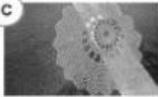
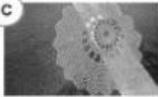
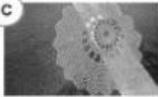


LEVEL:	Basic	SUBLEVEL:	Media	AREA: SUBJECT:	English as a Foreign Language English	SCHOOL YEAR
GRADE:	Sixth	PARALLEL:	"A & B"	TRIMESTER:	3	2024-2025
TEACHER:	Lic. Katherine González			UNIT: 3.1 * 3.2	Summer Camp	
NAME:				DATE:	OPTS: /45	SCORE:

EVALUATION INDICATORS	ITEMS	OPTS																														
EFL 3.2.1. Infer who is speaking and what the situation is when listening to short simple texts, especially when accompanied by pictures or other visual aids, or sound effects.	<p>A. LISTENING</p> <p>1. Remember the use of could and couldn't. Listen and number, then listen again and complete the sentences with could or couldn't.</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Sarah _____ skate fast.</td> <td style="padding: 5px;">She _____ hit the birdie.</td> <td style="padding: 5px;">She _____ hit the ball a long way.</td> </tr> </table> <div style="display: flex; justify-content: space-around; align-items: center;">    </div> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">She _____ swim fast.</td> <td style="padding: 5px;">She _____ score points.</td> <td style="padding: 5px;">She _____ go fast.</td> </tr> </table>	Sarah _____ skate fast.	She _____ hit the birdie.	She _____ hit the ball a long way.	She _____ swim fast.	She _____ score points.	She _____ go fast.	6 OPTS																								
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EFL 3.3.2. Show understanding of some basic details in short simple cross-curricular texts by matching, labeling and answering simple questions.	<p>B. VOCABULARY</p> <p>2. Recognize the vocabulary about sports. Then, read, write and match.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; padding: 5px;">a</td> <td style="text-align: center; padding: 5px;">f</td> <td style="width: 60%;"></td> </tr> <tr> <td style="text-align: center; padding: 5px;"></td> <td style="text-align: center; padding: 5px;"></td> <td style="width: 60%;"></td> </tr> <tr> <td style="text-align: center; padding: 5px;">b</td> <td style="text-align: center; padding: 5px;">g</td> <td style="width: 60%;"></td> </tr> <tr> <td style="text-align: center; padding: 5px;"></td> <td style="text-align: center; padding: 5px;"></td> <td style="width: 60%;"></td> </tr> <tr> <td style="text-align: center; padding: 5px;">c</td> <td style="text-align: center; padding: 5px;">h</td> <td style="width: 60%;"></td> </tr> <tr> <td style="text-align: center; padding: 5px;"></td> <td style="text-align: center; padding: 5px;"></td> <td style="width: 60%;"></td> </tr> <tr> <td style="text-align: center; padding: 5px;">d</td> <td style="text-align: center; padding: 5px;">i</td> <td style="width: 60%;"></td> </tr> <tr> <td style="text-align: center; padding: 5px;"></td> <td style="text-align: center; padding: 5px;"></td> <td style="width: 60%;"></td> </tr> <tr> <td style="text-align: center; padding: 5px;">e</td> <td style="text-align: center; padding: 5px;">j</td> <td style="width: 60%;"></td> </tr> <tr> <td style="text-align: center; padding: 5px;"></td> <td style="text-align: center; padding: 5px;"></td> <td style="width: 60%;"></td> </tr> </table> <p style="margin-left: 20px;">1 You play this with a racket. _____ <input type="checkbox"/> 2 You hit a ball with a bat. _____ <input type="checkbox"/> 3 You hit a ball with your hands. _____ <input type="checkbox"/> 4 You go fast on two wheels. _____ <input type="checkbox"/> 5 You wear a white suit. _____ <input type="checkbox"/> 6 You hit the ball with a stick. _____ <input type="checkbox"/> 7 You play this in a swimming pool. _____ <input type="checkbox"/> 8 You hit a ball into a hole. _____ <input type="checkbox"/> 9 You use a type of boat. _____ <input type="checkbox"/> 10 You wear special boots for this. _____ <input type="checkbox"/></p>	a	f					b	g					c	h					d	i					e	j					10 OPTS
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EVALUATION INDICATORS	ITEMS	OPTS
EFL 3.3.9. Identify and use reading strategies to make text more comprehensible and meaningful. (CC)	<p>C.GRAMMAR</p> <p>3. Think about the use of be going to in the future tense. Then look and complete.</p> <p>I'm going to I'm not going to take wear go sleep speak eat visit write</p> <p> Hi! How are you? Do you have any vacation plans? I'm going to go to Granada in Spain with my family next week. I have a Spanish dictionary, and ¹ I'm going to speak _____ Spanish every day. It's hot in Granada in the summer. ² _____ sandals, shorts, and T-shirts. We're going to stay in a hotel. ³ _____ in a tent. My parents don't like camping. On Monday, ⁴ _____ the Alhambra Palace. It's a very beautiful building. ⁵ _____ hiking on Tuesday. Granada is near the Sierra Nevada Mountains, and I love being in the mountains. Granada is near the ocean too. On Wednesday, I'm going to go to the beach. ⁶ _____ a cap and some sunscreen with me. In Granada, the food is delicious. ⁷ _____ a cold soup called gazpacho. I'm going to post photos of Granada on my blog. ⁸ _____ postcards, they take a long time to arrive, and my friends can see my photos on the blog. Have a good summer! Victor</p> <p></p>	8 OPTS
EFL 3.3.2. Show understanding of some basic details in short simple cross-curricular texts by matching, labeling and answering simple questions. (CC)	<p>D. READING</p> <p>4. Remind the grammar structures of be going to in the future tense. Then read and answer the questions.</p> <p>Hi! I'm Susan. Next week, I'm going to go to a summer camp. We're going to go rollerblading. When I was young, I couldn't skate at all, but I'm going to try next week! We're also going to go cycling. I couldn't ride a bike until I was eight years old, but now I love it! We're going to cycle in the mountains. I should take a map, a waterproof jacket, and my water bottle. We shouldn't leave the trail, and we shouldn't leave trash in the mountains. I can't wait to go!</p> <p></p>	6 OPTS

