



GOBIERNO DE  
EL SALVADOR



# Methodological Guide

PreA1





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EL SALVADOR



# Methodological Guide

PreAI

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**Dear teaching faculty:**

We are pleased to present the Methodological Guide for level PreA1 in secondary education, a resource developed within the framework of the new educational reform *Mi Nueva Escuela*, led by the Ministry of Education.

This guide is the result of extensive collaboration with English instructors from public schools across El Salvador, English specialists from the Ministry of Education, and experts from various fields related to education. It embodies the spirit of *Mi Nueva Escuela*, which seeks to transform teaching and learning practices to better prepare our students for the present interconnected world.

Through these methodological guidelines, faculty will gain a tool designed to strengthen students' linguistic and communicative competencies in English. Beyond language skills, this resource promotes integrated attitudes that foster multicultural understanding, reinforce personal identity, and equip students to thrive in a globalized society. By following these methodological orientations, secondary education teachers will be enabled to fulfill their vital mission of ensuring that all students reach their full potential.

The success of this resource relies on the devotion, professionalism, and creativity of teachers who embody the values of *Mi Nueva Escuela*. While the guide provides structure, it also offers the flexibility for English teachers to enrich each lesson with their own unique approaches, ensuring that learning remains dynamic and student-centered.

Finally, we extend our deepest gratitude for your commitment, dedication, and tireless work. We encourage you to embrace this guide as your own, and we sincerely thank all the educators whose valuable insights and experiences shaped its creation. Together, we are building a stronger and more equitable educational future for our students.

**Karla Edith Trigueros**

Major and Doctor

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## Introduction

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This document was prepared with the purpose of presenting in a technical and disciplinary way the fundamental elements of the English strategy and its scope in the formulation of educational materials for the faculty and students of El Salvador. In general, the English curricular design proposal is based on four elements extracted from the curricular regulations in force in El Salvador since 2008:

- Competence-based Curriculum
- The Communicative Approach
- Curricular Foundations: Constructivism
- Assessment in the Service of Learning

This proposal offers resources focused on the development and integration of the four macro-skills: listening, speaking, reading and writing, which are included in the procedural contents, and guide the faculty and the students towards oral exchanges in different contexts, such as proposes the communicative approach.

To develop a proposal that has a direct impact on improving learning, it is important to establish the relationship between the communicative approach and constructivism, as well as the curriculum by competences for language teaching. The conjunction of the three pillars conceives the learning of students from an intimate relationship with their particular contexts and their emotions.

To develop these communicative competences, students must use the language in different real contexts, and its performance is evidenced in:

- Students' active participation in various communicative activities.
- Students' comprehension when reading and interpreting texts of various types.
- Students' writing skills when producing texts that correspond to communicative and authentic simulations.

This methodological guideline is structured as follows:

- I. English Didactic Sequence
- II. Getting to Know your Methodological Guide
- III. Annual Distribution of Contents

This methodological guide should be addressed as a flexible proposal; therefore, the teacher is allowed to make any adjustments needed to fulfill his/her students' contexts, learning styles, and needs.

## I. English didactic sequence

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A didactic sequence is a set of continuous and interrelated learning activities designed to create a final product that responds satisfactorily to the performance indicators. The English suggested sequence *I Activate, I Practice, and I Produce* adapts the ESA (Engage, Study, and Activate) teaching method, by Jeremy Harmer, which gives the teaching staff the flexibility to conduct a classroom in an organized and productive way. This sequence keeps the students interested, motivated, and eager to learn more. Assigning the proper tasks in each activity will make learning engaging and meaningful.

The English weekly didactic sequence will be covered in three different 45-minute classes.

### I Activate (Class 1)

The activating stage can include showing pictures, realia, contrasts, discoveries, discussions with the whole class, miming and acting, prompting the students to answer, and using questions to get the students thinking and speaking in English. The goal of the *I Activate* stage is to get the student's attention and to elicit the meaning of words or topics that will be covered in the lesson. This stage is extremely important because it gives the teacher the opportunity to include all the students in the activity. The *I Activate* stage also helps the students feel more comfortable and ready to learn.

### I Practice (Class 2)

After the teacher has activated the students, they move on to the *I Practice* stage. The *I Practice* stage consists of varied activities, such as studying texts and dialogues, sample sentences, crosswords, gap-fill exercises, word searches, matching games, and drilling. The purpose of this stage is for students to reinforce new words or topics and show them the correct way of using them. This phase is also where any mistakes may be corrected and discussed tactfully. During this stage, the teacher can help students have a better understanding of each subject so they can learn and move forward in the best way possible.

### I Produce (Class 3)

Lastly, the weekly session will conclude with the *I Produce* stage. The *I Produce* stage may include discussions as a whole class, small groups, or even pairs, role-plays, story building, tasks such as posters or advertisements, simulations, and debates. The *I Produce* stage is where students put to work the things they learned in the *I Activate* and *I Practice* stages. Activating the students will help the teacher know the level of acquisition of the material that was discussed in the class. It is very important to make sure the teaching staff always engages the students first and provides proper feedback at all times.

## English didactic Sequence



ESA (Engage, Study, Activate) method by Jeremy Harmer

Besides the three stages within the English didactic sequence, the teaching staff must be aware of the different subphases that must take place during each class. When planning the weekly lessons, teachers must consider the following subphases to provide a well-structured and meaningful experience for students: *Pre*, *During*, and *Post*.

There are several activities that teachers can conduct during the subphases. All of these tasks must be designed to improve the students' abilities and confidence when integrating the four macro-skills.

### Pre subphase (15 minutes)

This stage activates students' prior knowledge or experiences by introducing the topic and finding out what they already know about it.

This is a great subphase to make suitable use of visuals, such as flashcards, pictures, drawings, and so on. This will not only help encourage students to make associations between pieces of information but will help make the needed connection with the conceptual contents.

### During subphase (15 minutes)

In this second step, students interact with different kinds of material to reinforce the conceptual contents. Teachers will have students develop the different procedural contents to put into practice the generated knowledge in the previous subphase.

### Post subphase (15 minutes)

In the *Post* subphase, students go beyond the studied material and use it for further language production. Therefore, there are two main tips to keep in mind when planning activities for this stage: integrate the four-macro skills as well as the language (vocabulary and grammar).

Incorporating the four macro-skills (speaking, reading, writing, and listening) within the *Post subphase* is the most natural way to reinforce and even teach the language.

It is important to point out that the teaching staff may face two different scenarios in a classroom. On one hand, students might exhibit similar linguistic abilities, meaning that they are

part of a single-level class. On the other hand, a multi-level class, in which students show different proficiency levels.

