



**Colegio Nacional de Educación a Distancia**  
**Universidad Estatal a Distancia**

**Coordinación de**  
**INGLÉS**

**Orientaciones Académicas equiparación PAB**

**Código: 80007**

**OCTAVO**

**II semestre 2021**

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## **Orientaciones académicas equiparadas con PAB**

### **Observaciones.**

- **Los aprendizajes base se ubican en la columna 3, favor de concentrar su análisis y el establecimiento de la estrategia didáctica en cada planeamiento y su trabajo durante la tutoría.**
- **Los aprendizajes base deben ser tomados en cuenta en la construcción de las evaluaciones para el II semestre 2021.**



## Orientaciones del II semestre 2021

| Semana Lectiva  | Criterios de evaluación  | Aprendizaje Base (Componente del programa de estudio)   |
|---|--|---|
| <p><b>1.</b></p> <p><b>16 -22 agosto</b></p>            | <p><b>Chapter# 1 My High School...Our place</b></p> <p>1. High School -- Bring it on!</p> <p>2. A Day in the Life of My High School</p> <p><b>Pages 7-28</b></p> |   |
| <p><b>2.</b></p> <p><b>23 – 29 agosto</b></p>           | <p><b>Chapter # 1 My High School...Our place</b></p> <p>3. What is Your Next Class?</p> <p>4. High School Through my Friend</p>                                  |   |
| <p><b>3.</b></p> <p><b>30 agosto – 05 setiembre</b></p> | <p><b>Chapter # 2 Let the Good Times Roll!</b></p> <p>1. Fun times: Inside and Out</p> <p>2. What ´s your favorite?</p> <p><b>Pages 41- 55</b></p>               | <p><b>Inside and Out</b></p> <p>Written Comprehension:</p> <p>R.2. discriminates some key terminology from subject areas (e.g., labels on sports equipment).</p> <p>Written Production:</p> <p>W.1. uses simple sentences and expressions to describe sports, videogames and leisure activities.</p> <p><b>What ´s your favorite?</b></p> |

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|   |  | <p>Oral Comprehension:</p> <p>L.3. extracts the most important points in a straightforward conversation, story, account or presentation accompanied by drawings and/or diagrams.</p> <p>Spoken Interaction:</p> <p>SI.3. asks questions about favorite sports, places to practice them, equipment needed, outstanding players and achievements.</p> |
| <p><b>4.</b><br/><b>6 -12 setiembre</b></p>   | <p><b>Chapter # 2 Let the Good Times Roll!</b></p> <p>3. Ready to play: Tell me the rules</p> <p><b>Pages 56- 66</b></p> | <p><b>Tell me the rules</b></p> <p>Written Comprehension:</p> <p>R.3. recognizes the main idea and two or three specific details.</p>   |
| <p><b>5.</b><br/><b>13 – 19 setiembre</b></p> | <p><b>Chapter # 2 Let the Good Times Roll!</b></p> <p>4. Up Close and Personal</p> <p><b>Pages 56- 66</b></p>            | <p><b>Up Close and Personal</b></p> <p>Oral Comprehension:</p> <p>L.1. recognizes isolated, familiar words and phrases when listening to clear, slow, and basic text read aloud.</p> <p>Written Comprehension:</p>  |

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|  |  | <p>R.4. recognizes most of what occurs in a well-structured short story and the story's main characters.</p> <p>Spoken Production:</p> <p>SP.1. describes a day he/she will never forget in sports</p> <p>Written Production:</p> <p>W.3. writes an introduction or conclusion to a story with the help of a dictionary.</p> |
| <p><b>6.</b><br/><b>20 – 26 setiembre</b></p>        | <p><b>REPASO</b></p>   |  |
| <p><b>7.</b><br/><b>27 setiembre – 3 octubre</b></p> |  |  |
| <p><b>8.</b><br/><b>4 – 10 octubre</b></p>           | <p><b>Chapter # 3 Something to Celebrate!</b><br/> 1. Let's celebrate: Holidays with My Family<br/> 2. Let's celebrate: Latin American Holidays and Festivals<br/> <b>Pages 67- 82</b><br/> 3. Let's celebrate: Holidays and Festivals around the World<br/> 4. A holiday to remember: One of my favorites<br/> <b>Pages 82-97</b></p> | <p><b>Let's celebrate: Holidays with My Family</b></p> <p>Oral Comprehension:</p> <p>L.1. recognizes main information in short, straightforward audio.</p> <p>Spoken Interaction:</p> <p>SI.1. asks about local holidays, celebrations and festivals in in Costa Rica, Latin America and around the world</p>                |

SI.2. answers about holidays and festivals in Latin America and around the world.

