

# COLEGIOS AMIGOS DEL TURISMO - CAT

School Friends of Tourism - CAT

ENGLISH FOR TOURISM CURRICULUM STRUCTURE



# ENGLISH FOR TOURISM CURRICULUM STRUCTURE

Proposed for grades 6th to 11th,  
belonging to School Friends of  
Tourism - CAT of the Colombian  
education system.

**BOGOTÁ MAYORS OFFICE**

**Enrique Peñalosa Londoño**

Bogota Mayor

**BOGOTÁ TOURISM OFFICE**

**Nelson Andrés Calderón Guzmán**

General Director (Actg.)

**AUTHOR: Alejandra Pérez Pardo**

# PROLOGUE

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The quality of the services provided in the tourism sector, is one of the most important challenges for Bogotá, in order to position itself as a world class destination. Consequently, the qualification of the professionals in the sector must be of the highest quality.

However, according to the report presented on the Sectorial Tourism Plan 2018-2020 on the identification of gaps made in the framework of the XXXIV Meeting of Regional Tourism Authorities, one of the most recurrent problems is the lack of bilingual human talent. According to figures from the ICFES of 2017, on average only 15% of students obtain level B1 or B2 in the Saber Pro English test. Therefore, it is essential to help our CAT students develop the skills necessary to generate an impact on the productivity of the sector and to achieve this challenge of turning Bogotá into a destination of international stature.

Therefore, taking into account the consultancies by the District Education Secretariat, the Mayor of Bogotá through the Bogotá Tourism Office created this curriculum. To have a tool that strengthens English in CAT teachers and thus develop better skills in students through effective communication providing high quality service to visitors, and so, improving the perception and projection of the city.

It is important to mention that, the methodology this initiative, suggests projects and activities focused on specific situations found in the sector, which allow the input and the acquisition of English as a second language, while strengthening the students' abilities in their preparation for their higher education and labor inclusion in the tourism world.

That is why, to include the sector as an alternative to social inclusion from secondary education, allows establishing a tourism with high international standards, to be consistent with the requirements of the industry, which demands more competitive human talent.

# INTRODUCTION

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This component of the curricular proposal suggests a matrix that presents the different elements that comprise the didactic, linguistic and communicative progression of the structure. This matrix provides a general view of the suggested curriculum identifying the level intended, the learning goals, the general objectives and the language functions.

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# I. DEVELOPING COMPETENCE

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## Action-oriented approach

“Language use, embracing language learning, comprises the actions performed by persons who as individuals and as social agents develop a range of competences, both general and in particular communicative language competences. They draw on the competences at their disposal in various contexts under various conditions and under various constraints to engage in language activities involving language processes to produce and/or receive texts in relation to themes in specific domains, activating those

strategies which seem most appropriate for carrying out the tasks to be accomplished. The monitoring of these actions by the participants leads to the reinforcement or modification of their competences.”<sup>1</sup>

Developing competence is defined mainly along two broad dimensions: the quantity dimension and a quality dimension.

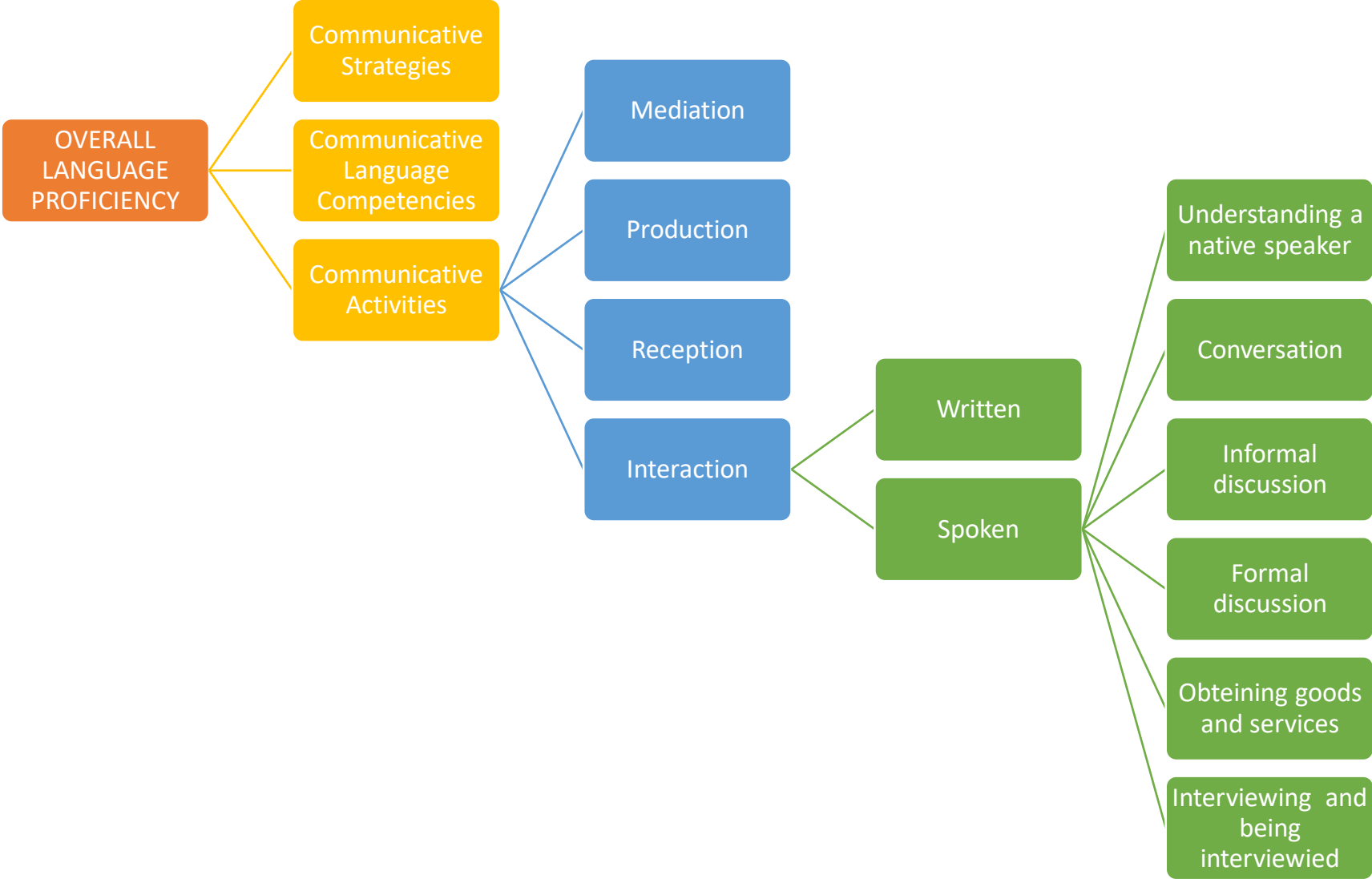
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*1 The Common European Framework of Reference for Languages, the European Language Portfolio, and language learning in higher education*

# Quantity

The number of tasks people can perform successfully by language use, in what number of contexts, in relation to what number of themes, domains etc.

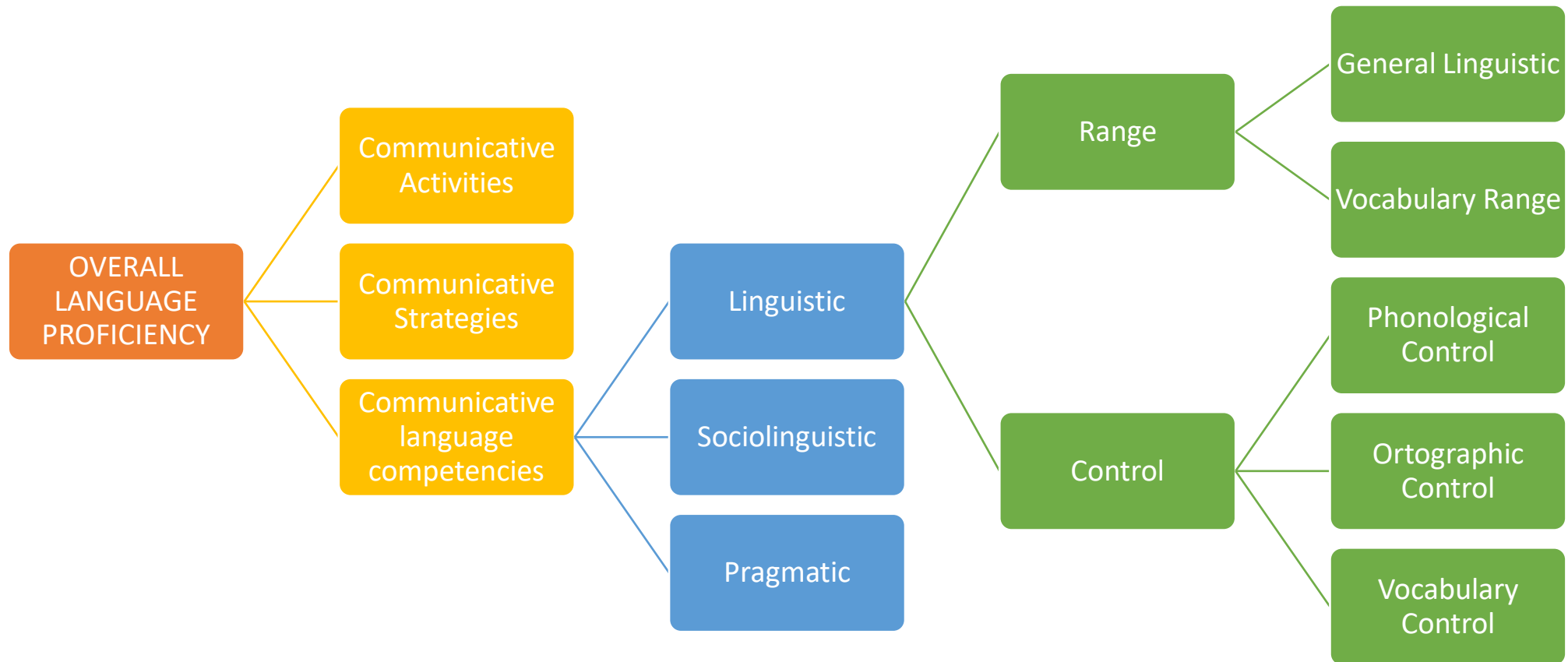
It branches out from overall language proficiency into “Communicative Activities”. Four main types of activities are distinguished: Reception, Production, Interaction, and Mediation. Within Interaction a spoken and a written branch are distinguished. Finally, within the spoken branch several contexts of language use are presented.



# Quality

How effectively and efficiently people can achieve their goals through language use. The quality dimension also branches out from overall language proficiency but into “Communicative language competences”.

Three main constituents of Communicative language competences are distinguished: linguistic, Sociolinguistic and Pragmatic. The linguistic competences are important in achieving efficiency and effectiveness in language use. For linguistic competence two factors are distinguished: range and control and within each of these two factors several aspects are distinguished.



## II. SUGGESTED TIME

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Generally speaking, English along grades 6th to 11th considers, on average, 3 hours of class per week. A school year is 36 weeks long. Based on this information, the following calculations are made. The 6th grade has a total of 180 hours per year. According to this curriculum's design, 110 hours of instruction is recommended to achieve the A1, plus 55 hours to achieve the Tourism modules. That is to say that the 180 hours of class allow the achievement of level A1.

Similarly, 330 hours are recommended for the achievement of level A2, so this level is worked throughout 7th and 8th grades with a total of 396 hours. While the B1, is carried out in 495 hours so it works for the 9th, 10th and 11th grades for a total of 594. Each grade must have 12 hours review, for both general and Tourism content.

By retaking the axis of diversity and the characteristics of flexibility and adaptability, it is important that each institution make the necessary adjustments to implement this proposal. That is to say, those with greater hourly intensity can point, very surely, to the achievement of the total goal of the entire curriculum. While those institutions with fewer hours per week should, then, evaluate strategies to achieve assigning this minimum intensity per week to the English subject and establish actions to meet these defined times.

GRADE	LEVEL	ASSIGNED HOURS VS. RECOMMENDED HOURS FOR ENGLISH LEARNING			
		NUMBER OF HOURS PER WEEK AND YEAR	SUGGESTED	ACCUMULATED	
6	A1	5 Horas X 36	165	180	
7	A2.1	A2	330	180	396
8	A2.2			180	
9	B1.1	B1	495	180	594
10	B1.2			180	
11	B1.3			180	

# III. METHOD

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Our goal in language teaching is to help students develop skills where they can communicate genuinely, spontaneously and accurately, in situations where they need and want to use the language. If we want to achieve this goal, we need to understand as much as possible about how we learn and acquire languages. Learning a foreign language is not a foreseeable process: a multitude of learner-related and situation-related factors affect the process.

However, there is a lot that we DO know, and what we understand about the language learning process provides a framework we can use to create the right conditions so our students can learn the language and be successful.

## • ***Differences between acquisition and learning***

### **Acquisition**

Implicit, subconscious  
Informal situations  
Uses grammatical 'feel'  
Depends on attitude  
Stable order of acquisition

We will focus on "Acquisition" during the class.

### **Learning**

Explicit, conscious  
Formal situations  
Uses grammatical rules  
Depends on aptitude  
Simple to complex order of learning

Learning is a natural process reinforced by doing book homework and getting exposed to the language outside the classroom.

# 1. INPUT

## SECOND LANGUAGE ACQUISITION

- Input is all the potential “information” about the language available to the learner for processing.
- Input is available in spoken and written form.
- The input has to be comprehensible, relevant and salient.
  - a) Comprehensible: We have to present words and concepts that are one step ahead of the learner’s knowledge; the learner has to be able to associate it to his current knowledge.
  - b) Relevant: It has to be something they are familiar with or they can relate to, or are interested in.
  - c) Salient: The new information has to catch their attention. (Body language and tone of voice).

# 2. INTAKE

- Intake is all the “information” about the language, which is usually taken in by the learner for processing.
- Intake is much smaller than input.
- Each learner will achieve a different intake from the same level of input, usually around 55- 65% of input will become intake.
- “Information” which is taken in by the learner enters the short-term memory – either consciously or sub-consciously.

# 3. GENERALIZATION

- Input and intake consist of actual language utterances (the actual speech). But the brain cannot store all of the utterances taken in. So, it creates “rules” or patterns based on evidence of language taken in and retained.
- Generalizations that are not confirmed and strengthened by more information are likely to be lost.

# 4. STORING

- The brain stores information about the language in groups of generalizations. We do not know exactly how this is done but we do know that the language feature is probably stored in a number of different categories.
- Generalizations, which do not seem to be useful are usually deleted from the store. Language must be relevant for the students.

# 5. RETRIEVAL

- When we want to use the language, we have to go to our store of generalizations and to retrieve from them the language that we need.
- We usually have to go to a number of different generalizations to retrieve the language that we need.

## 6. OUTPUT

- Output is the actual use of the language and is the result of the retrieval process.

## 7. OUTCOME

- Outcome is the result of output.
- It is very important that learners are given lots of opportunities to use the language (output) to achieve non-language outcomes (i.e. as in real life). Language exercises, in which the only intended outcome is to get the output right might help to increase the learners' knowledge of the language but they are not sufficient preparation for real communication.

## THE MONITOR ISSUE & RETRIEVAL, OUTPUT & OUTCOME

The monitor is a “quality control device” in the brain, which enables the learner to check for accuracy, appropriateness and effectiveness of output.

## 8. AUTO-INPUT

- Auto-input is input produced by the learner.
- It consists of output plus “information” about the outcome of the output.
- It is potentially powerful input because it can satisfy many of the conditions necessary for intake (e.g. relevance, interest, and comprehensibility).

# IV. IN CLASS

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# 1. FLUENCY

If our goal is to prepare our students for using the language in real life situations, our classes need to include a wide variety of activities where our students focus fully on getting their message across - on understanding and communicating freely. In the real world, they will have to work out the meaning of what they are hearing, follow changes in direction, respond, join in, develop and organize their own ideas, make suggestions, ask questions, etc. If we are talking about spoken communication, these skills will usually need to be used spontaneously. A question might be learnt by heart, but you still have to deal with an unexpected answer. A presentation might be prepared and even read, but questions and discussion usually follow.

## **Our classes should maintain a balance between fluency and accuracy:**

We focus on accuracy during the Introduction of material and Practice stages. When we use tasks in our classes, we focus on accuracy during the pre- and post-task, while presenting and practicing or reviewing language that they could use. During performance, and while students are working to complete a task, the focus of the activity is fluency, and our role as teachers becomes that of facilitator.

## **GETTING SPEAKING STARTED**

Conducting a conversation class is often perceived as easy. However, the wrong approach is likely to result in silence. A fluency activity should be one where:

- the goals of the activity are clear
- students find the topic interesting and so feel motivated to talk about it, they have information on the subject.

In addition, students' motivation is increased by tasks that involve working something out or problem solving.

There is a wide variety of techniques you can use to 'get speaking started'. These can include:

- using a picture as stimulus
- using a text to give background information on the topic
- using role cards
- giving the students a problem to solve
- using personal recollections and eliciting these from the students.

## 1.1 COMMUNICATIVE ACTIVITIES

The fluency activities we build into our classes fit our class topics and communicative goals. For example, if the topic of the lesson is “Moving” and the communicative goals are “To rent a house” or “To plan a move”, fluency activities might include a role play between an estate agent and a potential customer. While working through the activity, students naturally use particular areas of language, like comparatives and superlatives, conditionals, or fields of vocabulary – e.g. “I’m looking for a three-room apartment near Monserrate. The most important thing is that...”. The objective of any communicative activity is that students use the language they are learning to interact in realistic and meaningful ways.

We need to include a whole variety of communicative activities to match the situations where students will use the language to interact outside the classroom: activities that focus on transactional use of the language, and also activities where the goal is to make social connections. By including a whole variety of activities, we can also focus on strategies and skills that native speakers use when interacting, e.g. turn taking, indicating that you want to say something, interrupting, inviting someone else to speak, use of fillers and expressions, and using the appropriate register of formality

## 1.2 SUMMARIES

Individual long turn activities, or “summaries” are extended utterances which may take the form of:

- the student describing objects in the classroom or of an illustration or picture
- the student talking through action series particularly for use with verb tense
  
- No matter what the student’s level is, they must be prepared in advance by the teacher. At a beginner level, the teacher will perhaps give a model or ask a series of questions and answers to elicit the summary. At higher levels the teacher can simply give instructions.

- abstract summaries: What do you do at the office? What happens when it rains?
- themes: What do you think about traffic in the city? Do you think spending money on trips is a good idea or not?
- Summaries
- presentations from the students on particular themes.

### ***Keep in mind that:***

- The student speaks freely (choosing his/her own form and sequence of statements), without intervention by the teacher until after the summary.
- In a group class student should practice in pairs. This increases participation

## 1.3 ROLE PLAYS & SIMULATIONS

Role plays are unrehearsed and longer conversational exchanges that give the students opportunities to communicate within near-to authentic situations.

Simulations are extended role-playing activities – they are more complicated and involve students in analyzing information.

Simulations are often for students with a higher proficiency level, because of their complexity.

Possible simulations include:

- A meeting simulation, based on a situation that the students will experience in real life
- Job interviews.

**A good procedure for setting up a role-play or simulation is:**

**- Preparation (pre-task)**

- Warm up, e.g., using pictures, a brief discussion of the theme.
- Offer, review, and refresh potentially useful vocabulary, grammar, phrases, and questions

**- Enactment (task)**

- Create the scene & assign the roles
- For simulations, allow students time to prepare and study their roles
- First enactment – a realistic role play
- Possibly add some kind of 'conflict' or 'complication' during the role play

- The teacher remains to the side of the action, and notes mistakes that need to be covered during the feedback session

**- First Analysis (post task)**

- Focus first on POSITIVE feedback.
- Students and teacher review the performance. The teacher encourages self-correction and reinforces any important vocabulary or expressions needed.

## 1.4 PAIR AND GROUP WORK ACTIVITIES

1. Information-gap Activities: Information gap activities, where one student has information that the other wants, match our 'real life' communication process, e.g. getting information, asking prices, etc.
2. Describe and Draw / Arrange: Describe and draw activities are a form of information gap activity.
3. Interviews and icebreakers are good ways to start classes and match the 'social talk' that we use when we are trying to get to know other people. Using icebreaker activities also helps to

establish a good group dynamic and encourage students to learn cooperatively, working together.

4. Problem Solving: In our 'real world' lives, we use the thinking skills associated with problem solving all the time. Problem solving also motivates students to work through activities and tasks – their focus is on finding the best solution and successfully reaching the desired outcome. During problem solving activities, students work together to agree on a solution to a problem.

## 2. PRACTICE

There are hundreds of practice activities you can use in your lessons to help students become familiar with language and get it right. The

materials you use will include suggestions and there are many books of classroom practice activities available.

## 3. TASKS

A good procedure for setting up a task is:

### **Preparation (pre-task)**

Warm up, e.g., using pictures, a brief discussion of the theme, through questions.

Offer, review, and refresh potentially useful vocabulary, grammar, phrases, and questions

### **Enactment (task)**

First enactment – a realistic role plays

### **First Analysis (post task)**

- 1) Give students positive feedback
- 2) Correct.

## 3.1 ROLE-PLAYS

Role plays are unrehearsed and longer conversational exchanges that give the students opportunities to communicate within near-to authentic situations. There are a whole variety of different role-plays, from short role-plays which are part of introducing a topic, to longer role-plays that are the result of preparation and practice.

### **Possible role-plays include:**

- Ordering dinner in a restaurant o Booking travel arrangement
- Checking in/out at a hotel, etc.

**Optional:** if you have enough time, make the students re-enact the task incorporating the corrections

## 3.2 PROBLEM SOLVING

Problem solving is just a Role-play with a higher level of difficulty but it could also lead into a group activity in higher levels. In our 'real world' lives, we use the thinking skills associated with problem solving all the time. Problem solving also motivates students to work through activities and tasks – their focus is on finding the best solution and successfully reaching the desired outcome.

## 3.3 INFORMATION-GAP ACTIVITIES:

Information gap activities, where one student has information that the other wants, match our 'real life' communication process, e.g. getting information, asking prices, etc.

## 3.4 INTERVIEWS

Interviews are good ways to start classes and match the 'social talk' that we use when we are trying to get to know other people, e.g., at parties, at a conference, at the start of an interview, etc.

## 3.5 STUDENT SUMMARIES

Summaries are extended utterances, which may take the form of

- Description of objects in the classroom or of an illustration or picture
- Action series (with or without an illustration) – particularly for use with verb tenses
- Abstract summaries: What do you do at the office? What happens when it rains?
- Presentations and storytelling
- We could turn the summary into a game, e.g. 'Just a minute', where students have to speak about a topic for a particular length of time.

## 3.6 DISCUSSIONS

During a discussion, students express their opinions, likes and dislikes, in a very respectful way about some topics or questions related to the topic.

## 3.7 GAMES

Be fun!

Games are fun exercises and activities that help students practice in a very dynamic way. Games can be either for practice or for performance.

### **Games MUST:**

- Have a language goal (Based on the functions of language)
- Be completely related to the topic
- Be objective oriented

## 4. READING AND LISTENING TASKS

Reading and Listening tasks can be built into the structure of an activity in class to achieve particular goals. Tasks include:

- Pre-reading or pre-listening activities, to warm up and get students interested in the text they are going to read or extract they are going to listen to.

There are many different readings and listening activities and tasks possible. Below is a selection of some useful activities.

- Tasks that encourage students to read or listen for general understanding or gist.
- Tasks that encourage students to read or listen for detailed understanding or to work out the meaning of words or expressions from context.

## 4.1 READING ACTIVITIES

TECHNIQUE	IDEAS / TIPS FOR APPLICATION OF THE TECHNIQUES
Predict the content from illustrations, the title, or key words from the text	A pre-reading activity, focusing the student's attention on the key topic and key vocabulary, and setting expectations about the text.
Brainstorm notes on what you already know of the topic	This is a good lead-in to the first reading of the text. It can be used to make the general topic of a text, e.g., restaurants, relevant to the situation and interests of the students.
Skimming and scanning	<ul style="list-style-type: none"> <li>– Students read something quickly, noting only the important points of the story.</li> <li>– Students read the text quickly, picking out specific information.</li> </ul>
Make notes	<ul style="list-style-type: none"> <li>– As an extensive reading activity, students might be asked to jot down the main ideas of a longer text as they read it.</li> <li>– As an intensive reading activity, the students might make notes on particular points when reading for the second time.</li> </ul>
Write a response or an ending	<ul style="list-style-type: none"> <li>– An excellent follow-up or expansion activity, encouraging the students to debate the general ideas of the text and also to focus on details.</li> </ul>
Solve a problem	<ul style="list-style-type: none"> <li>– As an extensive reading activity the problem could be set as a pre-reading task.</li> <li>– As an intensive reading activity, the students might be given a problem after having read a text once for global comprehension.</li> </ul>
Discuss interpretations of / reactions to the text	An expansion activity, following either extensive reading of a text or intensive reading, where the students have to study words and phrases or make deductions to form their opinions.

## 4.2 LISTENING ACTIVITIES

RESPONSE REQUIRED	IDEAS / TECHNIQUES
<b>Short Response</b>	<ul style="list-style-type: none"> <li>– Following Instructions: The students perform actions or draw something after/while being given instructions.</li> <li>– Checking off Items: Students check items/words/pictures as they hear them or they put them in the correct order.</li> <li>– True/False: Students either write or call out whether statements are right or wrong.</li> <li>– Short Gap Fill: Students fill in brief gaps in a text, supply the words to fill pauses in the recording, or call out what they think the missing word is.</li> <li>– Guessing Definitions: Students listen to definitions and they write down what they think the word is.</li> </ul>
<b>Longer response</b>	<ul style="list-style-type: none"> <li>– Answering Questions: Students read/write/listen to questions and then listen to an audio to find the answers.</li> <li>– Paraphrasing/ Summarizing: Students give a summary of the content or write it down as homework.</li> <li>– Long Gap-filling: A long gap, or gaps, is left in the listening text, and the students are asked to fill it in.</li> </ul>
<b>Extended response</b>	<ul style="list-style-type: none"> <li>– Problem-solving: Students listen to a problem and then try to solve it or suggest solutions.</li> <li>– Interpretation: Students listen and guess what is happening. To do this, they perhaps need to listen to background sounds, voices, tones of voice, words, and/or any other information giving them clues.</li> </ul>

# SCOPE AND SEQUENCE

# 6° SIXTH

SIXTH GRADE

# ASSESSMENT

Reception		Interaction		Production	
Listening	Reading	Spoken interaction	Written interaction	Spoken production	Written production
Student is able to recognize familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	Student is able to understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	Student can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. Student can ask and answer simple questions in areas of immediate need or on very familiar topics.	Student can write a short, simple postcard, for examples sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	Student is able to use simple phrases and sentences to describe where he/she lives and people he/she knows.	Student can write simple isolated phrases and sentences.

