

**CEFR: A1**

**Aim:** At the end of level 2, students will be able to use basic simple structures that will enable them to:

- Interact and respond to greetings and farewells, introduce themselves and other people.
- Use simple phrases and sentences to describe their feelings, likes and dislikes.
- Ask and answer simple questions to give information about themselves and other people such as; names, last names, age, origin.
- Understand very short and simple texts related to classroom environment, first meetings and personal information.
- Understand simple, standard speech which is very slow and is carefully articulated.

<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:** Ss will understand and follow basic and simple classroom instructions, identify and name singular and plural objects.

<p><b>Oral task.</b> After finishing your first day of your English class, your friends want to review what orders and commands they learned. Help them. Arrange students in groups of 4 or 5, each member of the group will take a turn to give instructions to their classmates. The rest of the students have to follow the instructions. Then change students and another classmate gives the instruction.</p>			<p><b>Oral task</b> You are studying at FESI, in your first class you learned some words in English. Your friend forgot the words and now he needs your help. Answer his questions Have students draw 10 objects they learned in class. Then place them in small groups, they have to ask questions in order to find out the name of the objects. Write this useful language on the board. What is this in English?                      It is a/an ____ What are these in English?                    They are ____</p>			
<b>Week 1</b>	NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	COMMUNICATIVE AND RECEPTIVE SKILLS
	<b>Carry out a diagnostic test</b>					
	<b>Orders</b>	Understanding and following classroom instructions.	Imperatives: affirmative and negatives SB p. 9	<b>Open</b> your book <b>Work</b> in pairs <b>Raise</b> your hand <b>Work</b> with a partner <b>Don't</b> write <b>Don't</b> do	Classroom objects. SB page 8	<b>Writing</b> SB p. 8 e.1. Classroom objects <b>Listening</b> SB p. 9 ex. 1 and 2
	<b>Objects</b>	Spelling words		How do you spell book? It's b-o-o-k Can you spell your name/last name? It's H-e-r-n-a-n-d-e-z	Alphabet and international words SB. 4,5, 8  SB p. 122 spelling	<b>Writing</b> SB p. 11 ex 2  <b>Speaking</b> SB p. 11 ex.3
	<b>Quantity</b>	Identifying singular objects	<b>Verb be (singular)</b> Articles: an/a SB p. 6	<b>What is this?</b> It's a red bus  <b>What's this in English?</b> It's an orange car	Classroom objects and international words SB p.5, 8 Colors SB p.4	<b>Writing</b> SB p. 8 plural nouns ex. 1-2
Identifying plural objects		<b>Verb be (plural)</b> Plurals Irregular plurals SB p. 8	<b>What are these?</b> They are pens They are watches  There are 6 children	Numbers 0-20 SB p. 8		

**Objective. Ss will greet and introduce yourself, give basic personal information such as names, age. Express origin and give basic information of someone else and say goodbye.**

