

**CEFR: A1**

**Aim:** At the end of level 5, students will be able to use simple structures that will enable them to:

- Ask and answer questions to give information about abilities, routines, dates, the time and activities happening at the moment of speaking.
- Use simple phrases and sentences to describe actions happening at the moment of speaking, express their likes, dislikes and make suggestions.
- Understand simple texts related to sports and music and talk about their importance.
- Use written means to describe their favorite sportsperson and describe a scene.
- Understand oral speech and obtain information about dates and events, actions happening around the moment of speaking and abilities.

***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: Ss will be able to give suggestions in order to help friends and to express quantities**

ORAL TASK		THINK VALUES SB p57 Helping a friend?		WRITTEN TASK	
Ss. prepare a questionnaire asking what their classmates' best friends are like (considering both appearance and personality) and interview different students in the class. Tell the class what the most accurate description was.		How can you help in these situations? Work in pairs and use the suggestions in the list and express also your own ideas.		Think about your best friend, make notes describing his appearance as well as his/her personality.	
NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	COMMUNICATIVE SKILLS
<b>Carry out a diagnostic test.</b>					
Week 1	Friendship	Describing a friend	<p><b>Recycle:</b> Verb to be Have / has</p> <p>My best friend is James Wilson. He's tall. He has short curly black hair, and he wears glasses. He's in my school and he always helps me. He's a really friendly boy and he is very popular.</p> <p>Carol is my best friend. She's short. She has short black hair and he always wears hats. She's in my music lessons. She's very talented. She's shy but she's a very good friend.</p>	<p><b>Adjectives to describe personality:</b> Friendly, popular, nice, talkative, shy, talented, funny, clumsy, responsible</p> <p><b>Recycle:</b> Vocabulary to describe appearance</p>	<p>Reading: Culture p 62</p> <p>Speaking p.63</p>
	Quantities	Describing quantities	<p><b>Teaching:</b> Countable and Uncountable Nouns</p> <p><b>Teaching:</b> Quantifiers: some, a / an</p> <p>Marie has a blue bike. Let's buy an ice-cream. Leslie doesn't have an apple. She has a banana. It's the weekend. Let's have some fun. I have some sandwiches for the lunch. Let's listen to some music in my iPod. SB p59 / WB p 55</p>	<p><b>Countable nouns:</b> An apple, an egg, a banana, three oranges, some chairs, some pens</p> <p><b>Uncountable nouns:</b> Water, milk, juice, coffee, food, money, fun, work WB p 55</p> <p><b>Phrase to give suggestions:</b> Let's</p>	<p>Speaking SB p59</p>

**Objective:** Students talk about abilities, express things they can or can't do and they ask questions to discover abilities.

<p><b>Oral task.</b> You and your friends are talking about talented people; choose your favorite one, then work with a partner. <b>Ss A.</b> Tell your partner who she/he is. Give some personal information and him/ her, describe the abilities she/he has. <b>Ss B.</b> Ask further questions in order to find out more information about his / her abilities.</p>	<p><b>THINK VALUES</b> <b>The importance of sports</b> Why do people play sports? Read the reasons and add more of your own. SB 67.</p>	<p><b>Written task.</b> They're good! Choose three people you know or people you admire. Write a brief description of each one, then describe their abilities and the things they can do. Paste your paper around the classroom and share with your classmates.</p>
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Week 2	NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	COMMUNICATIVE AND RECEPTIVE SKILLS
Abilities		Talking about abilities	<b>Can</b> (Affirmative)	I can play basketball and I can dance well. My mother can cook delicious food. My father can do a somersault. SB 68 ex. 2 WB 64 ex. 1	<b>Ability verbs</b> Hit, swim, do, throw, spell, count, say, sing, jump, play, read, cook, speak, dance, bake  SB 68 ex. 3	<b>Reading</b> SB 66-67. They're good WB 68-69  <b>Speaking</b> SB page 68 ex. 4
		Expressing lack of ability	<b>Can</b> (negative)	I can't jump high. He can't play the guitar. My father can't play a musical instrument. SB 68 ex. 2 WB 64 ex. 1	<b>Sports</b> Tae know do, ice-skate, baseball, basketball, volleyball, ride a bike, snowboard, surf, golf.  SB 68 voc. 1	SB page 68 voc. ex. 2  <b>Listening</b> SB page 68. Ex. 1
		Adding and contrasting abilities	<b>Can</b> (Conjunction; <b>and, but</b> )	I can ride a bike but I can't ride a horse. Mother can speak English and French. We can play soccer and basketball. WB 64 ex. 3		<b>Writing</b> SB 71. Ex. My favorite sports person.
		Asking about abilities	<b>Can</b> (Yes/no questions)	A-Can you do a somersault? B-Yes, I can A-Can your sister bake a cake? B-No, she can't. WB 64 ex. 2 65 ex. 4.		