# 1. QUALITATIVE ASPECTS

RANGE	ACCURACY	FLUENCY	INTERACTION	COHERENCE
<p>Student has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.</p>	<p>Student shows only limited control of a few simple grammatical structures and sentence patterns in a memorized repertoire.</p>	<p>Student can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.</p>	<p>Student can ask and answer questions about personal details. Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.</p>	<p>Student can link words or groups of words with very basic linear connectors like "and" or "then".</p>

## 2. ILLUSTRATIVE SCALES

### 3.1 Communicative Activities:

RECEPTION	
<b>Listening comprehension</b>	Can follow speech that is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.
<b>Understanding interaction between native speakers</b>	N/A
<b>Listening as a member of a live audience</b>	N/A
<b>Listening to announcements &amp; instructions</b>	Can understand instructions addressed carefully and slowly to him/her and follow short, simple directions.
<b>Listening to radio audio &amp; recordings</b>	N/A
<b>Watching tv and film</b>	N/A
<b>Overall reading comprehension</b>	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.
<b>Reading correspondence</b>	Can understand short, simple messages on postcards.
<b>Reading for orientation</b>	Can recognize familiar names, words and very basic phrases on simple notices in the most common everyday situations.
<b>Reading for information &amp; argument</b>	Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.
<b>Reading instructions</b>	Can follow short, simple written directions (e.g., to go from X to Y)

<b>SPOKEN INTERACTION</b>	
<b>OVERALL SPOKEN INTERACTION</b>	Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.
<b>UNDERSTANDING A NATIVE SPEAKER INTERLOCUTOR</b>	Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker. Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.
<b>CONVERSATION</b>	Can make an introduction and use basic greeting and leave-taking expressions. Can ask how people are and react to news. Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker.
<b>INFORMAL DISCUSSION</b> (WITH FRIENDS)	N/A
<b>FORMAL DISCUSSION</b> (MEETINGS)	N/A
<b>GOAL-ORIENTED CO-OPERATION</b>	Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. Can ask people for things, and give people things.
<b>TRANSACTIONS TO OBTAIN GOODS &amp; SERVICES</b>	Can ask people for things and give people things. Can handle numbers, quantities, cost and time.
<b>INFORMATION EXCHANGE</b>	Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. Can ask and answer questions about themselves and other people, where they live, people they know, things they have. Can indicate time by such phrases as next week, last Friday, in November, three o'clock.
<b>INTERVIEWING AND BEING INTERVIEWED</b>	Can reply in an interview to simple direct questions spoken very slowly and clearly in direct non-idiomatic speech about personal details.

WRITTEN INTERACTION	
<b>OVERALL WRITTEN INTERACTION</b>	Can ask for or pass on personal details in written form.
<b>CORRESPONDENCE</b>	Can write a short simple postcard.
<b>NOTES, MESSAGES &amp; FORMS</b>	Can write numbers and dates, own name, nationality, address, age, date of birth or arrival in the country etc. such as on a hotel registration form.

SPOKEN PRODUCTION	
<b>OVERALL SPOKEN PRODUCTION</b>	Can produce simple mainly isolated phrases about people and places.
<b>SUSTAINED MONOLOGUE: Describing Experience</b>	can describe him/herself, what he/she does and where he/she lives.
<b>SUSTAINED MONOLOGUE: Putting a Case (e.g. in a Debate)</b>	N/A
<b>PUBLIC ANNOUNCEMENTS</b>	N/A
<b>ADDRESSING AUDIENCES</b>	Can read a very short, rehearsed statement - e.g. to introduce a speaker, propose a toast.

WRITTEN PRODUCTION	
<b>OVERALL WRITTEN PRODUCTION</b>	Can write simple isolated phrases and sentences.
<b>CREATIVE WRITING</b>	Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do.
<b>REPORTS &amp; ESSAYS</b>	N/A

### 3. COMMUNICATIVE LANGUAGE COMPETENCE

#### 4. 1 Linguistic

LINGUISTIC			
RANGE		CONTROL	
<b>GENERAL LINGUISTIC RANGE</b>	Has a very basic range of simple expressions about personal details and needs of a concrete type.	<b>GRAMMATICAL ACCURACY</b>	Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.
<b>VOCABULARY RANGE</b>	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.	<b>VOCABULARY CONTROL</b>	N/A
		<b>PHONOLOGICAL CONTROL</b>	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.
		<b>ORTHOGRAPHIC CONTROL</b>	Can copy familiar words and short phrases e.g. simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly. Can spell his/her address, nationality and other personal details.

## 4. SOCIOLINGUISTIC AND PRAGMATIC

PRAGMATIC		SOCIOLINGUISTIC	
<b>FLEXIBILITY</b>	N/A	<b>SOCIOLINGUISTIC APPROPRIATENESS</b>	Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry etc.
<b>TAKING THE FLOOR (TURNTAKING)</b>	N/A		
<b>THEMATIC DEVELOPMENT</b>	N/A		
<b>COHERENCE</b>	Can link words or groups of words with very basic linear connectors like 'and' or 'then'.		
<b>PROPOSITIONAL PRECISION</b>	N/A		
<b>SPOKEN FLUENCY</b>	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.		

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# CONTENTS

## 5.1 General

FUNCTION
<p>Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.</p> <p>Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.</p> <p>Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.</p>

TOPIC	OBJECTIVES	GRAMMAR
Introductions and greeting Countries and nationalities Numbers 0-10 Alphabet and spelling Personal descriptions Colors (hair and eyes) Personal details Numbers 11-100 Food and drink Meals Menus and ordering Classroom and office Location of people and objects Colors	Introduce yourself Say where you are from Give your name, address, phone number Check names and numbers Introduce others Describe people Ask for and give personal details Offer something to eat and drink Talk about food preferences	I am / You are, Are you ? / Am I ? yes / no What' s your name? He / She is/ We, you, They are have / has his, her , its, our , your , their and, but Plurals: children, people; -s, -ies Offers and requests with would like Prepositions: with, without Plurals: -s, -es, -ies Adjectives: some / any There is / there are

TOPIC	OBJECTIVES	GRAMMAR
<p>Time, days of the week  Daily activities Jobs  People at work  Calendar Schedules  Appointments  Ordinal numbers (1st, 2nd)  Places in a city  Locations  Directions  Forms of transportation  Shops  Money and prices  Clothing and sizes  Numbers 101-1,000,000  Telephone expressions  Telephone messages  Seasons and weather,  Weather and sports, weekend  travel plans, outdoor leisure  activities</p>	<p>Order a meal  Describe your office  Say what people are doing  Say where a person is  Tell time  Say what you do every day  Describe your job  Ask for and give the date  Talk about schedules  Make appointments  Ask and say where places  are  Ask for and give directions  Say where you are going  and how  Ask for items in a store  Talk about prices and sizes  Compare items  Make a purchase  Make a phone call  Leave, take, and give  someone a message</p>	<p>Adjectives: this, that, these, those  Prepositions of place: in, on, under,  next to  Present progressive: be + -ing form,  sitting, standing  Adverbs: here, (over) there  morning / afternoon / evening; during  (the day); a day / a week; from + time  + to + time; on (Monday); every day  Simple present: Tim works, I work, etc.  get up, get dressed, get home, get to  work, go home, go to work, go to bed  Time expressions: tomorrow, on the  (12th), in (June); at (6:00); next (week);  tonight  Frequency adverbs: always, usually,  sometimes, rarely, never; daily, weekly,  monthly  Present progressive tense (future  meaning) I' m going to Paris tonight.  Object pronouns: me, you, him, her, it,  us, them</p>

TOPIC	OBJECTIVES	GRAMMAR
	<p>Explain why you missed a call</p> <p>Call someone back</p> <p>Describe the weather, say what you like to do, make plans to go out, describe your plans</p>	<p>Modals: Can I?</p> <p>Prepositions of place (location): in front of, behind, between, on the right/left, at ; address</p> <p>Indefinite pronouns: (another) one</p> <p>Imperatives</p> <p>Turn left at the light.</p> <p>Prepositions of motion: into, out of</p> <p>Adverbs of sequence: first, then, again</p> <p>many vs. much; a lot, a few, a little too big vs. not big enough</p> <p>Comparatives: bigger, smaller, etc. and more / less expensive, etc.</p> <p>Infinitive of purpose (I' m calling to cancel)</p> <p>Ask / tell</p> <p>Requests with could</p> <p>was / were</p> <p>Simple past of regular verbs: called, to answered, etc.</p> <p>Time expressions: in + Season, in three weeks, for two days like / want to it / they impersonal meaning</p> <p>Pronouns: anything, something, nothing, everything too, not either</p>

## 5.2 Tourism

TOPIC	OBJECTIVE	LANGUAGE
<p>Greeting customers            Asking about travel arrangements            Finding out about schedules, prices, etc.            Asking and answering questions            Changing arrangements</p>	<p>Saying hello and goodbye            Introductions            Welcoming customers            Booking a trip / air ticket / train ticket / hotel room            Asking about schedules: what time does the train / plane / boat / bus depart or arrive?            How much is...?            Asking general questions about travel topics            Asking for more information            Changing reservations            Changing sleeping arrangements</p>	<p>Good morning / afternoon / evening.            What's your name?, Nice to meet you,            Goodbye. Thank you for staying with us.            Welcome to...            Are you checking in?, Do you have your ticket?            Where do you want to travel? Hello / Hi.            My name is...            Pleased to meet you., See you later.            Thank you for flying with us. Thank you for choosing...            How can I help you?            Do you have a reservation?            Do you know your seat number? Can you spell your name please?            See you soon            I would like to book a trip to...            I would like to leave on...            I want to / would like to return on...            round-trip ticket            That's cheap!            I'm staying...nights            single room            adjoining room</p>

TOPIC	OBJECTIVE	LANGUAGE
		<p>What time does the train / plane / boat / bus arrive? What time does the train / plane / boat / bus leave?</p> <p>I want to / would like to buy an air ticket / train ticket. I want to / would like to book a hotel room.</p> <p>Can you tell me... When...? Where...?</p> <p>Do you like to...? What...?</p> <p>How...?</p> <p>Yes, I can.</p> <p>Can I / we...?</p> <p>Do you want to / Would you like to see a brochure? Can you send / email me some information?</p> <p>Here is some information about...</p> <p>Can I change my reservation (online) please?</p> <p>Is it too late to change my reservation?</p> <p>I would like to / want to change the date / time.</p> <p>I would like to / want to change the hotel / ticket / destination / room.</p> <p>Can I change my sleeping arrangement?</p> <p>I prefer to stay in a...(lodge / bed and breakfast / hotel / beach house / tent, etc.) Is there a fee to change my reservation?</p>

**SUGGESTED TIME: 165 Hours**

GENERAL		TOURISM	
TOPIC	OBJECTIVE	TOPIC	OBJECTIVE
MODULE I	Introductions and greeting Countries and nationalities Numbers 0-10 Alphabet and spelling	Greeting customers	Saying hello and goodbye Introductions Welcoming customers
	Personal descriptions Colors (hair and eyes) Personal details Numbers 11-100		
MODULE II	Food and drink Meals Menus and ordering	Asking and answering questions	Asking and answering questions
	Classroom and office Location of people and objects Colors		

MODULE III	Time, days of the week Daily activities Jobs People at work	Tell time Say what you do every day Describe your job	Asking about travel arrangements Finding out about schedules, prices, etc.	Booking a trip / air ticket / train ticket / hotel room Asking about schedules: what time does the train / plane / boat / bus depart or arrive? How much is...?
	Calendar Schedules Appointments Ordinal numbers (1st, 2nd)	Ask for and give the date Talk about schedules Make appointments		
	Places in a city Locations Directions Forms of transportation	Ask and say where places are Ask for and give directions Say where you are going and how		
MODULE IV	Shops Money and prices Clothing and sizes Numbers 101-1,000,000	Ask for items in a store Talk about prices and sizes Compare items Make a purchase	Changing arrangements	Changing reservations Changing sleeping arrangements
	Telephone expressions Telephone messages	Make a phone call Leave, take, and give someone a message Explain why you missed a call Call someone back		
	Seasons and weather, Weather and	Describe the weather, say what you like to do, make		
	sports, weekend	plans to go out, describe your plans.		

6°

# CURRICULUM

# CURRICULUM 6º

PRONUNCIATION							
Recognize sounds in pairs. /i/ v /I/, Bean v bin, Beat v bit Recognize sounds and adequate intonation. /e/ v /ɛ/ v /æ/ Beat bet bat Meet met mat, She pushes him./ He wants to be happy. Recognize sounds in short conversations. /s/ v /z/ v /z/ Wants, gives, pushes,							
GENERAL				TOURISM			
MODULE I	TOPIC	OBJECTIVE	GRAMMAR	VOCABULARY	TOPIC	OBJECTIVES	LANGUAGE
	Introductions and greetings Countries and nationalities Numbers 0-10 Alphabet and spelling	Introduce yourself Talk about yourself, name, nationality, address, etc. Check names and numbers	I am / You are. Are you ? / Am I ? yes / no What' s your name?	a / an, city, country, yes, no, nationality, or, name, address, number, phone number, first/last/full name, phone message, home phone, cell/mobile phone, office phone, fax, e-mail, Mr., Mrs., Ms., ZIP code Where are you from? What city/country are you from? What nationality are you? What's your name? And you? What number is this? What letter is this? How do you spell that? Hello! / Hi! Nice to meet you! Excuse me. My name is Sorry. / Sorry, wrong number. Please	Greeting customers	Saying hello and goodbye Introductions Welcoming customers	Good morning / afternoon / evening. What's your name?, Nice to meet you, Goodbye. Thank you for staying with us. Welcome to... Are you checking in?, Do you have your ticket? Where do you want to travel? Hello / Hi. My name is... Pleased to meet you., See you later. Thank you for flying with us. Thank you for choosing... How can I help you? Do you have a reservation? Do you know your

				Please leave your name and number.			seat number? Can you spell your name please? See you soon
				eyes, hair, color, blue, brown, gray, etc., long, short, curly, etc., beard, moustache, glasses, family, husband, wife, son, etc., friend, man, woman, girl, boy, child, adult, person, married, single, divorced, tall, short, young, old			
				have / has, see			
			He / She is/ We, you, They are have / has his, her , its, our, your, their and, but Plurals: children, people; -s, - ies	Who is this? Who is from How old is / are you? What color are your eyes? Do you have ?Who has ? Does he/she have ? What does look like?			
Personal descriptions Colors (hair and eyes) Personal details Numbers 11-100	Introduce others Describe people Ask for and give personal details			This is (introducing others) I'd like you to meet years old. Yes, I/you do. Yes, he/she does. No, I don't/he doesn't. does / do. I have E□ hair / eyes. These are (my friends).			

MODULE II

<p>Food and drink Meals Menus and ordering</p>	<p>Offer something to eat and drink Talk about food preferences Talk about typical food Order a meal</p>	<p>Offers and requests with would like Prepositions: with, without Plurals: -s, -es, -ies Adjectives: some / any</p>	<p>(would) like, have, eat, drink Would you like (some) What would you like? How would you like your (coffee)? What kind of would you like? How many ? May I take your order? What does it come with? I'd like (some) □ , Let me have I'd like the Please. / Yes, please. Just one. Here you are. Would you like anything else? Thank you. / No, thank you. We're out of</p>	<p>Asking about travel arrangements Finding out about schedules, prices, etc.</p>	<p>Booking a trip / air ticket / train ticket / hotel room Asking about schedules: what time does the train / plane / boat / bus depart or arrive? How much is...?</p>	<p>I would like to book a trip to... I would like to leave on... I want to / would like to return on... round-trip ticket That's cheap! I'm staying...nights single room adjoining room What time does the train / plane / boat / bus arrive? What time does the train / plane / boat / bus leave? I want to / would like to buy an air ticket / train ticket. I want to / would like to book a hotel room.</p>
<p>Classroom and office Location of people and objects Colors</p>	<p>Describe your office Say what people are doing Say where a person is</p>	<p>There is / there are Adjectives: this, that, these, those Prepositions of place: in, on, under, next to Present progressive: be + -ing form, sitting, standing Adverbs: here, (over) there</p>	<p>computer, printer, paper , pencil, desk, calendar, etc., table, chair, in, key, yellow, orange, etc., magazine, wall, book, notebook, lamp, map, floor, etc., the same, different, teacher, student, classroom, question (n.), answer (n.), TV, radio, music, kids, here, there, over here / there stand, sit, speak (to), listen (to), ask, answer, teach, learn, drink, eat, read, write, watch (TV), look for Whose ? Is / Are there How many</p>			

<b>MODULE III</b>				<p>What's (gray)? Where is / are the ? Which box is blue? What doing?</p> <p>Yes, there is / are. No, there isn't / aren' t. There is only one There aren't any Stand up! / Sit down! the woman with brown hair I don' t know.</p>			
	<p>Time, days of the week Daily activities Jobs People at work</p>	<p>Tell time Say what you do every day Daily activities Describe your job</p>	<p>morning / afternoon / evening; during (the day); a day / a week; from + time + to + time; on (Monday); every day Simple present: Tim works, I work, etc. get up, get dressed, get home, get to work go home, go to work, go to bed</p>	<p>now, almost, exactly, at work / school / home, noon, midnight, day, Monday, Tuesday, etc., before / after (that), every day, on Friday, week, during (the week), weekend, director, boss, job, boring, interesting, etc., bank, banker, doctor, hospital, secretary, etc., client, a.m. / p.m., hour(s)</p> <p>wake up, get up, get dressed, have breakfast, take (lesson), go to, go/get to work, go/get home, go to bed/get up, work (at/for/in), live (in/on), speak (language), use, meet</p> <p>What time is it? Do you have the time? (At) What time does / do What day is it? When? Does he/she ?/Do ? What does/do ?</p>	<p>Asking and answering questions</p>	<p>Asking general questions about travel topics Asking for more information</p>	<p>"Can you tell me... When...? Where...? Do you like to...? What...? How...? Yes, I can. Can I / we...? Do you want to / Would you like to see a brochure? Can you send / email me some information? Here is some information about... "</p>

			<p>Where does / do work?          What company do they work for? Who (works) ? Where live?          What country do you live in? What street do you live in?          What language(s) ? What do you / does Who do you / does          What are hours?</p> <p>It' s o' clock          Thank you very much. / Thanks a lot. Today is          Yes, do/ does.          No, don' t / doesn't.          (I) do! / does!          from to          hour(s) a day/a week</p>			
Calendar Schedules Appointment s Ordinal numbers (1st, 2nd)	Ask for and give the date Talk about schedules Make appointments	Time expressions: tomorrow, on the (12th), in (June); at (6:00); next (week); tonight Frequency adverbs: always, usually, sometimes, rarely, never; daily, weekly, monthly Present progressive	<p>tomorrow, the day after tomorrow, January, February, etc., month, year, 1st-31st, holiday, 19--, 20--, tonight, next, free, busy, all day, available, dentist, lawyer, accountant, always, usually, sometimes, rarely, never</p> <p>come (back), stay, leave, call, can (possibility), see, hear, make / have appointment</p> <p>What' s the date (today)? Do / Does ever ? What doing ? May I / Can I speak to What's a good time/day? How about ?</p> <p>(on) January 1st          (on) the 1st of January (on)</p>			

		<p>tense (future meaning) I'm going to Paris tonight.</p> <p>Object pronouns: me, you, him, her, it, us, them</p> <p>Modals: Can I?</p>	<p>the fourth Thursday in November</p> <p>Yes, can. / No, can't. Good for me. / Not good for me. Great! / Perfect! (That's) fine.</p> <p>Let's</p>			
<p>Places in a city</p> <p>Locations</p> <p>Directions</p> <p>Forms of transportation</p>	<p>Ask and say where places are</p> <p>Ask for and give directions</p> <p>Say where you are going and how</p>	<p>Prepositions of place (location): in front of, behind, between, on the right/left, at ; + address</p> <p>Indefinite pronouns: (another) one</p> <p>Imperatives</p> <p>Turn left at the light.</p> <p>Prepositions of motion: into, out of</p> <p>Adverbs of sequence: first, then, again</p>	<p>place, hotel, office building, train station, post office, etc., (book)store, parking lot, car, bus, stop, taxi, stand, on (in) + street, on/at the corner (of), in front of, behind, across from, between, (another) one, theater, right / left, (traffic) light, block, (business) trip, vacation, train, subway, plane, bicycle / bike, on foot, line subway / train )</p>			
		<p>turn, go, give directions, stay, go on a vacation / trip, go by (train), take (the train / a taxi), walk, fly, drive, bike, get on, get off, get in(to), get out (of), repeat</p>				
		<p>How do I get there?</p> <p>How far is it ? / How long does it take to get there?</p> <p>How getting to Ok? / Is that right? Have you got that?</p> <p>Can you repeat that?</p>				

<b>MODULE IV</b>				<p>near here  around here  far (from here)  Turn right / left!  Don't (turn right)!  on the right / left  at the corner (of )  Go straight (ahead)! / Go to  Stay on! / Go past ! the  number (bus); Take Go  stops.  That's right / not quite right.  I'm not sure.</p>			
	<p>Shops  Money and prices  Clothing and sizes  Numbers  101-1,000,000</p>	<p>Ask for items in a store  Talk about prices and sizes  Compare items  Make a purchase</p>	<p>many vs. much; a lot, a few, a little too big vs. not big enough  Comparatives: bigger, smaller, etc. and more / less expensive, etc.</p>	<p>shop, sales clerk (shop assistant), T-shirt, gift, postcard, stamp, a lot, a few, a little, price, money, wallet, handbag, shoes, a pair of , jeans, sunglasses, expensive, cheap, size, skirt, dress, etc., fitting room, shorter, longer, etc., good, better, bad, worse, more / less than, comfortable, cash, credit card, etc.</p> <p>sell, buy, shop for, wear, cost, try on, fit (better), pay</p> <p>May I help you?  How much is it / are they?  How much cost? Which</p>	<p>Changing arrangements</p>	<p>Changing reservations  Changing sleeping arrangements</p>	<p>Can I change my reservation (online) please?  Is it too late to change my reservation?  I would like to / want to change the date / time.  I would like to / want to change the hotel / ticket / destination / room.  Can I change my sleeping arrangement?  I prefer to stay in</p>

			<p>one(s)?          What size wear?          Do you have this in          Can I try on?          How does fit?          How would you like to pay?          etc.</p>			a...(lodge / bed and breakfast / hotel / beach house / tent, etc.) Is there a fee to change my reservation?
			<p>I'm looking for          I'm just looking.          I' d like to buy          Are there many ? Is there a lot of ? this / that one          the one          I'll take it. etc.</p>			
Telephone expressions Telephone messages	Make a phone call Leave, take, and give messages Call someone back	<p>Infinitive of purpose          Ask / tell          Requests with could          was / were          Simple past of regular verbs:          called, to answered, etc.</p>	<p>(phone) line, busy, because, (not) available, away, out of the office, etc.          yesterday, day before yesterday, last week, etc.          pick up, dial, hold, put s.o. on hold, be on hold, put s.o. through, hang up, change, confirm, cancel, (re)schedule, call back, take / leave / receive a message, get / return / miss a call, etc.</p>			
			<p>What do / does          May I ask who's calling?          Could ?          Did I / you / he / they ?          Where was / were ? What did you do? Who called ?          What does mean?</p>			

			<p>You have the wrong number.          while was / were out Sorry I missed your call.          I'm returning your call.</p>			
<p>Seasons and weather,          Weather and sports,          weekend travel plans,          outdoor leisure activities</p>	<p>Describe the weather,          say what you like to do, make plans to go out,          describe your plans</p>	<p>Time expressions:          in + season,          in three weeks, for two days          like / want to it / they impersonal meaning          Pronouns:          anything, something, nothing, everything too, not either</p>	<p>sunny, cloudy, windy, rain, snow, hot, cold, warm, cool, degrees (°C °F), minus, high, low, weather report, spring, summer, fall, autumn, winter, season, favorite, sport, tennis, soccer, picnic, etc. Movies, play, concert, museum, etc. too, not either, instead, anything, something, everything, nothing,</p>			
			<p>swim, stay home, go out / to / away</p>			
			<p>What's the weather like? How is / was the weather? What do you like to do? Are you doing anything?</p>			
			<p>I'd love to!          That's too bad.          There's nothing to do.</p>			

# 7° SEVENTH

SEVENTH GRADE

# 1. ASSESSMENT

Reception		Interaction		Production	
Listening	Reading	Spoken interaction	Written interaction	Spoken production	Written production
<p>Student can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local geography, employment). Student can catch the main point in short, clear, simple messages and announcements</p>	<p>Student can read very short, simple texts. Student can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and can understand short simple personal letters</p>	<p>Student can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. Student can handle very short social exchanges, even though she/he can't usually understand enough to keep the conversation going myself.</p>	<p>Student can write short, simple notes and messages relating to matters in areas of immediate need. He/she can write a very simple personal letter, for example thanking someone for something.</p>	<p>Student can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job</p>	<p>Student can write a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because".</p>

## 2. QUALITATIVE ASPECT

RANGE	ACCURACY	FLUENCY	INTERACTION	COHERENCE
<p>Student can use basic sentence patterns with memorized phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations.</p>	<p>Student can use some simple structures correctly, but still systematically makes basic mistakes.</p>	<p>Student can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.</p>	<p>Student can answer questions and respond to simple statements. Can indicate when he/she is following but is rarely able to understand enough to keep conversation going of his/her own accord.</p>	<p>Student can link groups of words with simple connectors like "and", "but" and "because".</p>

### 3. ILLUSTRATIVE SCALES

#### 3.1 Communicative Activities:

RECEPTION	
<b>LISTENING COMPREHENSION</b>	Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.
	Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.
<b>UNDERSTANDING INTERACTION BETWEEN NATIVE SPEAKERS</b>	Can generally identify the topic of discussion around them that is conducted slowly and clearly.
<b>LISTENING AS A MEMBER OF A LIVE AUDIENCE</b>	N/A
<b>LISTENING TO ANNOUNCEMENTS &amp; INSTRUCTIONS</b>	Can catch the main point in short, clear, simple messages and announcements. Can understand simple directions relating to how to get from X to Y, by foot or public transport.
<b>LISTENING TO RADIO AUDIO &amp; RECORDINGS</b>	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly.
<b>WATCHING TV AND FILM</b>	Can identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary.
	Can follow changes of topic of factual TV news items, and form an idea of the main content.
<b>OVERALL READING COMPREHENSION</b>	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency every day or job-related language.

	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.
<b>READING CORRESPONDENCE</b>	Can understand basic types of standard routine letters and faxes (enquiries, orders, letters of confirmation etc.) on familiar topics.
	Can understand short simple personal letters.
<b>READING FOR ORIENTATION</b>	Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables. Can locate specific information in lists and isolate the information required (e.g. use the "Yellow Pages" to find a service or tradesman). Can understand everyday signs and notices: in public places, such as streets, restaurants, railway stations; in workplaces, such as directions, instructions, hazard warnings.
<b>READING FOR INFORMATION &amp; ARGUMENT</b>	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.
<b>READING INSTRUCTIONS</b>	Can understand regulations, for example safety, when expressed in simple language.
	Can understand simple instructions on equipment encountered in everyday life - such as a public telephone.

SPOKEN INTERACTION	
<b>OVERALL SPOKEN INTERACTION</b>	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.
	Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time. Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord.
<b>UNDERSTANDING A NATIVE SPEAKER INTERLOCUTOR</b>	Can understand enough to manage simple, routine exchanges without undue effort. Can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time
	Can understand what is said clearly, slowly and directly to him/her in simple everyday conversation; can be made to understand, if the speaker can take the trouble.
<b>CONVERSATION</b>	Can establish social contact: greetings and farewells; introductions; giving thanks. Can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time. Can participate in short conversations in routine contexts on topics of interest. Can express how he/she feels in simple terms, and express thanks.
	Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord, though he/she can be made to understand if the speaker will take the trouble. Can use simple everyday polite forms of greeting and address Can make and respond to invitations, invitations and apologies. Can say what he/she likes and dislikes.
<b>INFORMAL DISCUSSION (WITH FRIENDS)</b>	Can generally identify the topic of discussion around her which is conducted slowly and clearly. Can discuss what to do in the evening, at the weekend. Can make and respond to suggestions. Can agree and disagree with others.