### Single-level classes

In this classroom situation, students of one level participate in all of their activities in the same classroom under the direction of one teacher. They carry out the same tasks and feedback is given to the general class.

### Single-level class



**Class 1:**  
**I Activate**  
**(45 minutes)**



**Class 2:**  
**I Practice**  
**(45 minutes)**



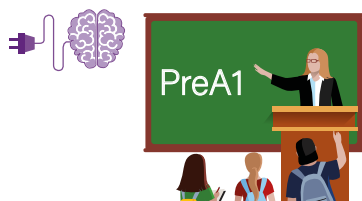
**Class 3:**  
**I Produce**  
**(45 minutes)**

### Multi-level classes

A multi-level classroom simply means that there is more than one level in the room, working independently or together. Each student works towards their individual proficiency level goals. They are learning simultaneously, both together and apart.

### Multi-level class

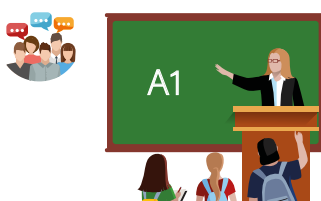
**Class 1: I Activate**



**A1**

**A1+**

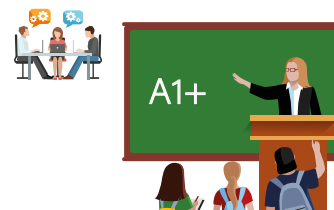
**Class 2: I Practice**



**PreA1**

**A1+**

**Class 3: I Produce**



**PreA1**

**A1**

It is important to remark that the English weekly didactic sequence will be covered in three different 45-minute classes in both scenarios.

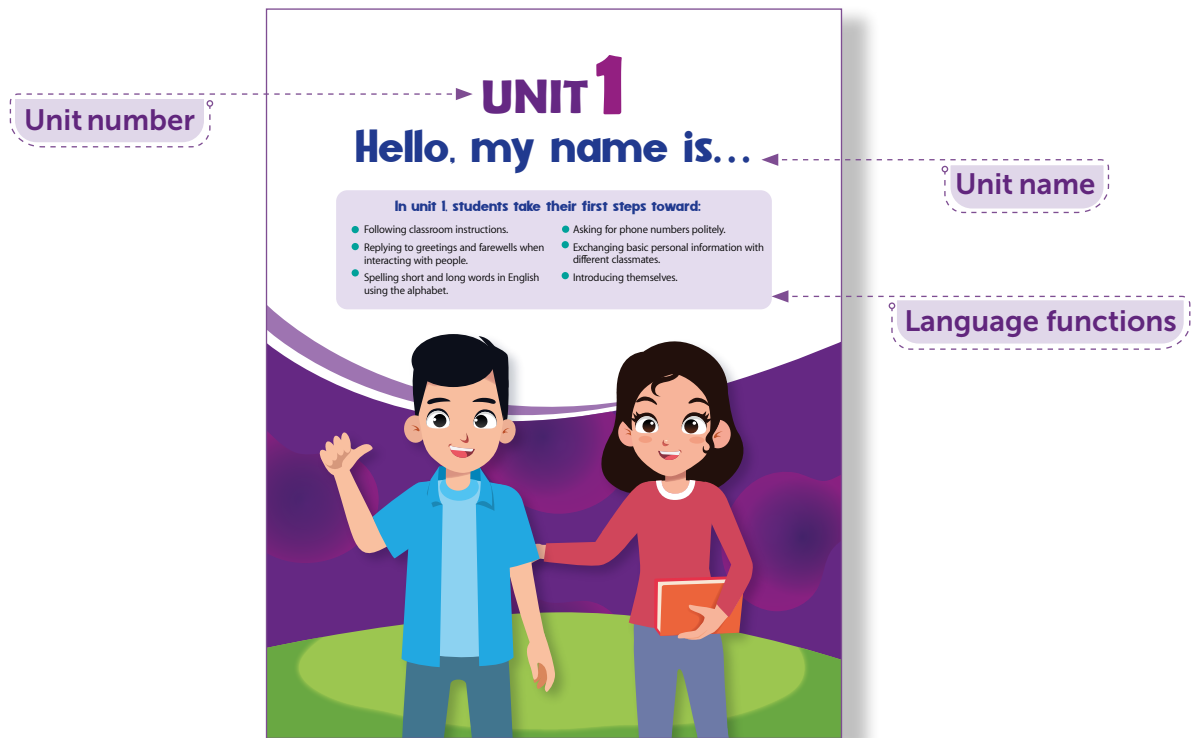
## II. Getting to know the methodological guide

The suggestions and resources that you will find in this methodological guide support the development of your lessons and enrich the knowledge about the contents to study. Therefore, it has been designed in such a way that it has correspondence with the English syllabi.

In each didactic unit, you will find the following components:

### Unit cover

In this section, the number of the unit, its name, and the linguistic functions to be developed by students are presented. The unit competencies and the global context have been considered for their design.



### Unit competencies and diagnostic assessment

In this section, the unit competencies to be generated are listed. Also, the suggested guidelines, which can help the teacher determine the areas that need reinforcement, are included.

Unit 1 Hello, my name is...	
Unit competencies	Guidelines for Diagnostic Assessment
<p><b>Unit competencies</b></p> <ol style="list-style-type: none"> <li>1. Introduce oneself and exchange basic personal information clearly and confidently when meeting someone for the first time.</li> <li>2. Use familiar vocabulary to express simple personal information in short, natural interactions that simulate real-life situations.</li> </ol>	<p><b>Diagnostic assessment guidelines</b></p> <p>In order to have a clear perspective of students' language skills and learning needs, it is recommended to start the school year by completing a diagnostic assessment.</p> <p>It is important to clarify that this kind of diagnostic activity does not necessarily imply the use of a test. Students' proficiency can be measured by completing different meaningful and engaging classroom activities.</p> <p>Lastly, one of the most important steps of diagnostic assessment is to analyze the results in order to enhance the teaching-learning process and strengthen students' linguistic abilities.</p>

## Teaching tips for the didactic unit and classroom management guidelines

This is the section where teachers can find guidelines for the development of activities and considerations to take into account when designing resources. Also, teachers will find suggestions to generate an educational atmosphere that propitiates progress among students showing competency generation through their active participation.

