



**Self-access hours: 25**

<b>Competencies</b>
<b>1.</b> Can identify events, times, locations, destinations in a conversation about immediate plans.)
<b>2.</b> Can complete a form, chart or graph with specific information (listening for details)
<b>3.</b> Can identify main ideas putting a list of events in chronological order or completing sentences. (identifying main ideas)
<b>4.</b> Can associate the pronunciation of words and phrases in personal, social and academic life, with their written counterparts. Academic Word List
<b>5.</b> Can find and understand the main ideas in texts using reading strategies in letter, brochures, newspapers and simple academic texts.
<b>6.</b> Can understand texts containing descriptions of events or routine processes to answer questions for reading comprehension.
<b>7.</b> Can complete a "T" table or a Venn Diagram to identify similarities and differences of two people, places or objects described in a comparative text. Comparatives.
<b>8.</b> Can understand vocabulary commonly used in the language classroom:
<b>9.</b> Can express and respond to expressions of feelings and emotions (emotion and abstract adjectives). Feelings such as surprise, happiness, sadness, interest and indifference. Expressions of concern, empathy, surprise, etc.: <i>I'm sorry to hear that...</i> , <i>That's terrific ...</i>
<b>10.</b> Can ask and answer questions in class, ask for clarification, and spell words out loud to clarify vocabulary questions. Classroom interaction.
<b>11.</b> Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose, etc. and express preference for an option. Comparatives and superlatives.
<b>12.</b> Can participate in a brief conversation asking for and giving advice. Should <i>for advice</i> , <i>could to suggest an alternative or a possibility</i> . Health vocabulary, habits, parts of the body and illnesses, aches and pains.



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| <p><b>13.</b> Can describe a sequence of events with visual aids or a heard conversation using past continuous and simple past (<i>When</i> and <i>While</i>).<br/>Transition words: <i>first, then, after, etc.</i></p>  |
| <p><b>14.</b> Can give a 1-minute talk describing the steps in an everyday process. Sequence words: <i>first, then, after, etc</i> and have to.</p>   |
| <p><b>15.</b> Can write narrative accounts of past, present and future experiences using vocabulary: <i>Still, used to, no longer</i> and <i>not anymore</i>.</p>   |
| <p><b>16.</b> Can write a brief description on the features of people, places, and objects using compound sentences. Physical appearance and Landscape features.</p>  |
| <p><b>17.</b> Can write a paragraph with clear <i>topic sentence, supporting sentences and a concluding sentence</i>, using basic prewriting techniques (brainstorming, list-making, use of diagrams) to obtain ideas, plan and organize a paragraph.<br/>Addition and contrast connectors: <i>and, also, but, however</i>.</p> |