

**Alignment to CEFR Common European Framework
ESL Level 3 Chapter 1**

ESL Level 3 is a highly effective English curriculum for novice-mid to novice-high learners. ESL 3 *Our Lives* will introduce your middle and high school students to the most relevant and necessary expressions by means of a theme-based curriculum. This approach will help students to build a strong foundation to communicate in more complex vocabulary, structures, and interactions in familiar topics in English. This standards-based, online program integrates communication and culture in a cohesive, all-in-one format accessible to students and teachers from any device.

This document illustrates how Chapter 1 of ESL 3 aligns with the standards for the Common European Framework. If you have any questions, call 1-800-848-0256 or email info@vocesdigital.com.

Chapter 1			
Reception			
Oral Comprehension: Can understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details, provided people articulate clearly in a generally familiar variety.			
Section	Title	Mode	Description
Chapter 1: Food and Restaurants	Going Out to Eat	Receptive	Listen to expressions used to place an order and use them in a dialogue.
Oral Comprehension: Can understand the main points made in clear standard language or a familiar variety on familiar matters regularly encountered at work, school, leisure, etc., including short narratives.			
Section	Title	Mode	Description
Now, You Try! Activities	Listen and Record	Receptive	Listen to expressions used to talk about food and use them in a dialogue.
Audio-Visual Comprehension: 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.			
Section	Title	Mode	Description
Now, Watch and Learn!	My Favorite Restaurant	Receptive	Watch an interview and answer comprehension questions.
Now, Watch and Learn!	My Favorite Food	Receptive	Watch an interview and answer comprehension questions.
Story	A Bad Birthday Dinner	Receptive	Read a story about a

			birthday dinner.
Reading Comprehension: Can read straightforward factual texts on subjects related to their field of interest with a satisfactory level of comprehension.			
Reception Strategies: 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/signs from the context. Can exploit their recognition of known words/signs to deduce the meaning of unfamiliar words/signs in short expressions used in routine everyday contexts.			
Section	Title	Mode	Description
Chapter 1: Food and Restaurants	So Much Food!	Receptive	Read and listen to new expressions used in context.
Chapter 1: Food and Restaurants	Going Out to Eat	Receptive	Read and listen to new expressions about going out to eat used in context.
Now, You Try! Activities	Read and Choose	Receptive	Select the appropriate nouns to complete the sentences.
Story	A Bad Birthday Dinner	Receptive	Predict and read the story sequence.
Story	Activity 1: True or False	Receptive	Decide if a statement about the story is true or false.
Story	Activity 2: Multiple Choice	Receptive	Select which character did a specific action in the story.
Key Terms	Key Terms Assessment	Receptive	Use the appropriate expressions to complete the sentences.
Reception Strategies: Can exploit format, appearance, and typographic features in order to identify the type of text: news story, promotional text, article, textbook, chat or forum, etc. Can exploit numbers, dates, names, proper nouns, etc. to identify the topic of a text. Can deduce the meaning and function of unknown formulaic expressions from their position in a text (e.g. at the beginning or end of a letter).			
Section	Title	Mode	Description
Chapter 1: Food and Restaurants	Leap into Language! Count and Non-Count Nouns	Receptive	Use appropriate count and non-count expressions.
Now, You Try! Activities	Fill in the Chart	Receptive	Fill in the chart and describe the food students like and dislike.
Now, You Try! Activities	Read and Choose	Receptive	Select the appropriate nouns to complete the sentences.
Authentic Materials	Luigi's Italian Restaurant	Receptive	Answer comprehension questions about a

			menu for an Italian restaurant.
Authentic Materials	Pub and Grill Menu	Receptive	Read the food menu and answer the comprehension questions.
Authentic Materials	Pot Roast Recipe	Receptive	Read the recipe and answer the comprehension questions.
Culture	American Dishes	Receptive	Read a descriptive text about food and answer discussion questions.
Culture	Fast Food	Receptive	Read a descriptive text about fast food and answer discussion questions.
Culture	Fair Food	Receptive	Read a descriptive text about fair food and answer discussion questions.
Production			
Oral Production: Can reasonably fluently sustain a straightforward description of one of a variety of subjects within their field of interest, presenting it as a linear sequence of points.			
Section	Title	Mode	Description
Presentation	Talking About Food	Productive	Use the appropriate expressions to talk about food.
Written Production: Can produce straightforward connected texts on a range of familiar subjects within their field of interest, by linking a series of shorter discrete elements into a linear sequence.			
Section	Title	Mode	Description
Now, You Try! Activities	Look and Write	Productive	Write the ingredients needed to make the dishes in the pictures.
Now, You Try! Activities	Write and Share	Productive	Write sentences describing food from student's culture.
Now, You Try! Activities	Think and Write	Productive	Write about the foods students normally eat.
Now, You Try! Activities	Write a Dialogue	Productive	Write a dialogue between a customer and a server.
Panorama	Manhattan, New York City, NY	Productive	Answer questions about a panorama of Manhattan.
Creative Writing: Can clearly signal chronological sequence in narrative text. Can give a simple review of a film, book, or TV program using a limited range of language.			

<p>Can give straightforward, detailed descriptions on a range of familiar subjects within their field of interest. Can give accounts of experiences, describing feelings, and reactions in simple, connected text. Can give a description of an event, a recent trip—real or imagined. Can narrate a story.</p>			
Section	Title	Mode	Description
Story	Activity 3: Rewrite the Story	Productive	Rewrite a story in student's own words.
Interaction			
<p>Oral Interaction: Can communicate with some confidence on familiar routine and non-routine matters related to their 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 while traveling. Can enter unprepared into conversation on familiar topics, and 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).</p>			
Section	Title	Mode	Description
Now, You Try! Activities	Listen and Record	Interactive	Listen to a conversation about food preferences and use these expressions in a dialogue with a friend.
Chapter 1 Assessment	Conversation 1	Interactive	Record a conversation about favorites dishes with a classmate.
Chapter 1 Assessment	Conversation 2	Interactive	Record a conversation at a restaurant.
<p>Written Interaction: Can convey information and ideas on abstract as well as concrete topics, check information, and ask about or explain problems with reasonable precision. Can compose personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point they feel to be important.</p>			
Section	Title	Mode	Description
Culture	American Dishes	Interactive	Read a descriptive text about food and answer discussion questions to share with classmates.
Culture	Fast Food	Interactive	Read a descriptive text about fast food and answer discussion questions to share with classmates.
Culture	Fair Food	Interactive	Read a descriptive text about fair food and answer discussion questions to share with classmates.

Online Interaction: Can introduce themselves and manage simple exchanges online, asking and answering questions and exchanging ideas on predictable everyday topics, provided enough time is allowed to formulate responses, and that they interact with one interlocutor at a time. Can make short descriptive online postings about everyday matters, social activities, and feelings, with simple key details. Can comment on other people’s online postings, provided they are written/signed in simple language, reacting to embedded media by expressing feelings of surprise, interest, and indifference in a simple way.

Section	Title	Mode	Description
Culture	American Dishes	Interactive	Read a descriptive text about food and answer discussion questions.
Culture	Fast Food	Interactive	Read a descriptive text about fast food and answer discussion questions.
Culture	Fair Food	Interactive	Read a descriptive text about fair food and answer discussion questions.

For more information about this or any other title, go to VocesDigital.com or call 1-800-848-0256.