Teaching Tips for the Didactic Unit	Classroom Management Guidelines
<ul style="list-style-type: none"> <li>• During your planning or class preparation, check the material to use, new vocabulary, and pronunciation of the vocabulary you will teach to do proper modeling of each word.</li> <li>• Once you are certain of the material you will use, prepare it in advance. If it is possible, laminate resources such as flashcards, cards, and charts, among others, to have a long-lasting resource.</li> <li>• Reuse the material such as flashcards or cards and use it to reinforce and review the content weekly.</li> <li>• Check in advance if there is a need to request your students to bring from home realia or another kind of material for the lesson purpose.</li> <li>• Since it might be the first formal contact of some students with the English language, speak at a low pace and as clearly as possible.</li> <li>• Use body language and visual aids to introduce and review key concepts.</li> </ul>	<ul style="list-style-type: none"> <li>• Organize and label your board with the date, lesson goal, and new vocabulary.</li> <li>• Arrange seats differently from time to time.</li> <li>• Promote group-work activities with different peers. Carry out grouping strategies for this purpose.</li> <li>• Monitor at all times and guide students as needed.</li> <li>• Foster cooperative learning at all times.</li> <li>• Encourage the acceptance of mistakes and challenges to develop in students a growth mindset.</li> <li>• Promote generosity by helping others, mostly those with special needs.</li> <li>• Make sure all your ludic activities have a specific purpose. They can be used as formative or summative assessments. You may include a set of questions from the lesson taught or any previous ones to help students review the content. Evaluation can also be fun.</li> </ul>

## Guidelines for didactic sequence

This Methodological Guide presents the suggested lesson plans for each class. The teaching staff will make the adjustments that best suit their pupils.

Each week will be presented with its generalities: week number, approximate time to develop the different stages, the performance indicators to be reached by students, the content to be covered, and the goals for the week.

<b>Week number</b>	Week 1	Approximate time: 2h 15 minutes (3 classes)	<b>Approximate time</b>
<b>Performance indicators</b>	Performance indicators		
<b>Content</b>	Students can:		
	<ul style="list-style-type: none"> <li>1.1 Follow and use basic classroom instructions properly.</li> <li>1.2 Associate short and simple classroom instructions such as stop, close the door, sit down, among others, with pictures.</li> </ul>		
	Content(s)	Goal(s)	<b>Goals of the week</b>
	<ul style="list-style-type: none"> <li>• Classroom language</li> </ul>	By the end of the week, I will: <ul style="list-style-type: none"> <li>• Recognize basic classroom expressions from different sources.</li> <li>• Follow classroom instructions.</li> </ul>	



Each class will be presented with the suggested material to use in the development of activities so that teachers can have it prepared before class.

### Class 1: Materials

#### Materials needed for the class

- Dry-erase marker/chalk, a stuffed animal or a ball, a box, bag, or jar, and classroom language expressions written on different strips of paper/cards.

Each stage will be developed through the three subphases: Pre, During, and Post. Each subphase will have a suggested duration of 15 minutes. Also, in the right column, teaching tips and reminders are included for teachers to consider at the moment of planning their lessons.

I Activate (Class 1)		
<p><b>Pre</b></p>  15 minutes	<p style="text-align: center;"><b>ABC Caps</b></p> <ul style="list-style-type: none"> <li>• Before class, prepare some alphabet sets using bottle caps, cardboard, or foam sheets. You can also opt for ABC plastic sets sold at stores.</li> <li>• Make a list of numbers from 0 to 10.</li> <li>• Divide the class into small teams.</li> <li>• Distribute two alphabet sets per team.</li> <li>• Explain to students that you will spell different words and they need to build those words using the alphabet sets.</li> <li>• Model a few examples, so students can get familiar with the instructions.</li> <li>• Spell numbers from 0 to 10 randomly and at a low pace. (e.g. Z-E-R-O)</li> <li>• Have students use the alphabet sets to form the words.</li> <li>• Check the answers by requesting different groups to spell the numbers back to you.</li> <li>• Write down the correct spelling of every number on the board.</li> </ul>	<p style="text-align: center;"><b>Teaching tip</b></p>  <p>By using the bottle caps, you are showing students that "garbage" can be reutilized. Also, providing different resources to display the alphabet will make their learning more meaningful.</p>

**Subphase guidelines**

**Teaching tips and reminders**

If a booklet worksheet has been suggested in the lesson, the answer key will be at the end of the class development.



**Booklet worksheet answer keys**

**Answer Key (Unit 1 - Worksheet 4)**

Part I: a) 4      b) 3      c) 2      d) 5      e) 6      f) 1

Part III: Answers will vary.

Besides the different lesson plans, teachers will find a suggested test in the last week of the unit.

English Unit 1 Test PreA1	Unit 1																
<p>Student's name: _____ Score: _____            School: _____            Teacher's name: _____ Grade: _____ Section: _____ Date: _____</p> <p><b>LISTENING</b>            Instructions: Listen to the conversation. <u>Underline</u> the correct answers.</p> <ol style="list-style-type: none"> <li>What is the girl's name?              a) Lupa      b) Luky      c) Lucy</li> <li>What is the girl's last name?              a) More      b) Moore      c) Moor</li> <li>She's in class _____              a) 1C      b) 1B      c) 4B</li> <li>The girl is _____ years old.              a) 13      b) 14      c) 15</li> </ol> <p><b>VOCABULARY</b>            A. Instructions: Match the pictures with the correct classroom language expressions.</p>  <p>_____ Can you lend me a pencil?      _____ Close the door, please.            _____ Stand up.      _____ Raise your hand.</p> <p>B. Instructions: Write the following numbers correctly.            Example: 6 six</p> <table style="margin-left: 20px;"> <tr> <td>3 _____</td> <td>0 _____</td> <td>12 _____</td> </tr> <tr> <td>9 _____</td> <td>18 _____</td> <td>20 _____</td> </tr> </table>	3 _____	0 _____	12 _____	9 _____	18 _____	20 _____	<p><b>GRAMMAR</b>            Instructions: Unscramble the following personal information questions correctly. Use capital letters and appropriate punctuation.</p> <p>Example:            last name/ what's / ? / your      What's your last name?            _____</p> <ol style="list-style-type: none"> <li>your / full name / what's / ?      _____</li> <li>middle name / what's / ? / your      _____</li> <li>are / old / ? / you / how      _____</li> <li>study / where / do / ? / you      _____</li> <li>do / ? / what / you / do      _____</li> </ol> <p><b>READING</b>            Instructions: Read the text. Complete the table using the girl's information.</p> <div style="border: 1px solid gray; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">It's nice to meet you!</p> <p>My name is Katherine Fernanda Ramirez Orellana. I'm thirteen years old and I'm a student. I study at Centro Escolar Cantón El Cedro.</p> <p>My email address is kfro@mail.com and my phone number is 6215-7410.</p> <p>I love learning English at school!</p>  </div> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Full name</td><td>_____</td></tr> <tr><td>Age</td><td>_____</td></tr> <tr><td>Occupation</td><td>_____</td></tr> <tr><td>School</td><td>_____</td></tr> <tr><td>Phone number</td><td>_____</td></tr> </table>	Full name	_____	Age	_____	Occupation	_____	School	_____	Phone number	_____
3 _____	0 _____	12 _____															
9 _____	18 _____	20 _____															
Full name	_____																
Age	_____																
Occupation	_____																
School	_____																
Phone number	_____																

### III. Annual Distribution

The table below shows the annual distribution of contents and the number of weeks each content should be covered to achieve the unit competencies.