Spoken Production:

SP.2. describes what he/she did on his /her last holiday.

**Latin American Holidays and Festivals**

Written Production:

W.1. Writes short messages, for example to make or change an invitation or an appointment to meet on a holiday, a festival, or a celebration.

**Holidays and Festivals around the World**

Written Comprehension:

R.3. distinguishes chronological order within special sentence structures.

**One of my favorites**

Oral Comprehension:

L.2. distinguishes specific details in an audio advertisement if it is delivered clearly and concerns a product and/or service of interest to the student.

Written Comprehension:

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|   |   | <p>R.3. distinguishes chronological order within special sentence structures.</p> <p>Spoken Production:</p> <p>SP.1. describes holidays, celebrations and festivals in general.</p>  |
| <p><b>9.</b><br/><b>11 – 17 octubre</b></p> | <p><b>Chapter # 4 Going Shopping!</b></p> <p>1. Welcome to my town<br/>2. Getting what I need at the right place</p> <p><b>Pages 105- 119</b></p> | <p><b>Welcome to my town</b></p> <p>Written Comprehension:</p> <p>R.2. discriminates short instructions illustrated through step-by-step visuals (e.g., following simple map’s directions).</p> <p>Spoken Production:</p> <p>SP.1. gives recommendations about convenient places to buy something.</p> <p><b>Getting what I need at the right place</b></p> <p>Oral Comprehension:</p> <p>L.1. recognizes the main idea of a presentation on a topic when the subject is familiar to them and it is delivered slowly.</p> <p>Spoken Interaction:</p> <p>SI.1. asks appropriate questions during a conversation to ensure that the other person</p> |

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|  |  | <p>understands points being made or information being given.</p>   |
| <p><b>10.</b><br/><b>18 – 24 octubre</b></p> | <p><b>Chapter # 4 Going Shopping!</b></p> <p>3. Where is it?<br/>4. How can I get there?</p> <p><b>Pages 120 - 132</b></p> | <p><b>Where is it?</b></p> <p>Oral Comprehension:<br/>L.2. discriminates simple technical explanations if given slowly and clearly and opportunity is given for clarification.</p> <p>Spoken Interaction:<br/>SI.2. asks someone to say something more clearly, to explain something a different way, or to repeat what has been said.</p> <p>Written Production:<br/>W.1. writes recommendations about going shopping wisely.</p> <p><b>How can I get there?</b></p> <p>Written Comprehension:<br/>R.3. discriminates directions for getting to a place, using everyday reference material (e.g., advertising material and city maps, GPS gadgets).</p> <p>Spoken Production:</p> |

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|                                      |   | SP.2. tells a simple direction (e.g., how to get to a location) as well as offers simple explanations to others.   |
| <b>11.</b><br><b>25 – 31 octubre</b> |   |  |
| <b>12.</b><br><b>1 – 7 noviembre</b> | <p><b>Chapter # 5 Unforgettable Events</b></p> <p>1. A Day I'll Never Forget: in My Personal Life</p> <p>2. An Event I'll Never Forget: with My Family</p> <p><b>Pages 133- 145</b></p> | <p><b>A Day I'll Never Forget: in My Personal Life</b></p> <p>Written Comprehension:</p> <p>R.2. extracts main ideas from diagrams, with accompanying text to answer questions if given lead-in phrases</p> <p>Spoken Interaction:</p> <p>SI.2. asks and answers questions about a personal, family, national or worldwide event.</p> <p><b>An Event I'll Never Forget: with My Family</b></p> <p>Spoken Interaction:</p> <p>SI.2. asks and answers questions about a personal, family, national or worldwide event.</p> <p>Spoken Production:</p> <p>SP.2. describes events using simple words or sentences frames about a personal, family, national or worldwide event.</p> |

