

Aim: At the end of level 1, students will know how to use basic vocabulary items and simple structures, to enable them to:

- ✓ Understand written and oral short texts for everyday purposes.
- ✓ Take part in simple conversations.
- ✓ Follow elementary classroom instructions.
- ✓ Identify and count common objects (classroom and personal objects).
- ✓ Use written and oral means to introduce themselves.
- ✓ Briefly describe their family (mentioning their names, age and occupation).
- ✓ Tell the date and say when their birthday is.
- ✓ Say how they feel on particular days and seasons of the year.

Remember to...

Always write the objective on the board
 Recycle information from previous sessions
 Put structures in context
 Teach one thing at a time
 Personalize examples
 Link exercises, activities and tasks
 Give clear and direct instructions
 Always model the exercise

Keep the four skills in mind

Consider the different learning styles

During a reading or listening comprehension activity students should check answers among them and then with you.

Students should always be evaluated somehow at the end of a session.

It's the students who review grammar points or concepts, not the teacher.

Call your students by their names

Video session:

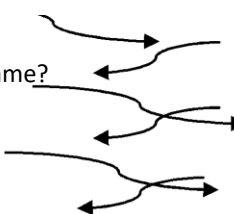
Mediateca session:

Objective: Students will identify and name classroom objects, colors, count from 1 to ten and spell words.

Written task	Oral task
<p>Missing vowels The vowels are missing in these words; cmptr, ntrnt,(computer, internet) A. Choose ten words you have learned in the lesson (international words, colors and classroom objects) write them without vowels and test your partner.</p>	<p>Pre-task. Teach how to read the following calculations. 2 + 6= 8 (2 plus 6) 9-4=5 (nine minus four) 3 * 2= 6 (three times 2) 8/2= 4 (eight divided by 2) Task. Write 5 calculations with the answers. Then work with a partner and challenge him/her to do the calculations.</p>

Week 1	NOTION	FUNCTION	GRAMMAR (Saber sobre)	USE OF ENGLISH	VOCABULARY	COMMUNICATIVE AND RECEPTIVE SKILLS
		Spelling words	Verb to be How do you spell...?	A-How do you spell CLASSROOM? B-It's C-L-A-S-S-R-O-O-M A-How do you spell computer B-It's C-O-M-P-U-T-E-R	The Alphabet International words	Writing
	Color	Identifying colors	Verb to be What color is....? What color are.....?	A-What color is this? B-It's blue. A-What color is your t-shirt? B-It's black. A-What color are your trainers? B-They are blue	Colors black, blue, brown, golden, orange, green, gray, pink, purple, red, white, yellow. Clothes	Written
	Numbers	Telling your phone number	Verb to be What's your phone number?	A-What is your phone number? B-It is 5-5-2-4-5-6-8-9-7-3.	Numbers 0- 10 Classroom objects trash bin, crayon, calculator, computer, eraser, table, board, ruler, chair, pen, calendar, notebook, desk, book shelf, pencil, marker, paper, sharpener...	Written
	Objects	Naming classroom objects	Verb to be Article a and an What is this/that?	A-What is this in English? B-it's a book A-What is that? B- That is an eraser		Listening Classroom objects

Objective. Ss will identify and name singular and plural objects, count from eleven to twenty, say hello and goodbye and say their names