Level: PreA1

Weeks: 36

Class hours: 96

Trimester	Unit Hours	Contents	Week (unit)	Week (year)
FIRST	UNIT 1 HELLO, MY NAME IS... (15 hours)	◦ Classroom language	1	1
		◦ Greetings	2	2
		◦ The Alphabet	2	2
		◦ Numbers from 0 to 20 and phone numbers	3	3
		◦ Reading email addresses	4	4
		◦ Basic personal information questions	4	4
		◦ Project: Basic introductions	5	5
	UNIT 2 MY CLASSROOM (15 hours)	◦ Classroom supplies	1	6
		◦ Singular and plural nouns (fixed manner)	1	6
		◦ Colors	2	7
		◦ Verb be (It is / They are)	2	7
		◦ Numbers from 21 to 100	3	8
		◦ Basic math operations	3	8
		◦ Demonstrative pronouns	4	9
	◦ Project: What's in my backpack?	5	10	
	◦ Fortifying my skills: Units 1-2		11	
SECOND	UNIT 3 MY FAMILY (18 hours)	◦ Family members	1	12
		◦ Family tree: Verb be and subject pronouns	1	12
		◦ Extended family members	2	13
		◦ Other family members	2	13
		◦ Possessive adjectives	3	14
		◦ Possessive adjectives and family relationships	3	14
		◦ Adjectives to describe people	4	15
		◦ Verb be: <i>am/is/are</i>	4	15
		◦ Introduction to occupations (a/an)	5	16
		◦ Project: My favorite relative	6	17
	UNIT 4 MY HOUSE (15 hours)	◦ Rooms of a house	1	18
		◦ Furniture and appliances	1	18
		◦ Regular plural nouns	2	19
		◦ Describing rooms in a house: <i>There is/are</i>	2	19
		◦ <i>There is/are</i> + number + noun	3	20
		◦ Common prepositions and prepositional phrases of place	3	20
		◦ Questions with <i>Is there/Are there...?</i>	4	21
		◦ Questions with <i>How many _____ are there?</i>	4	21

Trimester	Unit Hours	Contents	Week (unit)	Week (year)
		◦ Project: Describing my house	5	22
		◦ Fortifying my skills: Units 3-4		23
THIRD	UNIT 5 MY DAY (18 hours)	◦ Daily activities	1	24
		◦ Days of the week	1	24
		◦ Simple present tense: affirmative sentences with I, you, we, they.	2	25
		◦ Simple present tense: negative sentences and questions with I, you, we, they	3	26
		◦ Numbers from 1-100	4	27
		◦ Telling the time	4	27
		◦ Frequency time expressions	5	28
		◦ Connectors of sequence	5	28
		◦ Project: Describing my day	6	29
	UNIT 6 ALL ABOUT ME (15 hours)	◦ Preferences: food, fruit, music genres	1	30
		◦ Preferences: pets, hobbies	2	31
		◦ Simple present tense (likes/dislikes)	3	32
		◦ Asking for preferences	4	33
		◦ Project: All about me	5	34
		◦ Fortifying my skills: Units 5-6		35
		◦ Achievement fair		36

# UNIT 1

## Hello, my name is...

**In unit 1, students take their first steps toward:**

- Following classroom instructions.
- Asking for phone numbers politely.
- Replying to greetings and farewells when interacting with people.
- Exchanging basic personal information with different classmates.
- Spelling short and long words in English using the alphabet.
- Introducing themselves.



Hello,  
my name is...

Hello...

## Unit 1 Hello, my name is...

Unit Competencies	Guidelines for Diagnostic Assessment
<ol style="list-style-type: none"><li>1. Introduce oneself and exchange basic personal information clearly and confidently when meeting someone for the first time.</li><li>2. Use familiar vocabulary to express simple personal information in short, natural interactions that simulate real-life situations.</li></ol>	<p>In order to have a clear perspective of students' language skills and learning needs, it is recommended to start the school year by completing a diagnostic assessment.</p> <p>It is important to clarify that this kind of diagnostic activity does not necessarily imply the use of a test. Students' proficiency can be measured by completing different meaningful and engaging classroom activities.</p> <p>Lastly, one of the most important steps of diagnostic assessment is to analyze the results in order to enhance the teaching-learning process and strengthen students' linguistic abilities.</p>

Teaching Tips for the Didactic Unit	Classroom Management Guidelines
<ul style="list-style-type: none"><li>• During your planning or class preparation, check the material to use, new vocabulary, and pronunciation of the vocabulary you will teach to do proper modeling of each word.</li><li>• Once you are certain of the material you will use, prepare it in advance. If it is possible, laminate resources such as flashcards, cards, and charts, among others, to have a long-lasting resource.</li><li>• Reuse the material such as flashcards or cards to reinforce and review the content weekly.</li><li>• Check in advance if there is a need to request your students to bring from home realia or another kind of material for the lesson purpose.</li><li>• Since it might be the first formal contact of some students with the English language, speak at a low pace and as clearly as possible.</li><li>• Use body language and visual aids to introduce and review key concepts.</li></ul>	<ul style="list-style-type: none"><li>• Organize and label your board with the date, lesson goal, and new vocabulary.</li><li>• Arrange seats differently from time to time.</li><li>• Promote group-work activities with different peers. Carry out grouping strategies for this purpose.</li><li>• Monitor at all times and guide students as needed.</li><li>• Foster cooperative learning at all times.</li><li>• Encourage the acceptance of mistakes and challenges to develop in students a growth mindset.</li><li>• Promote generosity by helping others, mostly those with special needs.</li><li>• Make sure all your ludic activities have a specific purpose. They can be used as formative or summative assessments. You may include a set of questions from the lesson taught or any previous ones to help students review the content. Evaluation can also be fun.</li></ul>



Performance indicators

Students can:

- 1.1 Follow and use basic classroom instructions properly.
- 1.2 Associate short and simple classroom instructions such as stop, close the door, sit down, among others, with pictures.