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|  |   | <p>Oral Comprehension:</p> <p>L.3. recognizes the gist of a short text when read aloud clearly and slowly.</p> <p>L.2. distinguishes the main points of an age-appropriate audio-visual presentation, news items, reporting events, accidents.</p>   |
| <p><b>13.</b></p> <p><b>8 – 14 noviembre</b></p> | <p><b>Chapter # 5 Unforgettable Events</b></p> <p>3. An Event I'll Never Forget: in Costa Rica</p> <p>4. An Event I'll Never Forget: in the World</p> <p><b>Pages 146-154</b></p> | <p>Written Production :</p> <p>W.2. gives personal reactions to a piece of age-appropriate literature related to personal, family, national or worldwide event, checking written sentences to look for mistakes(e.g. subject verb-</p> <p>Written Comprehension:</p> <p>R.3. recognizes the main information and a few details in short articles and reports (E.g. a national or world event) if they deal with familiar subjects</p> <p><b>An Event I'll Never Forget: in the World</b></p> <p>Written Production:</p> <p>W.2. gives personal reactions to a piece of age-appropriate literature related to personal, family, national or worldwide event, checking written</p> |

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|  |   | sentences to look for mistakes(e.g. subject verb-agreement, capitalization, spelling ,basic punctuation)   |
| <p><b>14.</b><br/><b>15 – 21 noviembre</b></p> | <p><b>Chapter # 6 Amazing Costa Rica!</b></p> <p>1. Beautiful Costa Rica<br/>2. Hiking, Biking and Walking Around Costa</p> | <p><b>Beautiful Costa Rica</b></p> <p>Oral Comprehension:<br/>L.2. discriminates key words related to the topic when a text is being read aloud.</p> <p>Spoken Interaction:<br/>SI.1. suggests different things to do, places to go in his/her country.</p> <p>Spoken Production:<br/>SP.3. describes familiar places and tourist attractions using simple vocabulary and language constructions.</p> <p><b>Hiking, Biking and Walking Around Costa</b></p> <p>Oral Comprehension:<br/>L.3. retells the main idea of media presentations on familiar events or places.</p> |
| <p><b>15.</b><br/><b>22 – 28 noviembre</b></p> | <p><b>Chapter # 6 Amazing Costa Rica!</b></p> <p>3. Traveling Necessities<br/>4. Planning My Perfect Vacation</p>           | <p><b>. Traveling Necessities</b></p> <p>Spoken Production:</p>  |

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|  | <p align="center"><b>Pages 177- 185</b></p> | <p>SP.2. describes simple steps to enjoy a touristic activity (e.g., “Then, wear a life jacket and a pair of comfortable shoes.”, “Take a cold shower after enjoying the hot springs.”</p> <p align="center">Written Production:</p> <p>W.2. writes a brochure with the aid of a writing frame, checking written sentences to look for mistakes (e.g. subject-verb agreement, capitalization, spelling, basic punctuation, etc</p> <p align="center"><b>Planning My Perfect Vacation</b></p> <p align="center">Written Comprehension:</p> <p>R.3. recognizes links and connections between events related to traveling in e-mails, web chats, postcards, or short letters.</p> <p align="center">Spoken Interaction:</p> <p>SI.3. asks simple questions about vacation plans and provides some brief indications of reasons for their opinions.</p> |
| <p align="center"><b>16.</b></p> <p align="center"><b>29 noviembre – 5 diciembre</b></p> |   |   |
| <p align="center"><b>17.</b></p>   |   |   |

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| <b>6 – 12 diciembre</b>   |  |  |
| <b>18.<br/>13 – 19 diciembre</b>                                  |  |  |
| <b>19.<br/>20, 21, 22 de diciembre</b>                            |  |  |
| <b>20.<br/>Jueves 23 diciembre<br/>– domingo 2 enero<br/>2022</b> |  |  |
| <b>21.<br/>03 – 09 enero</b>                                      |  |  |
| <b>22.<br/>10 – 16 enero</b>                                      |  |  |
| <b>23.<br/>17 – miércoles 19<br/>enero</b>                        |  |  |

Chapter # 1 Here I am!

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| <b>Linguistic Competences</b>         | <b>Indicadores</b> |
| <b>Oral and Written Comprehension</b> |                    |

- L.1. understand basic greetings, farewells, and common expressions of politeness (e.g., hello, goodbye, sorry).
- L.2. understand classroom language (e.g., teacher, classmate, schedule, principal, May I come in? Raise your hand, May I borrow your pencil?).
- L.3. understand simple personal questions. (e.g., name, age, address, father, mother, sister).
- R.1. understand brief, simple instructions if encountered previously in the same or similar form.
- R.2. manipulate English language sounds using knowledge in phonics, syllabification and word parts.
- R.3. recognize some expressions and the main information (e.g., name, date, time, address, date of birth,) on posters, brochures, signs, and invitations and in simple texts if allowed to use a dictionary.