<p style="text-align: center;">Written task</p> <p>Your parents want to know more about the school where you take your English class. Make a list of all the objects you see/have in your classroom.</p>	<p style="text-align: center;">Oral task</p> <p>You are in your first day at school, walk around the class, greet, meet other students and say goodbye.</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>A</p> <p>Hello.</p> <p>What's your name?</p> <p>My name's ...</p> <p>Bye.</p> </div> <div style="width: 10%; text-align: center;">  </div> <div style="width: 45%;"> <p>B</p> <p>Hi.</p> <p>I'm What's ... ?</p> <p>Goodbye.</p> </div> </div>
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	NOTION	FUNCTION	GRAMMAR (Saber sobre)	USE OF ENGLISH	VOCABULARY	COMMUNICATIVE AND RECEPTIVE SKILLS
Week 2	Quantity	Referring to plural nouns	Verb to be Plurals (-s, -es, -ies) What are these?	A-What are these? B-They are rulers B-They are dogs	plural nouns apples, balls, books, trees, houses, buses, boxes, babies, sandwiches, watches. Irregular plurals Women, men, children, mice, feet, teeth.	Written
	Quantity	Numbering things	Verb to be There are	There are twelve students. There are fifteen chairs. There are ten papers.	Numbers 11-20	Written Listening Number song
	Greetings	Saying hello and good bye	Verb to be	A-Hi, good morning. B- Hi, how are you today? A-I'm fine thank you and you? B- I'm fine, see you later. A- See you later.	Saying hello Good morning/afternoon/evening How are you today? Saying good-bye See you later/ soon, good-bye Responding to greetings Great, thanks. I'm fine thank you.	Reading and writing Listening
			Verb to be	A: What's your name?	Fixed expression	

	Introductions	Asking and saying names	What's your name?	B: My name's Ben. B: What's your name? A: I'm Emma. B: Nice to meet you, Emma. A: Nice to meet you too.	Nice to meet you Nice to meet you too	Writing and speaking
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Objective: Students will follow classroom instructions and talk about people's occupations.

<p>WRITTEN TASK</p> <p>Pairs: You are in charge of creating the posters showing the classroom instructions for your English class. Make them with images and clear instructions so all your classmates can understand them.</p>	<p>ORAL TASK</p> <p>Student A: You are the teacher in the English class, give classroom instructions to your student for him to follow them.</p> <p>Student B: Follow your teacher's instructions.</p>
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	NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	COMMUNICATIVE SKILLS
3	Classroom language	Following simple classroom instructions	<p>Commands</p>	Stand up. Sit down. Come in. Take out your book/notebook. Open your book. Close your book. Go to your place. Raise your hand. Be quiet. Pay attention. Look at the board. Listen and repeat. Come to the board. Work in pairs/groups. Answer the questions. Match / Underline	<p>Useful language:</p> <ul style="list-style-type: none"> - Up /down - Book - Notebook - Board - Classroom - Pairs / Groups - Question - Hand - Late <p>Useful verbs:</p> <ul style="list-style-type: none"> - Take - Open / Close - Raise - Listen / Repeat - Come - Work - Look - Answer - Match / Underline / Circle - Sleep - Run - Talk - Cheat 	Speaking and Writing
			<p>Negative Commands</p>	Don't talk. Don't run. Don't cheat. Don't be late. Don't sleep.	<p>Check Worksheets</p>	
	Jobs	Talking about people's occupations	<p>Verb to be **</p>	I am a student. Ariana Grande is a singer. George is a teacher. Marta is a nurse. Nancy is a teacher. Charlie and David are dentists.	<p>Vocabulary Occupations:</p> <ul style="list-style-type: none"> - Student - Teacher - Singer - Doctor - Nurse - Dentist 	Speaking and Writing

				<p>Chicharito and Messi are football players. Marie and Susan are waiters.</p>	<ul style="list-style-type: none"> - Actor / actress - Secretary - Police officer - Football player - Housewife - Fireman - Chef - Waiter - Taxi driver <p>Check Worksheets</p>	
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** At this stage do not teach Personal Pronouns, they will be introduced next session. Focus on proper names.

Objective: Students will talk about their family members and to tell their names, age and occupations.

WRITTEN TASK				ORAL TASK		
The teacher wants to know about your family, write a little description about the members of your family telling their age and occupations.				Work in groups and describe pictures of your family telling their names, age and occupation.		
NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	COMMUNICATIVE SKILLS	
4 Family	Introducing family members	Verb to be: Is Personal Pronouns: He, She This is / These are	This is Rose. She is my mother. This is Mike. He is my mother. This is Lisa. She is my sister. This is David. He is my brother. These are Leslie and Carol. They are my cousins. These are George and Matilda. They are my grandparents.	Vocabulary: Family member - Mother / Mom - Father / Dad - Parents - Husband - Wife - Sister - Brother - Son - Daughter - Children - Uncle - Aunt - Cousin - Grandmother - Grandfather - Grandpare nts Check Worksheets	Speaking and Writing	
	Talking about family members	Possessive adjective: My	My mother is Rose. She is a teacher. My father is George. He is a doctor. My sister is Nancy. She is a student. My brother is Mike. He is a football player. My aunt is a nurse. My uncle is a dentist. My grandmother is a housewife. My grandfather is a police officer.			
Age	Expressing age	Verb to be: Am, Is, Are	I am 13 years old. My best friend is 14 years	Numbers: from 21 to 60 Check Worksheets	Speaking and Writing	