	<p>Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly. Can discuss what to do, where to go and make arrangements to meet.</p>
<b>FORMAL DISCUSSION (MEETINGS)</b>	<p>Can generally follow changes of topic in formal discussion related to his/her field which is conducted slowly and clearly. Can exchange relevant information and give his/her opinion on practical problems when asked directly, provided he/she receives some help with formulation and can ask for repetition of key points if necessary.</p>
	<p>Can say what he/she thinks about things when addressed directly in a formal meeting, provided he/she can ask for repetition of key points if necessary.</p>
<b>GOAL-ORIENTED CO-OPERATION</b>	<p>Can understand enough to manage simple, routine tasks without undue effort, asking very simply for repetition when he/she does not understand. Can discuss what to do next, making and responding to suggestions, asking for and giving directions.</p>
	<p>Can indicate when he/she is following and can be made to understand what is necessary, if the speaker takes the trouble. Can communicate in simple and routine tasks using simple phrases to ask for and provide things, to get simple information and to discuss what to do next.</p>
<b>TRANSACTIONS TO OBTAIN GOODS &amp; SERVICES</b>	<p>Can deal with common aspects of everyday living such as travel, lodgings, eating and shopping. Can get all the information needed from a tourist office, as long as it is of a straightforward, non-specialized nature.</p>
	<p>Can ask for and provide everyday goods and services. Can get simple information about travel, use public transport: buses, trains, and taxis, ask and give directions, and buy tickets. Can ask about things and make simple transactions in shops, post offices or banks. Can give and receive information about quantities, numbers, prices etc. Can make simple purchases by stating what is wanted and asking the price. Can order a meal.</p>
<b>INFORMATION EXCHANGE</b>	<p>Can understand enough to manage simple, routine exchanges without undue effort. Can deal with practical everyday demands: finding out and passing on straightforward</p>

	<p>factual information. Can ask and answer questions about habits and routines. Can ask and answer questions about pastimes and past activities. Can give and follow simple directions and instructions e.g. explain how to get somewhere.</p>
	<p>Can communicate in simple and routine tasks requiring a simple and direct exchange of information. Can exchange limited information on familiar and routine operational matters Can ask and answer questions about what they do at work and in free time Can ask for and give directions referring to a map or plan. Can ask for and provide personal information.</p>
<b>INTERVIEWING AND BEING INTERVIEWED</b>	<p>Can make him/herself understood in an interview and communicating ideas and information on familiar topics, provided he/she can ask for clarification occasionally, and is given some help to express what he/she wants to.</p>
	<p>Can answer simple questions and respond to simple statements in an interview.</p>

<b>WRITTEN INTERACTION</b>	
<b>OVERALL WRITTEN INTERACTION</b>	<p>Can write short, simple formulaic notes relating to matters in areas of immediate need.</p>
<b>CORRESPONDENCE</b>	<p>Can write very simple personal letters expressing thanks and apology.</p>
<b>NOTES, MESSAGES &amp; FORMS</b>	<p>Can take a short, simple message provided he/she can ask for repetition and reformulation.</p>
	<p>Can write short, simple notes and messages relating to matters in areas of immediate need.</p>

SPOKEN PRODUCTION	
<b>OVERALL SPOKEN PRODUCTION</b>	Can give a simple description or presentation of people, living or working conditions, daily routines. likes/dislikes etc. as a short series of simple phrases and sentences linked into a list.
<b>SUSTAINED MONOLOGUE: Describing Experience</b>	Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his environment e.g. people, places, a job or study experience. Can give short, basic descriptions of events and activities. Can describe plans and arrangements, habits and routines, past activities and personal experiences. Can use simple descriptive language to make brief statements about and compare objects and possessions. Can explain what he/she likes or dislikes about something.
	Can describe his/her family, living conditions, educational background, present or most recent job. Can describe people, places and possessions in simple terms.
<b>SUSTAINED MONOLOGUE: Putting a Case (e.g. in a Debate)</b>	N/A
<b>PUBLIC ANNOUNCEMENTS</b>	Can deliver very short, rehearsed announcements of predictable, learnt content which are intelligible to listeners who are prepared to concentrate.
<b>ADDRESSING AUDIENCES</b>	Can give a short, rehearsed presentation on a topic pertinent to his everyday life, briefly give reasons and explanations for opinions, plans and actions. Can cope with a limited number of straightforward follow up questions.
	Can give a short, rehearsed, basic presentation on a familiar subject. Can answer straightforward follow up questions if he/she can as for repetition and if some help with the formulation of his reply is possible.

<b>WRITTEN PRODUCTION</b>	
<b>OVERALL WRITTEN PRODUCTION</b>	Can write a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because".
<b>CREATIVE WRITING</b>	Can write about everyday aspects of his environment e.g. people, places, a job or study experience in linked sentences. Can write very short, basic descriptions of events, past activities and personal experiences.
	Can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job. Can write short, simple imaginary biographies and simple poems about people.
<b>REPORTS &amp; ESSAYS</b>	N/A

## 3.2 Communication Strategies

RECEPTION		
SPOKEN	<b>IDENTIFYING CUES &amp; INFERRING (Spoken &amp; Written)</b>	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.
	<b>TAKING THE FLOOR (TURNTAKING)</b>	Can use simple techniques to start, maintain, or end a short conversation. Can initiate, maintain and close simple, face-to-face conversation.
		Can ask for attention.
	<b>COOPERATING</b>	Can indicate when he/she is following.
	<b>ASKING FOR CLARIFICATION</b>	Can ask very simply for repetition when he/she does not understand. Can ask for clarification about key words or phrases not understood using stock phrases.
		Can say he/she didn't follow.
	<b>PLANNING</b>	Can recall and rehearse an appropriate set of phrases from his repertoire.
	<b>COMPENSATING</b>	Can use an inadequate word from his repertoire and use gesture to clarify what he/she wants to say.
Can identify what he/she means by pointing to it (e.g. "I'd like this, please).		
<b>MONITORING &amp; REPAIR</b>	N/A	

<b>WRITTEN</b>	<b>NOTE-TAKIN (LECTURES, SEMINARS, ETC.)</b>	N/A
	<b>PROCESSING TEXT</b>	Can pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience.
		Can copy out short texts in printed or clearly hand-written format.

## 4. COMMUNICATIVE LANGUAGE COMPETENCE

### 4.1 Linguistic

<b>LINGUISTIC</b>			
<b>RANGE</b>		<b>CONTROL</b>	
<b>GENERAL LINGUISTIC RANGE</b>	Has a repertoire of basic language, which enables him/her to deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words.	<b>GRAMMATICAL ACCURACY</b>	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.

	<p>Can produce brief everyday expressions in order to satisfy simple needs of a concrete type: personal details, daily routines, wants and needs, requests for information.</p> <p>Can use basic sentence patterns and communicate with memorized phrases, groups of a few words and formulae about themselves and other people, what they do, places, possessions etc..</p> <p>Has a limited repertoire of short memorized phrases covering predictable survival situations; frequent breakdowns and misunderstandings occur in non-routine situations.</p>	<p><b>VOCABULARY CONTROL</b></p>	<p>Can control a narrow repertoire dealing with concrete everyday needs.</p>
<p><b>VOCABULARY RANGE</b></p>	<p>Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.</p>	<p><b>PHONOLOGICAL CONTROL</b></p>	<p>Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.</p>

	Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.	<b>ORTHOGRAPHIC CONTROL</b>	Can copy familiar words and short phrases e.g. simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly. Can spell his/her address, nationality and other personal details.
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## 4.2 Sociolinguistic and Pragmatic

<b>SOCIOLINGUISTIC</b>	
<b>SOCIOLINGUISTIC APPROPRIATENESS</b>	Can perform and respond to basic language functions, such as information exchange and requests and express opinions and attitudes in a simple way. Can socialize simply but effectively using the simplest common expressions and following basic routines.
	Can handle very short social exchanges, using everyday polite forms of greeting and address. Can make and respond to invitations, invitations, apologies etc.

PRAGMATIC	
<b>FLEXIBILITY</b>	Can adapt well-rehearsed memorized simple phrases to particular circumstances through limited lexical substitution.
	Can expand learned phrases through simple recombination of their elements.
<b>TAKING THE FLOOR (TURNTAKING)</b>	Can use simple techniques to start, maintain, or end a short conversation. Can initiate, maintain and close simple, face-to-face conversation.
	Can ask for attention.
<b>THEMATIC DEVELOPMENT</b>	Can tell a story or describe something in a simple list of points.
<b>COHERENCE</b>	Can use the most frequently occurring connectors to link simple sentences in order to tell a story or describe something as a simple list of points.
	Can link groups of words with simple connectors like "and," "but" and "because".
<b>PROPOSITIONAL PRECISION</b>	Can communicate what he/she wants to say in a simple and direct exchange of limited information on familiar and routine matters, but in other situations he/she generally has to compromise the message.
<b>SPOKEN FLUENCY</b>	Can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident.
	Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.

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# CONTENTS

## 5.1 General

FUNCTION		
<p>Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.</p>		
TOPIC	OBJECTIVES	GRAMMAR
Travel schedules Tickets Telling time Travel announcements Types of companies Company organization Responsibilities Summer and winter activities Clothing and travel items Weather Hotels and accommodations Hotel services Types of restaurants Food flavors Food likes / dislikes Menus Parts of the body Ailments and symptoms Medicines and the pharmacy Leisure activities Hobbies and interests Exercise	Ask about schedules Fares and tickets Travel updates Talk travel announcements Describe your company Size, location, products, services Describe your colleagues' responsibilities Talk about your job Describe winter and summer activities Talk about vacation plans Talk about what you take on a trip Give reminders Describe a hotel Make a reservation Check into and out of a hotel Describe your hotel stay Describe restaurants Reserve a table Compare restaurants Describe foods and state preferences Say how you're feeling Describe your symptoms	Once, twice, three times (a day) every (30 minutes) Simple present – schedules Simple future with will Relative clauses with that, who Be in charge of Responsible for Simple past: irregular verbs Too much, too many, (not) enough Future with going to Need to Should (advice) May, in case Superlative forms: adj. + -est, the most / the least + adj.

<p>Fitness" Homes and neighborhoods Rooms of the house" Appliances and devices Innovation Now and then Greetings and introductions Education and employment Past events and activities Visitors and guests Events Summer and winter activities Clothing and travel items Weather Menu items Food preparation methods Complaints and compliments Airports Airport procedures Air travel</p>	<p>Talk about medicines and remedies Talk about free-time activities Talk about your hobbies Invite someone out Describe exercise habits and routines Say what you do to stay or get in shape Ask about fees and membership Describe your home Describe your neighborhood Give compliments and welcome visitors Say what you use something for Describe new and obsolete products Talk about past events Compare modern and past times Meeting people and renew acquaintances Catch up on past events and news Talk about yourself Plan an event Ask for and give updates Make suggestions Describe winter and summer activities Talk about vacation plans Talk about what you take on a trip Give reminders Ask about menu items Comment on a meal Talk about international cuisine Check in for a flight Get around the airport Confirm in-flight announcements</p>	<p>Polite offers with Shall I ...? Using object pronouns with direct objects: The clerk gave me the key. (not) as... as as much ... as / as many...as prefer + noun like vs. would like a little / much too ... Modals: have to; shouldn't vs. don't have to Past progressive: was / were + -ing Expressions with get + adj.: get sick, get well, get better, etc Enjoy + gerund: enjoy skiing like / love / hate + gerund / infinitive: like singing / to sing would rather start / stop + gerund: start acting still / not anymore Adverbs of manner, e.g., beautifully, seriously, well Frequency adverbs: regularly, occasionally,</p>
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		<p>hardly ever Habitual conditional with if: (if + present + present) If you want to ..., you have to Do you know / Can you tell me + if / question word ...? Tag questions, confirming: negative tags Number noun adjectives: a five-story building Reflexive pronouns (emphatic use): I built it myself. use + infinitive / for + -ing used to + verb time expressions: the 1980s / in the 80s remember + -ing modals, ability, permission: could Quantifying comparatives: a little / Somewhat / much / a lot + -er / more / less Present perfect with before Present perfect with time expressions: in the last ...</p>
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		<p>Present perfect with since, for, in Present perfect vs. simple past Pronouns: someone, anyone, no one, everyone Phrasal verbs: separable (with / without a pronoun) Present perfect with (not) yet, already, or so far suggest + -ing Too much, too many, (not) enough Future with going to Need to Should (advice) May, in case so as a conjunction over- / under- prefixes so + adjective + that Future progressive Possessive pronouns: mine, hers, etc. Reported speech: immediate reporting: asked if, asked + Q; said that</p>
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## 4.2 Tourism

TOPIC	OBJECTIVE	LANGUAGE
<p>Checking customers in Checking customers out Finding out about schedules, prices, etc. Upgrades Delays Facilities Changing travel plans Recommendations</p>	<p>Booking a trip / air ticket / train ticket / hotel room Asking about schedules: what time does the train / plane / boat / bus depart or arrive? How much is...? Typical questions and answers when checking in and out Asking about upgrades Asking about delays What to do during a delay Describing hotel facilities Describing aircraft facilities and features Talking about facilities and charges Reserving a room Checking into / out of a hotel Making polite requests Talking about hotels Asking about schedules Getting travel information Understanding travel announcements Asking for help</p>	<p>What time is check-in / check-out? Can I check in / out early? Do I need to show ID? Do I need to sign any forms? Are you checking any luggage? Do you have a carry-on bag? passport license I'm here to check in / check out. Can I upgrade my...? Do you offer any upgrades? Do you have a frequent flier membership? Do you have a rewards membership? Yes, I do. Here's my membership card. No, I don't. Can I sign up for one? We can upgrade your...for...dollars. for free No, I don't want to pay extra. Sorry, we can't offer you an upgrade. frequent flier access to executive lounge first class seat hotel room rental car Is the flight / train / bus / cruise ship on time / delayed? Why is the...delayed? How long is the delay? The...is delayed due to weather / a mechanical problem, etc. Can I still make my connection? Why is the hotel room not ready?</p>

	<p>Talking about your home          Describing the rooms of a house / furniture          Talking about daily routines / home activities          Talking about a favorite room          Discussing your background          Talking about job searches 1          Talking about job searches 2          Talking to a recruiter          Talking about hobbies          Talking about leisure activities          Planning a leisure activity          Talking about exercise          Discussing exercise routines          Describing exercise habits          Choosing/calling a health club          Canceling a reservation          Postponing a reservation          Asking for recommendations for travel          Giving recommendations for travel</p>	<p>What can I do while I wait?          You can go eat / go to the bar / check email / relax / read / shop, etc.          We apologize for the delay.          restaurant, laundry, air conditioning, spa, reclining seats, snack          state of the art          Does the...have...?          Is it free?          Is there an extra charge?          What kind of facilities does...have? Can I have an extra...?          room service          complimentary breakfast Wi-Fi          pool, entertainment , call button, extra charge, extra drinks / pillows / blankets , TV, mini bar jacuzzi          light          free outdated          Can I cancel my reservation?          Why are you cancelling your reservation?          Is there a fee to cancel my reservation?          Can I receive a refund?          Yes, you can receive a ...% refund / a full refund.          No, I'm sorry we can't refund your money.          Can I postpone my reservation to a different...date/time?          I'm sorry, there isn't anything available on that date/at that time.          "When should I arrive at the airport / train station / bus station, etc.?          You should be at the airport / train station / bus station...hours before boarding. What documents should I bring?          When should I book my...?          You should book...in advance.          I recommend / suggest you stay at...</p>
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**SUGGESTED TIME: 165 Hours**

GENERAL		TOURISM	
TOPIC	OBJECTIVE	TOPIC	OBJECTIVE
MODULE I	Travel schedules Tickets Telling time Travel announcements.	Checking customers in Checking customers out Finding out about schedules, prices, etc.	Typical questions and answers when checking in and out
	Types of companies Company organization Responsibilities		
	Summer and winter activities Clothing and travel items Weather		
MODULE II	Hotels and accommodations Hotel services	Upgrades	Asking about upgrades
	Types of restaurants Food flavors Food likes / dislikes Menus		

MODULE III	Parts of the body Ailments and symptoms Medicines and the pharmacy	Say how you're feeling Describe your symptoms Talk about medicines and remedies	Delays	Asking about delays What to do during a delay
	Leisure activities Hobbies and interests	Talk about free-time activities Talk about your hobbies Invite someone out		
	Exercise Fitness	Describe exercise habits and routines Say what you do to stay or get in shape Ask about fees and membership		
MODULE IV	Homes and neighborhoods Rooms of the house	Describe your home Describe your neighborhood Give compliments and welcome visitors	Facilities	Describing hotel facilities Describing aircraft facilities and features Talking about facilities and charges
	Appliances and devices Innovation Now and then	Say what you use something for Describe new and obsolete products Talk about past events Compare modern and past times		

MODULE V	Greetings and introductions Education and employment Past events and activities	Meeting people and renew acquaintances Catch up on past events and news Talk about yourself	Changing Travel Plans	Cancelling a reservation Postponing a reservation
	Visitors and guests Events	Plan an event Ask for and give updates Make suggestions		
	Summer and winter activities Clothing and travel items Weather	Describe winter and summer activities Talk about vacation plans Talk about what you take on a trip Give reminders		
MODULE VI	Menu items Food preparation methods Complaints and compliments	Ask about menu items Comment on a meal Talk about international cuisine	Recommendations	Asking for recommendations for travel Giving recommendations for travel
	Airports Airport procedures Air travel	Check in for a flight Get around the airport Confirm in-flight announcements		

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# CURRICULUM

## PRONUNCIATION

Recognize sounds in conversations /s/ v /z/ v /lz/ Wants, gives, pushes  
 Recognize expressions such as pronunciation and reductions I've, have ya, gonna, wanna, I will go to, I will gotta, It is a good, Itsa good,  
 Recognize sounds in conversations /d/ v /t//θ/ v /ð/ Had hat Bad bat Thanks that Think this,  
 Recognize expressions such as pronunciation /d/ v (t) v (ld)/ Buzzed booked wanted,  
 Recognition of expressions such as pronunciation and reductions /s/ v /z/ v /lz/ Wants bees buzzes

GENERAL				TOURISM			
TOPIC	OBJECTIVE	GRAMMAR	VOCABULARY	TOPIC	OBJECTIVES	LANGUAJE	
MODULE I	Travel schedules Tickets Telling time Travel announcements	Ask about schedules Fares and tickets Travel updates Talk travel announcements	Once, twice, three times (a day) every (30 minutes) Simple present – schedules Simple future with will	To travel, Once, twice a day, Just, to – miss, Track, platform, passengers, Arrivals / departures board, To arrive / depart, To, arrive at gate ..., Flight, schedule, Ticket, fare, Seat, One-way, Round trip, Quarter past /after five, Quarter to , Half past, About, approximately, First / business class, Coach / economy, Around 8 o'clock, Both, Scheduled (time), On time, Late, early, Delay, delayed, To cancel, cancelled, Cancellation, To apologize, Direct / connecting flight, To take a flight, Connection, to connect, Announcement, Gate, to board at gate , To begin (boarding), Information desk, To run every 5 minutes, 24/7	Checking customers in Checking customers out Finding out about schedules, prices, etc.	Typical questions and answers when checking in and out	What time is check-in / check-out? Can I check in / out early? Do I need to show ID? Do I need to sign any forms? Are you checking any luggage? Do you have a carry-on bag? passport license I'm here to check in / check out.

			run every ten minutes 24/7 Flight ... is now boarding at Gate 5. Your attention, please We apologize for the delay.			
Types of companies Company organization Responsibilities	Describe your company Size, location, products, services Describe your colleagues' responsibilities Talk about your job	Relative clauses with that, who Be in charge of Responsible for Simple past: irregular verbs	multinational, world, all over (the world), across, medium-sized, headquarters, head office, branch (office), geographic regions, manufacturer, service, product, exporter, importer, department, accounting, human resources, IT, sales, marketing, organization chart, president, vice president (VP), director, manager, under, training, supervisor, responsibility			
			make (~ cars, ~ money), manufacture, provide, export, import, manage, report to, hire, train, supervise			
			We have over... employees ... is a ... company ... is the ... who ...			

	<p>Summer and winter activities Clothing and travel items Weather</p>	<p>Describe winter and summer activities Talk about vacation plans Talk about what you take on a trip Give reminders</p>	<p>Too much, too many, (not) enough Future with going to Need to Should (advice) May, in case</p>	<p>airport, airline, suntan, sunburn, tour guide, coat, sweater, scarf, hat, boots, umbrella, swimsuit, soap, toothpaste, sunscreen, camera, comb, brush, toothbrush, razor, shaving cream, too much / many, (not) enough, Stuff, Driver's license, Photo ID</p> <p>hike, fly out of / into / with, visit, play, sunbathe, need (to), should, put, take ... with, pick ... up, wash, brush, comb, shave, pack, feed, take care of, water (plants), forget / remember (to), remind</p> <p>What airline ...? Could you...? Would you mind...?</p> <p>Yes, ... should / No, ... shouldn't Just in case You never know My pleasure</p>			
<p>MODULE II</p>	<p>Hotels and accommodations Hotel services</p>	<p>Superlative forms: adj. + -est, the most / the least + adj. Polite offers with Shall I ...? Using object pronouns with direct objects: The clerk gave me the key.</p>	<p>close to, convenient, both, guest, traveler (business /leisure ), feature (hotel , room ), shuttle bus, free, WiFi, complimentary, minibar, etc., single / double room, balcony, pool, all (= every), bathroom, per (night), rate, suite, etc.,</p>	<p>Upgrades</p>	<p>Can I upgrade my...? Do you offer any upgrades? Do you have a frequent flier membership? Do you have a rewards membership? Yes, I do. Here's my membership card. No, I don't. Can I sign up for one? We can upgrade your...for...dollars. for free</p>		

		<p>motel, bed and breakfast, the best, the worst, front desk (clerk), bellman (porter UK), checkout time, entrance, the ground / first / second floor, hard, soft, happy with, comment (n.), luggage, maid, room service, housekeeping, concierge, wake-up call (morning call UK)</p>		<p>No, I don't want to pay extra.          Sorry, we can't offer you an upgrade.          frequent flier          access to executive lounge          first class seat          hotel room          rental car</p>
		<p>be located, sleep, be included, reserve (room), make a reservation, check in, check out, enjoy, carry, bring, clean (the room)</p>		
		<p>What are your rates?          Which is the best?          How did you enjoy your stay?          Shall I call a bellman?          Could you give me the key, please?</p>		
		<p>I'd like to make a reservation for one person / three nights          Your room is on the 4th floor.          Enjoy your stay!          I can manage.</p>		

<p>Types of restaurants</p> <p>Food flavors</p> <p>Food likes / dislikes</p> <p>Menus</p>	<p>(not) as... as</p> <p>as much ... as / as many...as</p> <p>prefer + noun</p> <p>like vs. would like</p> <p>a little / much too ...</p>	<p>fast food, takeout (takeaway UK), pasta, seafood, crab, shrimp, meat, vegetarian, place (=restaurant), table for (4), friendly, crowded, fast / slow, noisy / quiet, average, the same (amount of time) (as), terrible, so-so, all right, excellent, cooked, steamed, boiled, fried, baked, roasted, pan, oven, hungry, thirsty, raw, rare, medium, (medium-rare / well), well-done, pepper, potato chips (crisps UK), sweet, sour, spicy, salty, bitter, dish</p>		
		<p>serve, feel like, book (=reserve), like (more than), prefer, cook, steam, boil, fry, bake, roast</p>		
		<p>What do they serve?</p> <p>What do you prefer?</p> <p>How do you cook ...</p> <p>How do you like your (steak)? How would you like ...?</p> <p>How does ... taste? What else ...?</p>		
		<p>I'd like to book a table.</p> <p>a little / very (sour)</p> <p>too (sour) for me (to eat)</p>		

<p>Parts of the body Ailments and symptoms Medicines and the pharmacy</p>	<p>Modals: have to; shouldn't vs. don't have to Past progressive: was / were + -ing Expressions with get + adj.: get sick, get well, get better, etc</p>	<p>arm, leg, foot/feet, neck, etc., head, ear, stomach, ache, nose, runny, throat, sore, fever, a cold, the flu, symptoms, strong, weak, pills, syrup, cough, pharmacy, pharmacist, medication, prescription (adj., n.), allergy</p> <p>hurt, cut, hit, fall, feel, have a ... ache, be sick, sneeze, cough, be tired, take medicine, call in sick, be good for</p> <p>What's the matter? What's wrong (with ...)? What were you doing? Are you taking any other medications?</p> <p>I don't feel well I'm glad / sorry to hear that. Get well soon Bless you!</p>	<p>Delays</p>	<p>Is the flight / train / bus / cruise ship on time / delayed? Why is the...delayed? How long is the delay? The...is delayed due to weather / a mechanical problem, etc. Can I still make my connection? Why is the hotel room not ready? What can I do while I wait? You can go eat / go to the bar / check email / relax / read / shop, etc. We apologize for the delay.</p>
<p>Leisure activities Hobbies and interests</p>	<p>Enjoy + gerund: enjoy skiing like / love / hate + gerund / infinitive: like singing / to sing would rather start / stop + gerund: start acting still / not anymore Adverbs of manner, e.g., beautifully, seriously, well</p>	<p>Free time, author, by ... story (stories), guitar, violin, piano, instrument, musician, singer, song, band, orchestra, composer, (guitarist, violinist, pianist), channel, program, program guide, the news, documentary, on + channel, on at + time, would rather, actor,</p>		

		<p>hobby, popular, game, collection, collector, still, not ... anymore, beautiful, serious, hard, beautifully, seriously, take ... seriously, event</p> <p>enjoy, play, sing, love, hate, collect, start, stop, invite</p> <p>What do you enjoy reading the most / the least?          What time / channel is it on?          What's on at ...? / When's ... on?          What's playing at the...?          Who's playing (at the ...)?          Do you have plans for Saturday night?</p> <p>I'd 'd rather ...          I'd rather not.          I have other plans.          Maybe some other time.          Sure!</p>		
Exercise Fitness	<p>Frequency adverbs: regularly, occasionally, hardly ever          Habitual conditional with if: (if + present + present)          If you want to ..., you have to          Do you know / Can you tell me + if /          question word ...?          Tag questions, confirming:          negative tags</p>	<p>gym / fitness center, exercise, outdoors, regularly, occasionally, hardly ever, if not, fun, it's ~, overweight, underweight, shape, in ~, out of ~, healthy diet, important, advice, fee, member, membership (fee),</p>		