#### **Oral and Written Production**

- SI.1. spell words including names, surnames, country of citizenship and other.
- SI.2. ask others for personal information (address, telephone, number, nationality, country of citizenship, birthdate, age, family and hobbies).
- SP.1. introduce him/herself, for example say his/her name, where s/he comes from and what s/he does (address, telephone, number, nationality, age, family and hobbies).
- SP.2. describe simply his/her family, for example who the members are, how old they are, where s/he lives.
- W.1. write labels on familiar objects in a picture or diagram (e.g., door, desk, chair, and eraser).
- W.2. write straightforward information about him/herself in short sentences or fill out that information in a form (questionnaire, card) with assistance such as using a dictionary or book,

L.1. identifies basic greetings, farewells and common expressions of politeness.

L.2. discriminates classroom language within oral utterances.

L.3. recognizes simple personal questions when they hear them.

R.1. identifies brief, simple instructions if encountered in similar form.

SI.1. spells out words.

SI.2. asks personal information to others

SP.1. introduces him/herself providing personal information

SP.2. describes his/her family simply

W.1. writes labels on familiar objects in a picture or diagram.

W.2. writes straightforward information about him/herself in short sentences.

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| checking written sentences to look for mistakes (e.g. subject-verb agreement, capitalization, spelling, basic punctuation etc.)<br>checking written sentences |  |
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## Chapter #2 Enjoying Life

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| Identifies sports equipment.   |
| Labels on sports equipment.  |
| Prewrites simple sentences and expressions to describe sports, videogames and leisure activities.  |
| Drafts a description about a sport, videogame or a leisure activity by following sentences frames learned in class and the appropriate linkers or connecting words.  |
| Revises a description about a sport, videogame or a leisure activity by checking written sentences to look for mistakes related to subject-verb agreement, capitalization, spelling, and basic punctuation) and content. |
| Edits the description by correcting the mistakes before publishing it.   |
| Recognizes the topic in a conversation or story about sports or sports announcements.  |

Identifies facts in a conversation or story about sports or sports announcements.

Distinguishes the most important points in a conversation or story about sports or sports announcements.

Uses yes/no questions to ask for favorite sports, places to practice them, equipment needed, outstanding players and achievements.

Uses wh- questions to ask for favorite sports, places to practice them, equipment needed, outstanding players and achievements.

Makes complete sentences to answer yes/no questions to ask for favorite sports, places to practice them, equipment needed, outstanding players and achievements.

Recognizes the topic in texts written in simple language.

Identifies facts in texts written in simple language.

Identifies main ideas in texts written in simple language.

Distinguishes specific details in texts written in simple language.

Relates words and phrases with their definitions, meanings or images.

Identifies setting in a well-structured short story.

Names characters in a well-structured short story.

Describes characters in a well-structured short story.

Identifies main conflict/problem in a well-structured short story.

Recounts some of the characters' efforts, and some of the obstacles in a well-structured short story.

Recounts the ending in a well-structured short story.

Selects the appropriate information to describe about a day he/she will never forget in sports.

Organizes the information and resources about a day he/she will never forget in sports..

Makes sentences about a day he/she will never forget in sports

Describes an event about a day he/she will never forget in sports.

Prewrites simple sentences for an introduction or conclusion to a story.

Drafts an introduction that includes the main topic and what this is about or a conclusion saying the topic again and adding a meaningful final to a story and the appropriate linkers or connecting words.

Revises either the introduction or conclusion to a story by checking written sentences to look for mistakes related to subject-verb agreement, capitalization, spelling, and basic punctuation) and content.

### Chapter #3 Getting Back to Nature

Recognizes the topic in audios/videos about holidays, celebrations and festivals by using pictures, drawings and body language.

Identifies facts in audios/videos about holidays, celebrations and festivals.

Distinguishes main ideas/information in audios/videos about holidays, celebrations and festivals.

Uses yes/no questions to ask about local holidays, celebrations and festivals in in Costa Rica, Latin America and around the world.

Uses wh- questions to ask for about local holidays, celebrations and festivals in in Costa Rica, Latin America and around the world.

Makes complete sentences to answer yes/no questions about local holidays, celebrations and festivals in in Costa Rica, Latin America and around the world

Makes complete sentences to answer wh- questions about local holidays, celebrations and festivals in in Costa Rica, Latin America and around the world.

