

**CEFR: A1**

**Aim:**

At the end of level 3, students will know how to use basic and simple structures, and vocabulary items to enable them to:

- Understand written and oral short texts for everyday purposes.
- Take part in simple conversations.
- Use written and oral means to describe their family, their house and other places.
- Simply and directly buy things in a store (ask for and give prices).
- Use written and oral means to express location and give brief directions.
- Interact to make a conversation and show interest in the topic, get personal information from others provided that the other speaker negotiates meaning.

<p><b>Remember to...</b></p> <ul style="list-style-type: none"> <li>✓ Always write the objective on the board</li> <li>✓ Recycle information from previous sessions</li> <li>✓ Put structures in context</li> <li>✓ Teach one thing at a time</li> <li>✓ Personalize examples</li> <li>✓ Link exercises, activities and tasks</li> <li>✓ Give clear and direct instructions</li> <li>✓ Always model the exercise</li> </ul>	<ul style="list-style-type: none"> <li>✓ Keep the four skills in mind</li> <li>✓ Consider the different learning styles</li> <li>✓ During a reading or listening comprehension activity students should check answers among them and then with you.</li> <li>✓ Students should always be evaluated somehow at the end of a session.</li> <li>✓ It's the students who review grammar points or concepts, not the teacher.</li> <li>✓ Call your students by their names</li> </ul>
<p><b>Video session:</b></p>	<p><b>Mediateca session:</b></p>

**Objective:** Students talk briefly about their family. They give a short description of the place where they live.

WRITTEN TASK			THOUGHTS & VALUES		ORAL TASK	
Individual Pre-task. WB p 32. Reading. Read Marnie's blog and come up with ideas to write your own. <b>Task.</b> You are a young and enthusiastic blogger. Write a blog entry about your family. Publish your entry and get lots of followers!			<b>Families.</b> SB p. 31  *Note to the teacher: Work these sections with your students to promote moral values and positive attitudes in the classroom. These short activities help teens to be more reflective and build their self-esteem.		You visited your best friend last weekend and had a nice time together. Your friend invited you to sleep over at his/her place. Tell your parents about your friend and his/her family; and create a nice poster to make it clearer.	
NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH		VOCABULARY	COMMUNICATIVE SKILLS
	Carry out a diagnostic test SB p 28 & 29.					
1	Family	Talking about family	1 Possessive adjectives	I come from a small family. My dad is from Veracruz and my mom from Mexico City. Their names are Luis and Patty. My siblings are Sergio and Sofia. SB p 33                      WB p 28	<b>Family members</b> Grandmother, grandfather, father (dad), mother (mom), brother, sister, children, siblings.	Speaking SB p 33.
	Descriptions	Describing good qualities	Possessive adjectives	A good friend in my English class is Ana. Her brother is Luis and her sister is Liz. They are fun and friendly. Their house is white and green; and it is comfortable. SB p 33	Review: Family members Colors <b>Adjectives to describe people</b> Fun, shy, friendly, talkative, patient, helpful, kind, strict, generous, interested in. <b>Adjectives to describe a place</b> Big, small, nice, new, old, comfortable.	Listening SB p 33                      WB p 28

**Objective:** Students talk about their family members and the relationships among them.

<p align="center"><b>WRITTEN TASK</b></p> <p>Individual. *Pre-teach <i>Hometown</i>. You and your family want to take part in a game show on TV. Write a short description of your family and send it to the program; include their names, age, and hometown.</p>	<p align="center"><b>THOUGHTS &amp; VALUES</b></p> <p align="center"><b>Being part of a family.</b> SB p. 33</p>	<p align="center"><b>ORAL TASK</b></p> <p>Draw a nice poster of your family tree and present it to the class. The best presentation will get a prize!</p>
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	NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	COMMUNICATIVE SKILLS
2	Family	Talking about family relationships	Possessive's	<p>Kate Middleton's family is from Berkshire in England. Her siblings' names are Pippa and James. Her husband's name is William. Their children's names are George and Charlotte. SB p 30, 31, 32.      WB p 28, 31.</p>	<p><b>Family members</b> Review the vocabulary from session 1. Grandparents, granddaughter, grandson, grandchildren, uncle, aunt, cousin, nephew, niece. SB p 30-32.</p>	<ul style="list-style-type: none"> <li>Reading &amp; Listening SB p 30, 31.</li> <li>Listening SB p 32, 33.</li> <li>Speaking SB p 30</li> </ul>
	Possessions	Expressing possession or ownership.	Possessive's	<p>A: Wendy's house is beautiful. B: Yes, it is. And her car is also nice. A: My dad's car is old. A: Yeah, your dad's car is old and noisy! SB p. 32.      WB p 28</p>	<p><b>Adjectives to describe people</b> Famous, busy, young, old, cute. <b>Adjectives to describe things</b> New, old, small, big, comfortable, nice, difficult, favorite, noisy.</p>	