Content(s)	Goal(s)
<ul style="list-style-type: none"> <li>• Classroom language</li> </ul>	<p><b>By the end of the week, I will:</b></p> <ul style="list-style-type: none"> <li>• Recognize basic classroom expressions from different sources.</li> <li>• Follow classroom instructions.</li> </ul>

 **Class 1: Materials**



- Dry-erase marker/chalk, a stuffed animal or a ball, a box, bag, or jar, and classroom language expressions written on different strips of paper/cards.

I Activate (Class 1)

Pre



15 minutes

Hello, my name is...

- Welcome students and introduce yourself briefly.

*Hello, everyone! My name is \_\_\_\_\_ . I'm an English teacher.*

- Write on the board the following question and answer. Model it with your information. After that, ask 2 or 3 students the question.

*A: What is your name?*

*B: Hello, my name is \_\_\_\_\_ .*




- Have students stand up and make a circle.
- Select a student randomly by tossing a ball or stuffed animal to him/her. Ask him/her the question previously modeled.
- Request the student to toss the ball/stuffed animal to another classmate. Encourage them to follow the conversation with the help of the ideas written on the board.

Teaching tip



Every time you write information on the board/charts, make sure the words are big enough so everyone in the class can read them.

Modeling every step in every activity will make your students gain confidence. Once they are confident, you will see better results.

	<ul style="list-style-type: none"> <li>• The activity will continue until everyone has introduced him/herself.</li> <li>• Praise students for their work and have them take a seat.</li> </ul>	
<p><b>During</b></p>  15 minutes	<p style="text-align: center;"><b>Classroom Language</b></p> <ul style="list-style-type: none"> <li>• Before class begins, write the following expressions on the board. <ul style="list-style-type: none"> <li>◦ Raise your hand.</li> <li>◦ Open your book to page number...</li> <li>◦ Keep your distance.</li> <li>◦ Stand up.</li> <li>◦ Sit down.</li> <li>◦ Come to the front.</li> <li>◦ Can you lend me a pencil?</li> <li>◦ Can I go to the restroom?</li> <li>◦ Can you repeat that, please?</li> <li>◦ Close the door, please.</li> <li>◦ Excuse me.</li> <li>◦ Yes.</li> <li>◦ No.</li> <li>◦ Thank you!</li> <li>◦ Please.</li> <li>◦ No, thank you.</li> <li>◦ Sorry.</li> <li>◦ Stop.</li> </ul> </li> <li>• Utilizing body language, introduce the target vocabulary of the week.</li> <li>• Make a repetition drill of the vocabulary presented by including gestures. Have students imitate every movement and repeat the vocabulary out loud.</li> </ul>	<p style="text-align: center;"><b>Teaching tip</b></p>  <p>Body language helps students reassure the message being conveyed. Using body language in your class can also motivate your students to start using it and limitate the need of translating words to Spanish.</p>
<p><b>Post</b></p>  15 minutes	<p style="text-align: center;"><b>Listen and do!</b></p> <ul style="list-style-type: none"> <li>• Before class, write classroom language expressions on some strips of paper. Place these strips of paper in a bag, box, or jar.</li> <li>• During class, pick a strip of paper at a time and read the expression out loud. Have students listen carefully to the expression and have them mime it.</li> <li>• Model the activity, so students can familiarize themselves with the instructions.</li> <li>• Provide feedback at the end of the activity. If necessary, review any expressions that require extra practice.</li> </ul>	

## Class 2: Materials



- Dry-erase markers/chalk, a box, bag or jar, strips of paper/cards containing classroom language expressions, and student's booklet.

### I Practice (Class 2)

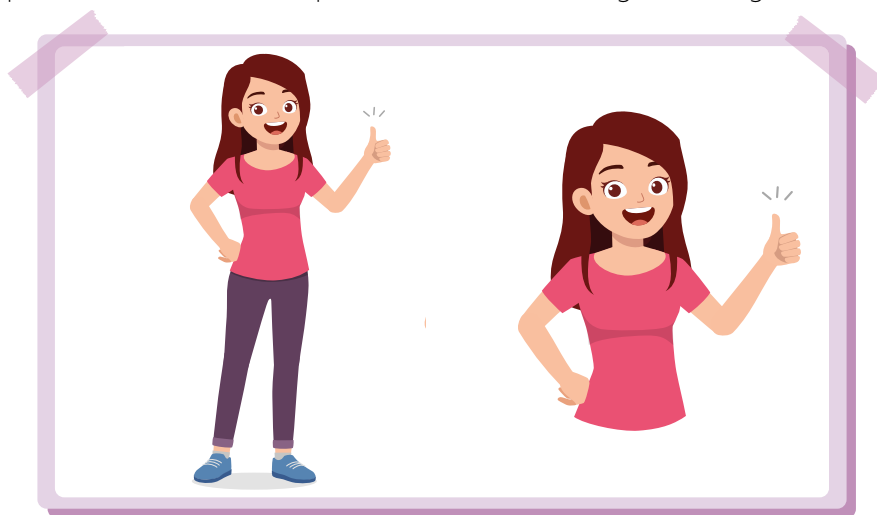
#### Pre



15 minutes

#### Simon says!

- For this session, you will reuse the cards or strips of paper containing classroom expressions that you elaborated for the previous class.
- Before class begins, place the cards/strips of paper in a bag, box, or jar.
- Explain to students that you will be playing "Simon Says!"; for that, you will take out a random strip from the bag and read the different classroom language expressions.
- Ask them to listen carefully and mime the vocabulary only when you say "Simon says..."
- Model the game a few times before starting it as follows:  
Pick a card at a time. Remember to sometimes include the phrase "Simon says..." before mentioning the expression written on the card.  
If you do not mention the phrase "Simon says..." and a student mimes the expression, have him/her pick the next card and guide the game.



- Provide feedback at the end of the activity. If necessary, review any expressions that may require extra attention.

#### During



15 minutes

#### Worksheet 1: Classroom Language (Part I)

- Before this class, prepare a poster with the following vocabulary bank:  
*Can I go to the restroom? / Come to the front. / Open your book to page \_\_\_\_\_. / Stand up. / Can you lend me a pencil? / Excuse me. / Please. / Stop. / Can you repeat that, please? / Keep your distance. / Raise your hand. / Work in pairs. / Close the door, please. / No. / Sit down.*
- Ask students to open their booklets to Unit 1 Worksheet 1.
- Read the instructions as a whole class.

- Reinforce the instructions by modeling one example as a whole class.
- Have students complete the worksheet in pairs.
- Encourage students to work collaboratively and help each other.
- Walk around the classroom and monitor students' work.
- Compare the answers by calling out different students.
- Request the rest of the class to validate the answers.
- Reinforce the pronunciation and the correct spelling of the vocabulary if necessary.