Objective. Tell the time, express routines, birthdays, events, ask about dates and make suggestions.

Oral task		Think self-esteem		Written task		
<p><b>Ss A.</b> You are planning to celebrate your next birthday. Go around the classroom and invite your classmates to your party. Answer their questions about the date, the time and place.</p> <p><b>Ss B.</b> Your classmate is going to celebrate his/her birthday. Accept his/her invitation and ask questions about the time, the date and place. Make some suggestions of things you can do to have fun at the party.</p>		<p><b>My time.</b> Students draw a pie chart about how they spend their time in a day (see example from page 69) Then work in pairs and talk about their pie chart. Answer the 3 questions SB 69 speaking 2.</p>		<p>You are going to play a final soccer tournament in your school. Write an email to your friends and invite them to your match. Tell them where the game is going to take place, month, day and the time.</p>		
Week 3	NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	COMMUNICATIVE AND RECEPTIVE SKILLS
	Dates	Expressing dates and events.	Prepositions of time: <b>in, on, at</b>	A-Today is March 7, 2018 A-My birthday is <b>on</b> June 17 <sup>th</sup> . A-I always visit my relatives <b>in</b> summer A-The World Cup Final is <b>on</b> Friday <b>at</b> 5 pm. WB 65 ex 6-8	Seasons and months of the year WB 67 3-4	<b>Reading</b> SB 70. Ex.1-3  <b>Speaking</b> SB70 ex.3 SB 71 ex.3
		Asking about dates and events	Questions with be Prepositions of time: <b>in, on, at</b> SB 71. Grammar 1.	A-What's the date today? B-Today is June 6, 2018 A-When is your birthday? B-My birthday is <b>on</b> December 17 <sup>th</sup> . A-When is the party/soccer match? B-It's <b>on</b> Monday <b>at</b> 5 pm.	Days of the week  Ordinal numbers SB 71 WB 67 5-6	
Suggestions	Making suggestions	Present simple <b>How about + ing verb</b> <b>Let's + verb</b> <b>Why don't + subject</b>  Be+ adjective	A-Hi Carlos, how are you? B-Hello Mario. I'm hungry A-Let's eat a hamburger. B-Ok, it sounds good  A-I'm sad today B-How about watching a funny movie? B-Good idea.	<b>Phrases to make suggestions</b> SB 73 Making suggestions  <b>Adjectives.</b> Feelings Angry, bored, cold, excited, hot, hungry, sad, thirsty, tired, worried.	<b>Speaking</b> SB 73 ex. 2-3  <b>Reading</b> WB 70. Dialogue	

**Objective:** Describe and ask about actions that people are doing around the moment of speaking.

<p style="text-align: center;"><b>Written task</b></p> <p><b>Pre-task.</b> Read the three Tweets from page 81 and answer exercise 1-3. <b>Task.</b> You are at a concert and your favorite singer/band is playing. Write a message to a friend and describe the scene of what is happening.</p>	<p style="text-align: center;"><b>Oral task</b></p> <p><b>Ss A.</b> You are at school at recess time. Suddenly a friend calls you up. He wants to know what you and your classmates are doing. Tell him/her what is happening around. <b>Ss B.</b> You have just called you friend who is at school at recess time. Ask him questions about what he/she is doing.</p>
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	NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	COMMUNICATIVE AND RECEPTIVE SKILLS
<b>Week 4</b>	Actions happening now	Describing what people are doing	Present continuous <b>(affirmative)</b> I, you, we, they SB 76 WB 72, 73 ex. 5	I am in the supermarket now. I'm listening to music on my phone. We are shopping. People are walking around. A group of people are singing, they are giving a concert.	Verbs and their <b>-ing</b> ending  Come, take, get, shop, bake, watch, play, study, sing, sit, leave, read, dance, stand, wear, run, five, smile, walk, try, stop, write, draw. SB p76 ex. 3 WB p72 ex.2 WB p74	<p><b>Reading and listening</b> SB p74-75 ex. 1-4</p> <p><b>Listening</b> SB p77 ex. 1-4</p> <p><b>Reading</b> SB p80- 81 ex. 1-3</p>
		Correcting information about what people are doing	Present continuous <b>(negative)</b> I, you, we, they SB 76 WB 72, 73 ex. 5	We are not shopping now, we are listening to music. People are not thinking about food now, they're thinking about music.		
		Asking information about what people are doing	Present continuous <b>(Yes/no questions)</b> I, you, we, they SB 76 WB 72, 73 ex. 5	A-Are you sitting in the supermarket? B-No, I'm not, I'm standing  A-Are people having a good time? B-Yes, they are. They are enjoying the concert.		
		Asking about specific information of what people are doing.	Present continuous <b>(Wh-questions)</b> I, you, we, they	A-What are people doing? B-They are listening to the concert  A- Where are the musicians playing? B- They are playing in the supermarket WB p72-73	<b>Time expressions</b> Now, right now, in this moment...	