			old. My sister is 22 years old.		
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		<p>Personal Pronouns: I, You, He, She, It, We, You, They</p>	<p>My teacher is 31 years old. My mom is 35 years old. My father is 37 years old. My brothers are 23 years old. They are students.</p>		
		<p>Possessive adjective: My</p>	<p>My grandparents are 60 years old.</p>		

Objective: Students will say and write the days of the week as well as the months of the year. They can also tell the date and say when their birthday and others' birthday is.

WRITTEN TASK				ORAL TASK		
<p>Groups</p> <p>There is a Birthday calendar contest in your class. Design an original and colorful calendar with your classmates' birthdays.</p>				<p>Groups</p> <p>Organize your group and ask the whole class and your teacher about their birthdays.</p> <p>Example:</p> <ul style="list-style-type: none"> - <i>When is your birthday?</i> - <i>It's on March 25th.</i> 		
NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	COMMUNICATIVE SKILLS	
5	The Calendar	Identifying the days of the week	Verb to be	What day is it today? Today is Monday.	Days of the week	<ul style="list-style-type: none"> · Speaking and Writing · Listening
		Saying the months of the year.	Verb to be	We are in March. My birthday is in December. My favorite month is July.	Months of the year	
		Telling the date	Verb to be	Today is Monday. Today is Monday January 6 th .	Ordinal numbers 1 st – 31 st	
		Saying when your birthday is.	Verb to be	My birthday is on November 17 th . **Sandra's birthday is on April 4 th .	Months of the year Ordinal numbers 1 st – 31 st	

**Note to the teacher. At this stage do not provide a complete explanation of Possessive's, just use it to help students to talk about other people's birthdays.

Objective: Students will identify the seasons of the year and say how they feel according to the weather.

WRITTEN TASK				ORAL TASK		
Groups Create a poster showing the seasons of the year and illustrate how you feel in each season.				Present your poster to the class and talk about your feelings in each season of the year.		
NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	COMMUNICATIVE SKILLS	
6 Feelings	Saying how you feel	Verb to be	I'm tired. I'm happy today. Lucy is sad. Manuel and Victor are tired.	Adjectives to express feelings Happy, sad, worried, tired, surprised, scared, angry, sleepy.	<ul style="list-style-type: none"> Speaking 	
	Talking about the seasons of the year	Verb to be	Summer days are hot. Winter days are cold. Spring and autumn days are warm.	Seasons of the year Spring, summer, autumn, winter Adjectives to describe the seasons Hot, cold, warm. Sunny, windy, rainy, freezing.	<ul style="list-style-type: none"> Writing 	
	Relating the seasons to feelings and colors	Verb to be	In autumn I feel relaxed. Autumn is brown to me. In spring I feel happy. Spring is orange. In winter I feel blue. Winter is white and blue.	Review adjectives to express feelings, colors and seasons of the year. Adjectives to express Feelings Excited, shy, mad, relaxed, silly, proud, afraid.	<ul style="list-style-type: none"> Speaking & Writing 	

	NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	COMMUNICATIVE SKILLS
7	<p>Grammar and vocabulary review.</p> <p>Recommendations:</p> <p>The teacher asks about the grammar points they saw in the course.</p> <p>The students name them and write them on the board.</p> <p>The students give mini presentations in teams about the grammar and notional points. The teacher makes corrections and provides feedback.</p>					
8	<p>Evaluation (Saturday courses)</p> <p>9:00-10:00 Final Oral Exam</p> <p>10:00-12:00 Final exam.</p> <p>12:00-13:00 Grades</p> <p>13:00-13:30 Feedback</p>					