## Post



15 minutes

## Worksheet 1: Cover and Say (Part II)

- Before class begins, write the following conversation on the board.

A: *What classroom expression can you identify in picture a?*

B: *It is "work in pairs."*

PreA1 Booklet page 5

A: What classroom expression can you identify in picture "a"?

B: It is "work in pairs".

A: What classroom expression can you identify in picture "a"?

B: It is "work in pairs".

- Have students work in pairs.
- Explain to students that they will play a memory game in pairs. They need to take turns covering the answers in their booklets while following the conversation.
- Model the process with a volunteer, so students can visualize how to do it.
- Ask students to start playing the memory game on your countdown from 5 to 1.
- Walk around the classroom and monitor students' performance closely.
- Have students swap roles, so both of them can test their memory.

## Keep in mind!



Write words largely enough so everyone in the class can read the information.

## Answer Key (Unit 1 - Worksheet 1)



## Part I

Row 1 (from left to right): a. Work in pairs. b. Stop. c. Please. d. No. e. Excuse me.

Row 2 (from left to right): f. Close the door, please. g. Can you repeat that, please? h. Can you lend me a pencil? i. Can I go to the restroom? j. Come to the front.

Row 3 (from left to right): k. Sit down. l. Keep your distance. m. Open your book to page \_\_\_\_.  
n. Stand up. o. Raise your hand.



- Dry-erase markers/chalk, mini boards, a box, bag or jar, strips of paper/cards containing classroom language expressions, and a spinning wheel.

## I Produce (Class 3)

### Pre



15 minutes

### Classroom Language Race

- Before class, prepare a list of classroom language expressions learnt in this unit.
- If possible, elaborate some mini boards for students. You can use a piece of cardboard laminated with clear tape.
- During the lesson, divide the class into small teams and distribute one mini board and a dry-erase marker per group.
- Dictate slowly different classroom language expressions learnt along the unit.
- Have students write down the expressions dictated on the mini boards.
- Remind students to use capital letters and punctuation marks.
- Ask students to raise their mini boards once their answers are ready. Carefully, glance at them.
- Check the answers by selecting different groups.
- At the end of the activity, reinforce the pronunciation and the proper spelling of the vocabulary as needed.

### Teaching tip



You can reuse these resources in several lessons. Mini boards are useful to monitor everyone's spelling in a faster way. They are also helpful to have everyone on task and engaged. This is a quick way to obtain formative assessment data.



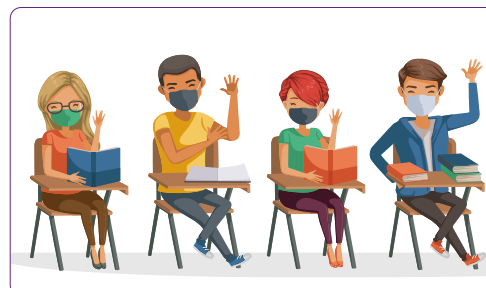
### During



15 minutes

### Charades

- For this activity, you will reuse the strips of paper or cards containing classroom language expressions that you elaborated for this unit.
- Explain to students that you will play a guessing game using classroom language words/expressions. A volunteer will go to the front and face his/her classmates. You will show a card with a classroom language expression to the rest of the class. The volunteer will not look at the card. The rest of the class will mime the expression, so his/her classmate can say the correct answer aloud.
- Model the instructions with a volunteer before the activity begins.
- Have students mime the expression to help the volunteer guess it.
- Ask the volunteer to say the correct answer aloud.



- Repeat the same process with other volunteers.
- Finally, review any classroom language words/expressions that may need further practice.
- Provide feedback related to pronunciation and intonation as needed.

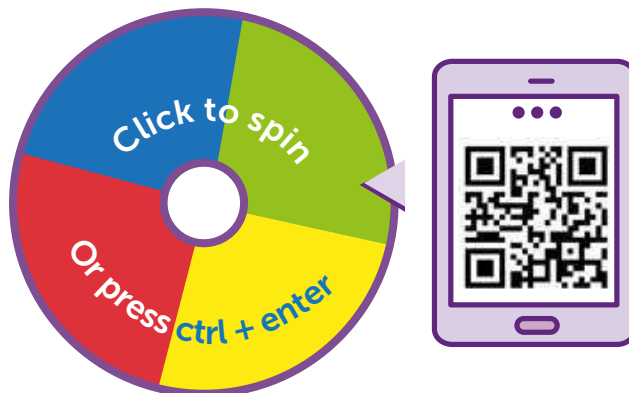
## Post



15 minutes

## Spin the Wheel!

- For this activity, you will reuse the classroom expression cards or strips of paper that you elaborated for previous sessions.
- Prepare a box or jar and put the strips of papers/cards in it.
- Keep the following QR code handy to use the interactive wheel to review classroom language or create a similar one using resources at your disposal.



- Explain to students that different volunteers will spin the wheel and pick a strip of paper or card from the box/jar.
- According to the options students get, they will perform one of the following activities:

- Mime the expression.*
- Unscramble it!*
- Write it!*
- Draw it!*

- Model the four different options in the wheel by using a classroom expression as an example.
- Select different students randomly to participate. Provide feedback as needed.

## Teaching tip



You can decorate this jar/box with question marks around it and reuse it for future activities. Keep the strips of paper in a box/bag, remember you will teach this course again in the future.



Performance indicators

Students can:

- 1.3 Recognize and reply to simple greetings in welcomes and farewells suitably.
- 1.4 Greet people, say their name and say goodbye in a simple way.
- 1.5 Pronounce vowel and consonant names accurately.
- 1.6 Use the alphabet letters to spell short and long words correctly.

Content(s)	Goal(s)
<ul style="list-style-type: none"> <li>• Greetings</li> <li>• The Alphabet</li> </ul>	<p><b>By the end of the week, I will:</b></p> <ul style="list-style-type: none"> <li>• Reply to greetings and farewells when interacting with people.</li> <li>• Spell short and long words in English using the alphabet.</li> </ul>

**Class 1: Materials**

- Dry-erase markers/chalk, flashcards, masking tape, greeting and farewell cards/strips of paper, and a box or jar.

**I Activate (Class 1)**

**Pre**

15 minutes




**Matching Time!**

- Before the lesson, prepare some flashcards, drawings, or cut-outs representing the following greetings: *Good morning!* / *Good evening!* / *Hello!* / *Goodbye!* and some cards or paper strips with those greetings written on them.



Good morning!

- Stick the pictures and cards on the board. Make sure the size of the pictures and letters is large enough so everyone can read them.
- Have students look at the board carefully.