			<p>do aerobics, lift weights, lose / gain weight, stay in / get in shape, go on a diet, give advice, offer, join</p> <p>Why don't you (try) ...? Can you tell me if ...? Do you know if ...? Can you tell me where, etc. ...? Do you know when, etc. ...? Negative tags: ..., aren't you?</p> <p>That sounds like fun! That's a great idea! If you want to ..., you (have to) ... I don't know if ... I don't know when, etc. ...?</p>		
MODULE IV	Homes and neighborhoods Rooms of the house	Number noun adjectives: a five-story building Reflexive pronouns (emphatic use): I built it myself.	closet (wardrobe / cupboard UK), apartment, house place (= home), kitchen, bedroom, living room, dining room, dining area, study, rent, story, garage, two-story house, two-car garage, etc., light, bright, dark, trees, garden, neighborhood, downtown, suburbs, neighbor, traffic, traffic, nice, fantastic, wonderful, lovely, myself, yourself, stairs, upstairs, downstairs, dream home	Facilities	restaurant, laundry, air conditioning, spa, reclining seats, snack state of the art Does the...have...? Is it free? Is there an extra charge? What kind of facilities does...have? Can I have an extra...? room service complimentary breakfast Wi-Fi pool, entertainment , call button, extra charge, extra drinks / pillows / blankets , TV, mini bar jacuzzi light free outdated

		<p>own, rent, move, build, decorate, take pictures, show (someone around)</p> <p>What's your place like? Where to? Would you care for (some coffee)? Can you hand me ...?</p> <p>Guess what That's a (big) advantage What a (beautiful) ... Welcome to our home Make yourself at home / comfortable. I'm glad you could join us Have a seat.</p>		
<p>Appliances and devices Innovation Now and then</p>	<p>use + infinitive / for + -ing used to + verb time expressions: the 1980s / in the 80s remember + -ing modals, ability, permission: could Quantifying comparatives: a little / somewhat / much / a lot + -er / more / less</p>	<p>washing machine, dryer, stove, refrigerator, toaster, dishwasher, microwave oven, appliance, remote control, tablet (PC), device, button, key, knob, icon, each other, blog, ~ entry, communication, entertainment, social networking, record, CD, cassette, mp3 player / file, present, past (event), nowadays, in the old days, obsolete, old-fashioned, teenagers, childhood, in the 90s, popular, fad, current event, memories, life (lives), useful / less, use(s), pro, con,</p>		

			<p>heat, keep cold, toast, turn, on / off, press, click, double , stay in touch, with, communicate, share, post, download, used to, grow up, remember + -ing, happen, bring back, could</p> <p>What do you use it for? What does (this button) do? What do you remember doing? When did that happen? What happened in ... / on ...? How much (easier) is (life)? Could you ...?</p> <p>In the old days I grew up (in the 80s) That brings back memories Life's a lot faster now</p>			
<b>MODULE V</b>	<p>Greetings and introductions Education and employment Past</p>	<p>Meeting people and renew acquaintances Catch up on past events and news</p>	<p>Present perfect with before Present perfect with time expressions: in the last ... Present</p>	<p>acquaintance, lately, in ages (for ages UK), promotion, course, news, diploma, high school, education, degree, Master's, Bachelor's, Doctorate, résumé, until, currently, field, experience, applicant,</p>	<p>Changing Travel Plans</p>	<p>Can I cancel my reservation? Why are you cancelling your reservation? Is there a fee to cancel my reservation? Can I receive a refund? Yes, you can receive a ....% refund / a full refund. No, I'm sorry we can't refund your</p>

events and activities	Talk about yourself	perfect with since, for, in Present perfect vs. simple past	interview, consultant, reunion		money. Can I postpone my reservation to a different...date/time? I'm sorry, there isn't anything available on that date/at that time.
			Have a baby / accident, catch up on, get married, promote, receive (a promotion), lose a job, graduate, complete (a degree), work as a ..., interview		
			to see you again. How have you been? What have you been up to? Congratulations! I'm delighted to hear that. That's terrible. / How awful! That's too bad. I understand. Where did ... go to school? What field are you in?		
Visitors and guests Events	Plan an event Ask for and give updates Make suggestions	Pronouns: someone, anyone, no one, everyone Phrasal verbs: separable (with / without a pronoun)	visit, celebration, (wedding) anniversary, (guest) list, host, someone, no one, (not) anyone, everyone, update, decorations, caterer, catering company, (not) yet, already, so far, suggestion, at least, local cuisine		

		Present perfect with (not) yet, already, or so far suggest + -ing	celebrate, make plans, plan, prepare, organize, decide, decorate, pick up, drop off, put up, take down, fill out, give back, look over, talk over, write down, suggest		
			How is ... coming along?		
			That sounds good. That sounds like a good idea. That doesn't sound like such a good idea. That depends		
Summer and winter activities Clothing and travel items Weather	Describe winter and summer activities Talk about vacation plans Talk about what you take on a trip Give reminders	Present perfect with ever, never Passive: simple present and past Gerunds as subjects one of the + superlative ever for emphasis, exaggeration somewhere, anywhere, everywhere, nowhere	sight, tourist attraction, statue, national park, island, tropical, cruise, sightseeing, must-see, century, the ... century, parasailing, relaxing, exhausting, active, safe, dangerous, tent, camping, festival, music, brochure, peak season, off-season, discount, last minute, deal, last-minute, weekend getaway, package tour		
			discover, design, built, relax		
			Have you ever ...?		

				<p>If you (ever) go to ..., you have to (see) ... take it easy good all day long</p>		
<p>Menu items Food preparation methods Complaints and compliments</p>	<p>Ask about menu items Comment on a meal Talk about international cuisine</p>	<p>so as a conjunction over- / under- prefixes so + adjective + that</p>	<p>grilled, sautéed, poached, breaded, stuffed, salad greens, fresh, so, special request, (dis)satisfied, staff, booked, cooked, charged, priced, staffed, rated, delicious, superb, tip, helpful, full, check, separate ~s, together, specialty, traditional</p>	<p>Recommendations</p>	<p>When should I arrive at the airport / train station / bus station, etc.? You should be at the airport / train station / bus station...hours before boarding. What documents should I bring? When should I book my...? You should book...in advance. I recommend / suggest you stay at...</p>	
			<p>watch, hold, recommend, smell, send (food) back, tip, take care of (= pay), originate</p>			
			<p>How is ... prepared? Could I have ... instead? Could I have...as...? Would you care for anything else? Will that be all?</p>			
			<p>I think I'll have (the) ... That's why ... share an order of ... hold the.../ on the side It doesn't smell right. / It smells ... Not really. Give my compliments to the chef. on the house Let me ... / Let me get</p>			

			<p>this. Just the check, please</p>		
<p>Airports Airport procedures Air travel</p>	<p>Check in for a flight Get around the airport Confirm in- flight announcements</p>	<p>Future progressive Possessive pronouns: mine, hers, etc. Reported speech: immediate reporting: asked if, asked + Q; said that</p>	<p>baggage, carry-on, purse, briefcase, window / middle / aisle seat, boarding pass, shortly, immigration / passport control (UK), security (checkpoint), identification / ID, (not) allowed, container, liquid, customs, officer, pilot, captain, co-pilot, flight, attendant, on board, takeoff, landing, seat belt, exit, overhead (bin), beneath, baggage claim (check), (international) terminal, arrivals hall (UK), carousel</p>		
			<p>check (bag), choose, go through (customs), remove, declare, take off, land, fasten, remain, proceed</p>		
			<p>What will ... be doing? What's the purpose of your visit? Do you have anything to declare?</p>		
			<p>check in for a flight Welcome aboard!</p>		

# 8° EIGHTH

EIGHTH GRADE

# 1. ASSESSMENT

Reception		Interaction		Production	
Listening	Reading	Spoken interaction	Written interaction	Spoken production	Written production
<p>Student can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local geography, employment). He/she can catch the main point in short, clear, simple messages and announcements</p>	<p>Student can read very short, simple texts. He/she can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and He/she can understand short simple personal letters</p>	<p>Student can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. He/she can handle very short social exchanges, even though He/she can't usually understand enough to keep the conversation going myself.</p>	<p>Student can write short, simple notes and messages relating to matters in areas of immediate need. He/she can write a very simple personal letter, for example thanking someone for something.</p>	<p>Student can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job</p>	<p>Student can write a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because".</p>

## 2. QUALITATIVE ASPECTS

RANGE	ACCURACY	FLUENCY	INTERACTION	COHERENCE
Student uses basic sentence patterns with memorized phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations.	Student uses some simple structures correctly, but still systematically makes basic mistakes.	Student can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.	Student can answer questions and respond to simple statements. Can indicate when he/she is following but is rarely able to understand enough to keep conversation going of his/her own accord.	Student can link groups of words with simple connectors like "and," "but" and "because".

### 3. ILLUSTRATIVE SCALES

#### 3.1 Communicative Activities:

RECEPTION	
<b>LISTENING COMPREHENSION</b>	Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.
	Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.
<b>UNDERSTANDING INTERACTION BETWEEN NATIVE SPEAKERS</b>	Can generally identify the topic of discussion around them that is conducted slowly and clearly.
<b>LISTENING AS A MEMBER OF A LIVE AUDIENCE</b>	N/A
<b>LISTENING TO ANNOUNCEMENTS &amp; INSTRUCTIONS</b>	Can catch the main point in short, clear, simple messages and announcements. Can understand simple directions relating to how to get from X to Y, by foot or public transport.
<b>LISTENING TO RADIO AUDIO &amp; RECORDINGS</b>	Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly.
<b>WATCHING TV AND FILM</b>	Can identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary.
	Can follow changes of topic of factual TV news items, and form an idea of the main content.

<b>OVERALL READING COMPREHENSION</b>	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency  every day or job-related language.
	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.
<b>READING CORRESPONDENCE</b>	Can understand basic types of standard routine letters and faxes (enquiries, orders, letters of confirmation etc.) on familiar topics.
	Can understand short simple personal letters.
<b>READING FOR ORIENTATION</b>	Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables. Can locate specific information in lists and isolate the information required (e.g. use the "Yellow Pages" to find a service or tradesman). Can understand everyday signs and notices: in public places, such as streets, restaurants, railway stations; in workplaces, such as directions, instructions, hazard warnings.
<b>READING FOR INFORMATION &amp; ARGUMENT</b>	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.
<b>READING INSTRUCTIONS</b>	Can understand regulations, for example safety, when expressed in simple language.
	Can understand simple instructions on equipment encountered in everyday life - such as a public telephone.

SPOKEN INTERACTION	
<b>OVERALL SPOKEN INTERACTION</b>	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.
	Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time. Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord.
<b>UNDERSTANDING A NATIVE SPEAKER INTERLOCUTOR</b>	Can understand enough to manage simple, routine exchanges without undue effort. Can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time
	Can understand what is said clearly, slowly and directly to him/her in simple everyday conversation; can be made to understand, if the speaker can take the trouble.
<b>CONVERSATION</b>	Can establish social contact: greetings and farewells; introductions; giving thanks. Can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time. Can participate in short conversations in routine contexts on topics of interest. Can express how he/she feels in simple terms, and express thanks.
	Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord, though he/she can be made to understand if the speaker will take the trouble. Can use simple everyday polite forms of greeting and address Can make and respond to invitations, invitations and apologies. Can say what he/she likes and dislikes.
<b>INFORMAL DISCUSSION (WITH FRIENDS)</b>	Can generally identify the topic of discussion around her which is conducted slowly and clearly. Can discuss what to do in the evening, at the weekend. Can make and respond to suggestions. Can agree and disagree with others.

	<p>Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly. Can discuss what to do, where to go and make arrangements to meet.</p>
<b>FORMAL DISCUSSION (MEETINGS)</b>	<p>Can generally follow changes of topic in formal discussion related to his/her field which is conducted slowly and clearly. Can exchange relevant information and give his/her opinion on practical problems when asked directly, provided he/she receives some help with formulation and can ask for repetition of key points if necessary.</p>
	<p>Can say what he/she thinks about things when addressed directly in a formal meeting, provided he/she can ask for repetition of key points if necessary.</p>
<b>GOAL-ORIENTED CO-OPERATION</b>	<p>Can understand enough to manage simple, routine tasks without undue effort, asking very simply for repetition when he/she does not understand. Can discuss what to do next, making and responding to suggestions, asking for and giving directions.</p>
	<p>Can indicate when he/she is following and can be made to understand what is necessary, if the speaker takes the trouble. Can communicate in simple and routine tasks using simple phrases to ask for and provide things, to get simple information and to discuss what to do next.</p>
<b>TRANSACTIONS TO OBTAIN GOODS &amp; SERVICES</b>	<p>Can deal with common aspects of everyday living such as travel, lodgings, eating and shopping. Can get all the information needed from a tourist office, as long as it is of a straightforward, non-specialized nature.</p>
	<p>Can ask for and provide everyday goods and services. Can get simple information about travel, use public transport: buses, trains, and taxis, ask and give directions, and buy tickets. Can ask about things and make simple transactions in shops, post offices or banks. Can give and receive information about quantities, numbers, prices etc. Can make simple purchases by stating what is wanted and asking the price. Can order a meal.</p>
<b>INFORMATION EXCHANGE</b>	<p>Can understand enough to manage simple, routine exchanges without undue effort. Can deal with practical everyday demands: finding out and passing on straightforward factual information. Can ask and answer questions about habits and routines.</p>

<b>INFORMATION EXCHANGE</b>	<p>Can ask and answer questions about pastimes and past activities.</p> <p>Can give and follow simple directions and instructions e.g. explain how to get somewhere.</p> <p>Can communicate in simple and routine tasks requiring a simple and direct exchange of information. Can exchange limited information on familiar and routine operational matters</p> <p>Can ask and answer questions about what they do at work and in free time</p> <p>Can ask for and give directions referring to a map or plan.</p> <p>Can ask for and provide personal information.</p>
<b>INTERVIEWING AND BEING INTERVIEWED</b>	<p>Can make him/herself understood in an interview and communicating ideas and information on familiar topics, provided he/she can ask for clarification occasionally, and is given some help to express what he/she wants to.</p>
	<p>Can answer simple questions and respond to simple statements in an interview.</p>

<b>WRITTEN INTERACTION</b>	
<b>OVERALL WRITTEN INTERACTION</b>	<p>Can write short, simple formulaic notes relating to matters in areas of immediate need.</p>
<b>CORRESPONDENCE</b>	<p>Can write very simple personal letters expressing thanks and apology.</p>
<b>NOTES, MESSAGES &amp; FORMS</b>	<p>Can take a short, simple message provided he/she can ask for repetition and reformulation.</p>
	<p>Can write short, simple notes and messages relating to matters in areas of immediate need.</p>

<b>SPOKEN PRODUCTION</b>	
<b>OVERALL SPOKEN PRODUCTION</b>	<p>Can give a simple description or presentation of people, living or working conditions, daily routines. likes/dislikes etc. as a short series of simple phrases and sentences linked into a list.</p>
<b>SUSTAINED MONOLOGUE: Describing Experience</b>	<p>Can tell a story or describe something in a simple list of points. Can describe everyday aspects of his environment e.g. people, places, a job or study experience.</p> <p>Can give short, basic descriptions of events and activities.</p> <p>Can describe plans and arrangements, habits and routines, past activities and personal experiences.</p> <p>Can use simple descriptive language to make brief statements about and compare objects and possessions. Can explain what he/she likes or dislikes about something.</p>

	Can describe his/her family, living conditions, educational background, present or most recent job. Can describe people, places and possessions in simple terms.
<b>SUSTAINED MONOLOGUE: Putting a Case (e.g. in a Debate)</b>	N/A
<b>PUBLIC ANNOUNCEMENTS</b>	Can deliver very short, rehearsed announcements of predictable, learnt content which are intelligible to listeners who are prepared to concentrate.
<b>ADDRESSING AUDIENCES</b>	Can give a short, rehearsed presentation on a topic pertinent to his everyday life, briefly give reasons and explanations for opinions, plans and actions. Can cope with a limited number of straightforward follow up questions.
	Can give a short, rehearsed, basic presentation on a familiar subject. Can answer straightforward follow up questions if he/she can as for repetition and if some help with the formulation of his reply is possible.

<b>WRITTEN PRODUCTION</b>	
<b>OVERALL WRITTEN PRODUCTION</b>	Can write a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because".
<b>CREATIVE WRITING</b>	Can write about everyday aspects of his environment e.g. people, places, a job or study experience in linked sentences. Can write very short, basic descriptions of events, past activities and personal experiences.
	Can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job. Can write short, simple imaginary biographies and simple poems about people.
<b>REPORTS &amp; ESSAYS</b>	N/A

## 3.2 Communicative Strategies

RECEPTION		
SPOKEN	<b>IDENTIFYING CUES &amp; INFERRING (Spoken &amp; Written)</b>	Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.
	<b>TAKING THE FLOOR (TURNTAKING)</b>	Can use simple techniques to start, maintain, or end a short conversation. Can initiate, maintain and close simple, face-to-face conversation.
		Can ask for attention.
	<b>COOPERATING</b>	Can indicate when he/she is following.
	<b>ASKING FOR CLARIFICATION</b>	Can ask very simply for repetition when he/she does not understand. Can ask for clarification about key words or phrases not understood using stock phrases.
		Can say he/she didn't follow.
	<b>PLANNING</b>	Can recall and rehearse an appropriate set of phrases from his repertoire.
	<b>COMPENSATING</b>	Can use an inadequate word from his repertoire and use gesture to clarify what he/she wants to say.
Can identify what he/she means by pointing to it (e.g. "I'd like this, please).		
<b>MONITORING &amp; REPAIR</b>	N/A	
WRITTEN	<b>NOTE-TAKING (LECTURES, SEMINARS, ETC.)</b>	N/A
	<b>PROCESSING TEXT</b>	Can pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience.
Can copy out short texts in printed or clearly hand-written format.		

## 4. COMMUNICATIVE LANGUAGE COMPETENCE

### 4.1 Linguistic

LINGUISTIC			
RANGE		CONTROL	
<b>GENERAL LINGUISTIC RANGE</b> <b>VOCABULARY RANGE</b>	Has a repertoire of basic language, which enables him/her to deal with everyday situations with predictable content, though he/she will generally have to compromise the message and search for words.	<b>GRAMMATICAL ACCURACY</b>	Uses some simple structures correctly, but still systematically makes basic mistakes - for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.
	Can produce brief everyday expressions in order to satisfy simple needs of a concrete type: personal details, daily routines, wants and needs, requests for information. Can use basic sentence patterns and communicate with memorized phrases, groups of a few words and formulae about themselves and other people, what they do, places, possessions etc.. Has a limited repertoire of short memorized phrases covering predictable survival situations; frequent	<b>VOCABULARY CONTROL</b>	Can control a narrow repertoire dealing with concrete everyday needs.

	breakdowns and misunderstandings occur in non-routine situations.		
	Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.	<b>PHONOLOGICAL CONTROL</b>	Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.
	Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs.	<b>ORTHOGRAPHIC CONTROL</b>	Can copy familiar words and short phrases e.g. simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly. Can spell his/her address, nationality and other personal details.

<b>PRAGMATIC</b>	
<b>FLEXIBILITY</b>	Can adapt well-rehearsed memorized simple phrases to particular circumstances through limited lexical substitution.
	Can expand learned phrases through simple recombination of their elements.
<b>TAKING THE FLOOR (TURNTAKING)</b>	Can use simple techniques to start, maintain, or end a short conversation. Can initiate, maintain and close simple, face-to-face conversation.
	Can ask for attention.
<b>THEMATIC DEVELOPMENT</b>	Can tell a story or describe something in a simple list of points.
<b>COHERENCE</b>	Can use the most frequently occurring connectors to link simple sentences in order to tell a story or describe something as a simple list of points.
	Can link groups of words with simple connectors like "and", "but" and "because".
<b>PROPOSITIONAL PRECISION</b>	Can communicate what he/she wants to say in a simple and direct exchange of limited information on familiar and routine matters, but in other situations he/she generally has to compromise the message.
<b>SPOKEN FLUENCY</b>	Can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident.
	Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.

8°

# CONTENTS

## 5.1 General

FUNCTION
Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

TOPIC	OBJECTIVES	GRAMMAR
Errands and chores	Talk about errand and chores	Causative, active form (present and other tenses): have someone do ...; had someone do ...; will have someone do ..., etc.
People and places in town	Describe and ask for groceries in a store	be able to
Grocery shopping	Rent a car	Causative, passive form: have / get the oil changed
Car rental	Ask for and give driving directions	Comparative: verb + more / less
Directions	Talk about road and traffic conditions	Reported commands: told ... to; said to
Road and traffic conditions	Talk about car problems	while + -ing
Car problems	Talk about events and where they take place	Present perfect with lately, recently,
Arts and entertainment	Talk about movies	Adjectives ending in -ing and -ed: exciting / excited, etc.
Movies	Buy tickets for performances	Present perfect with just by + date or time
Projects	Talk about projects and budgets	Modals: must, don't have to, not allowed to
Conversation and small talk	Talk about schedules and deadlines	
Hobbies and interests	Ask for and give status reports	
Special occasions Invitations	Start a conversation	
Attire	Make small talk	
Compliments	End a conversation	
Favors	Talk about special occasions	
Borrowing and lending	Extend and respond to invitations	
Promises		
Apologies		
Products		

<p>Defects  Problems with orders  Product returns  Trips, journeys  Travel problems  Accidents Injuries  Job skills Interviews  Personal qualities  Saving goals  Expenses  Banking services  Environment  Energy  Recycling  News  Current events  Natural disasters  Major events in life  Achievements  Hopes and dreams  The future</p>	<p>Give and respond to compliments  Ask a favor  Ask to borrow something  Make promises  Apologize and make excuses"  Discuss online shopping habits  Describe products  Describe problems with products  Return an item  Describe travel problems  Give a customer feedback  Talk about injuries  Report an accident  Describe medical emergencies  Call for help  Describe skills and personal qualities  Say how well you can do something  Describe job skills  Talk about saving  Talk about spending  Give and ask for financial advice  Conduct bank transactions  Talk about the environment  Discuss environmental issues: energy, recycling, and local initiatives  Discuss how you stay informed  Discuss news and current events  Report news to others  Share news with others  Describe major life events and turning points  Describe past achievements</p>	<p>Passive voice (present perfect):  The proposal has been submitted.  Tag questions, affirmative tags  isn't here, is she?  Possessive nouns / pronouns: I'm a friend of theirs / John's.  (Rhetorical) questions to demonstrate interest: Do you? Are you? etc.  so / neither: So do I. Neither do I.  Passive voice, future: The party will be held on July 4th.  Reported speech: Julie said she had a previous engagement.  Present conditional with modals: If the invitation says casual, you can dress comfortably  Present real (1st) conditional: if + present + will  Reported speech: with would, could within + time period  Comparative: more and more, fewer and fewer, better and better, etc. the same as, different from, similar to unless  Relative clauses object form : The hotel (that) we stayed in was old.  should have (done): The airline should have given us a refund.  Reflexive pronouns (expansion)  cut / burned / hurt + -self  Passive voice, progressive: is being done, was being done</p>
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	<p>Talk about hopes and dreams Make predictions</p>	<p>Present perfect progressive, been working since he was 15. Negating prefixes: un-, dis-, in-, im-, ir-, il Past unreal 2nd conditional If I had ..., I would ...If I were you, I would ... I wish I could save more each month. although, even though thanks to (= because of, due to) Past perfect Reported speech past, present perfect: The victims said they had called the police. Verbs used in reporting: report, state According to ... Wish + past perfect Past unreal conditional: If I hadn't been late, I would never have met you.</p>
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## 5.2 Tourism

TOPIC	OBJECTIVE	LANGUAGE
Travel difficulties Tourist attractions Recommendations Requests Insurance Traveling with children	Talking about different travel difficulties Handling different travel difficulties Talking about tourist attractions Describing tourist attractions Asking for recommendations about places to see and visit Giving recommendations about places to see and visit Talking about food and drink Requesting items at a hotel / on an aircraft / at a travel office, etc. Accepting or declining requests Talking about travel insurance Talking about the pros and cons of buying travel insurance Talking about pros and cons of traveling with children Choosing child-friendly destinations / hotels / means of transport, etc.	My luggage is lost / damaged / stolen. boarding pass reservation confirmation terminal itinerary What do I do if...? Who can I talk to if...? Who can help me if...? Is there a fee to see...? Is it free to see...? Can I walk / take a cab / drive / take a bus, etc. to see the...? Who built / designed...? historical interesting exciting relaxing Why don't you...? You ought to... Try something new Don't bother going / seeing / doing... It's a waste of time / money to go to / see / do... It's worth it / the time / the money to go to / see / do... Have you ever been to /done/ seen/ done? Let's... revisit, go back to... see a brochure for... pillow shampoo

		<p>room service  change seats / rooms blanket  towels  I'm not sure. Let me ask the manager. No, I'm sorry.  We can't do that.  We're overbooked / understaffed / at maximum capacity, etc.  I'm sorry. That is against our policy.  We ran out of...  travel insurance  flight insurance  rental car insurance  cancelation insurance  to cost damage injury medical care  health insurance  hotel insurance  pet travel insurance  Should I buy...insurance?  to cover accident transport  child-friendly safe animation entertainment  to include  How / where should we travel...?  Is the hotel / airline / resort / tour, etc. child-friendly?  Are there attractions / sites / entertainment for children at...?  What do I do if my child becomes sick / injured / bored on / at / during the...? Is it expensive to travel with children?</p>
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**SUGGESTED TIME: 165 Hours**

	GENERAL		TOURISM	
	TOPIC	OBJECTIVE	TOPIC	OBJECTIVE
MODULE I	Errands and chores People and places in town Grocery shopping	Talk about errand and chores Describe and ask for groceries in a store	Travel difficulties	Talking about different travel difficulties Handling different travel difficulties
	Car rental Directions Road and traffic conditions Car problems	Rent a car Ask for and give driving directions Talk about road and traffic conditions Talk about car problems		
MODULE II	Arts and entertainment Movies	Talk about events and where they take place Talk about movies Buy tickets for performances	Tourist attractions	Talking about tourist attractions Describing tourist attractions
	Projects	Talk about projects and budgets Talk about schedules and deadlines Ask for and give status reports		
	Conversation and small talk Hobbies and interests	Start a conversation Make small talk End a conversation		
MODULE III	Special occasions Invitations Attire Compliments	Talk about special occasions Extend and respond to invitations Give and respond to compliments	Recommendations	Asking for recommendations about places to see and visit Giving recommendations about places to see and visit Talking about food and drink
	Favors Borrowing and lending Promises Apologies	Ask a favor Ask to borrow something Make promises Apologize and make excuses		

MODULE IV	Products Defects Problems with orders Product returns	Discuss online shopping habits Describe products Describe problems with products Return an item	Requests	Requesting items at a hotel / on an aircraft / at a travel office, etc. Accepting or declining requests
	Trips, journeys Travel problems	Describe travel problems Give a customer feedback		
MODULE V	Accidents Injuries	Talk about injuries Report an accident Describe medical emergencies Call for help	Insurance	Talking about travel insurance Talking about the pros and cons of buying travel insurance
	Job skills Interviews Personal qualities	Describe skills and personal qualities Say how well you can do something Describe job skills		
	Saving goals Expenses Banking services	Talk about saving Talk about spending Give and ask for financial advice Conduct bank transactions		
MODULE VI	Environment Energy Recycling	Talk about the environment Discuss environmental issues: energy, recycling, and local initiatives	Traveling with children	Talking about pros and cons of traveling with children Choosing child-friendly destinations / hotels / means of transport, etc.
	News Current events Natural disasters	Discuss how you stay informed Discuss news and current events Report news to others Share news with others		
	Major events in life Achievements Hopes and dreams The future	Describe major life events and turning points Describe past achievements Talk about hopes and dreams Make predictions		

8°

# CURRICULUM

**PRONUNCIATION**

Recognition of expressions such as pronunciation /d/ v /t/ v /ld/  
 Played walked wanted, Recognition of expressions such as pronunciation and blendings /Is a – iza/At the doctor – At the doctor,  
 Recognition of expressions such as pronunciation and blendings / Be the case—be the case /Have you ever— have you ever,  
 Recognition of expressions such as pronunciation and blendings Whether or not—whether or not /Put forward a—put forwards,  
 Consonant sounds, consonant comparisons, the -ed ending: past tense and past participle, adjectives

**GENERAL**

**TOURISM**

MODULE 1	GENERAL				TOURISM		
	TOPIC	OBJECTIVE	GRAMMAR	VOCABULARY	TOPIC	OBJECTIVES	LANGUAGE
	Errands and chores People and places in town Grocery shopping	Talk about errand and chores Describe and ask for groceries in a store	Causative, active form (present and other tenses): have someone do ...; had someone do ...; will have someone do ..., etc. be able to Causative, passive form: have / get the oil changed	dry cleaner, auto repair shop garage UK), hairdresser, haircut, errands, baker, butcher, mechanic, pharmacist, drug store, ironing, vacuuming, cleaning, etc., trash can (rubbish bin UK), car wash, chores, grocery, poultry, dairy, produce, spices, herbs, can, canned foods, frozen foods, section, aisle  repair, fill (prescriptions), run out of, iron, vacuum	Travel difficulties	Talking about different travel difficulties Handling different travel difficulties	My luggage is lost / damaged / stolen. boarding pass reservation confirmation terminal itinerary What do I do if...? Who can I talk to if...? Who can help me if...?

