

**Alignment to CEFR Common European Framework**  
***Our Storyscape Level A2 Unit 1***

*Our Storyscape* Level A2 is a highly effective English curriculum for novice-mid learners. *Our Storyscape* Level A2 will introduce your middle and high school students to the most relevant and necessary expressions by means of a story-based curriculum. This approach will help students to build a strong foundation to communicate in simple and direct 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 Unit 1 of *Our Storyscape* Level A2 aligns with the standards for the Common European Framework. If you have any questions, call 1-800-848-0256 or email [info@vocesdigital.com](mailto:info@vocesdigital.com).

<b>Unit 1</b>			
<b>Reception</b>			
<b>Oral Comprehension:</b> Can understand enough to be able to meet needs of a concrete type, provided people articulate clearly and slowly.			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Description</b>
Story 2	Activity 4: Logical or Illogical?	Receptive	Listen to statements about Story 2 and decide if they are logical or illogical.
Story 3	Activity 2: Who?	Receptive	Listen to quotes from Story 3 and decide who said them.
Grammar	Possessive Pronouns: Exercise 3	Receptive	Listen to the selection and choose the best option.
Vocabulary	Activity 7: Listening	Receptive	Listen to audio about routines and chores and correct the statements.
<b>Oral Comprehension:</b> Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment), provided people articulate clearly and slowly.			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Description</b>
Grammar	Past Tense of Regular Verbs: Exercise 1	Receptive	Listen to verbs in the past tense and mark the correct pronunciation.
<b>Audio-Visual Comprehension:</b> Can identify the main point of TV news items reporting events, accidents, etc. where the visuals support the commentary. Can follow a TV commercial or a trailer for or scene from a film, understanding what topic(s) are concerned, provided the images are a great help in understanding and the delivery is clear and relatively slow.			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Description</b>
Story 1	Core Vocabulary	Receptive	Listen to the audio and look at pictures

			introducing key terms for Story 1.
Story 1	The Perfect Home	Receptive	Read, listen, and follow the story sequence with the aid of illustrations.
Story 2	Core Vocabulary	Receptive	Listen to and read the new expressions that are related to the pictures.
Story 2	What a Chore!	Receptive	Read and listen to Story 2.
Story 2	Activity 2: Fill in the Blank	Receptive	Complete statements about Story 2 with the appropriate verb in the past tense.
Story 3	Core Vocabulary	Receptive	Listen to and read the new expressions that are related to the pictures.
Story 3	Miss Maeve and the Raccoon	Receptive	Read, listen, and follow the story sequence with the aid of illustrations.
Story 4	Core Vocabulary	Receptive	Listen to and read the new expressions that are related to the pictures.
Story 4	The Best Soup in the Galaxy	Receptive	Read, listen, and follow the story sequence.
Story 5	Label Maker to the Rescue	Receptive	Read, listen, and follow the story sequence with the aid of illustrations.
Story 5	Activity 1: Fill in the Blank	Receptive	Listen and complete the paragraphs with the appropriate expressions.
Culture and Connections	Interviews: Wren's Chores	Receptive	Watch the video about a person's chores and complete multiple choice and matching activities.
Culture and Connections	Interviews: Mimi's Routine	Receptive	Watch the video about a person's routine and complete fill-in-the-blank and matching activities.
Culture and Connections	Authentic Materials: Paralympic Chores	Receptive	Watch the video about Paralympic athletes and complete multiple-choice and comprehension questions.
Assessments	Integrated Performance Assessment: Interpretive Reading and Listening	Receptive	Watch a video about household chores and answer comprehension