Organizes the information and resources to describe the last holiday.

Makes sentences with the information, resources and the appropriate linkers or connecting words about the last holiday.

Notes down the appropriate information to describe the last holiday.

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| Describes the last holiday using sequential- past time. (first, then, after that, finally)   |
| Prewrites simple sentences for a postcard/e-postcard about holidays, festivals or celebrations.  |
| Drafts a message that includes the politeness convention, the activity that is being made or changed, the date it will take place, any other important information with the appropriate linkers or connecting words. |
| Revises the message by checking written sentences to look for mistakes related to subject-verb agreement, capitalization, spelling, and basic punctuation) and content.  |
| Identifies the events about festivals or celebrations.   |
| Orders the events about festivals or celebrations chronologically.   |
| Recognizes topic of an advertisement related to holidays, celebrations or festivals.   |
| Identifies main ideas of an advertisement related to holidays, celebrations or festivals.  |
| Distinguishes supporting details of an advertisement related to holidays, celebrations or festivals.   |
| Identifies sequence words (e.g., first, then, finally) in texts related to a holiday, a festival, or a celebration.  |
| Selects the appropriate information to describe a specific holiday, celebration or festival.   |
| Organizes the information and resources to describe a specific holiday, celebration or festival.   |

Makes sentences about holiday, celebration or festival with the appropriate linkers or connecting words.

Describes a specific holiday, celebration or festival.

#### **Chapter #4 Checking things of a shopping list**

Identifies short instructions illustrated through step -by-step visuals (e.g., following simple map's directions).

Labels pictures of short instructions illustrated through step-by-step visuals (e.g., following simple map's directions).

Selects the appropriate information and visuals to give a simple direction (e.g., how to get to a location) as well as to offer simple explanations to others.

Organizes the information and visuals to give recommendations about convenient places to buy something.

Makes sentences with the information and with the appropriate linkers or connecting words to recommendations about convenient places to buy something.

Gives a well-organized presentation with recommendations about convenient places to buy something.

Recognizes the topic of a presentation on a topic when the subject is familiar to them and it is delivered slowly.

Identifies main facts of a presentation on a topic when the subject is familiar to them and it is delivered slowly.

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| Plans a set of yes/no and wh- questions to ask about shopping events and experiences.  |
| Uses yes/no and wh- questions to ask about shopping events and experiences.  |
| Gets the gist of simple technical explanations if given slowly and clearly and opportunity is given for clarification.   |
| Distinguishes simple technical explanations if given slowly and clearly and opportunity is given for clarification.  |
| Expresses lack understanding using survival language. Ex. I don't understand. Can you repeat again, please? Can you explain it in a different way, please?                           |
| Prewrites a list of ideas for giving recommendations about going shopping wisely.  |
| Drafts recommendations about going shopping wisely using the appropriate linkers or connecting words.  |
| Revises the recommendations about going shopping wisely by looking for mistakes related to subject-verb agreement, capitalization, content, spelling, basic punctuation and content. |
| Edits recommendations about going shopping wisely by correcting mistakes related to subject-verb agreement, capitalization, spelling, content and use of commas) before publishing.  |
| Identifies directions for getting to a place, using everyday reference material (e.g., advertising material and city maps, GPS gadgets).   |
| Labels pictures of directions for getting to a place, using everyday reference material (e.g., advertising material and city maps, GPS gadgets).                                     |
| Selects the appropriate information and visuals to give a simple direction (e.g., how to get to a location) as well as to offer simple explanations to others.                       |

Organizes the information and visuals to give a simple direction (e.g., how to get to a location) as well as to offer simple explanations to others.

Makes sentences with the information and the appropriate linkers or connecting words to give a simple direction (e.g., how to get to a location) as well as to offer simple explanations to others.

Gives a simple direction (e.g., how to get to a location) as well as offers simple explanations to others.

#### **Chapter # 5 Let's celebrate Costa Rica's Culture**

Recognizes the topic from diagrams with accompanying text about unforgettable events to answer questions if given lead-in phrases

Identifies ideas from a diagram, with accompanying text about unforgettable events to answer questions if given lead-in phrases.

Distinguishes main ideas from a diagram with accompanying text about unforgettable events to answer questions if given lead-in phrases.

Plans a set of yes/no and wh- questions to ask about a personal, family, national or worldwide event.