<p>Car rental Directions Road and traffic conditions Car problems</p>	<p>Rent a car Ask for and give driving directions Talk about road and traffic conditions Talk about car problems</p>	<p>Comparative: verb + more / less Reported commands: told ... to; said to while + -ing</p>	<p>rental, car (car hire UK), GPS, mile/kilometer, car classes, model, vehicle, gasoline / gas (petrol UK), several, gas tank, full / empty , extra, mileage, unlimited, insurance, road intersection (crossroads UK), sign, stop , onto, through, around, highway (motorway UK), highway, names, north, south, east, west, exit, way (= direction), wrong way, all the way, truck (lorry UK), traffic, report, pouring, wet, icy, slippery, fog, foggy, careful, carefully, legal / illegal, traffic ticket, speeding, careless driving, accident, rush hour, heavy, light, traffic jam, blocked, construction (roadworks UK),</p>			
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			because of, detour, authorities				
			make a (left), take ... (exit), follow, turn around, keep going, had better, slow down, slip, pull over, run into, hit (traffic), block, avoid, reroute (traffic)				
			stuck in traffic				
MODULE II	Arts and entertainment Movies	Talk about events and where they take place Talk about movies Buy tickets for performances	Present perfect with lately, recently, Adjectives ending in -ing and -ed: exciting / excited, etc.	stadium, concert hall, ballet, opera, exhibit, show, painter, painting, composer, dancer, musician, amazing, performer, recently, disappointed, disappointing, movie genres, (main) character, (movie) star, funny, sad, really / pretty (sad), scary, confusing, surprising, bored, excited, confused, surprised, future, in the, (un)realistic, ending, happy, (un)predictable,	Tourist attractions	Talking about tourist attractions Describing tourist attractions	Is there a fee to see...? Is it free to see...? Can I walk / take a cab / drive / take a bus, etc. to see the...? Who built / designed...? historical interesting exciting relaxing

			<p>review, setting, plot, performance, matinee, sold out, box office, seating chart, stage, front row, in the front / back / center, on the sides, title, balcony, mezzanine</p>			
			<p>expect, laugh, make ... (laugh), cry, take place, be set in ...</p>			
			<p>What is (the movie) about? When / Where does it take place? What did the reviews say?</p>			
			<p>It was better / worse than expected. Don't bother. It's the story of ... It was so (funny) that I couldn't (stop laughing). based on a true story It's supposed to be (good).</p>			

<p>Projects</p>	<p>Talk about projects and budgets Talk about schedules and deadlines Ask for and give status reports</p>	<p>Present perfect with just by + date or time Modals: must, don't have to, not allowed to.</p>	<p>Project, proposal, daily, weekly, yearly, purchase, expenses, budget, by (\$3,000), under (budget), within (budget), deadline, ahead of / (right) on / behind (schedule), status (report), due, soon, as .. as, urgent, phase, (go) according to plan / as planned</p> <p>submit, present, approve, reject, put together, spend, purchase, be / go over (budget), cut (expenses), complete, meet / miss (deadline), take / gain / run out of / make up for lost (time), get back on track, speed things up</p> <p>How far behind schedule ...? How is ... coming along? Has ... been (done)?</p>			
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			<p>work on a project I (don't) think so. The sooner the better. ASAP Everything is coming along fine. Keep up the good work.</p>			
<p>Conversation and small talk Hobbies and interests</p>	<p>Start a conversation Make small talk End a conversation</p>	<p>Tag questions, affirmative tags isn't here, is she? Possessive nouns / pronouns: I'm a friend of theirs / John's. (Rhetorical) questions to demonstrate interest: Do you? Are you? etc. so / neither: So do I. Neither do I.</p>	<p>conversation, stranger, sure, just, some, small talk, interests, similar</p>			
			<p>have a conversation, make small talk, get to know s.o., have something in common, belong, ~ to a club, ... tells me ..., ... says (you) ..., get into something, mingle</p>			
			<p>Are you enjoying yourself? So, how do you know ...? Do you mind (if ...)? Will you excuse me?</p>			
			<p>I sure do. / It sure has. / etc. by the way You look familiar. He's a friend of</p>			

			<p>mine / my wife's. I see. Wow! ... if you don't mind / I don't mind. ... if you'll excuse me</p>			
<p>Special occasions Invitations Attire Compliments</p>	<p>Talk about special occasions Extend and respond to invitations Give and respond to compliments</p>	<p>Reported speech: Julie said she had a previous engagement. Present conditional with modals: If the invitation says casual, you can dress comfortably</p>	<p>wedding, special occasion, housewarming, surprise (party), baby shower, etc., annual, formal / informal, cookout, previous engagement, bridal shower, residence, attire, (evening) gown, bow tie, tuxedo, outfit, compliment, host, dressy, appropriate, casual, ring, diamond, necklace, bracelet, earrings, jewelry, fabulous, handsome, pretty, etc., luncheon</p> <p>have a party, turn (... years old), hold (~ a party), let ... know, RSVP, attend</p> <p>What's the occasion?</p>	<p>Recommendations</p>	<p>Asking for recommendations about places to see and visit Giving recommendations about places to see and visit Talking about food and drink</p>	<p>Why don't you...? You ought to... Try something new Don't bother going / seeing / doing... It's a waste of time / money to go to / see / do... It's worth it / the time / the money to go to / see / do... Have you ever been to /done/ seen/ done? Let's... revisit, go back to...</p>

			Would you care to ...?			
			I'd be delighted can't make it			
Favors Borrowing and lending Promises Apologies	Ask a favor Ask to borrow something Make promises Apologize and make excuses	Present real (1st) conditional: if + present + will Reported speech: with would, could within + time period	favor, possible, lawnmower, mower, ladder, reason, within, apology, excuse, noise, sink, plumber, ruler, eraser, stapler, staples, (pair of) scissors, paperclip, etc.			
			do a favor, give ... a ride, appreciate, return (the favor), borrow, lend / lent, get something back, pay back, promise, make a promise, keep / break a promise, disturb, forgive / forgave, break / broke			
			Can you do me a favor? Would it be possible for ...? Can / May I borrow ...? Can you lend me ...?			

			<p>keep an eye on thank you for + ing I (really) appreciate it. Don't mention it. I'm sorry I ... I'm sorry about / for ... That's all right. Don't worry about it. No problem. I have a favor to ask.</p>			
<p>Accidents Injuries</p>	<p>Talk about injuries Report an accident Describe medical emergencies Call for help</p>	<p>Reflexive pronouns (expansion) cut / burned / hurt +-self</p>	<p>injured, injury, bruise, witness, crash, victim, accident~, brake, fault, medical emergency, etc., conscious, unconscious, pulse, heart, blood, calm, worried, reassured, X-ray, emergency room (A&amp;E Dept. UK), bandage, cast</p> <p>bump, bang, burn, slip, trip, witness, control, lose control (of), run off (the road), run into, crash, pay attention, cause, brake, question, rescue, breathe,</p>	<p>Insurance</p>	<p>Talking about travel insurance Talking about the pros and cons of buying travel insurance</p>	<p>travel insurance flight insurance rental car insurance cancelation insurance to cost damage injury medical care health insurance hotel insurance pet travel insurance Should I buy...insurance? to cover accident transport</p>

			choke, beat, bleed, calm down, stay calm, panic, reassure, examine, bandage, release (from hospital)			
			How did you hurt yourself? Can I give you a hand? Whose fault ...? What's the nature of your emergency?			
			Don't panic! keep a cool head be up and about in no time			
Job skills Interviews Personal qualities	Describe skills and personal qualities Say how well you can do something Describe job skills	Present perfect progressive, been working since he was 15. Negating prefixes: un-, dis-, in-, im-, ir-, il	skill, skilled (at), good at / with, math (maths UK), subject, well-known, freelance(r), personal qualities, (un)pleasant, (un)reliable, (un)fair, (dis)honest, etc., inflexible, impolite, mature, (il)literate, computer, (il)logical, (ir)rational, hardworking / lazy, enthusiastic (about -ing), etc., strength			

			<p>/ weakness, dependent / independent(ly), expert / amateur / professional, competent / incompetent, proficient, area of expertise, required, requirements, candidate, self-motivated, etc.</p>			
			<p>Have / Has ... been ...-ing ...? How long have you been speaking English? How good are you?</p>			
			<p>quite a while since I was (a child / in school, etc.) I consider myself ...</p>			
<p>Saving goals Expenses Banking services</p>	<p>Talk about saving Talk about spending Give and ask for financial advice Conduct bank transactions</p>	<p>Past unreal 2nd conditional If I had ..., I would ... If I were you, I would ... I wish I could save more each month.</p>	<p>bank account, direct deposit, check (cheque UK), etc., salary, expense, retirement, etc., tuition, rich, millionaire, broke, transaction, fee, ATM, savings account, etc., real estate, stock, etc., teller, PIN, amount,</p>			

			<p>balance, inquiry, insufficient funds, five twenties, tens, etc., currency, exchange rate</p> <p>save, for ..., deposit, get paid, earn, retire, invest, insert, enter, press, withdraw, inquire, transfer, funds, change money</p> <p>Would ... if ...? Where do you bank?</p> <p>Yes, ... would. / No, ... wouldn't. I wish I had / could / were ... I'd like ten tens and five twenties. I'd like it in (tens and twenties). ... (yen) to the (dollar)</p>			
<b>MODULE V</b>	<p>Environment Energy Recycling</p>	<p>Talk about the environment Discuss environmental issues: energy, recycling, and local initiatives</p>	<p>although, even though thanks to (= because of, due to)</p>	<p>environment, Earth, environmental, issues, polluted, pollution, smog, waste, landfill, dying out, endangered,</p>	<p>Traveling with children</p>	<p>Talking about pros and cons of traveling with children Choosing child-friendly destinations /</p> <p>child-friendly safe animation entertainment to include How / where should we travel...?</p>

			<p>(over) population, populated, climate, electricity, energy, CO2 / carbon dioxide, etc., ecology, carbon footprint, greenhouse effect, etc., eco- friendly, batteries, source, solar, resource, conservation, etc., renewable, non-renewable, fuel, fossil fuel, although, even though, habit, geothermal, biomass, recycled, recycling, valuable, benefit, initiative(s), organic, compost bin</p>		hotels / means of transport, etc.	<p>Is the hotel / airline / resort / tour, etc. child-friendly?          Are there attractions / sites / entertainment for children at...?          What do I do if my child becomes sick / injured / bored on / at / during the...? Is it expensive to travel with children?</p>
			<p>increase, decrease, affect, generate, turn ... into ..., become, incinerate, prevent, preserve, maintain, consume, reduce, compost, discard</p>			
			<p>thanks to ...          Think globally, act locally</p>			

<p>News Current events Natural disasters</p>	<p>Discuss how you stay informed Discuss news and current events Report news to others Share news with others</p>	<p>Past perfect Reported speech past, present perfect: The victims said they had called the police. Verbs used in reporting: report, state According to ...</p>	<p>media, informed, section, news sections, politics, opinions, subscription, front page, etc., avalanche, earthquake, flood, wildfire, hurricane / typhoon, etc., casualty, missing, residents, etc., major, minor, incident, breaking news, record (high), employed, unemployment, (trade) union, accurate(ly), fact, sides (of a story), objective</p> <p>stay informed, skim, keep up with, destroy, restore, evacuate, go on strike, report, state, declare, announce, trust</p> <p>Yes, ... had. / No, ... hadn't. by the time ... / according to ...</p>			
<p>Major events in life Achievements Hopes and</p>	<p>Describe major life events and turning points</p>	<p>Wish + past perfect Past unreal conditional: If</p>	<p>turning point, over (= finished), safety, suddenly, closer, whether, regret,</p>			

<p>dreams The future</p>	<p>Describe past achievements Talk about hopes and dreams Make predictions</p>	<p>I hadn't been late, I would never have met you.</p>	<p>award, prize, etc., competition, assignment, work abroad program, Temp, chain, ~ of events, hope, dream, luck, lottery, prediction, currency</p>			
			<p>realize, win / won, achieve, succeed, hope, come true, anticipate, predict, die</p>			
			<p>Do you have any regrets?</p>			
			<p>If I hadn't ..., I would(n't) have ... If I had ..., I would(n't) have ... I hope to ... I hope I won't ... My dream is to ... in the near future</p>			

# 9° NINTH

NINTH GRADE

# 1. ASSESSMENT

Reception		Interaction		Production	
Listening	Reading	Spoken interaction	Written interaction	Spoken production	Written production
<p>Student can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. He/she can understand the main point of many radio or TV programs on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.</p>	<p>Student can understand texts that consist mainly of high frequency every day or job-related language. He/she can understand the description of events, feelings and wishes in personal letters</p>	<p>Student can deal with most situations likely to arise whilst travelling in an area where the language is spoken. He/she can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).</p>	<p>Student can write personal letters describing experiences and impressions.</p>	<p>Student can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes &amp; ambitions. He/she can briefly give reasons and explanations for opinions and plans. He/she can narrate a story or relate the plot of a book or film and describe my reactions.</p>	<p>Student can write straightforward connected text on topics, which are familiar, or of personal interest.</p>

## 2. QUALITATIVE ASPECTS

RANGE	ACCURACY	FLUENCY	INTERACTION	COHERENCE
<p>Student has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events.</p>	<p>Student uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.</p>	<p>Student can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.</p>	<p>Student can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding.</p>	<p>Student can link a series of shorter, discrete simple elements into a connected, linear sequence of points.</p>

### 3. ILLUSTRATIVE SCALES

#### 3.1 Communicative Activities:

RECEPTION	
<b>LISTENING COMPREHENSION</b>	Can understand straightforward factual information about common every day or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.
	Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.
<b>UNDERSTANDING INTERACTION BETWEEN NATIVE SPEAKERS</b>	Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect.
<b>LISTENING AS A MEMBER OF A LIVE AUDIENCE</b>	Can follow a lecture or talk within his/her own field, provided the subject matter is familiar and the presentation straightforward and clearly structured.
	Can follow in outline straightforward short talks on familiar topics provided these are delivered in clearly articulated standard speech.
<b>LISTENING TO ANNOUNCEMENTS &amp; INSTRUCTIONS</b>	Can understand simple technical information, such as operating instructions for everyday equipment. Can follow detailed directions.
<b>LISTENING TO RADIO AUDIO &amp; RECORDINGS</b>	Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.
	Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.
<b>WATCHING TV AND FILM</b>	Can understand a large part of many TV programs on topics of personal interest such as interviews, short lectures, and news reports when the delivery is relatively slow and clear.

	<p>Can follow many films in which visuals and action carry much of the storyline, and which are delivered clearly in straightforward language.</p> <p>Can catch the main points in TV programs on familiar topics when the delivery is relatively slow and clear.</p>
<b>OVERALL READING COMPREHENSION</b>	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.
<b>READING CORRESPONDENCE</b>	Can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend.
<b>READING FOR ORIENTATION</b>	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.
	Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.
<b>READING FOR INFORMATION &amp; ARGUMENT</b>	<p>Can identify the main conclusions in clearly signaled argumentative texts.</p> <p>Can recognize the line of argument in the treatment of the issue presented, though not necessarily in detail.</p>
	Can recognize significant points in straightforward newspaper articles on familiar subjects.
<b>READING INSTRUCTIONS</b>	Can understand clearly written, straightforward instructions for a piece of equipment.

## SPOKEN INTERACTION

<b>OVERALL SPOKEN INTERACTION</b>	Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field. Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem. Can express thoughts on more abstract, cultural topics such as films, books, music etc.
	Can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling. Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).
<b>UNDERSTANDING A NATIVE SPEAKER INTERLOCUTOR</b>	Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases.
<b>CONVERSATION</b>	<p>Can enter unprepared into conversations on familiar topics.</p> <p>Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases.</p> <p>Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.</p> <p>Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.</p>
<b>INFORMAL DISCUSSION (WITH FRIENDS)</b>	<p>Can follow much of what is said around him/her on general topics provided interlocutors avoid very idiomatic usage and articulate clearly.</p> <p>Can express his/her thoughts about abstract or cultural topics such as music, films. Can explain why something is a problem.</p> <p>Can give brief comments on the views of others.</p> <p>Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose etc.</p>
	<p>Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect.</p> <p>Can give or seek personal views and opinions in discussing topics of interest.</p> <p>Can make his/her opinions and reactions understood as regards solutions to problems or</p>

	<p>practical questions of where to go, what to do, how to organize an event (e.g. an outing). Can express belief, opinion, agreement and disagreement politely.</p>
<b>FORMAL DISCUSSION (MEETINGS)</b>	<p>Can follow much of what is said that is related to his/her field, provided interlocutors avoid very idiomatic usage and articulate clearly. Can put over a point of view clearly, but has difficulty engaging in debate.</p>
	<p>Can take part in routine formal discussion of familiar subjects which is conducted in clearly articulated speech in the standard dialect and which involves the exchange of factual information, receiving instructions or the discussion of solutions to practical problems.</p>
<b>GOAL-ORIENTED CO-OPERATION</b>	<p>Can follow what is said, though he/she may occasionally has to ask for repetition or clarification if the other people's talk is rapid or extended. Can explain why something is a problem, discuss what to do next, compare and contrast alternatives. Can give brief comments on the views of others.</p>
	<p>Can generally follow what is said and, when necessary, can repeat back part of what someone has said to confirm mutual understanding. Can make his/her opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations. Can invite others to give their views on how to proceed.</p>
<b>TRANSACTIONS TO OBTAIN GOODS &amp; SERVICES</b>	<p>Can deal with most transactions likely to arise whilst travelling, arranging travel or accommodation, or dealing with authorities during a foreign visit. Can cope with less routine situations in shops, post office, bank, e.g. returning an unsatisfactory purchase. Can make a complaint. Can deal with most situations likely to arise when making travel arrangements through an agent or when actually travelling, e.g., asking passenger where to get off for unfamiliar destination.</p>

<p><b>INFORMATION EXCHANGE</b></p>	<p>Can exchange, check and confirm accumulated factual information on familiar routine and non-routine matters within his field with some confidence.          Can describe how to do something, giving detailed instructions.          Can summarize and give his or her opinion about a short story, article, talk, discussion interview, or documentary and answer further questions of detail.</p>
	<p>Can find out and pass on straightforward factual information. Can ask for and follow detailed directions          Can obtain more detailed information.</p>
<p><b>INTERVIEWING AND BEING INTERVIEWED</b></p>	<p>Can provide concrete information required in an interview/consultation (e.g. describe symptoms to a doctor) but does so with limited precision.          Can carry out a prepared interview, checking and confirming information, though he/she may occasionally have to ask for repetition if the other person's response is rapid or extended.</p>
	<p>Can take some initiatives in an interview/consultation (e.g. to bring up a new subject) but is very dependent on interviewer in the interaction.          Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions.</p>

WRITTEN INTERACTION	
<b>OVERALL WRITTEN INTERACTION</b>	Can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision.
	Can write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important.
<b>CORRESPONDENCE</b>	Can write personal letters giving news and expressing thoughts about abstract or cultural topics such as music, films.
	Can write personal letters describing experiences, feelings and events in some detail.
<b>NOTES, MESSAGES &amp; FORMS</b>	Can take messages communicating enquiries, explaining problems.
	Can write notes conveying simple information of immediate relevance to friends, service people, teachers and others who feature in his/her everyday life, getting across comprehensibly the points he/she feels are important.

SPOKEN PRODUCTION	
<b>OVERALL SPOKEN PRODUCTION</b>	Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.
<b>SUSTAINED MONOLOGUE: Describing Experience</b>	<p>Can give straightforward descriptions on a variety of familiar subjects within his field of interest.</p> <p>Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. Can give detailed accounts of experiences, describing feelings and reactions.</p> <p>Can relate details of unpredictable occurrences, e.g., an accident. Can relate the plot of a book or film and describe his/her reactions. Can describe dreams, hopes and ambitions. Can describe events, real or imagined.</p> <p>Can narrate a story.</p>
	<p>Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples.</p> <p>Can construct a chain of reasoned argument:</p>

<b>SUSTAINED MONOLOGUE: Putting a Case (e.g. in a Debate)</b>	Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
<b>PUBLIC ANNOUNCEMENTS</b>	Can deliver short, rehearsed announcements on a topic pertinent to everyday occurrences in his/her field which, despite possibly very foreign stress and intonation, are nevertheless clearly intelligible.
<b>ADDRESSING AUDIENCES</b>	Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision. Can take follow up questions, but may have to ask for repetition if the speech was rapid.

<b>WRITTEN PRODUCTION</b>	
<b>OVERALL WRITTEN PRODUCTION</b>	Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.
<b>CREATIVE WRITING</b>	Can write straightforward, detailed descriptions on a range of familiar subjects within his field of interest. Can write accounts of experiences, describing feelings and reactions in simple connected text. Can write a description of an event, a recent trip - real or imagined. Can narrate a story.
<b>REPORTS &amp; ESSAYS</b>	Can write short, simple essays on topics of interest. Can summarize, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his field with some confidence.
	Can write very brief, reports to a standard conventionalized format, which pass on routine factual information and state reasons for actions.

## 3.2 Communicative Strategies

RECEPTION		
SPOKEN	<b>IDENTIFYING CUES &amp; INFERRING (Spoken &amp; Written)</b>	<p>Can identify unfamiliar words from the context on topics related to his/her field and interests.</p> <p>Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.</p>
	<b>TAKING THE FLOOR (TURNTAKING)</b>	<p>Can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor.</p> <p>Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.</p>
	<b>COOPERATING</b>	<p>Can exploit a basic repertoire of language and strategies to help keep a conversation or discussion going. Can summarize the point reached in a discussion and so help focus the talk.</p> <p>Can repeat back part of what someone has said to confirm mutual understanding and help keep the development of ideas on course. Can invite others into the discussion.</p>
	<b>ASKING FOR CLARIFICATION</b>	<p>Can ask someone to clarify or elaborate what he or she has just said.</p>
	<b>PLANNING</b>	<p>Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.</p>
	<b>COMPENSATING</b>	<p>Can define the features of something concrete for which he/she can't remember the word.</p> <p>Can convey meaning by qualifying a word meaning something similar (e.g. a truck for people = bus).</p>

		Can use a simple word meaning something similar to the concept he/she wants to convey and invites "correction". Can foreignize a mother tongue word and ask for confirmation.
	<b>MONITORING &amp; REPAIR</b>	<p>Can correct mix-ups with tenses or expressions which lead to misunderstandings provided the interlocutor indicates there is a problem.</p> <p>Can ask for confirmation that a form used is correct.</p> <p>Can start again using a different tactic when communication breaks down.</p>
<b>WRITTEN</b>	<b>NOTE-TAKIN (LECTURES, SEMINARS, ETC.)</b>	<p>Can take notes during a lecture, which are precise enough for his/her own use at a later date, provided the topic is within his/her field of interest and the talk is clear and well structured.</p> <p>Can take notes as a list of key points during a straightforward lecture, provided the topic is familiar, and the talk is both formulated in simple language and delivered in clearly articulated standard speech.</p>
	<b>PROCESSING TEXT</b>	Can collate short pieces of information from several sources and summarize them for somebody else.
		Can paraphrase short written passages in a simple fashion, using the original text wording and ordering.

## 4.COMMUNICATIVE LANGUAGE COMPETENCE

### 4.1 Linguistic

LINGUISTIC			
RANGE	CONTROL		
<b>GENERAL LINGUISTIC RANGE</b>	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times.	<b>GRAMMATICAL ACCURACY</b>	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.
			Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.
<b>VOCABULARY RANGE</b>	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events.	<b>VOCABULARY CONTROL</b>	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.
	<b>PHONOLOGICAL CONTROL</b>		Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.
	<b>ORTHOGRAPHIC CONTROL</b>		Can produce continuous writing, which is generally intelligible throughout. Spelling, punctuation and layout are accurate enough to be followed most of the time.

## 4.2 Sociolinguistic and Pragmatic

SOCIOLINGUISTIC	
<b>SOCIOLINGUISTIC APPROPRIATENESS</b>	<p>Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register</p> <p>Is aware of the salient politeness conventions and acts appropriately</p> <p>Is aware of, and looks out for signs of, the most significant differences between the customs, usages, attitudes, values and beliefs prevalent in the community concerned and those of his or her own.</p>

PRAGMATIC	
<b>FLEXIBILITY</b>	Can adapt his expression to deal with less routine, even difficult, situations.
	Can exploit a wide range of simple language flexibly to express much of what he/she wants.
<b>TAKING THE FLOOR (TURNTAKING)</b>	Can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor.
	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.
<b>THEMATIC DEVELOPMENT</b>	Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.
<b>COHERENCE</b>	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.
	Can explain the main points in an idea or problem with reasonable precision.
<b>PROPOSITIONAL PRECISION</b>	<p>Can convey simple, straightforward information of immediate relevance, getting across which point he/she feels is most important.</p> <p>Can express the main point he/she wants to make comprehensibly.</p>
<b>SPOKEN FLUENCY</b>	Can express him/herself with relative ease. Despite some problems with formulation resulting in pauses and "cul-de-sacs", he/she is able to keep going effectively without help.
	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.