<p align="center"><b>Oral task</b></p> <p><b>Groups</b> You are outside the classroom, your teacher is not in the classroom yet, there are only some students. This is a great opportunity to meet them and make new friends. Go and greet them, introduce yourself and tell them your name, age and nationality, then say goodbye.</p>	<p align="center"><b>Think self-esteem (Saber ser con)</b></p> <p><b>My flag</b> 1.Choose things that are important to you 2 colors 2 activities 1 animal 2. Use your ideas from exercise 1 to draw your flag. Tell your partner about it SB p. 15</p>	<p align="center"><b>Oral task</b></p> <p><b>Pairs</b> It's your second day in your English class, you have made some friends. Now you are talking about your favorite person. Tell them who you like/admire. Tell them the name of your favorite person, last name, age, country and nationality.</p>
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<b>Week 2</b>	NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	COMMUNICATIVE AND RECEPTIVE SKILLS
	<b>Objects</b>	Describing objects and things from school and home.	<b>Article</b> a/an <b>Adj + noun</b> Verb be SB p. 17	I have <b>a red</b> pencil case. This <b>is a big</b> screen. They <b>are old</b> computers.	Adjectives Common objects from home and school SB p 17	<b>Listening</b> SB page 17 Vocabulary 1.
	<b>First meetings and names</b>	Saying hello and goodbye	<b>Affirmative with be</b> Question with be SB p 7	Hi, I <b>am</b> Tom I <b>am</b> fine This <b>is</b> Mary  How <b>are</b> you?	Formal and informal greetings. Hi, Hello, how are you? What's up, Hi there.... How's it going?... Titles. Mr. Mrs. Miss. Saying goodbye. Good bye, see you soon/later/ bye, good night.	<b>Listening</b> SB p. 1
	<b>Origin and age</b>	Expressing name, origin and age.	<b>Be affirmative</b> I/you/ we/ they am are ↓     ↓     ↓ name age from SB 12 GR 1	I <b>am</b> Tommy. I'm 14 years old. I <b>am from</b> Mexico They <b>are</b> Andrea and Sonnia, they <b>are</b> 13 and 14 years old. They <b>are from</b> Canada.	Countries Numbers (20-100)  SB p. 10, 12, 14	<b>Listening</b> SB p. 10 e. 1-3  <b>Listening</b> SB p.11 ex 1
		Expressing origin and nationality, age of somebody else.	<b>Be affirmative</b> He - she - it  is name age country nationality	She <b>is</b> Shakira. She <b>is</b> 40 years old. She <b>is a</b> singer and she <b>is</b> from Colombia. She <b>is</b> Colombian,	Nationalities Suffixes -an, -ish, -ese SB p 14 ex. 1-2.	<b>Speaking</b> SB p.12 ex. 2  <b>Listening</b> SB p. 12 ex. 3

Objective: Ss will enquire basic personal information such as names, age, nationality and correct information about themselves and information of other people.

Written task (saber hacer con)			Oral task (saber hacer con)			
<b>Individually</b> You and your classmate are going to play a guessing game. The aim of the game is to find out who your classmate's favorite singer/sportsperson/actor is. Write 5 questions you are going to ask your classmate to discover his/her favorite person.			<b>Pairs</b> You are going to play a guessing game with your friend about your favorite singer/sportsperson/actor; choose your favorite three. Then answer his/her questions and see if he/she can find out your favorite singer/sportsperson/actor. Correct the information that is wrong.			
Week 3	NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	COMMUNICATIVE AND RECEPTIVE SKILLS
	Origin and age	Asking about personal information	<b>Be interrogative</b> Yes/no questions and short answers (I, you, we, they)	A-Hi, <b>Are</b> you Mario? B-Yes, I am A- <b>Are</b> we Mexicans? B-Yes, we are. A- <b>Are</b> Antonio Banderas and Enrique Iglesias from Spain? B- Yes, they are	Countries Nationalities numbers	<b>Listening</b> SB p. 15. The one-minute challenge
			<b>Be interrogative</b> Yes/no questions and short answers (he/she/it)	<b>A-Is</b> Tom Cruise in his fifties? B-Yes, he is. <b>A-Is</b> Hugh Jackman Australian? B- Yes, he is <b>A-Is</b> it a flag from the UK? B-No- it isn't.		
	Origin and age	Correcting personal information	<b>Be negative</b> (I, you, we they)	A-Are you 13 years old? <b>B-No I'm not.</b> I am 12 years old.  A-Are they Mexican? B-No <b>they aren't.</b> They are Spanish.		
<b>Be negative</b> (he, she, it)			<b>A- Is</b> she from London? B-No <b>she isn't.</b> She is from Canada.  <b>A-Is</b> he an actor? B-No <b>he isn't</b> an actor, he is a singer.			

**Objective:** Ss will talk about themselves and talk about others, use certain phrases and expression to add fluency to their speech. Ask for specific personal information.