	<ul style="list-style-type: none"> <li>• Select students randomly by playing the hot potato or by picking a number from the class roster.</li> <li>• Request students to match the illustrations with the corresponding greetings and farewells.</li> <li>• Check the answers as a whole class and encourage students to repeat the vocabulary along with you.</li> </ul>	
<p><b>During</b></p>  15 minutes	<p style="text-align: center;"><b>More Greetings and Farewells</b></p> <ul style="list-style-type: none"> <li>• Using body language/flashcards, introduce the target vocabulary of the week. <ul style="list-style-type: none"> <li>◦ <i>Good morning!</i></li> <li>◦ <i>Good afternoon!</i></li> <li>◦ <i>Good evening (to say hello)</i></li> <li>◦ <i>Good night (to say bye)</i></li> <li>◦ <i>Hello/Hi</i></li> <li>◦ <i>Goodbye/bye</i></li> <li>◦ <i>How are you?</i></li> <li>◦ <i>I am fine./I am good./I am OK.</i></li> <li>◦ <i>See you!</i></li> </ul> </li> <li>• Make a repetition drill of the expressions presented by including gestures or displaying the corresponding illustration.</li> <li>• Next, pay extra attention to words that may need further practice related to pronunciation and/or intonation and provide feedback.</li> <li>• Finally, request students to write and illustrate the vocabulary in their notebooks.</li> </ul>	<p style="text-align: center;"><b>Teaching tip</b></p>  <p>Body language helps students reassure the message being conveyed. Using body language in your class can also motivate your students to limitate the need of translating words into Spanish.</p>
<p><b>Post</b></p>  15 minutes	<p style="text-align: center;"><b>Collective Pictionary</b></p> <ul style="list-style-type: none"> <li>• Place the cards or strips of paper you used at the beginning of the class in a box/jar. You can use the jar you had previously decorated.</li> <li>• Explain to students that some volunteers will grab a card/strip of paper from the box/jar and they will illustrate the greeting/farewell on the board.</li> <li>• The rest of the class will draw their answers in their notebooks silently. Ask them to look at the drawing their classmate made and say the correct answer out loud.</li> <li>• Model this process so students can get familiarized with the instructions before starting the game.</li> <li>• Select some volunteers randomly and have them draw on the board the expression written on the card.</li> <li>• Encourage the rest of the class to look at the drawings attentively and say the right answer. Finally, praise students for their work and provide feedback related to pronunciation or intonation.</li> </ul>	



- Dry-erase markers/chalk, alphabet flashcards/poster, and student's booklet.

## I Practice (Class 2)

### Pre



15 minutes

### Greeting My Classmates

- Before class starts, draw a two-column table on the board. Label the first column as "Name" and the second one as "How are you today?".

Name	How are you today?

- Write the following conversation on the board.  
*A: Hello, Daniela.*  
*B: Hi, Pablo. How are you today?*  
*A: I am good! How about you?*  
*B: I am fine. Thank you!*  
*A: Great. See you!*
- Model this conversation with 2 or 3 students and take notes about the students' answers in the table.
- Have students copy the table in their notebooks.
- Ask students to stand up and interview 6 different classmates using the sample conversation on the board. Remind students to take notes in their notebooks.
- Walk around the classroom and monitor students' performance.
- At the end of the activity, provide feedback related to spelling, pronunciation, or intonation as needed.
- If time allows, have some volunteers practice the conversation in front of the class.

### During



15 minutes

### The Alphabet

- Introduce the English alphabet by displaying the letters using flashcards, posters, or the whiteboard.
- Model the correct pronunciation of each letter.
- Pay extra attention to those letters that commonly require more emphasis such as *A, E, I, G, H, J, Y, M, N, C, S, Z, B, V, K, Q.*
- Do choral repetition of the alphabet with students.
- Give as much feedback as necessary.

- Next, introduce the concepts: capital letter/upper-case letter and small letter/lower-case letter by writing letters in both formats on the board.



- Have students take notes in their notebooks.

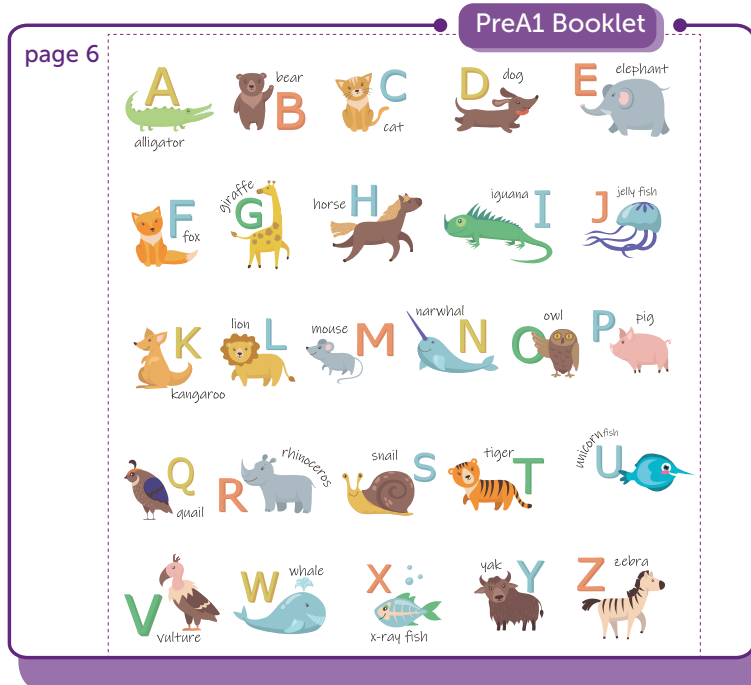
## Post



15 minutes

## Worksheet 2: Pair-work Activity

- Request students to open their booklets to Unit 1 Worksheet 2.
- Have students look at the alphabet worksheet carefully.



- Do choral repetition of the alphabet letters and animals included in the illustration.
- Encourage students to say the letters and words out loud with you.
- Pay extra attention to letters and words that may need further practice and provide feedback on them.
- Next, have students get in pairs.
- Explain to students that they will take turns pointing at an alphabet letter, so his/her partner can pronounce the letter and word out loud.
- Model the instructions with a volunteer, so students can have a better idea of the activity.
- Walk around the classroom and provide as much help as needed.



- Dry-erase markers/chalk, mini boards, alphabet cards, and a box or jar.

### I produce (Class 3)

#### Pre



15 minutes

#### Mini boards: Spelling Race

- Before class, check the vocabulary bank for spelling practice available at the end of Unit 1 in the PreA1 English Syllabus.
- Keep the list of words handy.
- Divide the class into small teams.
- Distribute one mini board and a dry erase marker per group.