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# CONTENTS

# 5.CONTENTS

## 5.1 General

FUNCTION		
<p>Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar, or of personal interest. Can describe experiences and events, dreams, hopes &amp; ambitions and briefly give reasons and explanations for opinions and plans.</p>		
TOPIC	OBJECTIVES	GRAMMAR
Introductions and small talk Friendships Social activities Travel, Historical sites, architectural wonders Dining experiences, restaurant problems, lost items Career paths, Career choices Celebrations, traditions, holiday foods and activities Invitations Socializing with colleagues and clients Small talk Thanks, and compliments Entertainment Concerts Movies Plays	Introducing yourself Renewing and making friendships Planning a social activity Following up on a contact Discussing a trip Describing famous sites Asking for recommendations Talking about a dining experience Getting good service and describing meals Discussing a bill Calling about a lost item Talking about career plans Talking about career paths Talking about career changes Talking about New Year's Eve Describing traditions Talking about New Year's activities Inviting a client out Extending an invitation Accepting and declining an invitation Expressing thanks, Complimenting the host Discussing weekend activities Talking about entertainment Talking about activities and events	Contrast of the simple present and present progressive tenses Verbs not commonly used in the progressive form Contrast of simple past and past progressive tenses Contrast of simple present, simple past, and present perfect tenses Making comparisons Adjective + preposition + gerund Clauses with so (that) vs. (and) so Contrast of present perfect and present perfect progressive tenses would like + pronoun + infinitive Polite requests with would and could so vs. Such Modal auxiliary verbs so / too / either / neither

## 5.2 Tourism

TOPIC	OBJECTIVE	LANGUAGE
Reservations and bookings Scheduling and rescheduling Cancellations Product / service information Vouchers and rebates Requests Complaints Topics Quality management Transport Types of accommodation Tours and trips Travel precautions Tourism for all – budget travel Professional involvement in facilities and hiring	Talking about reservations and bookings Helping customers with their reservations and bookings Talking about scheduling and rescheduling Managing changes and change fees Dealing with schedules and changes to schedules Talking about cancellations and cancellation policies Explaining cancellation procedures Dealing with cancellations Describing products and services Talking about vouchers and rebates Talking about requests and complaints Dealing with requests and complaints Denying quality management Talking about quality management procedures Implementing quality management Talking about transport facilities Describing facilities Informing and helping passengers	would you care to...?, commitment, perhaps, sounds great, take a rain check, make it, how about ...?, why don't you ...? , happen to, to make up for something, hectic, agony, to feel at ease, entertaining, lame to (re)schedule arrangements availability check-in / out times stopover renovation, to apply to, to avoid replacement ticket permitted, to postpone, to delay time of departure / arrival connection, timetable penalty, to charge, fare unforeseen circumstances, to alter cancellation, to react to , to hold attached file prior to no show to give an update to purchase things don't go the way we plan FAQs to cancel cancellation policy however no charge will be levied total amount ASAP to make final arrangements to get penalized nature (of a stay)

	<p>Talking about and describing accommodation</p> <p>Assisting customers</p> <p>Talking about and describing sites</p> <p>Making recommendations</p> <p>Organizing tours and trips</p> <p>Talking about rules and safety</p> <p>Explaining rules and safety procedures</p> <p>Talking about different categories of travelers</p> <p>Talking about budget travel</p> <p>Planning budget travels</p> <p>Talking about facilities</p> <p>Planning new facilities</p> <p>Discussing internal recruitment</p>	<p>vacation package airport lounges rebate discount</p> <p>original price</p> <p>substitute</p> <p>pop-up ad</p> <p>pass</p> <p>validity voucher</p> <p>deduction coupon</p> <p>leaflet</p> <p>to request, to make a request, to respond, to offer (a solution)</p> <p>alternative</p> <p>to express (a request), to advise</p> <p>I'd like to have my money back.</p> <p>I won't be coming back ever again.</p> <p>You just lost a customer.</p> <p>to agree on (a refund)</p> <p>to complain about</p> <p>to make a complaint</p> <p>unhappy with / about</p> <p>dissatisfied with</p> <p>reach a compromise</p> <p>I'm sorry to hear about the problems you experienced.</p> <p>I fully understand that this is a difficult situation.</p> <p>to keep something on file</p> <p>to please someone</p> <p>quality</p> <p>to assess</p> <p>(customer) focus process (approach)</p> <p>to work on</p> <p>to come to a conclusion procedure</p> <p>to affect</p>
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		quality management self-evaluation leadership constant to achieve to gain (knowledge) award priority principles involvement improvement floor plan premises key to success rather than facilities escalator duty-free shop customs excess baggage stopover birth certificate lavatories diaper bag ticket collector to exceed the (size) to leave something behind to give up (a seat) stable fares elevator parking lot electric lamp exchange office to tag luggage to walk around to prove stroller crew invalid restrictions hassle moving walkway waiting room lost property taxi stand
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		<p>form of identification infant fussy over-sized luggage expired wheelchair accommodation berth inn child-friendly authentic pretty tight budget bland fen-suite bathroom cart display rack complimentary Only the best will do, money is no object. to put a bill on (a company account) cottage campsite capsule hotel costly basic value for money it's all about ... cabin motel luxurious family-run cozy remote location to swipe (a card) adjoining room brochure even number to allocate valet ice machine huge, immense, breathtaking, amazing, brick, marble, glass, stone, steel, gold admission, landmark Why don't you ...? to give something a try massive stunning unbelievable wood iron, bronze, cobblestone,</p>
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		surroundings to recommend cozy enormous, exquisite, incredible, marked, ruin to suggest to check out (social) rules no admittance comfort strictly forbidden it goes unsaid sharp safety precaution to remain to break (a rule) When in Rome, do as the Romans do. flash photography public access to safety to stay (away) to pay attention to to keep for your own safety security guard safety announcement stag party gourmet to stick to (a budget) in advance unnecessary cost eatery tend to be to bring something along to upload currency (to travel) wisely to navigate pilgrimage budget travel to afford length to depend on resident
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		<p>cold cuts (photo) shots purchase discount (subway) token directory vending machine prayer room food court meet and greet services taxicab stand internal recruitment agreeing Absolutely. Generally I agree, but ... I'm not so sure about that. I'm afraid I disagree. Incentive fun zone baby care room money changer convenience store special needs (hotel) wing employment terms disagreeing That's what I think, too. I can't really say. I tend to disagree. Sorry to disagree, but ... I'm sorry, I can't agree with you on that.</p>
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**Suggested time: 165 Hours**

GENERAL		TOURISM		
	TOPIC	OBJECTIVE	TOPIC	OBJECTIVE
MODULE I	Introductions and small talk Friendships Social activities	Introducing your self Renewing and making friendships Planning a social activity Following up on a contact	Reservations and bookings	Talking about reservations and bookings Helping customers with their reservations and bookings
			Scheduling and rescheduling	Talking about scheduling and rescheduling Managing changes and change fees Dealing with schedules and changes to schedules
MODULE II	Travel, Historical sites, architectural wonders	Discussing a trip Describing famous sites Asking for recommendations	Cancellations	Talking about cancellations and cancellation policies Explaining cancellation procedures Dealing with cancellations
			Product / service information Vouchers and rebates	Describing products and services Talking about vouchers and rebates

MODULE III	Dining experiences, restaurant problems, lost items	Talking about a dining experience Getting good service and describing meals Discussing a bill Calling about a lost item	Requests Complaints	Talking about requests and complaints Dealing with requests and complaints
			Topics Quality management	Defining quality management Talking about quality management procedures Implementing quality management
MODULE IV	Career paths, Career choices	Talking about career plans Talking about career paths Talking about career changes	Transport	Talking about transport Describing facilities Informing and helping passengers
			Types of accommodation	Talking about and describing accommodation Assisting customers
MODULE V	Celebrations, traditions, holiday foods and activities	Talking about New Year's Eve Describing traditions Talking about New Year's activities	Tours and trips	Talking about and describing sites Making recommendations Organizing tours and trips
			Travel precautions	Talking about rules and safety Explaining rules and safety procedures

MODULE VI	Invitations Socializing with colleagues and clients Small talk Thanks and compliments	Inviting a client out Extending an invitation Accepting and declining an invitation Expressing thanks Complimenting the host	Tourism for all – budget travel	Talking about different categories of travelers Talking about budget travel Planning budget travels
MODULE VII	Entertainment Concerts Movies Plays	Discussing weekend activities Talking about entertainment Talking about activities and events	Professional involvement in facilities and hiring	Talking about facilities Planning new facilities Discussing internal recruitment

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# CURRICULUM

## PRONUNCIATION

Vowel sounds, homographs -wind, wind, schwa in stressed and unstressed syllables

GENERAL					TOURISM		
	TOPIC	OBJECTIVE	GRAMMAR	VOCABULARY	TOPIC	OBJECTIVES	LANGUAGE
MODULE I	Introductions and small talk Friendships Social activities	Introducing yourself Renewing and making friendships Planning a social activity Following up on a contact	Contrast of the simple present and present progressive tenses Verbs not commonly used in the progressive form Passive voice, progressive: is being done,	Prepositions: in sales in marketing in the design department	Reservations and bookings	Talking about reservations and bookings Helping customers with their reservations and bookings	would you care to...?, commitment, perhaps, sounds great, take a rain check, make it, how about ...?, why don't you ...? , happen to, to make up for something, hectic, agony, to feel at ease, entertaining, lame
				remember doubt admire recognize appreciate belong bet (I bet you're a great golfer.)			
				How do you do? How are you? How have you been? How's it going? How're you doing? What's new? What's up? ... suggested I contact you. You look great! It's wonderful	Scheduling and rescheduling	Talking about scheduling and rescheduling Managing changes and change fees Dealing with schedules and changes to schedules	to (re)schedule arrangements availability check-in / out times stopover renovation to apply to to avoid replacement ticket permitted to postpone to delay

			<p>(good) to see you again. Nice to see you, too. Are you still working at ...? Do you still live in ...? Are you still in touch with ...? How are things at ...?</p>			<p>time of departure / arrival connection timetable penalty to charge fare unforeseen circumstances to alter</p>
			<p>Are you free Friday night? Are you doing anything on Saturday? Let's get together on ... Would you like to ...? I look forward to meeting you</p>	<p>Cancellations</p>	<p>Talking about cancellations and cancellation policies Explaining cancellation procedures Dealing with cancellations</p>	<p>cancellation to react to to hold attached file prior to no show to give an update to purchase things don't go the way we plan FAQs to cancel cancellation policy however no charge will be levied total amount ASAP to make final arrangements to get penalized</p>

MODULE II	Travel, Historical sites, architectural wonders	Discussing a trip Describing famous sites Asking for recommendations	Contrast of simple past and past progressive tenses. Passive voice past tenses	Ferry, architecture, wood, stone, brick, iron, steel, marble, bronze, gold, glass	Product / service information Vouchers and rebates	Describing products and services Talking about vouchers and rebates	nature (of a stay)  vacation package airport lounges rebate discount original price substitute pop-up ad pass validity voucher deduction coupon leaflet
				ancient incredible stunning exquisite breathtaking huge immense massive unbelievable amazing man-made hard-to-reach			
				in (year), from... to ..., between ... and ..., the 1600s, the 30s, 1930,	Requests Complaints	Talking about requests and complaints Dealing with requests and complaints	to request to make a request to respond to offer (a solution) alternative to express (a request) to advise I'd like to have my money back. I won't be coming back

MODULE II

						<p>ever again.          You just lost a customer.          to agree on (a refund)          to complain about          to make a complaint          unhappy with / about          dissatisfied with          reach a compromise          I'm sorry to hear about the problems you experienced. I fully understand that this is a difficult situation.          to keep something on file          to please someone</p>
			<p>What's it like?          What is it made of? What do you know about it?          Where's the best place ...? What do you recommend?</p>	<p>Topics          Quality management</p>	<p>Defining quality management          Talking about quality management procedures          Implementing</p>	<p>quality          to assess (customer)          focus process (approach)          to work on          to come to a conclusion          procedure</p>

MODULE II				<p>Where do you suggest ...?  Where can we ...? Why don't you ...? Is there someplace nice in the area?</p>		quality management	<p>to affect quality management  self-evaluation  leadership  constant to achieve to gain (knowledge)  award  priority principles  involvement  improvement  floor plan  premises  key to success</p>
MODULE III	<p>Dining experiences, restaurant problems, lost items</p>	<p>Talking about a dining experience  Getting good service and describing meals  Discussing a bill  Calling about a lost item</p>	<p>Contrast of simple present, simple past, and present perfect tenses  Making comparisons</p>	<p>ambiance, presentation, service, wait time, bill, charge, gratuity, tip, pick up the check,</p> <p>attentive  crowded  delicious  disappointing  fantastic  fabulous superior  popular  undercooked  overcooked so-so  superb</p>	Transport	<p>Talking about transport  Describing facilities  Informing and helping passengers</p>	<p>rather than facilities  escalator duty-free shop  customs  excess baggage  stopover  birth certificate  lavatories  diaper bag  ticket collector  to exceed the (size)  to leave something behind  to give up (a seat)</p>

MODULE III

			charming cozy lively			stable fares elevator parking lot electric lamp exchange office to tag luggage to walk around to prove stroller crew invalid restrictions hassle moving walkway waiting room lost property taxi stand form of identification infant fussy over-sized luggage expired wheelchair
			apologize cook (to perfection) hold figure out	Types of accommodatio n	Talking about and describing accommodati on Assisting customers	accommodatio n berth inn child-friendly authentic pretty tight

This one's on me  
 It's my treat.  
 It's on the house.  
 Let me get this /  
 pick  
 this up.  
 Don't bother!  
 Should we give it  
 a try? (It's) worth  
 the wait. How is  
 everything?  
 We'll take care  
 of it. Everything  
 was just right!  
 I can't wait to  
 go back! (I've)  
 never tasted  
 better.  
 It was a  
 complete  
 disaster!  
 Hold just a  
 moment.

budget bland  
 en-suite  
 bathroom  
 cart  
 display rack  
 complimentary  
 Only the best  
 will do, money is  
 no object. to  
 put a bill on (a  
 company  
 account)  
 cottage  
 campsite  
 capsule hotel  
 costly  
 basic  
 value for money  
 it's all about ...  
 cabin  
 motel  
 luxurious family-  
 run  
 cozy  
 remote location  
 to swipe (a  
 card) adjoining  
 room brochure  
 even number  
 to allocate  
 valet  
 ice machine

Tours and trips

Talking about  
 and  
 describing  
 sites Making

huge, immense,  
 breathtaking,  
 amazing,  
 brick, marble,

MODULE III						<p>recommendations Organizing tours and trips</p>	<p>glass, stone, steel, gold admission, landmark Why don't you ...? to give something a try massive stunning unbelievable wood iron, bronze, cobblestone, surroundings to recommend cozy enormous, exquisite, incredible, marked, ruin to suggest to check out</p>
MODULE IV	<p>Career paths, Career choices</p>	<p>Talking about career plans Talking about career paths Talking about career changes</p>	<p>Adjective + preposition + gerund Clauses with so (that) vs. (and) so</p>	<p>laid off, eliminated, marketable, temporary. Gerunds: reporting managing solving. starting salary, opportunities for advancement, professional growth, expert,</p>	<p>Travel precautions</p>	<p>Talking about rules and safety Explaining rules and safety procedures</p>	<p>(social) rules no admittance comfort strictly forbidden it goes unsaid sharp safety precaution to remain to break (a rule) When in Rome, do as the</p>

MODULE IV

<p>position in industry, long-term prospects, solid company, leadership, option, challenge</p>			<p>Romans do. flash photography public access to safety to stay (away) to pay attention to to keep for your own safety security guard safety announcement</p>
<p>Responsible for interested in nervous about capable of happy about good at concerned about used to tired of</p>	<p>Tourism for all – budget travel</p>	<p>Talking about different categories of travelers Talking about budget travel Planning budget travels</p>	<p>stag party gourmet to stick to (a budget) in advance unnecessary cost eatery tend to be to bring something along to upload currency (to travel) wisely to navigate pilgrimage budget travel to afford length to depend on</p>
<p>get into decide on come up eliminate burn out take apart put back move up tied up (in meetings) to do by choice to pass up (an opportunity) to look back end up as jump at ...</p>			
<p>Best of luck to you. How did you get into ...?</p>			

MODULE IV				<p>When did you become a ...?          Why did you decide on ...?          How did you end up as ...?          Don't get me wrong! What are you good at?          What are you interested in?          It was a great break for me</p>			<p>resident          cold cuts          (photo) shots          purchase          discount          (subway) token</p>
MODULE V	<p>Celebrations, traditions, holiday foods and activities</p>	<p>Talking about New Year's Eve          Describing traditions          Talking about New Year's activities</p>	<p>Contrast of present perfect and present perfect progressive tenses          Passive voice (present perfect):</p>	<p>champagne          confetti fireworks          guests midnight party relative          resolution sunrise temple toast wealth</p> <p>dress up cheer          bother hug kiss          set off (fireworks)          throw relax          wish crazy packed (= crowded)          special</p> <p>Happy New Year! It's a chance to turn over a new leaf.          I can't eat another bite. We</p>	<p>Professional involvement in facilities and hiring</p>	<p>Talking about facilities          Planning new facilities          Discussing internal recruitment</p>	<p>directory          vending machine          prayer room          food court          meet and greet          services taxicab stand          internal recruitment          agreeing Absolutely.          Generally I agree, but ...          I'm not so sure about that.          I'm afraid I disagree.          Incentive fun zone          baby care room money changer</p>

MODULE V				<p>enjoyed the party immensely!  Would you like to join us?  What do you have in mind?  Count me in/out. Any interest in ...? No way.  Would I ever!  You've got to be kidding.  plenty of a fresh start  the countdown, stroke of midnight, night on the town,  make a resolution</p>			<p>convenience store  special needs (hotel) wing  employment terms  disagreeing  That's what I think, too.  I can't really say.  I tend to disagree.  Sorry to disagree, but ...  I'm sorry, I can't agree with you on that.</p>
MODULE VI	<p>Invitations  Socializing with colleagues and clients  Small talk  Thanks</p>	<p>Inviting a client out  Extending an invitation  Accepting and declining an invitation  Expressing thanks  Complimenting the host</p>	<p>would like + pronoun + infinitive  Polite requests with would and could  so vs. Such</p>	<p>Are you free?  Would you care to join us? How about ...?  Do you want to ...?  Why don't you ...?  Are you doing anything ...?</p>	<p>Reservations and bookings</p>	<p>Talking about reservations and bookings  Helping customers with their reservations and bookings</p>	<p>destination in advance  online exclusively  within walking distance  cheap last minute to compare  hotline</p>

and compliments			Would you like to ...?			
			<p>I'd love to. I'd like that very much. Yes, I would. Sounds great. Definitely. That would be great.</p> <p>Can I take a rain check? Unfortunately ... I'd love to but ... Sorry, I can't. I'm sorry, but I'm busy. Tonight's not good for me.</p>	Confirmations	Talking about confirmations Dealing with confirmations	<p>confirmation to accommodate This is to confirm that ... I just wanted to let you know ... Just checking in to see if ... Please confirm sloppy to reassure somebody query to provide to change your mind sincerely to confirm Thank you for ... Attached is ... Your request to ... Have you considered ... Please let me know if ... impersonal to restate to refer to actual We look forward to ... best regards</p>

						Feel free to contact me if you have any questions.	
			Thank you for ... a lovely evening ... inviting us ... dinner Everything was wonderful. That was so nice of you. I had such a great time.	Postponements	Talking about postponements Dealing with changes Explaining postponement procedures	postponement illness roughly policy unfortunately earthquake to feel responsible for concrete to propose Activity 1 to postpone to handle circumstances replacement due to to recommend well-being solution	
MODULE VII	Entertainment Concerts Movies Plays	Discussing weekend activities Talking about entertainment Talking about activities and events	Modal auxiliary verbs so / too / either / neither	excellent terrific amazing brilliant average so-so all right nothing special awful horrible lousy incredible rubbish unforgettable	Product / service information Vouchers and rebates	Describing products and services Talking about vouchers and rebates	to rank product range rebate voucher
				may be able to ought to have to must	Requests Complaints	Talking about requests and complaints Dealing with	(visa) requirements Could you make sure ...? to behave

						requests and complaints	<p>odor to address (a problem) record (of reservations) to enclose to voice a complaint I'll tell you what, ... I'm going to have to consult with my manager. I can assure you that we intend to monitor this issue. If you have a complaint, please put it in writing. Can you specify ...? to qualify for (a discount) abrupt frustrated to occur inexcusable prompt (response) I don't see what you mean. to lose your temper</p>
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			<p>comedy drama horror science fiction animated western romance adventure thriller documentary musical silent movie film critic listing, jazz club production (theater production) rock band</p>	Quality management	<p>Defining quality management Talking about quality management procedures Implementing quality management</p>	<p>quality management evaluation models inspection quality management system (QMS) data failure reputation to be at the heart of organizational structure resources maintenance transparency and independent audit to be introduced to continuous improvement sustainability training to chase up (documents) to be aware of</p>
		<p>We're movie buffs. I'm a big fan of ... I'm crazy about ... What kind of music are you into? I can't get enough of ... I'm fascinated by ... Any idea who's playing? It's worth a call. Let's take a look. Seen any movies lately?</p>				

# 10° TENTH

TENTH GRADE

# 1. ASSESSMENT

Reception		Interaction		Production	
Listening	Reading	Spoken interaction	Written interaction	Spoken production	Written production
<p>Student can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. He/she can understand the main point of many radio or TV programs on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.</p>	<p>Student can understand texts that consist mainly of high frequency every day or job-related language. He/she can understand the description of events, feelings and wishes in personal letters</p>	<p>Student can deal with most situations likely to arise whilst travelling in an area where the language is spoken. He/she can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).</p>	<p>Student can write personal letters describing experiences and impressions.</p>	<p>Student can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes &amp; ambitions. He/she can briefly give reasons and explanations for opinions and plans. He/she can narrate a story or relate the plot of a book or film and describe my reactions.</p>	<p>Student can write straightforward connected text on topics, which are familiar, or of personal interest.</p>

## 2. QUALITATIVE ASPECTS

RANGE	ACCURACY	FLUENCY	INTERACTION	COHERENCE
Student has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circum-locutions on topics such as family, hobbies and interests, work, travel, and current events.	Student uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.	Student can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	Student can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding.	Student can link a series of shorter, discrete simple elements into a connected, linear sequence of points.

### 3. ILLUSTRATIVE SCALES

#### 3.1 Communicative Activities:

RECEPTION	
<b>LISTENING COMPREHENSION</b>	Can understand straightforward factual information about common every day or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.
	Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.
<b>UNDERSTANDING INTERACTION BETWEEN NATIVE SPEAKERS</b>	Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect.
<b>LISTENING AS A MEMBER OF A LIVE AUDIENCE</b>	Can follow a lecture or talk within his/her own field, provided the subject matter is familiar and the presentation straightforward and clearly structured.
	Can follow in outline straightforward short talks on familiar topics provided these are delivered in clearly articulated standard speech.
<b>LISTENING TO ANNOUNCEMENTS &amp; INSTRUCTIONS</b>	Can understand simple technical information, such as operating instructions for everyday equipment. Can follow detailed directions.
<b>LISTENING TO RADIO AUDIO &amp; RECORDINGS</b>	Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.
	Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.
<b>WATCHING TV AND FILM</b>	Can understand a large part of many TV programs on topics of personal interest such as interviews, short lectures, and news reports when the delivery is relatively slow and clear.
	Can follow many films in which visuals and action carry much of the storyline, and which are delivered clearly in straightforward language. Can catch the main points in TV programs on familiar topics when the delivery is relatively slow and clear.
<b>OVERALL READING COMPREHENSION</b>	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.
<b>READING CORRESPONDENCE</b>	Can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend.
<b>READING FOR ORIENTATION</b>	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.

	Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.
<b>READING FOR INFORMATION &amp; ARGUMENT</b>	Can identify the main conclusions in clearly signaled argumentative texts. Can recognize the line of argument in the treatment of the issue presented, though not necessarily in detail.
	Can recognize significant points in straightforward newspaper articles on familiar subjects.
<b>READING INSTRUCTIONS</b>	Can understand clearly written, straightforward instructions for a piece of equipment.

<b>SPOKEN INTERACTION</b>	
<b>OVERALL SPOKEN INTERACTION</b>	Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field. Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem. Can express thoughts on more abstract, cultural topics such as films, books, music etc.
	Can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling. Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).
<b>UNDERSTANDING A NATIVE SPEAKER INTERLOCUTOR</b>	Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases.
<b>CONVERSATION</b>	Can enter unprepared into conversations on familiar topics. Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases. Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to. Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.
<b>INFORMAL DISCUSSION (WITH FRIENDS)</b>	Can follow much of what is said around him/her on general topics provided interlocutors avoid very idiomatic usage and articulate clearly. Can express his/her thoughts about abstract or cultural topics such as music, films. Can explain why something is a problem. Can give brief comments on the views of others. Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose etc.
	Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect.

	<p>Can give or seek personal views and opinions in discussing topics of interest.  Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organize an event (e.g. an outing).  Can express belief, opinion, agreement and disagreement politely.</p>
<b>FORMAL DISCUSSION (MEETINGS)</b>	<p>Can follow much of what is said that is related to his/her field, provided interlocutors avoid very idiomatic usage and articulate clearly.  Can put over a point of view clearly, but has difficulty engaging in debate.</p>
	<p>Can take part in routine formal discussion of familiar subjects which is conducted in clearly articulated speech in the standard dialect and which involves the exchange of factual information, receiving instructions or the discussion of solutions to practical problems.</p>
<b>GOAL-ORIENTED CO-OPERATION</b>	<p>Can follow what is said, though he/she may occasionally has to ask for repetition or clarification if the other people's talk is rapid or extended.  Can explain why something is a problem, discuss what to do next, compare and contrast alternatives. Can give brief comments on the views of others.</p>
	<p>Can generally follow what is said and, when necessary, can repeat back part of what someone has said to confirm mutual understanding.  Can make his/her opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations.  Can invite others to give their views on how to proceed.</p>
<b>TRANSACTIONS TO OBTAIN GOODS &amp; SERVICES</b>	<p>Can deal with most transactions likely to arise whilst travelling, arranging travel or accommodation, or dealing with authorities during a foreign visit.  Can cope with less routine situations in shops, post office, bank, e.g. returning an unsatisfactory purchase. Can make a complaint.  Can deal with most situations likely to arise when making travel arrangements through an agent or when actually travelling, e.g., asking passenger where to get off for unfamiliar destination.</p>
<b>INFORMATION EXCHANGE</b>	<p>Can exchange, check and confirm accumulated factual information on familiar routine and non-routine matters within his field with some confidence.  Can describe how to do something, giving detailed instructions.  Can summarize and give his or her opinion about a short story, article, talk, discussion interview, or documentary and answer further questions of detail.</p>
	<p>Can find out and pass on straightforward factual information. Can ask for and follow detailed directions  Can obtain more detailed information.</p>
	<p>Can provide concrete information required in an interview/consultation (e.g. describe symptoms to a doctor) but does so with limited precision.</p>

<b>INTERVIEWING AND BEING INTERVIEWED</b>	Can carry out a prepared interview, checking and confirming information, though he/she may occasionally have to ask for repetition if the other person's response is rapid or extended.
	Can take some initiatives in an interview/consultation (e.g. to bring up a new subject) but is very dependent on interviewer in the interaction. Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions.

<b>WRITTEN INTERACTION</b>	
<b>OVERALL WRITTEN INTERACTION</b>	Can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision.
	Can write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important.
<b>CORRESPONDENCE</b>	Can write personal letters giving news and expressing thoughts about abstract or cultural topics such as music, films.
	Can write personal letters describing experiences, feelings and events in some detail.
<b>NOTES, MESSAGES &amp; FORMS</b>	Can take messages communicating enquiries, explaining problems.
	Can write notes conveying simple information of immediate relevance to friends, service people, teachers and others who feature in his/her everyday life, getting across comprehensibly the points he/she feels are important.