EVALUATION INDICATORS	ITEMS	OPTS												
	<p>1 Where is Susan going to go next week? 2 Is she going to go rollerblading? 3 Could she skate when she was young? 4 Could she ride a bike when she was nine? 5 What should she take with her to the mountains? 6 Should she leave the trail in the mountains? </p>													
EFL 3.4.2. Write a short simple paragraph to describe vacations.	<p>E. WRITING</p> <p>5. Think of the use of be going to. Then write a short paragraph describing your plans for your vacations using be going to. At least 50 words.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	10 OPTS												
EFL 3.4.1. Make a simple learning resource in order to record and practice new words. (Example: a picture dictionary and a word list) (C)	<p>F. METACOGNITION</p> <p>6. What were the main contents learned in these units? Paint the correct circles.</p> <table border="1"> <tr> <td>Be going to</td> <td><input type="radio"/></td> <td>Weekend activities</td> <td><input type="radio"/></td> </tr> <tr> <td>Idioms</td> <td><input type="radio"/></td> <td>Should</td> <td><input type="radio"/></td> </tr> <tr> <td>Summer camp vocabulary</td> <td><input type="radio"/></td> <td>How to bake cookies</td> <td><input type="radio"/></td> </tr> </table>	Be going to	<input type="radio"/>	Weekend activities	<input type="radio"/>	Idioms	<input type="radio"/>	Should	<input type="radio"/>	Summer camp vocabulary	<input type="radio"/>	How to bake cookies	<input type="radio"/>	1 OPT
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Summer camp vocabulary	<input type="radio"/>	How to bake cookies	<input type="radio"/>											

EVALUATION INDICATORS	ITEMS	OPTS
	<p>7. Think about each English skill. Paint the stars according to how you improved them.</p> <ul style="list-style-type: none"> Listening  Speaking  Reading  Writing  	1 OPT
EFL. 3.2.15 Provide a simple description and/or opinion of a common object or a simple account of something experienced. (CS)	<p>G. GLOSSARY</p> <p>8. Analyze the following definitions. Then, match with the correct answers.</p> <ul style="list-style-type: none"> Sunscreen Be going to Idiom English tense to talk about the future. A phrase that doesn't mean exactly what it says. A cream that helps to avoid the burned skin. 	3 OPTS

DONE BY	REVIEWED BY	APPROVED BY
TEACHER: Lic. Katherine González	CTP FOREIGN LANGUAGE DIRECTOR Mgstr. Lorena Calle	EGB COORDINATOR: MSc. Verónica Tapia
SIGNATURE:	SIGNATURE:	SIGNATURE:
Date: June 2nd, 2025	Date: June 2nd, 2025	Date: June 2nd, 2025