<p><b>Written task: Individually</b> <b>Personal information</b> You are traveling to a foreign country next month. The host family sent you a letter in order to know more about you. Answer each of the questions in full sentences. a) What's your name? b) Where are you from? c) How old are you? d) Who's your favorite singer/actor/sportsperson? e) What's your favorite color?</p>	<p><b>Think values: The Olympic Spirit</b> Answer the questions in the website for yourself. Write your answers. Then tell a partner What's your name? Where are you from? How old are you? Who's your favorite person? Why is she/he your favorite? SB p.13</p>	<p><b>Oral task: Groups</b> Today is your first day at school and you feel a bit nervous. Your teacher has given you 5 minutes to get to know your new classmates. Work with different classmates. Introduce yourself and ask questions to get to know them.  Ask your classmates about their favorite sportsperson, singer, artist and actor.</p>
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		NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	COMMUNICATIVE AND RECEPTIVE SKILLS
<b>Week 4</b>	<b>Personal Identification</b>		Asking for accurate personal information.	Wh-words <b>Wh-questions with be (I, you, we, they)</b> SB p. 13	What's your name? How old are you? Where are you from? Who is your favorite sport person?	first/last names nicknames family names	<b>Writing</b> SB p. 13  <b>Speaking</b> SB p. 14 ex. 3
			Asking for accurate information about somebody else.	Wh-words <b>Wh-questions with be (he, she, it)</b> SB p. 14 GR 1-2	What's her name? How old is she/he? Where is she/he from? Why is she/he your favorite person?	– first names – nicknames – family names	
	<b>First meeting</b>	Getting to know someone	<b>Be affirmative</b> <b>Yes/no</b> questions with <b>be</b> <b>Wh-questions with be.</b> SB p. 16. Functions 1 Reading 1-2.	A-Hello, my name is Gina. What's your name? B- Hi, I'm Paolo. <b>Nice to meet you</b> Gina. A-Nice to meet you <b>too</b> . B- Where are you from?.....	Nice to meet you (too) And you? How about you? <b>SB p. 16 Functions 1.</b>	<b>Reading and listening</b> SB p. 16  <b>Speaking</b> SB p. 16 functions ex. 2-3	
		Talking about yourself and others.	<b>Verb be affirmative</b> <b>Yes/no</b> questions with <b>be</b> <b>Wh-questions with be.</b> SB p. 19.	A-H i, Ellie. B- Hi, Ruby. <b>How's it going?</b> A-Great thanks....  A-Is he from Paris? B-Yes, he is. A- <b>That's so awesome</b> A-I <b>know</b>	<b>Phrases for fluency</b> How's it going? See you later That is awesome I know SB p. 19		<b>Writing</b> SB p. 19 functions ex. 2  <b>Speaking</b> SB p. 19 functions ex. 3

Objective: Ss will talk about their own feeling and express how other people feel and enquire how people feel.

<p style="text-align: center;"><b>Written task</b></p> <p><b>Individually</b>  <b>Describing feelings and things. Pre-task.</b>          Reading about masks around the world. SB p. 26. 27 ex.1-3. <b>Task.</b> SB p. 27 writing 1-4. You want to write a message to a friend. Think of answers to these questions          a) Where are you?    b) Who are you with?          c) Are you happy?    d) Why or why not          Write your message to a friend (35-50 words).</p>	<p><b>Think values: Welcoming a new classmate</b>          1. Look at the picture from page 21 and answer the questions.          2. Imagine you are Emily's classmate. What is ok and what is not.          3. Think of other things you can do to help Emily on her first day.</p>	<p style="text-align: center;"><b>Oral task</b></p> <p><b>Groups</b>          During the lunch time you and your classmates get together and have some fun. Now you are talking about the course which is about to finish; you have to study for the oral, written and final exam. Tell them how you fell and ask how they feel about it.</p>
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Week 5	NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	COMMUNICATIVE AND RECEPTIVE SKILLS
	Feelings	Talking about feelings	<p><b>Verb be affirmative</b>            I am + adjective            We are + adjective            They are+ adjective</p> <p><b>Verb be affirmative</b>            She is + adjective            He is + adjective            It is+ adjective.</p>	<p>I <b>am</b> at school and I'm happy.            We <b>are</b> on the beach. We <b>are</b> excited</p> <p>My sister <b>is</b> excited because it is her birthday.            Carlos <b>is</b> sad because his mother <b>is</b> angry with him.</p>	<p><b>Feelings</b>            Angry, bored, cold, excited, hot, hungry, sad, thirsty, tired, worried            SB p. 22  <b>Places</b>            SB p. 20. Ex. 1</p>	<p><b>Speaking</b>            SB p. 20 ex 2</p> <p><b>Reading and listening</b>            SB p. 21</p> <p><b>Reading</b>            SB p. 26 Culture</p>
Feelings	Testing Asking about feelings	<p><b>Be interrogative</b>  <b>Yes/no</b> questions and short answers  <b>(I, you, we, they)</b>            SB page 23 GR 1</p> <p><b>Be interrogative</b>  <b>Yes/no</b> questions and short answers  <b>(he/she/it)</b>            SB page 23 GR 1</p>	<p>A-Hi, <b>Are</b> you Mario?            B-Yes , I am            A-<b>Are</b> we in the same class?            B-Yes, we are.            A- <b>Are</b> you nervous?            B- Yes, I am. And you?</p> <p><b>A-Is</b> Tom tired today?            B-Yes, he <b>is</b>.  <b>A- Is</b> Ashley excited about her new cell phone?            B- Yes, he <b>is</b>.</p>	<p>Feelings page 22  <b>Angry, bored, cold, excited, hot, hungry, sad, thirsty, tired, worried</b></p>	<p><b>Listening</b>            SB p. 23 ex 1-2</p> <p><b>Writing</b>            SB page 23 ex. Grammar 2 and 3</p> <p><b>Speaking</b>            SB p. 23 ex 5 and 5</p>	