<b>SPOKEN PRODUCTION</b>	
<b>OVERALL SPOKEN PRODUCTION</b>	Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.
<b>SUSTAINED MONOLOGUE: Describing Experience</b>	Can give straightforward descriptions on a variety of familiar subjects within his field of interest. Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. Can give detailed accounts of experiences, describing feelings and reactions. Can relate details of unpredictable occurrences, e.g., an accident. Can relate the plot of a book or film and describe his/her reactions. Can describe dreams, hopes and ambitions. Can describe events, real or imagined. Can narrate a story.
<b>SUSTAINED MONOLOGUE: Putting a Case (e.g. in a Debate)</b>	Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples. Can construct a chain of reasoned argument:

	Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
<b>PUBLIC ANNOUNCEMENTS</b>	Can deliver short, rehearsed announcements on a topic pertinent to everyday occurrences in his/her field which, despite possibly very foreign stress and intonation, are nevertheless clearly intelligible.
<b>ADDRESSING AUDIENCES</b>	Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision. Can take follow up questions, but may have to ask for repetition if the speech was rapid.

<b>WRITTEN PRODUCTION</b>	
<b>OVERALL WRITTEN PRODUCTION</b>	Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.
<b>CREATIVE WRITING</b>	Can write straightforward, detailed descriptions on a range of familiar subjects within his field of interest. Can write accounts of experiences, describing feelings and reactions in simple connected text. Can write a description of an event, a recent trip - real or imagined. Can narrate a story.
<b>REPORTS &amp; ESSAYS</b>	Can write short, simple essays on topics of interest. Can summarize, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his field with some confidence. Can write very brief, reports to a standard conventionalized format, which pass on routine factual information and state reasons for actions.

## 3.2 Communication Strategies

RECEPTION		
SPOKEN	<b>IDENTIFYING CUES &amp; INFERRING (Spoken &amp; Written)</b>	<p>Can identify unfamiliar words from the context on topics related to his/her field and interests.</p> <p>Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.</p>
	<b>TAKING THE FLOOR (TURNTAKING)</b>	Can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor.
		Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.
	<b>COOPERATING</b>	Can exploit a basic repertoire of language and strategies to help keep a conversation or discussion going. Can summarize the point reached in a discussion and so help focus the talk.
		Can repeat back part of what someone has said to confirm mutual understanding and help keep the development of ideas on course. Can invite others into the discussion.
	<b>ASKING FOR CLARIFICATION</b>	Can ask someone to clarify or elaborate what he or she has just said.
	<b>PLANNING</b>	Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.
	<b>COMPENSATING</b>	<p>Can define the features of something concrete for which he/she can't remember the word.</p> <p>Can convey meaning by qualifying a word meaning something similar (e.g. a truck for people = bus).</p>
Can use a simple word meaning something similar to the concept he/she wants to convey and invites "correction". Can foreignize a mother tongue word and ask for confirmation.		

	<b>MONITORING &amp; REPAIR</b>	Can correct mix-ups with tenses or expressions which lead to misunderstandings provided the interlocutor indicates there is a problem.
		Can ask for confirmation that a form used is correct. Can start again using a different tactic when communication breaks down.
<b>WRITTEN</b>	<b>NOTE-TAKING (LECTURES, SEMINARS, ETC.)</b>	Can take notes during a lecture, which are precise enough for his/her own use at a later date, provided the topic is within his/her field of interest and the talk is clear and well structured.
		Can take notes as a list of key points during a straightforward lecture, provided the topic is familiar, and the talk is both formulated in simple language and delivered in clearly articulated standard speech.
	<b>PROCESSING TEXT</b>	Can collate short pieces of information from several sources and summarize them for somebody else.
		Can paraphrase short written passages in a simple fashion, using the original text wording and ordering.

## 4. COMMUNICATIVE LANGUAGE COMPETENCE

### 4.1 Linguistic

LINGUISTIC			
RANGE		CONTROL	
<b>GENERAL LINGUISTIC RANGE</b>	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times.	<b>GRAMMATICAL ACCURACY</b>	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.
			Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.
<b>VOCABULARY RANGE</b>	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events.	<b>VOCABULARY CONTROL</b>	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.
		<b>PHONOLOGICAL CONTROL</b>	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.
		<b>ORTHOGRAPHIC CONTROL</b>	Can produce continuous writing, which is generally intelligible throughout. Spelling, punctuation and layout are accurate enough to be followed most of the time.

## 4.2 Sociolinguistic and Pragmatic

SOCIOLINGUISTIC	
<b>SOCIOLINGUISTIC APPROPRIATENESS</b>	<p>Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register</p> <p>Is aware of the salient politeness conventions and acts appropriately</p> <p>Is aware of, and looks out for signs of, the most significant differences between the customs, usages, attitudes, values and beliefs prevalent in the community concerned and those of his or her own.</p>

PRAGMATIC	
<b>FLEXIBILITY</b>	Can adapt his expression to deal with less routine, even difficult, situations.
	Can exploit a wide range of simple language flexibly to express much of what he/she wants.
<b>TAKING THE FLOOR (TURNTAKING)</b>	Can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor.
	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.
<b>THEMATIC DEVELOPMENT</b>	Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.
<b>COHERENCE</b>	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.
	Can explain the main points in an idea or problem with reasonable precision.
<b>PROPOSITIONAL PRECISION</b>	Can convey simple, straightforward information of immediate relevance, getting across which point he/she feels is most important.
	Can express the main point he/she wants to make comprehensibly.
<b>SPOKEN FLUENCY</b>	Can express him/herself with relative ease. Despite some problems with formulation resulting in pauses and "cul-de-sacs", he/she is able to keep going effectively without help.
	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.

# 10°

# CONTENTS

## 5.CONTENTS

### 5.1 General

FUNCTION		
<p>Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar, or of personal interest. Can describe experiences and events, dreams, hopes &amp; ambitions and briefly give reasons and explanations for opinions and plans.</p>		
TOPIC	OBJECTIVES	GRAMMAR
Good and bad travel experiences Compliments and complaints New technology Products and product features Gadgets Major life events Turning points Announcements of events Work pressures Management styles Stress reduction The economy Corporate restructuring and its impact on individual, Reactions to change, Pink Slips Customer service Online shopping Service contracts	Describing travel experiences Voicing a complaint Describing products Identifying product features Explaining the purpose of a device Getting technical assistance Talking about the stages of life Describing important events Sharing exciting news Responding to announcements Explaining the demands of work summarizing actions taken (in a crisis) Describing people's reactions to pressure Describing management styles Discussing economic changes Talking about difficult decisions Describing reactions to change and emotions Talking about a service surprise Describing customer service experiences Expressing satisfaction / dissatisfaction	Review of passive voice Passive voice: progressive forms Relative clauses definitions - adding information Past perfect and past perfect progressive tenses Time clauses Modals of probability: should, ought to, must, may, might, could Modals in the passive voice: present tense form Gerunds and infinitives Phrasal verbs

Product defects Outdoor activities Festivals around the world	Explaining problems with merchandise Describing an outdoor activity Talking about festivals and celebrations Describing unusual outdoor events	
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## 5.2 TOURISM

TOPIC	OBJECTIVE	LANGUAGE
Transport Accommodation Tours and trips Travel precautions Tourism for all - seniors Professional involvement Reservations and bookings Confirmations Scheduling and rescheduling Product / service information Vouchers and rebates Requests Complaints Contracts Quality management Accommodation Tours and trips Weather Tourism for all - disabled	Talking about transport Describing trips and travel experiences Informing passengers Talking about and describing accommodation and services Recommending customers Talking about tours and trips Organizing tours and trips Talking about the weather Talking about and explaining rules, safety, and etiquette Talking about travel for seniors Offering and organizing travels for seniors Giving opinions Communicating changes Following up Talking about reservations and bookings Helping customers with their reservations and bookings Talking about confirmations	rack lavatories, life jacket deck to remain (seated) to feel nauseous to pass out to be allowed to kosher meal smooth agitated to treat someone seat pocket cart row crew to stow sick bag to trip to fill out (a form) awful bumpy ground crew overall experience disappointing cramped run-down dark dirty attentive inattentive helpful unhelpful

	<p>Dealing with confirmations  Talking about scheduling and rescheduling  Dealing with schedules and changes to schedules  Describing products and services  Talking about vouchers and rebates  Talking about requests and complaints  Dealing with requests and complaints  Talking about contract terms  Explaining contracts to customers  Defining quality management  Talking about quality management  Implementing quality management  Talking about and describing accommodation and services  Using surveys and reviews  Talking about tours and trips  Describing unusual trips  Organizing tours and trips  Talking and informing about the weather  Describing extreme weather conditions  Talking about travelers with special needs  Offering disabled travelers the best service</p>	<p>courteous  rude  manager on duty amenities kitchenette  pull-out couch vending machine weight room  stair climber stationary bicycle hot tub  off the beaten track  spacious elegant sunny immaculate  outstanding  extravagant  vibrant  feel  skyline  multicultural  country mice  don't mind roughing it  to arise  scattered  to be on a budget relatively  city mice  urban  weather conditions when it rains, it pours  rain or shine fair-weather (person) to tip  to get around attention  lost item  sickness  concern  appropriate  to get snowed in  it was a breeze  to feel under the weather etiquette  safe  danger</p>
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		<p>to greet jet lag currency hilly shelter seniors confusion to go backpacking home exchange alternative on your own to get a good close-up of retiree to swap RV to hit the road leisure to be it to do volunteer work road trip domain allure charity quirky indeed trailer quaint That's ridiculous! How do you feel about this? Well, I tend to think ... I would love to help you, but ... We are unable right now to ... Because of internal delays, we have had to postpone ... We can assure you that we will do everything we can to ... You expect me to do what?! You must be joking! That's definitely / absolutely the right way to go.</p>
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		<p>It would be my pleasure to assist you with ... You're crazy! As far as I'm concerned, that's fine. definite (answer) That's not quite what I had in mind. arrangement valuable suitable getaway request to throw a wrench in the works to arrange a trick professional guidance layover overnight purpose to omit This is to confirm ... Let me know ... Please find enclosed ... to await data to leave out Just checking in to see ... I'd be grateful if you could ... We look forward to .. to put off to switch inbound port carrier layover seaport multi-destination exotic location minimum / maximum length of stay minor / major changes</p>
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		<p>flexible dates (+ / - 3 days) outbound to go about travel voucher refund policy mishap tourism infrastructure spa vacation a whole lot of to be geared to a capacity of instead of to lure to display city break adventure holidays nothing but age bracket to strive to to specialize in to hand out virtual tour to take care of something Could you look into ...? Could you check into this and get back to me? to pay an arm and a leg I'm really sorry, but I don't think that's going to work. Please accept my apologies for this unfortunate incident. I have now had the chance to fully investigate this matter. As a sign of goodwill, I'd like to offer you ... They barely lifted a finger. They couldn't be bothered.</p>
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		<p>My complaint was not resolved to my liking. unsavory conditions to guarantee to figure out claim to take (a case) to court to be left stranded rude staff to aim to do something to approach to compensate collapse" "contract to sign to back out to guarantee deposit consortium with reference to layout live up to one's expectations star rating system agreement terms and conditions reference concerning unforeseen allocation contract to draw up hidden fees free of charge things go wrong to perceive issue insufficient to implement PDCA to cheer up reliability legal obligation benchmark to ensure shaky (service) consequence</p>
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		<p>to put into action to strive to personal touch durability to close a gap incentive to rate price range review accurate subjective deceiving property buffet rating to conduct a survey to bear in mind featured precise to stand out proximity on the grounds trip of a lifetime snowmobile fascinated/ing severe to paddle sailboat scenery descent avid adventurer highlights according to sea monster customary to bow not likely to be believed unless seen glacier to climb to chase (a storm) tornado jungle spectacular picturesque thrill armchair adventurer botanical garden legend to capture to shake hands no need to bother bitter (cold) chilly mild sprinkling storm blizzard hail to make ... difficult</p>
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		<p>spot From what I've heard ... coast seldom travel guide freezing cool scorching pouring sleet flurries to spoil back-up plan to hold (a conference) It must be (cold) climate pleasant physical disability visual impairment people with special needs wheelchair scooter to suit to be aware of intellectual disability hearing impairment disabled friendly guide dog handicap obstacle companion</p>
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**Suggested time: 165 Hours**

GENERAL		TOURISM		
	TOPIC	OBJECTIVE	TOPIC	OBJECTIVE
MODULE I	Good and bad travel experiences Compliments and complaints	Describing travel experiences Voicing a complaint	Transport	Talking about transport Describing trips and travel experiences Informing passengers
			Accommodation	Talking about and describing accommodation and services Recommending customers
			Tours and trips	Talking about tours and trips Organizing tours and trips
MODULE II	New technology Products and product features Gadgets	Describing products Identifying product features Explaining the purpose of a device Getting technical assistance	Travel precautions	Talking about the weather Talking about and explaining rules, safety, and etiquette
			Tourism for all - seniors	Talking about travel for seniors Offering and organizing travels for seniors
MODULE III	Major life events Turning points Announcements of events	Talking about the stages of life Describing important events Sharing exciting news Responding to announcements	Professional involvement	Giving opinions Communicating changes Following up

MODULE IV	Work pressures Management styles Stress reduction	Explaining the demands of work summarizing actions taken (in a crisis) Describing people's reactions to pressure Describing management styles	Reservations and bookings	Talking about reservations and bookings Helping customers with their reservations and bookings
			Confirmations	Talking about confirmations Dealing with confirmations
			Scheduling and rescheduling	Talking about scheduling and rescheduling Dealing with schedules and changes to schedules
MODULE V	The economy Corporate restructuring and its impact on individual, Reactions to change Pink Slips	Discussing economic changes Talking about difficult decisions Describing reactions to change and emotions	Product / service information Vouchers and rebates	Describing products and services Talking about vouchers and rebates
			Requests Complaints	Talking about requests and complaints Dealing with requests and complaints
			Contracts	Talking about contract terms Explaining contracts to customers

MODULE VI	Customer service Online shopping Service contracts Product defects	Talking about a service surprise Describing customer service experiences Expressing satisfaction / dissatisfaction Explaining problems with merchandise	Quality management	Defining quality management Talking about quality management Implementing quality management
			Accommodation	Talking about and describing accommodation and services Using surveys and reviews
			Tours and trips	Talking about tours and trips Describing unusual trips Organizing tours and trips
MODULE VII	Outdoor activities Festivals around the world	Describing an outdoor activity Talking about festivals and celebrations Describing unusual outdoor events	Weather	Talking and informing about the weather Describing extreme weather conditions
			Tourism for all - disabled	Talking about travelers with special needs Offering disabled travelers the best service

10°

# CURRICULUM

## PRONUNCIATION

Word stress in two syllable words, stress in words with more than two syllables, compound words and words with prefixes, homographs with ate, sentence stress, stress shifts, redicing unstressed words /syllables

GENERAL				TOURISM		
TOPIC	OBJECTIVE	GRAMMAR	VOCABULARY	TOPIC	OBJECTIVES	LANGUAJE
MODULE I	Good and bad travel experiences Compliments and complaints	Review of passive voice Passive voice: progressive forms	quiet relaxing comfortable upgraded overbooked noisy bumpy smooth uncomfortable, spacious perfect elegant sunny immaculate disappointing cramped run-down dark dirty, outstanding attentive helpful courteous inattentive unhelpful rude	Transport	Talking about transport Describing trips and travel experiences Informing passengers	rack lavatories lifejacket deck to remain (seated) to feel nauseous to pass out to be allowed to kosher meal smooth agitated to treat someone seat pocket cart row crew to stow sick bag to trip to ill out (a form) awful bumpy ground crew overall experience
			Could you look into this when you have a moment? Could you check into this and get back to me?	Accommodation	Talking about and describing accommodation and services Recommending customers	disappointing cramped run-down dark dirty attentive inattentive helpful unhelpful courteous rude

MODULE I			<p>I'd like to know when this problem will be fixed.</p> <p>I want this taken care of right now.</p> <p>Who else can I talk to?</p> <p>I'd like a refund, please.</p> <p>I'd like to have my money back. I won't be coming back ever again!</p> <p>They went the extra mile for us. They went out of their way for us.</p> <p>They bent over backwards for us. They barely lifted a finger.</p> <p>They couldn't be bothered.</p> <p>You just lost a customer.</p> <p>I'd like you to take care of it right away.</p>			<p>manager on duty</p> <p>amenities kitchenette</p> <p>pull-out couch vending machine weight room</p> <p>stair climber stationary bicycle hot tub</p> <p>off the beaten track</p> <p>spacious elegant sunny</p> <p>immaculate outstanding</p>	
				Tours and trips	<p>Talking about tours and trips</p> <p>Organizing tours and trips</p>	<p>extravagant</p> <p>vibrant</p> <p>feel</p> <p>skyline</p> <p>multicultural</p> <p>country mice</p> <p>don't mind roughing it</p> <p>to arise</p> <p>scattered</p> <p>to be on a budget</p> <p>relatively</p> <p>city mice</p> <p>urban</p>	
MODULE II	<p>New technology</p> <p>Products and product features</p> <p>Gadgets</p>	<p>Describing products</p> <p>Identifying product features</p> <p>Explaining the purpose of a device</p>	<p>Relative clauses</p> <p>definitions</p> <p>adding information</p>	<p>upper lightweight, hires color display,</p> <p>voice-activated dialing, cutting edge,</p> <p>state of the art, up-to-date, recent,</p> <p>outdated, obsolete, blender, calculator,</p> <p>digital camera, iron scale, toaster,</p>	<p>Travel precautions</p>	<p>Talking about the weather</p> <p>Talking about and explaining rules, safety, and etiquette</p>	<p>weather conditions when it rains, it pours rain or shine</p> <p>fair-weather (person) to tip</p> <p>to get around attention</p> <p>lost item</p> <p>sickness</p> <p>concern</p> <p>appropriate</p> <p>to get snowed in</p> <p>it was a breeze</p>

MODULE II

	Getting technical assistance					to feel under the weather etiquette safe danger to greet jet lag currency hilly shelter
			Are you having trouble with ...? be on the look-out for How is it working out? I can talk you through it. I can't figure it out. I can't make heads or tails of this. I don't get it. I have no idea. Let me have a look. This doesn't make any sense. What's the matter?	Tourism for all - seniors	Talking about travel for seniors Offering and organizing travels for seniors	seniors confusion to go backpacking home exchange alternative on your own to get a good close-up of retiree to swap RV to hit the road Activity 1 leisure to be it to do volunteer work road trip domain allure charity quirky indeed trailer quaint
Major life events Turning points Announc	Talking about the stages of life Describing important events	Past perfect and past perfect progressive tenses	care, nourishment, baby, child, crawl, formal education, attend, graduation, lifetime, career, work force, ceremony,	Profession al involvement	Giving opinions Communicating changes Following up	That's ridiculous! How do you feel about this? Well, I tend to think I would love to help you, but ...

MODULE II	ements of events	Sharing exciting news Responding to announcements	Time clauses	relationship, generation, couple, retire, retiree, seniors, life expectancy,  Before, after, when, since, while, as soon as, until,  Congratulations! Happy anniversary. Happy birthday. I'm so happy for you. I'm so sorry to hear that. That's great news! That's terrible! That's wonderful!			We are unable right now to ... Because of internal delays, we have had to postpone ... We can assure you that we will do everything we can to ... You expect me to do what?! You must be joking! That's definitely / absolutely the right way to go. It would be my pleasure to assist you with ... You're crazy! As far as I'm concerned, that's fine. definite (answer) That's not quite what I had in mind.
	Work pressures Management styles Stress reduction	Explaining the demands of work summarizing actions taken (in a crisis) Describing people's reactions to pressure Describing management	Modals of probability: should, ought to, must, may, might, could	concern failure handle job security make matters worse morale out of / under control stressful, ahead of schedule behind schedule fall behind schedule make up the time on schedule on / off track understaffed	Reservations and bookings	Talking about reservations and bookings Helping customers with their reservations and bookings	arrangement valuable suitable getaway request to throw a wrench in the works to arrange a trick professional guidance layover overnight

	nt styles		<p>anticipated anxious bleak excitable impatient pace (oneself) tense upset</p>	Confirma tions	Talking about confirmations Dealing with confirmations	<p>purpose to omit This is to confirm ... Let me know ... Please find enclosed ... to await data to leave out Just checking in to see ... I'd be grateful if you could ... We look forward to...</p>
			<p>address (problems) calm cancel challenge confirm delegate expand input lack (of) manageable rise to the occasion strategy trust,</p>			
			<p>Are you calling to (confirm our meeting tomorrow)? I appreciate your understanding, I'm calling to say that (I have to cancel), let off steam, thanks for all your help, why don't you give me a call, turn things around</p>	Schedulin g and reschedul ing	Talking about scheduling and rescheduling Dealing with schedules and changes to schedules	<p>to put off to switch inbound port carrier layover seaport multi-destination exotic location minimum / maximum length of stay minor / major changes flexible dates (+ / - 3 days) outbound to go about travel voucher refund policy mishap</p>

MODULE V	The economy Corporate restructuring and its impact on individual, Reactions to change, Pink Slips	Discussing economic changes Talking about difficult decisions Describing reactions to change and emotions	Modals in the passive voice: present tense form	competitive consumer confidence frugal output profitable recent year-end	Product / service information Vouchers and rebates	Describing products and services Talking about vouchers and rebates	tourism infrastructure spa vacation a whole lot of to be geared to a capacity of instead of to lure to display Activity 1 city break adventure holidays nothing but age bracket to strive to to specialize in to hand out virtual tour
				bitter confident dedication depressed ecstatic grateful guilty optimistic	Requests Complaints	Talking about requests and complaints Dealing with requests and complaints	to take care of something Could you look into ...? Could you check into this and get back to me? to pay an arm and a leg I'm really sorry, but I don't think that's going to work. Please accept my apologies for this unfortunate incident. I have now had the chance to fully investigate this matter. As a sign of goodwill, I'd like to offer you ... They barely lifted a finger.
				be finalized be targeted bumped eliminate hires laid off lay off out of a job restructure retirement package staff reduction			

						<p>They couldn't be bothered.          My complaint was not resolved to my liking.          unsavory conditions to guarantee          to figure out claim          to take (a case) to court          to be left stranded          rude staff          to aim to do something          to approach          to compensate collapse</p>
			<p>Can I stop by to see you later? Have you heard the news?          hit (you) like a ton of bricks          How are you handling the lay-off?          How are you taking the news? I took an early retirement.          If there is anything I can do to help.</p>	Contracts	<p>Talking about contract terms          Explaining contracts to customers</p>	<p>contract          to sign          to back out          to guarantee          deposit          consortium          with reference to layout          live up to one's expectations          star rating system          agreement          terms and conditions          reference concerning unforeseen          allocation          contract to draw up          hidden fees          free of charge          things go wrong</p>

MODULE VI	Customer service Online shopping Service contracts Product defects	Talking about a service surprise Describing customer service experiences Expressing satisfaction / dissatisfaction Explaining problems with merchandise	Gerunds and infinitives	complain exchange, in / out of stock refund request, cover entire install maintenance model replace	Quality management	Defining quality management Talking about quality management Implementing quality management	to perceive issue insufficient to implement PDCA to cheer up reliability legal obligation benchmark to ensure shaky (service) consequence to put into action to strive to personal touch durability to close a gap incentive
				chip crack dent scratch scuff smudge spot stain	Accommodation	Talking about and describing accommodation and services Using surveys and reviews	to rate price range review accurate subjective deceiving property buffet rating to conduct a survey to bear in mind featured precise to stand out proximity on the grounds
				bargain brand new compatible features figure out haggle (over) lots of notice quote receipt shelves used (~ car) window-shopping			
				at your earliest convenience I paid through the nose. I'm calling about (the	Tours and trips	Talking about tours and trips Describing unusual trips	trip of a lifetime snowmobile fascinated/ing severe to paddle sailboat

MODULE VI				<p>jacket) that I ordered. I'm looking for a ... It's one of the best — hands down. It's the wrong size / color / style. Just give me a moment. No questions asked. Not on your life! There's no way on earth. What a bargain. You can say that again, in a heartbeat, arm and a leg, a steal</p>		Organizing tours and trips	<p>scenery descent avid adventurer highlights according to sea monster customary to bow not likely to be believed unless seen glacier to climb to chase (a storm) tornado jungle spectacular picturesque thrill armchair adventurer botanical garden legend to capture to shake hands no need to bother</p>	
MODULE VII	Outdoor activities Festivals around the world	Describing an outdoor activity Talking about festivals and celebrations Describing unusual outdoor events	Phrasal verbs	<p>arts and crafts face- painting fireworks folk dancers hot-air balloons rides street performers, celebrate, heritage, holiday traditional,</p>	<p>bring up come across feel up to fill in for (someone) get along with get back to (someone) join in keep up with</p>	Weather	Talking and informing about the weather Describing extreme weather conditions	<p>bitter (cold) chilly mild sprinkling storm blizzard hail to make ... difficult spot From what I've heard ... coast seldom travel guide freezing cool scorching pouring sleet</p>

			<p>make up for set up work out (details)</p>			<p>flurries to spoil back-up plan to hold (a conference) It must be (cold) climate pleasant</p>
			<p>astonishing breathtaking charming dazzling fascinating stunning thrilling</p>	<p>Tourism for all - disabled</p>	<p>Talking about travelers with special needs Offering disabled travelers the best service</p>	<p>physical disability visual impairment people with special needs wheelchair scooter to suit to be aware of intellectual disability hearing impairment disabled friendly guide dog handicap obstacle companion</p>
		<p>Can I get back to you? Can you fill in for me? How was the long weekend? I'm sorry I missed it. It turns out ..., There's always (next year).</p>				

# 11° ELEVENTH

ELEVENTH GRADE

Alcaldía de Bogotá

# 1. ASSESSMENT

Reception		Interaction		Production	
Listening	Reading	Spoken interaction	Written interaction	Spoken production	Written production
<p>Student can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. He/she can understand the main point of many radio or TV programs on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.</p>	<p>Student can understand texts that consist mainly of high frequency every day or job-related language. He/she can understand the description of events, feelings and wishes in personal letters</p>	<p>Student can deal with most situations likely to arise whilst travelling in an area where the language is spoken. He/she can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel an current events).</p>	<p>Student can write personal letters describing experiences and impressions.</p>	<p>Student can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes &amp; ambitions. He/she can briefly give reasons and explanations for opinions and plans. He/she can narrate a story or relate the plot of a book or film and describe my reactions.</p>	<p>Student can write straightforward connected text on topics, which are familiar, or of personal interest.</p>

## 2. QUALITATIVE ASPECTS

RANGE	ACCURACY	FLUENCY	INTERACTION	COHERENCE
<p>Student has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events.</p>	<p>Student uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.</p>	<p>Student can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.</p>	<p>Student can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding.</p>	<p>Student can link a series of shorter, discrete simple elements into a connected, linear sequence of points.</p>

### 3. ILLUSTRATIVE SCALES

#### 3.1 Communicative Activities:

RECEPTION	
<b>LISTENING COMPREHENSION</b>	Can understand straightforward factual information about common every day or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.
	Can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.
<b>UNDERSTANDING INTERACTION BETWEEN NATIVE SPEAKERS</b>	Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect.
<b>LISTENING AS A MEMBER OF A LIVE AUDIENCE</b>	Can follow a lecture or talk within his/her own field, provided the subject matter is familiar and the presentation straightforward and clearly structured.
	Can follow in outline straightforward short talks on familiar topics provided these are delivered in clearly articulated standard speech.
<b>LISTENING TO ANNOUNCEMENTS &amp; INSTRUCTIONS</b>	Can understand simple technical information, such as operating instructions for everyday equipment. Can follow detailed directions.
<b>LISTENING TO RADIO AUDIO &amp; RECORDINGS</b>	Can understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.
	Can understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.
<b>WATCHING TV AND FILM</b>	Can understand a large part of many TV programs on topics of personal interest such as interviews, short lectures, and news reports when the delivery is relatively slow and clear.
	Can follow many films in which visuals and action carry much of the storyline, and which are delivered clearly in straightforward language. Can catch the main points in TV programs on familiar topics when the delivery is relatively slow and clear.

