**ALPINE SCHOOL DISTRICT**

**DEVELOPING LANGUAGE – Level 2**

**AP Themes**

* Contemporary Lifestyle
* Beauty & Aesthetics

**UNIT 2 OVERVIEW: My Daily Life**

What students will be able to do by the end of this unit?

|  |  |  |
| --- | --- | --- |
| **INTERPRETIVE** | **INTERPERSONAL** | **PRESENTATIONAL** |
| **Listening** | **Reading** | **Person-to-Person** | **Speaking** | **Writing** |
| * I can understand when someone describes their activities and routines.
* I can understand a message about someone's daily activities and routines.
 | * I can understand e-mails and messages about someone's daily activities and routines.
* I can understand when I read something telling me what needs to be done on a daily basis.
 | * I can ask and answer simple questions about daily routines and activities and day-to-day activities.
* I can describe what I do daily in conversations and understand other people‘s descriptions in conversation.
 | * I can talk about what I have to do at school, work and/or home on a regular basis.
 | * I can write about what I have to do at school, work and/or home on a regular basis.
* I can describe what I do daily in e-mails and texts.
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What will students know about by the end of this unit?

Benchmark Vocabulary

**Chores**

To make the bed

To wash (dishes, clothes, windows, dog, car, etc)

To cook

To vacuum

To dust

To mow the lawn

To clean

To take out the trash

To set/clear the table

To pick up clothes/things

To sweep the floor

To feed the dog/cat/fish

To take care of siblings

**Places in the house**

Kitchen

Living room

Bathroom

Bedroom

Dining room

Garage

**To talk about daily routines:**

To brush one’s teeth

To dry one’s hair

To get dressed

To get ready

To get undressed

To get up

To go to bed

To put on makeup

To relax

To shave

To take a shower

To wake up

To wash

To work out

**To talk about personal grooming:**

Lotion

Perfume

Cologne

Makeup

Deodorant

Razor

Soap

Shampoo

**Recycled:**

Before

After

In the morning

In the afternoon

At night

Chore

Responsibility

I have to

At what time, when, etc.

Grammar/Structures

* Sequencing words to tell the order you do things
* Reflexive verbs

Culture (& Cultural Comparisons)

* I can compare the similarities and differences of daily routines in the target cultures with those in the U.S. (Comparisons)
* I can compare the importance having a job while attending school for youth in the target cultures with that of youth in the U.S. (Comparisons)
* I can describe school life and leisure activities of youth in the target cultures.