**Objective:** Students describe objects, introduce and identify people and pay compliments.

WRITTEN TASK				ORAL TASK		
Individual Bring a photo of you and your family and write some information about it. Label the people in the photo and briefly describe them. You can also describe the place where you are.				Pairs Show your photograph to your partner. Introduce and describe your family members. Listen to your partner's description and pay compliments to them.		
NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	COMMUNICATIVE SKILLS	
3  Objects   People & things	Talking about things that are close to the speaker.	This / these	A: So, this is my bedroom. Do you like it? B: Yes! It's really nice. I like your bed. And what are these? A: They're pictures for a comic. B: Wow! They're great! SB p 34                      WB p 29	<b>Bedroom items</b> Bed, picture, photos, curtains, desk, magazines, DVDs.	<ul style="list-style-type: none"> <li>• Reading &amp; listening SB p 34. SB p 36 Photo story</li> <li>• Pronunciation this/that/these/those SB p 120</li> <li>• Reading &amp; Writing WB p 32, 33.</li> <li>• Speaking SB p 37</li> </ul>	
	Talking about things that are far from the speaker.	That/ those	A: That's a nice photo. There, on the desk. B: Yes, it's my family and I on vacation in Cancun. We're all very happy in that photo! A: And are those your things? B: What things? A: The books and magazines. B: Oh yes! I love collecting those things.	Review Bedroom items. SB p 34.                      WB p 30, 31		
	Introducing and identifying people	This/these That/those	A: Come in. B: Thank you. A: Mom! We're here! This is my mom. B: Hello Mrs. Valdes, it's nice to meet you. A: Mom, this is Brian. C: Hi Brian. Nice to meet you, too. B: Who is in that photo? A: That's my brother, Alan. And those are my cousins.	Review Bedroom items and Family members.		
	Paying compliments	Fixed phrases That's nice! I really like [your music] What a nice [photo]	A: I really like your shirt. B: Oh, thank you. A: Where's it from? B: It's from my vacation in Brazil.	<b>Compliments</b> This [picture] looks cool That's great! Thanks, I like it too. SB p 37                      WB p 34		

**Objective:** Students describe and talk about facilities available at different places.

ORAL TASK			THOUGHTS & VALUES		WRITTEN TASK	
(Do the writing task first). Based on what you wrote about your town, make a short presentation about it. (Prepare some nice images to illustrate it).			My town /City SB p. 39		You feel proud of your town and you want the coming Pop festival to take place in your city. Make a description of your town, say if there are interesting places to visit. Don't forget to say why you love it.	
NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	COMMUNICATIVE SKILLS	
4  Location	Talking about places in a town or city	There is/ there are	In the city of Shenzhen in China, there is a park called <i>Window of the World</i> . In the park, there are many models of famous places from around the world. There are towers, mountains, monuments and other places, too. SB p 38-40                      WB p 36	<b>Places in a city</b> Square, tower, statue, landmark, palace, castle, museum, bridge, café, store.	<ul style="list-style-type: none"> <li>• Reading &amp; Speaking SB p 38</li> </ul>	
	Talking about places in a town or city	Negative form There isn't/ there aren't	There are 130 different models in total but there aren't any people living in the park. In Mexico, there isn't a park like that. SB p 38-40	Review Places in a city		<ul style="list-style-type: none"> <li>• Reading &amp; Listening SB p 39</li> </ul>
	Asking about places in a town or city	Interrogative form Is there...? Are there ...?	Is there an important park in your town? Yes, Chapultepec Park is a popular park in Mexico City. Are there any fun activities? Yes, Chapultepec is a large park and there are lots of things to do. For example, you can go rowing in the lake, you can go to the amusement park or you may visit the National History Museum in the Chapultepec Castle. SB p 38-40                      WB p 37	Review Places in a city	<ul style="list-style-type: none"> <li>• Pronunciation /tower/, /statue/, /castle/, /museum/</li> </ul>	
	Asking and giving information about places in a town or city	Some (affirmative sentence) Any (Negative statement & Question)	There are some interesting things in the museum but there aren't any souvenirs to buy. Are there any good stores here? SB p 40                      WB p 37	Review Places in a city	<ul style="list-style-type: none"> <li>• Reading SB p 44</li> </ul>	

**Objective:** Students are able to ask for and give simple directions to get to a place.

ORAL TASK	WRITTEN TASK
<p>*Teacher might bring his own material or he may use the map on SB p 41.</p> <p>Pair work</p> <p>Look at the map. Student A: You're at the restaurant. Student B: Think of another place on the map, but don't say it! Tell Student A to find you.</p> <p>Switch roles. Student B: You're at the park. Student A: Choose another place on the map and tell Student B to get there.</p>	<p>Next Friday you are having your birthday party.</p> <p>Invite your classmates to come over. Draw a map showing them how they can get from FESI to your house and write clear directions so they can attend your party.</p>

	NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	COMMUNICATIVE SKILLS
5	Directions	Asking for and Giving directions	<p><b>Imperatives</b></p> <p>Go up here Walk down Go past the... Turn left/right Go straight Cross the street</p>	<p>A: Excuse me? B: Yes, can I help you? A: Is there a drugstore near here? B: Yes, there's a drugstore on King Street. Go up here, turn left, and it's next to the bank. A: Next to the bank? B: That's right. And it's across from the library. A: That's great. Thank you. B: No problem. SB p 41</p>	<p><b>Public places</b></p> <p>Bank, drugstore, library, mall, museum, post office, restaurant, supermarket, train/bus station.</p> <p><b>Prepositions of place</b></p> <p>Behind, between, in front of, next to, on the corner (of), across from. SB p 40, 41                      WB p 38, 39</p>	<ul style="list-style-type: none"> <li>Listening</li> </ul> <p>SB p 40, 41</p>
		Asking for and Giving directions	<p><b>Imperatives</b></p> <p>Don't turn right Don't cross the bridge Don't take a bus</p>	<p>A: Excuse me. These taxis are very expensive. Can I take a bus here to go to the mall? B: Oh, don't take a bus, it's only three minutes from here. A: OK. But how do I get there? B: Walk along this street and take the second left. Don't take the first left, that's wrong. Go past the supermarket, and turn left. The mall is on the right. A: Well, thanks a lot. B: No problem SB p 41. WB p 37</p>	<p>Review Public places and Prepositions of place. SB p 40, 41WB p 38, 39</p>	<ul style="list-style-type: none"> <li>Speaking</li> </ul> <p>SB p 40</p>

\*Note to the teacher: Pre-teach the Vocabulary of Public Places and Prepositions of place before introducing the function.

**Objective:** Students are able to ask for and buy things at a store.

ORAL TASK	THOUGHTS AND VALUES	WRITTEN TASK
Pair work Student A: You are a shop assistant at a convenience store. Help the customer to find and get what he needs. Student B: You are a customer at a convenience store. Decide what you want to buy. Ask for prices and buy what you need.	Train to think. Exploring numbers SB p 43.	Pre-task SB p 45  Use the text Come to Woodstock! As a model and write a brochure for our city. (45-50 words) <ul style="list-style-type: none"> <li>• Write a sentence to introduce your city.</li> <li>• Say what there is in the town</li> <li>• Give some ideas for things to do there</li> <li>• Write a closing sentence</li> </ul>

	NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	COMMUNICATIVE SKILLS
6	Purchases	Buying things in a store	How much is it? How much are they?	A: Hi. Can I help you? B: Hello. Yes, please. Do you have any music magazines? A: Sure. There's this one here, and there's also this one. B: Great. How much are they? A: This one is \$3.95, and the other one is \$3.50 B: Ok. I'll take them. Here you are. A: Thank you. And here's your change \$2.55 B: Thanks. Bye! SB p 42, 43	<b>Numbers 100 +</b> SB p 42    WB p 39  <b>Prices</b> SB p 43    WB p 39  <b>Expressions for shopping</b> I'll take it / them That's \$..., please Here you are Here's your change SB p 43    WB p 42	<ul style="list-style-type: none"> <li>• Reading &amp; Listening SB p 42</li> <li>• Listening and Writing Numbers SB p 42</li> <li>• Pronunciation SB p 120</li> <li>• Reading &amp; listening SB p 45</li> <li>• Exam skills: Listening WB p 43</li> </ul>

	NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	COMMUNICATIVE SKILLS
	<b>Grammar and vocabulary review.</b>					
7	<p>Recommendations:</p> <ul style="list-style-type: none"> <li>▪ The teacher asks about the grammar points they saw in the course.</li> <li>▪ The students name them and write them on the board.</li> <li>▪ The students give mini presentations in teams about the grammar and notional points. The teacher makes corrections and provides feedback.</li> <li>▪ You may use the Consolidation section on <b>WB p 44 &amp; 45</b> to complete the Review.</li> </ul>					
8	<p><b>Evaluation (Saturday courses)</b></p> <p>8:30-10:00 Final Oral Exam            10:00-12:00 Final exam.            12:00-13:00 Grades            13:00-13:30 Feedback            13:30-14:00 Capture Grades</p> <p><b>Evaluation (Weekly courses)</b></p> <p>Session 26: Final oral and final writing exams            Session 27: Final exam            Session 28: Feedback and capture grades.</p>					