			questions.
<p><b>Reading Comprehension:</b> Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language. Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.</p>			
<p><b>Reception Strategies:</b> 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.</p>			
Section	Title	Mode	Description
Story 1	Pre-Reading Activities	Receptive	Use new expressions to complete matching and fill-in-the-blank activities.
Story 1	Activity 1: Who?	Receptive	Read and select the appropriate option to show which character matches each description.
Story 2	Pre-Reading Activities	Receptive	Use new expressions to complete fill-in-the-blank and multiple-choice activities.
Story 2	Activity 1: Make an Inference	Receptive	Read, infer, and select the appropriate option for each comprehension question.
Story 3	Pre-Reading Activities	Receptive	Use new expressions to complete matching and writing activities.
Story 4	Pre-Reading Activities	Receptive	Use new expressions to complete matching and fill-in-the blank activities.
Story 4	Activity 1: Who?	Receptive	Read and select the appropriate option to show which character did a specific action in the story.
Story 4	Activity 2: Fill in the Blank	Receptive	Use the appropriate expressions to complete the sentences about the story.
Story 5	Pre-Reading Activities	Receptive	Use new expressions to complete multiple choice and fill-in-the-blank activities.
Story 5	Activity 3: Make an Inference	Receptive	Decide which inference is true for Story 5.

Culture and Connections	Authentic Materials: For Sale	Receptive	Read the ad and complete the multiple-choice activities.
Culture and Connections	Authentic Materials: Housekeeper Wanted!	Receptive	Read the ad about housekeeping and complete the matching and multiple-choice activities.
Grammar	Past Tense of Common Irregular Verbs: Exercise 1	Receptive	Match the story captions to the corresponding pictures.
Grammar	Past Tense of Common Irregular Verbs: Exercise 4	Receptive	Use appropriate verb tenses to talk about activities in the past.
Grammar	Past Tense of Regular Verbs: Exercise 1	Receptive	Listen to verbs in the past and mark the correct pronunciation.
Grammar	Past Tense of Regular Verbs: Exercise 2	Receptive	Use appropriate verbs in the past tense to complete sentences about a person's diary.
Grammar	Possessive Pronouns: Exercise 1	Receptive	Identify possessive adjectives and pronouns.
Vocabulary	Activity 3: Chore or Routine?	Receptive	Decide whether an activity is a chore or a routine.
Vocabulary	Activity 4: Multiple Choice	Receptive	Select the appropriate expression to complete each sentence.
Vocabulary	Activity 5: Furniture Shopping	Receptive	Read a furniture catalog and select the best answer for each question.
Assessments	Grammar Assessment	Receptive	Use appropriate structures to complete multiple choice and fill-in-the-blank activities.
Assessments	Vocabulary Assessment	Receptive	Use appropriate expressions in context to answer questions and provide examples.
<p><b>Reception Strategies:</b> 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)</p>			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Description</b>
Story 1	Activity 2: Fill in the Blank	Receptive	Use appropriate verbs

			in the past tense to complete statements about the story.
Story 1	Activity 3: Put the Story in Order	Receptive	Organize the story sequence appropriately.
Story 1	Activity 5: Reflection	Receptive	Answer reflection questions about student's personal experience.
Story 3	Activity 1: Put the Story in Order	Receptive	Organize the story sequence appropriately.
Story 3	Activity 3: True or False?	Receptive	Decide if a statement from Story 3 is true or false.
Story 3	Activity 4: Asking Questions	Receptive	Select the appropriate question that corresponds to each answer.
Story 4	Activity 3: Put the Story in Order	Receptive	Organize the story sequence appropriately.
Culture and Connections	People and Places: USA	Receptive	Read the information in relation to homes in the USA.
Culture and Connections	People and Places: Nigeria	Receptive	Read the information in relation to homes in Nigeria.
Culture and Connections	People and Places: Activities	Receptive	Use the information about the USA and Nigeria to complete multiple-choice and comparison activities.
Grammar	Past Tense of Common Irregular Verbs: Exercise 2	Receptive	Complete the story with the corresponding verbs.
Grammar	Possessive Pronouns: Exercise 1	Receptive	Identify possessive adjectives and pronouns.
Grammar	Possessive Pronouns: Exercise 2	Receptive	Use the appropriate pronoun to substitute the underlined expressions.
Grammar	Possessive Pronouns: Exercise 4	Receptive	Select the correct pronouns to complete the paragraph.