**Objective:** Ss will express their likes and dislikes and state the reason of why they like or don't like something or somebody. Correct information about how they feel.

<p><b>Written task</b> A radio station is giving away 5 tickets to go to a concert of your favorite, singer/band. All people interested in getting a ticket have to write a letter saying why you like/admire the artist. The best description will get the tickets.</p>	<p><b>Train to think: Categorizing</b> Read the words in the list from page 22. Put them into four categories. SB page 22.</p>	<p><b>Oral task</b> Pairs You and your friend are planning to watch a movie as soon as the course finishes. You are talking about films, the actors and actresses in order to decide what movie to watch. Write a list of 5 movies you would like to watch and the name of the actors and actresses who are in. Ask questions to find out if they like the movies and actors you proposed.</p>
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		NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	COMMUNICATIVE AND RECEPTIVE SKILLS
Week 6	Feelings		Testing Correcting information	<b>Be negative</b> (I, you, we they)  SB page 22 GR 1-3	A-Hello, Tom. <b>Are</b> you tired today? <b>B-No I'm not.</b> Today I am excited. A- <b>Are</b> Mario and Jeff worried about the exam? B-No, <b>they aren't.</b> They relaxed.	<b>Feelings</b> <b>Angry, bored, cold, excited, hot, hungry, sad, thirsty, tired, worried</b>	<b>Listening</b> SB p. 22 vocabulary 1  <b>Speaking</b> SB p. 22 vocabulary 3
				<b>Be negative</b> (he, she, it)  SB page 22 GR 1-3	<b>A-Is</b> Ashley from London? B-No <b>she isn't.</b> she is from Canada. <b>A-Is</b> Marcos an actor? B-No, <b>he isn't</b> an actor, he is a singer. <b>A-Is</b> it a flag from Mexico? B-No, it <b>isn't.</b> it's a flag from Italy.	<b>Review</b> <b>Countries and nationalities</b>	
	Likes and dislikes	Expressing likes and dislikes	Object pronouns SB p. 25 GR 1 Question with Do you like.....? Verb be affirmative  SB p. 122	A-Do you like Ben Stiller? B-Yes, I like <b>him.</b> He is a <b>great</b> actor A. Do you like Coldplay? <b>B. I love them</b> A- Do you like <i>How to train you dragon</i> ? B-Yes, I like it. it's a <b>funny</b> movie.	Positive and negative adjectives SB p. 25 vocabulary 1-2	<b>Reading and listening</b> SB p. 24 ex 1-2  <b>Speaking</b> SB p. 25 functions ex. 4	

	NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	COMMUNICATIVE SKILLS
7	<p><b>Grammar and vocabulary review.</b></p> <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> </ul>					
8	<p><b>Evaluation (Saturday courses)</b></p> <p><b>Evaluation (Weekly courses)</b></p>					