Plans a set of yes/no and wh- questions to ask about a personal, family, national or worldwide event.

Uses yes/no and wh- questions to ask about a personal, family, national or worldwide event.

Plans a set of ideas to answer the questions about a personal, family, national or worldwide event.

Makes complete sentences to answer yes/no and wh- questions about a personal, family, national or worldwide event.

Selects the appropriate information to describe a personal, family, national or worldwide event.

Organizes the information and resources to describe a personal, family, national or worldwide event.

Makes complete sentences to describe a personal, family, national or worldwide event by using simple words or sentences frames.

Describes personal, family, national or worldwide event in a well-organized presentation.

Recognizes the topic of a short text when read aloud clearly and slowly about unforgettable events.

Identifies position of each speaker of a short text when read aloud clearly and slowly about unforgettable events.

Recognizes the outcome of a short text when read aloud clearly and slowly about unforgettable events.

Recognizes the topic of an age-appropriate audio-visual presentation, news items, reporting events or accidents.

Identifies facts of an age-appropriate audio-visual presentation, news items, reporting events or accidents.

Recognizes the main information of an age-appropriate audio-visual presentation, news items, reporting events or accidents.

Notes down information to explain reasons for an event briefly.

Organizes information and resources to explain reasons for an event briefly.

Makes sentences with information, resources and the appropriate linkers or connecting words to explain reasons for an event briefly.

Gives reasons for an event briefly in a well-organized presentation.

Identifies the topic in short articles and reports (e.g. a national or world event) if they deal with familiar subjects

Identifies main ideas in short articles and reports (e.g. a national or world event) if they deal with familiar subjects

Extracts details in short articles and reports (e.g. a national or world event) if they deal with familiar subjects

Prewrites ideas for a personal reaction to a piece of age-appropriate literature related to personal, family, national or worldwide event.

Drafts sentences for a personal reaction to a piece of age-appropriate literature related to personal, family, national or worldwide event using the appropriate linkers or connecting words.

Revises a personal reaction to a piece of age-appropriate literature related to personal, family, national or worldwide event by paying attention to checking written sentences to look for mistakes related to subject-verb agreement, capitalization, spelling, and basic punctuation) and content.

## **Chapter # 6 Getting from Here to there**

Identifies the topic when a text is being read aloud.

Distinguishes key words related to the same topic.

Lists places to go in his/her country.

Gets specific information about different things to do in each place.

Recommends things to do in each place.

Selects the appropriate information, visuals to describe familiar places and tourist attractions.

Organizes the information and visuals to describe familiar places and tourist attractions.

Makes sentences with the information and with the appropriate linkers or connecting words to describe familiar places and tourist attractions in a well-organized presentation using simple vocabulary and language constructions.

Gives a well-organized description about familiar places and tourist attractions using simple vocabulary and language constructions.

Identifies the topic of media presentations on familiar events or places.

Recognizes specific details of media presentations on familiar events or places.

Recaps events presented in a sequential order including main ideas/concepts and key points/details.

Selects the appropriate information, visuals to describe simple steps to enjoy a touristic activity.

Organizes the information and visuals to describe simple steps to enjoy a touristic activity.

Makes sentences with the information and with the appropriate linkers or connecting words to describe simple steps to enjoy a touristic activity. in a well-organized presentation.

Gives a well-organized description about simple steps to enjoy a touristic activity.

Prewrites ideas for a brochure with the aid of a writing frame about a Costa Rica's tourist attraction.

Drafts sentences for a brochure with the aid of a writing frame about a Costa Rica's tourist attraction using the appropriate linkers or connecting words.

Revises the brochure by paying attention to checking written sentences to look for mistakes related to subject-verb agreement, capitalization, spelling, and basic punctuation) and content.

Edits the brochure by correcting the mistakes before publishing it.

Identifies similarities or differences between two ideas in events related to traveling in e-mails, web chats, postcards, or short letters.

Distinguishes causes and effects in events related to traveling in e-mails, web chats, postcards, or short letters.

Recognizes the sequence in which things happened in e-mails, web chats, postcards, or short letters.

Plans a set of yes/no and wh- questions to ask about vacation plans.

Uses yes/no and wh- questions to ask about vacation plans.

Plans a set of ideas to answer the questions about vacation plans and provides some brief indications of reasons for their opinions.

Makes complete sentences to answer yes/no and wh- questions about vacation plans and provides some brief indications of reasons for their opinions.