Grammar	Possessive Nouns: Exercise 1	Receptive	Select the appropriate possessive noun for each sentence.
Vocabulary	Activity 1: Fill in the Blank	Receptive	Use the appropriate expressions to complete a paragraph.
<b>Production</b>			
<b>Oral Production:</b> Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Description</b>
Story 1	Picture Talk	Productive	Talk about a picture of a house for sale to activate previous knowledge.
Story 2	Picture Talk	Productive	Talk about a picture of a teenager's room to activate previous knowledge.
Story 3	Picture Talk	Productive	Talk about a picture of a person's bathroom to activate previous knowledge.
Story 3	Activity 5: Retell the Story	Productive	Retell the story in student's own words.
Story 4	Picture Talk	Productive	Talk about a picture of a woman having lunch to activate previous knowledge.
Story 5	Picture Talk	Productive	Talk about a picture of a person in a kitchen to activate previous knowledge.
Story 5	Activity 4: Speaking	Productive	Record a description of the dialogues in the pictures.
Culture and Connections	Interviews: Your Routine	Productive	Record a presentation about daily routines and chores.
Grammar	Possessive Nouns: Exercise 1	Productive	Record audio talking about people's possessions.
Vocabulary	Activity 6: Speaking	Productive	Talk about student's morning routine.
<b>Written Production:</b> Can produce a series of simple phrases and sentences linked with simple connectors like "and," "but," and "because."			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Description</b>
Story 5	Activity 2: Correct the Mistake	Productive	Correct the mistakes

			and rewrite the sentences about Story 5.
Culture and Connections	Panorama: A Kitchen in Pennsylvania, USA	Productive	Use appropriate expressions to write what students see, think, and want to do.
Assessments	Integrated Performance Assessment: Presentational Writing	Productive	Write a short article about chores and express personal opinions.

**Creative Writing:** Can describe everyday aspects of their environment e.g. people, places, a job or study experience in linked sentences.

Can give very short, basic descriptions of events, past activities, and personal experiences.

Can tell a simple story (e.g. about events on a holiday or about life in the distant future).

Can produce a series of simple phrases and sentences about their family, living conditions, educational background, or present or most recent job.

Can create short, simple imaginary biographies and simple poems about people.

Can create diary entries that describe activities (e.g. daily routine, outings, sports, hobbies), people and places, using basic, concrete vocabulary and simple phrases and sentences with simple connectives like “and,” “but,” and “because.”

Can compose an introduction to a story or continue a story, provided they can consult a dictionary and references (e.g. tables of verb tenses in a course book).

Section	Title	Mode	Description
Story 1	Activity 6: Retell the Story	Productive	Rewrite a story in student’s own words.
Story 4	Activity 5: Writing	Productive	Rewrite a story in student’s own words.
Story 5	Activity 5: Retell the Story	Productive	Rewrite a story in student’s own words.
Assessments	Free Write	Productive	Select an option to write an original story using the new expressions from Unit 1.

### Interaction

**Oral Interaction:** Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary.

Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.

Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time.

Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of their own accord.

Section	Title	Mode	Description
Story 1	Activity 4: Speaking	Interactive	Listen to questions about Story 1 and

			record the corresponding answers.
Story 2	Activity 5: Speaking	Interactive	Listen to questions about Story 2 and record the corresponding answers.
Story 4	Activity 4: Speaking	Interactive	Listen to questions about Story 4 and record the corresponding answers.
Story 5	Activity 6: Personal Questions	Interactive	Listen to personal questions and record the answer.
Grammar	Past Tense of Common Irregular Verbs: Exercise 3	Interactive	Listen to a friend and respond to each statement with the appropriate information.
Grammar	Possessive Pronouns: Exercise 3	Interactive	Listen to a friend and answer her questions.
Assessments	Integrated Performance Assessment: Interpersonal Speaking	Interactive	Answer survey questions about chores.
<b>Written Interaction:</b> Can compose short, simple formulaic notes relating to matters in areas of immediate need.			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Description</b>
Vocabulary	Activity 8: Personal Questions	Interactive	Answer personal questions about home.
<b>Online Interaction:</b> Can engage in basic social communication online (e.g. a simple message on a virtual card for special occasions, sharing news, and making/confirming arrangements to meet). Can make brief positive or negative comments online about embedded links and media using a repertoire of basic language, though they will generally have to refer to an online translation tool and other resources.			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Description</b>
Grammar	Past Tense of Regular Verbs: Exercise 4	Interactive	Record a voice note to a family member to mention the chores the student did.

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