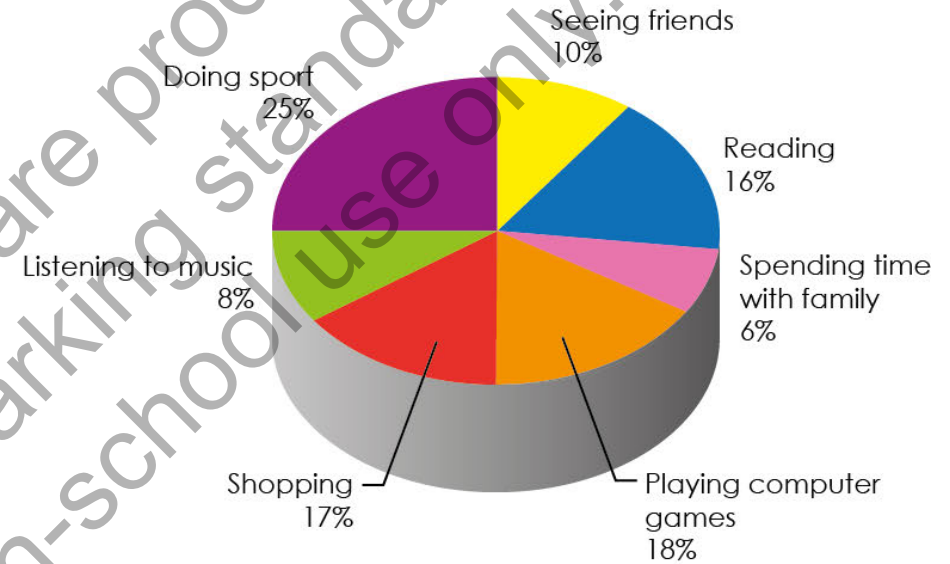
Requirements:	10 minutes preparation time – the student may make notes to refer to during the recording. The use of dictionaries is not permitted.
Total recording:	5 minutes – the student must speak for 2-3 minutes.
Instructions:	Boys and girls enjoy a variety of activities. Discuss.

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Boy's cultural & leisure activities



Girl's cultural & leisure activities



Boys and girls enjoy a variety of activities. Discuss.

Language acquisition – emergent level

Task 3: Interactive oral

Option 4: Written stimulus

Requirements:	10 minutes preparation time – the student may make notes to refer to during the recording. The use of dictionaries is not permitted.
Total recording:	5 minutes – the student must speak for 2-3 minutes.
Instructions:	To be confirmed.

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Task to be confirmed.

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Language acquisition – emergent level

Task 3: Interactive oral

Option 5: Visual stimulus

Requirements:	10 minutes preparation time – the student may make notes to refer to during the recording. The use of dictionaries is not permitted.
Total recording:	5 minutes – the student must speak for 2-3 minutes.
Instructions:	To be confirmed.

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Task to be confirmed.

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Language acquisition – emergent level

Task 3: Interactive oral

Option 6: Written-visual stimulus

Requirements:	10 minutes preparation time – the student may make notes to refer to during the recording. The use of dictionaries is not permitted.
Total recording:	5 minutes – the student must speak for 2-3 minutes.
Instructions:	To be confirmed.

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Task to be confirmed.

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Language acquisition – emergent level

Task 4: Written task

Option 1: Written stimulus

Requirements:

Students must write 100-150 words.

The use of dictionaries is not permitted.

Instructions:

Write a blog entry about what you and your friends like to do during a national holiday.

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Write a blog entry about what you and your friends
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Language acquisition – emergent level

Task 4: Written task

Option 2: Visual stimulus

Requirements:

Students must write 100-150 words.

The use of dictionaries is not permitted.

Instructions:

Write an email to your friend in another country telling him/her what you are going to do on your holiday.

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Write an email to your friend in another country telling him/her what you are going to do on your holiday.



Language acquisition – emergent level

Task 4: Written task

Option 3: Written-visual stimulus

Requirements:

Students must write 100-150 words.

The use of dictionaries is not permitted.

Instructions:

You have the opportunity at school to win two tickets for an activity of your choice. Write an email to your teacher describing the activity you have chosen, why you chose it, and who you would like to accompany you.

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You have the opportunity at school to win two tickets for an activity of your choice. Write an email to your teacher describing the activity you have chosen, why you chose it, and who you would like to accompany you.



Language acquisition – emergent level

Task 4: Written task

Option 4: Written stimulus

Requirements:

Students must write 100-150 words.

The use of dictionaries is not permitted.

Instructions:

Task to be confirmed.

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Task to be confirmed.

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Language acquisition – emergent level

Task 4: Written task

Option 5: Visual stimulus

Requirements:

Students must write 100-150 words.

The use of dictionaries is not permitted.

Instructions:

Task to be confirmed.

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Task to be confirmed.

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Language acquisition – emergent level

Task 4: Written task

Option 6: Written-visual stimulus

Requirements:

Students must write 100-150 words.

The use of dictionaries is not permitted.

Instructions:

Task to be confirmed.

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Resources (the following resources are suggestions only. They may be used during the teaching of the unit)

<http://www.chineseparade.com/>

<https://www.newsela.com/articles/hawaii-mountain/id/11142/>

<https://vimeo.com/104728528>

<http://www.eastoftheweb.com/short-stories/UBooks/CaseLowe950.shtml>

<http://www.chlive.org/pbeck/eastlibrary/MYTHOLOGY.htm>

<http://www.vogue.com/slideshow/13331206/back-to-school-uniforms-photos/>

<https://www.youtube.com/watch?v=FS06LqpgkFE>

[http://kids.lovetoknow.com/wiki/What Do Kids Think About School Uniforms](http://kids.lovetoknow.com/wiki/What_Do_Kids_Think_About_School_Uniforms)

<http://www.native-english.ru/topics/popular-free-time-activities-of-teenagers>

<https://www.youtube.com/watch?v=leGS7md8Y8s>

<https://vimeo.com/93140602>

<https://vimeo.com/66019492>

<https://vimeo.com/35744959>

<https://images.unsplash.com/photo-1438109491414-7198515b166b?q=80&fm=jpg&s=cdbabf7a79c087a0b060670a6d79726c>

http://40.media.tumblr.com/52281a24b670997a92aaf55a9c3d20a1/tumblr_ns31b5z1Bm1slhfh0o1_1280.jpg

<https://images.unsplash.com/photo-1436915947297-3a94186c8133?q=80&fm=jpg&s=5c943a0880b97c3c26d2fe7ae218bb5c>

<https://images.unsplash.com/photo-1437572848259-df63caa1a552?q=80&fm=jpg&s=993c72dbed07e84925aee0f935bb31a7>

<https://vimeo.com/92471917>

<https://vimeo.com/33670490>

<http://www.les-uniformes.com/wp-content/uploads/2014/10/Uniforme-scolaire-02.jpg>

<http://images.visitbeijing.com.cn/20120829/lmg214744236.jpg>

<http://previews.123rf.com/images/virinka/virinka1301/virinka130100142/17514736-Children-are-engaged-in-the-hobbies--Stock-Vector-cartoon-children-school.jpg>

<http://www.ingodsimage.com/wp-content/uploads/2013/04/Two-HUGE-Lies-in-Modern-Culture.jpg>

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