<b>OVERALL READING COMPREHENSION</b>	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.
<b>READING CORRESPONDENCE</b>	Can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend.
<b>READING FOR ORIENTATION</b>	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.
	Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.
<b>READING FOR INFORMATION &amp; ARGUMENT</b>	Can identify the main conclusions in clearly signaled argumentative texts. Can recognize the line of argument in the treatment of the issue presented, though not necessarily in detail.
	Can recognize significant points in straightforward newspaper articles on familiar subjects.
<b>READING INSTRUCTIONS</b>	Can understand clearly written, straightforward instructions for a piece of equipment.

<b>SPOKEN INTERACTION</b>	
<b>OVERALL SPOKEN INTERACTION</b>	Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field. Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem. Can express thoughts on more abstract, cultural topics such as films, books, music etc.
	Can exploit a wide range of simple language to deal with most situations likely to arise whilst travelling. Can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).
<b>UNDERSTANDING A NATIVE SPEAKER INTERLOCUTOR</b>	Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases.
<b>CONVERSATION</b>	Can enter unprepared into conversations on familiar topics. Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases. Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say

	<p>exactly what he/she would like to.          Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.</p>
<b>INFORMAL DISCUSSION (WITH FRIENDS)</b>	<p>Can follow much of what is said around him/her on general topics provided interlocutors avoid very idiomatic usage and articulate clearly.          Can express his/her thoughts about abstract or cultural topics such as music, films. Can explain why something is a problem.          Can give brief comments on the views of others.          Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose etc.</p>
	<p>Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect.          Can give or seek personal views and opinions in discussing topics of interest.          Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organize an event (e.g. an outing).          Can express belief, opinion, agreement and disagreement politely.</p>
<b>FORMAL DISCUSSION (MEETINGS)</b>	<p>Can follow much of what is said that is related to his/her field, provided interlocutors avoid very idiomatic usage and articulate clearly.          Can put over a point of view clearly, but has difficulty engaging in debate.</p>
	<p>Can take part in routine formal discussion of familiar subjects which is conducted in clearly articulated speech in the standard dialect and which involves the exchange of factual information, receiving instructions or the discussion of solutions to practical problems.</p>
<b>GOAL-ORIENTED CO-OPERATION</b>	<p>Can follow what is said, though he/she may occasionally has to ask for repetition or clarification if the other people's talk is rapid or extended.          Can explain why something is a problem, discuss what to do next, compare and contrast alternatives. Can give brief comments on the views of others.</p>
	<p>Can generally follow what is said and, when necessary, can repeat back part of what someone has said to confirm mutual understanding.          Can make his/her opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations.          Can invite others to give their views on how to proceed.</p>
<b>TRANSACTIONS TO OBTAIN</b>	<p>Can deal with most transactions likely to arise whilst travelling, arranging travel or accommodation, or dealing with authorities during a foreign visit.          Can cope with less routine situations in shops, post office, bank, e.g. returning an unsatisfactory purchase.</p>

<b>GOODS &amp; SERVICES</b>	<p>Can make a complaint.</p> <p>Can deal with most situations likely to arise when making travel arrangements through an agent or when actually travelling, e.g., asking passenger where to get off for unfamiliar destination.</p>
<b>INFORMATION EXCHANGE</b>	<p>Can exchange, check and confirm accumulated factual information on familiar routine and non-routine matters within his field with some confidence.</p> <p>Can describe how to do something, giving detailed instructions.</p> <p>Can summarize and give his or her opinion about a short story, article, talk, discussion interview, or documentary and answer further questions of detail.</p>
	<p>Can find out and pass on straightforward factual information. Can ask for and follow detailed directions</p> <p>Can obtain more detailed information.</p>
<b>INTERVIEWING AND BEING INTERVIEWED</b>	<p>Can provide concrete information required in an interview/consultation (e.g. describe symptoms to a doctor) but does so with limited precision.</p> <p>Can carry out a prepared interview, checking and confirming information, though he/she may occasionally have to ask for repetition if the other person's response is rapid or extended.</p>
	<p>Can take some initiatives in an interview/consultation (e.g. to bring up a new subject) but is very dependent on interviewer in the interaction.</p> <p>Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions.</p>

<b>WRITTEN INTERACTION</b>	
<b>OVERALL WRITTEN INTERACTION</b>	<p>Can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision.</p>
	<p>Can write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important.</p>
<b>CORRESPONDENCE</b>	<p>Can write personal letters giving news and expressing thoughts about abstract or cultural topics such as music, films.</p>
	<p>Can write personal letters describing experiences, feelings and events in some detail.</p>
<b>NOTES, MESSAGES &amp; FORMS</b>	<p>Can take messages communicating enquiries, explaining problems</p>

SPOKEN PRODUCTION	
<b>OVERALL SPOKEN PRODUCTION</b>	Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.
<b>SUSTAINED MONOLOGUE: Describing Experience</b>	Can give straightforward descriptions on a variety of familiar subjects within his field of interest. Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. Can give detailed accounts of experiences, describing feelings and reactions. Can relate details of unpredictable occurrences, e.g., an accident. Can relate the plot of a book or film and describe his/her reactions. Can describe dreams, hopes and ambitions. Can describe events, real or imagined. Can narrate a story.
<b>SUSTAINED MONOLOGUE: Putting a Case (e.g. in a Debate)</b>	Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples. Can construct a chain of reasoned argument: Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
<b>PUBLIC ANNOUNCEMENTS</b>	Can deliver short, rehearsed announcements on a topic pertinent to everyday occurrences in his/her field which, despite possibly very foreign stress and intonation, are nevertheless clearly intelligible.
<b>ADDRESSING AUDIENCES</b>	Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision. Can take follow up questions, but may have to ask for repetition if the speech was rapid.

WRITTEN PRODUCTION	
<b>OVERALL WRITTEN PRODUCTION</b>	Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.
<b>CREATIVE WRITING</b>	Can write straightforward, detailed descriptions on a range of familiar subjects within his field of interest. Can write accounts of experiences, describing feelings and reactions in simple connected text. Can write a description of an event, a recent trip - real or imagined. Can narrate a story.
<b>REPORTS &amp; ESSAYS</b>	Can write short, simple essays on topics of interest. Can summarize, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his field with some confidence.
	Can write very brief, reports to a standard conventionalized format, which pass on routine factual information and state reasons for actions.

## 3.2 Communication Strategies

RECEPTION		
SPOKEN	<b>IDENTIFYING CUES &amp; INFERRING (Spoken &amp; Written)</b>	Can identify unfamiliar words from the context on topics related to his/her field and interests. Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.
	<b>TAKING THE FLOOR (TURNTAKING)</b>	Can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor.
		Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.
	<b>COOPERATING</b>	Can exploit a basic repertoire of language and strategies to help keep a conversation or discussion going. Can summarize the point reached in a discussion and so help focus the talk.
		Can repeat back part of what someone has said to confirm mutual understanding and help keep the development of ideas on course. Can invite others into the discussion.
	<b>ASKING FOR CLARIFICATION</b>	Can ask someone to clarify or elaborate what he or she has just said.
	<b>PLANNING</b>	Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.
	<b>COMPENSATING</b>	Can define the features of something concrete for which he/she can't remember the word. Can convey meaning by qualifying a word meaning something similar (e.g. a truck for people = bus).
Can use a simple word meaning something similar to the concept he/she wants to convey and invites "correction". Can foreignize a mother tongue word and ask for confirmation.		
<b>MONITORING &amp; REPAIR</b>	Can correct mix-ups with tenses or expressions which lead to misunderstandings provided the interlocutor indicates there is a problem.	
	Can ask for confirmation that a form used is correct.	
	Can start again using a different tactic when communication breaks down.	
WRITTEN	<b>NOTE-TAKIN (LECTURES, SEMINARS, ETC.)</b>	Can take notes during a lecture, which are precise enough for his/her own use at a later date, provided the topic is within his/her field of interest and the talk is clear and well structured.
		Can take notes as a list of key points during a straightforward lecture, provided the topic is familiar, and the talk is both formulated in simple language and delivered in clearly articulated standard speech.
	<b>PROCESSING TEXT</b>	Can collate short pieces of information from several sources and summarize them for somebody else.
Can paraphrase short written passages in a simple fashion, using the original text wording and ordering.		

## 4. COMMUNICATIVE LANGUAGE COMPETENCE

### 4.1 Linguistic

LINGUISTIC			
RANGE		CONTROL	
<b>GENERAL LINGUISTIC RANGE</b>	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times.	<b>GRAMMATICAL ACCURACY</b>	Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what he/she is trying to express.
			Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.
<b>VOCABULARY RANGE</b>	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events.	<b>VOCABULARY CONTROL</b>	Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.
		<b>PHONOLOGICAL CONTROL</b>	Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.
		<b>ORTHOGRAPHIC CONTROL</b>	Can produce continuous writing, which is generally intelligible throughout. Spelling, punctuation and layout are accurate enough to be followed most of the time.

## 4.2 Sociolinguistic and Pragmatic

SOCIOLINGUISTIC	
<b>SOCIOLINGUISTIC APPROPRIATENESS</b>	<p>Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register</p> <p>Is aware of the salient politeness conventions and acts appropriately</p> <p>Is aware of, and looks out for signs of, the most significant differences between the customs, usages, attitudes, values and beliefs prevalent in the community concerned and those of his or her own.</p>

PRAGMATIC	
<b>FLEXIBILITY</b>	Can adapt his expression to deal with less routine, even difficult, situations.
	Can exploit a wide range of simple language flexibly to express much of what he/she wants.
<b>TAKING THE FLOOR (TURNTAKING)</b>	Can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor.
	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.
<b>THEMATIC DEVELOPMENT</b>	Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.
<b>COHERENCE</b>	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.
	Can explain the main points in an idea or problem with reasonable precision.
<b>PROPOSITIONAL PRECISION</b>	<p>Can convey simple, straightforward information of immediate relevance, getting across which point he/she feels is most important.</p> <p>Can express the main point he/she wants to make comprehensibly.</p>
<b>SPOKEN FLUENCY</b>	Can express him/herself with relative ease. Despite some problems with formulation resulting in pauses and "cul-de-sacs", he/she is able to keep going effectively without help.
	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.

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# CONTENTS

## 5.CONTENTS

### 5.1 General

#### FUNCTION

Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar, or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.

TOPIC	OBJECTIVES	GRAMMAR
Weather as a factor in decision-making Environmental conditions Travel precautions Adventure vacations Exotic travel destinations Unusual and exotic activities Social vs. business etiquette Appropriate behavior and dress in other cultures Netiquette Urban living Pros and cons of city living World's most "livable" cities" Fitness Ways to improve one's health Dietary information Superstitions Mythical creatures Unexplained mysteries	Talking about the weather Describing weather conditions Talking about travel concerns Describing unusual destinations Talking about exotic trips and activities Describing terrain, slopes, and locations Describing an adventure tour Asking about appropriate behavior Talking about etiquette Describing awkward or embarrassing moments Describing urban problems Discussing pros and cons of city living Discussing one's health Talking about fitness and health Discussing diets and nutrition Describing results from a physical Talking about personal beliefs Talking about luck and superstitions Talking about strange occurrences	If-clause review above and below underground, underwater, aboveground, etc. at the top / bottom of Modifying comparisons Reflexive pronouns Tag questions get — the all-purpose verb Subjunctive Words with -ever about and of after adjectives Exclamations with What ...! and How ...!

## 5.2 Tourism

TOPIC	OBJECTIVE	LANGUAGE
Professional involvement, facilities, and staff Reservations and bookings Postponements Cancellations Product / service information Vouchers and rebates Contracts Quality management Transport Accommodation Tours and trips Weather and hazards Tourism for all - business Professional involvement - facilities and staff	Talking about facilities Identifying problems and finding solutions Following up and being persistent Talking about reservations and bookings Talking about different types of travel agencies Helping customers with their reservations and bookings Talking about postponements Explaining postponement procedures Dealing with changes Talking about cancellations, cancellation policies, and cancellation travel insurance Dealing with cancellations Describing products and services	to propose to be willing to to follow up to push to hear back from someone I'd prefer to ... What if ... to be persistent ultimatum to insist significant return customer to split up membership association boon to opt out bricks-and-mortar quote niche to be indebted to chain corporate affiliation perks to cater crucial complimentary non-refundable to be stuck to put off to be short of money to delay until affiliate to outline to pacify refund to derail to warrant impending unforeseen

	<p>Talking about agritourism and ecotourism</p> <p>Talking about vouchers, rebates, and Groupon</p> <p>Talking about contract terms</p> <p>Explaining contracts to customers</p> <p>Defining quality management</p> <p>Talking about quality management</p> <p>Implementing quality management</p> <p>Talking about transport</p> <p>Informing and helping passengers</p> <p>Working in the hospitality industry</p> <p>Deciding on arrangements</p> <p>Talking about exotic trips and activities</p> <p>Describing adventure trips</p> <p>Organizing unusual tours and trips</p> <p>Talking about / Describing weather conditions and hazards</p> <p>Talking about travel concerns and safety procedures"</p>	<p>once in a lifetime unrest</p> <p>hedge</p> <p>to levy</p> <p>to compensate to lay a plan to foretell tedious calamity outbreak solely</p> <p>provider</p> <p>add / remove</p> <p>ecotourism</p> <p>crop</p> <p>unspoiled</p> <p>primary</p> <p>(environmentally) conscious Groupon</p> <p>provider?</p> <p>pie chart agritourism rustic handicraft impact</p> <p>to appeal to individuals brand new</p> <p>legally binding</p> <p>to breach</p> <p>clause</p> <p>to withdraw from third party</p> <p>to comply with</p> <p>to get something in writing limited to</p> <p>to disclose</p> <p>small print</p> <p>timeshare</p> <p>tied to</p> <p>bound by</p> <p>in breach of</p> <p>to revoke</p> <p>to safeguard</p> <p>in accordance with compliance restriction recession period to mentor</p> <p>to terminate developer</p> <p>inevitable Quality Software to attempt</p> <p>core</p> <p>monitoring indeed watchdog</p>
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	<p>Talking about business travel</p> <p>Assisting customers with their business travels</p> <p>Talking about and explaining loyalty programs</p> <p>Talking about company facilities Planning new facilities</p> <p>Compromising</p> <p>Hiring new staff</p>	<p>trendy</p> <p>ISO</p> <p>certification</p> <p>to comply with</p> <p>to regulate mystery shopping</p> <p>travel hub</p> <p>We are now inviting ...</p> <p>This is the final boarding call for</p> <p>I repeat ...</p> <p>to get bumped</p> <p>carousel</p> <p>one's fault</p> <p>personnel</p> <p>Any passengers requiring special assistance ...</p> <p>Please have your ... ready.</p> <p>Please proceed to ... immediately. approximately</p> <p>fight (layover)</p> <p>to be denied</p> <p>to declare</p> <p>to compensate</p> <p>duties</p> <p>accordingly</p> <p>upon (arrival)</p> <p>to take into account labor</p> <p>proper</p> <p>durability maintenance climate</p> <p>moisture</p> <p>to warp</p> <p>joint</p> <p>to loosen</p> <p>supplier</p> <p>distributor</p> <p>to match</p>
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		<p>occupation vacancy decor to assemble large scale aesthetics exotic isolated offbeat lure You live only once! snorkeling whitewater rafting above ground underground underwater to lie wildlife abundance flamingo to revolve distant faraway gorgeous restricted rock climbing caving sky diving ground level on the (water's) surface to surpass discerning game pelican scarce reserve hazard to affect travel advisories with regard to cause for concern vaccination landslides crime carjacking "express" kidnapping to put into practice to occur Better safe than sorry. warning to be aware of inadequate (insect) bites livestock petty theft "Good Samaritan" scams</p>
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		<p>(security) measures course of action  to customize executive (suite) badge  to set off (early) to run up (a bill) open-jaw ticket to enroll  to accumulate to acquire (to) reward rank  to issue mishap competition to sustain to gain  busy as a bee long-winded  chauffeur  (bar) tab  long-haul light Frequent Flier Program to stick to  award  to redeem  status  to be affiliated  to keep someone abreast to initiate  to expand  word of mouth  to merge  compromise  to be willing to purpose  a little  not quite  on the condition that provided  to be in charge of hiring process assessment background check  paperwork  to request / to make a compromise  to get someone to do something a bit  slightly  but only if  as long as contractor  line of work  to submit  drug testing references  career advancement</p>
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**Suggested time: 165 Hours.**

	GENERAL		TOURISM	
	TOPIC	OBJECTIVE	TOPIC	OBJECTIVE
<b>MODULE I</b>	Weather as a factor in decision-making Environmental conditions Travel precautions	Talking about the weather Describing weather conditions Talking about travel concerns	Professional involvement, facilities, and staff	Talking about facilities Identifying problems and finding solutions Following up and being persistent
<b>MODULE II</b>	Adventure vacations Exotic travel destinations Unusual and exotic activities	Describing unusual destinations Talking about exotic trips and activities Describing terrain, slopes, and locations Describing an adventure tour	Reservations and bookings	Talking about reservations and bookings Talking about different types of travel agencies Helping customers with their reservations and bookings
			Postponements	Talking about postponements Explaining postponement procedures Dealing with changes
			Cancellations	Talking about cancellations, cancellation policies, and cancellation travel insurance Dealing with cancellations
<b>MODULE II</b>	Social vs. business etiquette Appropriate behavior and dress in other cultures “Netiquette”	Asking about appropriate behavior Talking about etiquette Describing awkward or embarrassing moments	Product / service information Vouchers and rebates	Describing products and services Talking about agritourism and ecotourism Talking about vouchers, rebates, and Groupon
			Contracts	Talking about contract terms Explaining contracts to customers
			Quality management	Defining quality management Talking about quality management Implementing quality management

MODULE III	Urban living Pros and cons of city living World's most "livable" cities	Describing urban problems Discussing pros and cons of city living	Transport	Talking about transport Informing and helping passengers
			Accommodation	Working in the hospitality industry Deciding on arrangements

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# CURRICULUM

PRONUNCIATION						
Vowel sounds, homographs -wind, wind, schwa in stressed and unstressed syllables						
GENERAL				TOURISM		
TOPIC	OBJECTIVE	GRAMMAR	VOCABULARY	TOPIC	OBJECTIVES	LANGUAGE
MODULE I Weather as a factor in decision-making Environmental conditions Travel precautions	Talking about the weather Describing weather conditions Talking about travel concerns	If-clause review	bitter (cold) blizzard chilly cold cool flurries fog freezing hail hot lightning mild rain scorching sleet snow storm thunder travel advisory warm	Professional involvement, facilities, and staff	Talking about facilities Identifying problems and finding solutions Following up and being persistent	to propose to be willing to to follow up to push to hear back from someone I'd prefer to ... What if ... to be persistent ultimatum to insist
			be in a fog fair-weather friend From what I've heard ... It's better to be safe than sorry. It's (sprinkling). snowed under with work The weather here is (cooler) than I had expected. They're calling for (heavy rain) all afternoon. This is a nice change for me.			

			under the weather We got snowed in.			
<p>Adventure vacations Exotic travel destinations Unusual and exotic activities</p>	<p>Describing unusual destinations Talking about exotic trips and activities Describing terrain, slopes, and locations Describing an adventure tour</p>	<p>above and below underground, underwater, aboveground, etc. at the top / bottom of</p>	<p>remote restricted isolated faraway strange offbeat lovely gorgeous unusual distant, snorkeling mountain biking caving whitewater rafting rock climbing dog-sledding scuba-diving, underwater ground level underground on the (water's) surface aboveground below (prep.) above (prep.) above (adv.) below (adv.) urban</p>	Reservations and bookings	<p>Talking about reservations and bookings Talking about different types of travel agencies Helping customers with their reservations and bookings</p>	<p>significant return customer to split up membership association boon to opt out bricks-and-mortar quote niche to be indebted to chain corporate affiliation perks to cater crucial complimentary</p>
			<p>pamper, rocky sandy grassy bumpy hilly mountainous incline slope flat gradual steep straight up</p>	Postponements	<p>Talking about postponements Explaining postponement procedures Dealing with changes</p>	<p>non-refundable to be stuck to put off to be short of money to delay until affiliate to outline</p>
			<p>lure of faraway places to rough it in the middle of nowhere at the foot / bottom of the mountain halfway up the mountain at the top / summit of the mountain</p>			

					<p>cancellation policies, and cancellation travel insurance</p> <p>Dealing with cancellations</p>	<p>to derail</p> <p>to warrant impending unforeseen</p> <p>once in a lifetime</p> <p>unrest</p> <p>hedge</p> <p>to levy</p> <p>to compensate to lay a plan to foretell</p> <p>tedious calamity</p> <p>outbreak solely</p>	
MODULE III	<p>Social vs. business etiquette</p> <p>Appropriate behavior and dress in other cultures</p> <p>"Netiquette"</p>	<p>Asking about appropriate behavior</p> <p>Talking about etiquette</p> <p>Describing awkward or embarrassing moments</p>	<p>Modifying comparisons</p> <p>Reflexive pronouns</p>	<p>respectful, deferential, considerate, courteous, discourteous, inconsiderate, rude, chivalry, defer (to), courtesy, respect, embarrass, protect, accommodate, condescending,</p>	<p>Product / service information</p> <p>Vouchers and rebates</p>	<p>Describing products and services</p> <p>Talking about agritourism and ecotourism</p> <p>Talking about vouchers, rebates, and Groupon</p>	<p>provider</p> <p>add / remove ecotourism</p> <p>crop</p> <p>unspoiled</p> <p>primary (environmentally)</p> <p>conscious Groupon provider?</p> <p>pie chart agritourism</p> <p>rustic handicraft</p> <p>impact</p> <p>to appeal to individuals brand new</p>
				<p>casually</p> <p>social gathering sense (v.)</p> <p>potential, superiors</p> <p>peers</p> <p>subordinates</p> <p>rank (higher, lower) above (rank)</p> <p>under (rank)</p>	<p>Contracts</p>	<p>Talking about contract terms</p> <p>Explaining contracts to customers</p>	<p>legally binding</p> <p>to breach</p> <p>clause</p> <p>to withdraw from third party</p> <p>to comply with</p> <p>to get something in writing limited to</p> <p>to disclose</p> <p>small print</p> <p>timeshare</p>
				<p>appropriate behavior</p> <p>proper etiquette</p> <p>code of conduct,</p> <p>overcrowding population</p>			

			<p>density lack of affordable, emit, pollutant, smog, siren car alarm. detrimental rule of thumb Let me see if I've got this Help yourself. pinch oneself make a fool of oneself hurt oneself blame oneself cut oneself enjoy oneself take care of oneself believe in oneself be proud of oneself feel sorry for oneself FYI (for your information) BTW (by the way) NRN (no reply necessary) ASAP (as soon as possible)</p>			<p>tied to bound by in breach of to revoke to safeguard in accordance with compliance restriction recession period to mentor to terminate developer</p>
			<p>metropolitan area, livable, proximity personal safety trade-off sprawl unchecked growth spread landscape, clog flow (traffic) traffic jam intersection bottleneck</p>	<p>Quality manag ement</p>	<p>Defining quality management Talking about quality management Implementing quality management</p>	<p>inevitable Quality Software to attempt core monitoring indeed watchdog trendy ISO certification to comply with to regulate mystery shopping</p>

MODULE IV

<p>Urban living Pros and cons of city living World's most "livable" cities</p>	<p>Describing urban problems Discussing pros and cons of city living</p>	<p>Tag questions get — the all-purpose verb</p>	<p>metropolitan area, livable, proximity personal safety trade-off sprawl unchecked growth spread landscape, clog flow (traffic) traffic jam intersection bottleneck get to get out of get away get ahead get down car culture bumper-to bumper life in the fast lane get around get over get along with get through</p>	<p>Transport</p>	<p>Talking about transport Informing and helping passengers</p>	<p>travel hub We are now inviting. This is the final boarding call for ... I repeat ... to get bumped carousel one's fault personnel Any passengers requiring special assistance ... Please have your ... ready. Please proceed to ... immediately. approximately tight (layover) to be denied to declare to compensate</p>
				<p>Accommodation</p>	<p>Working in the hospitality industry Deciding on arrangements</p>	<p>duties accordingly upon (arrival) to take into account labor proper durability maintenance climate moisture to warp joint to loosen supplier distributor</p>

MODULE IV							to match occupation vacancy decor to assemble large scale aesthetics
				in / out of shape, gain weight, scale, overweight, (un)healthy, diet, nutritious, fat, calories vitamins, processed, food, fatty food, alcoholic drink, caffeinated, drink, snack (v.), regimen,	Tours and trips	Talking about exotic trips and activities Describing adventure trips Organizing unusual tours and trips	exotic isolated offbeat lure You live only once! snorkeling whitewater rafting above ground underground underwater to lie wildlife abundance flamingo to revolve distant faraway gorgeous restricted rock-climbing caving sky diving ground level on the (water's) surface to surpass discerning game pelican scarce reserve
MODULE V	Fitness Ways to improve one's health Dietary	Discussing one's health Talking about fitness and	Subjunctive Words with -ever	motivated, cardiovascular exercise, sedentary,	Weather and hazards	Talking about / Describing weather conditions and hazards Talking	hazard to affect travel advisories with regard to cause for concern vaccination landslides

informatio n	health Discussing diets and nutrition		strenuous, annual check-up physical (n.),		about travel concerns and safety procedures	crime carjacking "express" kidnapping to put into practice to occur Better safe than sorry. warning to be aware of inadequate (insect) bites livestock petty theft "Good Samaritan" scams (security) measures course of action
			Describing results from a physical			
			get in shape look fit let something slip Count me out. wear someone out, square meal	Tourism for all - business	Talking about business travel Assisting customers with their business travels Talking about and explaining loyalty programs	to customize executive (suite) badge to set off (early) to run up (a bill) open-jaw ticket to enroll to accumulate to acquire (to) reward rank to issue mishap competition to sustain to gain busy as a bee long- winded chauffeur (bar) tab long-haul light Frequent Flier Program to stick to award to redeem status
			mystery skeptic phenomenon			

							<p>to be affiliated to keep someone abreast to initiate to expand word of mouth to merge</p>
<p>MODULE VI</p>	<p>Superstitions Mythical creatures Unexplained mysteries</p>	<p>Talking about personal beliefs Talking about luck and superstitions Talking about strange occurrences</p>	<p>about and of after adjectives Exclamations with What ...! and How ...!</p>	<p>afraid scared frightened terrified skeptical proud fond superstitious</p>	<p>Professional involvement - facilities and staff</p>	<p>Talking about company facilities Planning new facilities Compromising Hiring new staff</p>	<p>compromise to be willing to purpose a little not quite on the condition that provided to be in charge of hiring process assessment background check paperwork to request / to make a compromise to get someone to do something a bit slightly but only if as long as contractor line of work to submit drug testing references career advancement</p>
				<p>knock on wood you're pulling my leg little green men good luck lucky break be down on your luck Lucky me. UFO (Unidentified Flying Object) What a (story)! How (awful)! wish upon a star</p>			

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ALCALDÍA MAYOR  
DE BOGOTÁ D.C.