**Objective:** Describe and ask what someone is doing around the moment of speaking.

<p><b>Written task.</b> Your parents went out for a business dinner and you are taking care of your little brother. Your mother sent you a text message because she is worried about your brother and you. Answer the text message and tell her you are Ok. Tell her what your brother is doing in order to calm her down.</p>	<p><b>Oral task.</b> It is Friday afternoon and you are really bored. Your mom gave you permission of inviting some friends over to watch a movie and eat pizza. The problem is that you didn't make a plan when you were at school. Call three of your friends, ask them what they are doing and invite them to watch the movie at your place. If someone can't make it, ask one or two more friends to come over.</p>
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Week 5	NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	COMMUNICATIVE AND RECEPTIVE SKILLS
	Actions happening now	Describing what a person is doing	Present continuous He, she, it <b>(affirmative)</b>	We are in the party now. Jake is singing, Paola is taking a picture. Mike is talking on the phone and Jessica is dancing with Tom. SB 76 ex. 2, 4 WB 75 ex. 1	Verbs and their <b>-ing</b> ending  Come, take, get, shop, bake, watch, play, study, sing, sit, leave, read, dance, stand, wear, run, five, smile, walk, try, stop, write, draw.  SB 76 ex. 3 WB 72 ex.2 WB 74  Time expressions Now, right now, in this moment...	<b>Reading and listening</b> SB 74-75 ex. 14
		Correcting information about what a person is doing.	Present continuous He, she, it <b>(negative)</b>	My mom is not shopping now she is listening to the concert. The woman is not playing the violin, she is playing a trumpet. WB 72		<b>Listening</b> SB 77 ex. 1-4
		Asking information about what a person is doing	Present continuous He, she, it <b>(Yes/no questions)</b>	A-Is Julie having a good time in the party? B-Yes, she is. She is enjoying it A-Is your sister dancing with Tom? B- No, she isn't. She is dancing with Mario. WB 72, 73 ex. 5		<b>Reading</b> SB 80- 81 ex. 1-3
		Asking for specific information about what a person is doing	Present continuous He, she, it <b>(Wh-questions)</b>	A-What is Mary doing? B-She is dancing. A-Who is she dancing with? B-She is dancing with Paul.		

**Objective:** Students should be able to talk about likes and dislikes, correct information and ask questions about likes and dislikes.

<b>Written task</b>	<b>Think values</b>	<b>Oral task</b>
<p>You are going to create a profile in a web page where students of English around the word meet and interact with each other, sharing their learning experience.</p> <p>Write your profile and include some personal information such as your name, age, country, some of your abilities, what activities you like doing in your free time, what activities you enjoy, love or hate doing.</p>	<p><b>Memorizing</b></p> <p>1. Look at the picture from page 79 for two minutes. Student A. Go to page 127 and student B. Go to page 128. Listen to the questions you partners ask and answer with short answers.</p>	<p>Individual <i>My avatar.</i></p> <p>There is an <i>Avatar</i> competition in your class. You are going to create your avatar by giving it a name, age, occupation, nationality, abilities and including information about things he/she loves, likes, hates or enjoys. Then each student presents his/her avatar. Vote for the best Avatar!</p>

Week 6	NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	COMMUNICATIVE AND RECEPTIVE SKILLS
	Likes and dislikes	Talking about likes	Present simple affirmative  ☺ + like (s) + doing enjoy love	I love wearing jeans Liz likes listening to music My parents hate wearing shorts. Jonathan hates waking up early. SB 78 ex. 1-3 WB 73	<b>Clothes</b>  Dress, coat, jeans, sweater, shirt, shoes, shorts, skirt, socks, t-shirt, sneakers, pants  SB 79 ex.1 WB 74, 75 ex. 3.4  <b>Activities</b> Wear (clothes) Read books Watch movies/sports Listen to music Go to the movies Get up early Go to parties Dance Sing Go shopping Go on vacation	<b>Reading</b> SB 78 ex. 1,2  <b>Listening</b> SB 78. Ex 1  <b>Speaking</b> SB 79 ex. 3
		Correcting information about likes	Present simple negative  like ☺ + don't + enjoy + ing doesn't love	I don't like singing, I like dancing. My brother doesn't like watching sports, he likes watching movies. My sister and I don't enjoy listening to music, we enjoy reading books. SB p78 WB p73 ex. 7-9		
		Asking questions about likes	Present simple Yes/no questions  like Do + ☺ + enjoy + ing Does love	A-Does Sarah like watching science fiction movies? B-Yes, she does. She loves them!  A-Do you friends enjoy listening to music? B-No, they don't. They enjoy watching movies. SB 78 ex. 1-3 WB 73 ex. 7-9		

	NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	COMMUNICATIVE SKILLS
7	<p style="text-align: center;"><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>					