- Explain to students that you will spell words in English and that they need to listen carefully and write the correct answers on the mini boards.
- Spell some words as examples, so students can get familiar with the process.
- Choose a word from the vocabulary spelling practice list and spell the word at a low pace.
- Repeat each letter twice or thrice if necessary.
- Have students write each letter you mention on the mini board.
- Ask students to raise their mini boards after you have mentioned the last letter from the spelled word.
- Check the answers provided by students and give feedback as needed.
- Repeat the same process until you have used all the words included in the list.

#### During



15 minutes

#### Alphabet Bingo

- Before class, prepare some cards or paper strips with the following letters written on them: *A, E, I, G, H, J, Y, M, N, C, S, Z, B, V, K, Q.*
- Place the cards in a box or jar.
- Before this activity, draw a 9-square bingo grid on the board.

#### Teaching tip



If time allows, play bingo for a second round and have some volunteers guide the game in front of the class. Remember to support students at all times. Also, you can use the cards in the box/jar to review all the alphabet letters.

- Write the following letters on one side of the board: *A, E, I, G, H, J, Y, M, N, C, S, Z, B, V, K, Q.*
- Have students draw the bingo grid in their notebooks.
- Ask students to choose 9 alphabet letters from the ones written on the board.
- Students need to copy the 9 letters selected in the grid using any order they prefer. Model this process on the board.
- Explain to students that you will grab a card from the box and you will mention the letter out loud.
- If students have in their bingo grid the letter you mentioned, they need to cross it out. Use the bingo grid on the board to model an example.
- When students have crossed the 9 letters in their bingo grids, they need to say: BINGO.

## Post



15 minutes

## Tic-Tac-Toe!

- Before class begins, draw the following tic-tac-toe grid on the board.

morning	close	pencil
open	spell	afternoon
night	evening	borrow

- Divide the class into pairs.
- Have students copy the grid in a notebook.
- Write the following conversation on the board:

*A: How do you spell "morning"?*

*B: It's M-O-R-N-I-N-G.*

*A: Yes, that's correct! / Try again, please.*

- Model the conversation with students using some other words to spell.
- Ask students to choose a symbol: X or O.
- Explain to them that they have to mark the words with the chosen symbol after spelling them correctly.
- Walk around the classroom and monitor students.
- Identify any letters that need to be reviewed at the end of the activity.



Performance indicators

Students can:

- 1.7 Count from 0 to 20 in the right order.
- 1.8 Exchange phone numbers in social interactions using single-digit discourse correctly.
- 1.9 Share email addresses clearly, saying the symbols in them correctly.

Content(s)	Goal(s)
<ul style="list-style-type: none"> <li>• Numbers from 0 to 20</li> <li>• Phone numbers</li> <li>• Reading email addresses</li> </ul>	<p><b>By the end of the week, I will:</b></p> <ul style="list-style-type: none"> <li>• Identify numbers from 0 to 20.</li> <li>• Spell numbers from 0 to 20.</li> <li>• Ask for telephone numbers politely.</li> </ul>

**Class 1: Materials**



- Dry-erase markers/chalk, alphabet sets, a jar or box, and cards with numbers from 0 to 20.

I Activate (Class 1)

Pre



15 minutes






ABC Caps

- Before class, prepare some alphabet sets using bottle caps, cardboard, or foam sheets. You can also opt for ABC plastic sets sold at stores.
- Make a list of numbers from 0 to 10.
- Divide the class into small teams.
- Distribute two alphabet sets per team.
- Explain to students that you will spell different words and they need to build those words using the alphabet sets.
- Model a few examples, so students can get familiar with the instructions.
- Spell numbers from 0 to 10 randomly and at a low pace. (e.g. Z-E-R-O)
- Have students use the alphabet sets to form the words.
- Check the answers by requesting different groups to spell the numbers back to you.
- Write down the correct spelling of every number on the board.

Teaching tip



By using bottle caps, you are showing students that “garbage” can be reutilized. Also, providing different resources to display the alphabet will make their learning more meaningful.

	<ul style="list-style-type: none"> <li>• Include the corresponding number next to every word (e.g. one = 1 / five = 5).</li> </ul>	
<p><b>During</b></p>  15 minutes	<p style="text-align: center;"><b>Numbers from 0 to 20</b></p> <ul style="list-style-type: none"> <li>• Use the numbers written on the board from the previous activity to introduce the numbers from 0 to 10, as a first stage.</li> <li>• Model the correct pronunciation of each number. Make special emphasis on the pronunciation of numbers that may need extra attention such as 0, 3, 5, 6, 8 and 9.</li> <li>• Have students repeat the numbers out loud along with you.</li> <li>• Follow the same process to introduce the numbers from 11 to 20.</li> <li>• Make extra emphasis on the proper intonation for numbers ending in "teen" (e.g. <i>thirteen, fourteen, fifteen</i>, etc.)</li> <li>• Encourage students to say the numbers, from 11 to 20, out loud along with you.</li> <li>• Next, have students write the numbers from 0-20 in their notebooks.</li> <li>• Walk around the classroom and provide as much help as needed.</li> </ul>	
<p><b>Post</b></p>  15 minutes	<p style="text-align: center;"><b>The Boat is Sinking</b></p> <ul style="list-style-type: none"> <li>• Before class, prepare some cards or strips of paper containing numbers from 0 to 20 in digits and place them in a jar/box.</li> </ul> <div style="text-align: center; border: 1px solid purple; padding: 10px; width: fit-content; margin: 10px auto;">  </div> <ul style="list-style-type: none"> <li>• Explain to students that they will stand up and walk around the classroom while you are playing music. Use body language to model the instructions of the activity.</li> <li>• Have students stand up and walk around the classroom while music is playing.</li> <li>• Stop the music and request students to get in teams by saying "<i>The boat is sinking! Get in groups of 3.</i>"</li> <li>• Every time you pause the music, mention a different number of members per group. (e.g. "<i>The boat is sinking! Get in groups of 5.</i>")</li> <li>• If a student does not get in a group, have him/her take out a number from the box and spell it. After he/she has done it, let him/her call out the number of students needed in the next round.</li> </ul>	<p style="text-align: center;"><b>Teaching tip</b></p>  <p>The music you choose must be in English and with clear lyrics. Foul language or inappropriate lyrics are not allowed.</p> <p style="text-align: center;"><b>Keep in mind!</b></p>  <p>Always make sure that all students are familiar with the process before the activity begins.</p>



- Dry-erase markers/chalk and student's booklet.

## I Practice (Class 2)

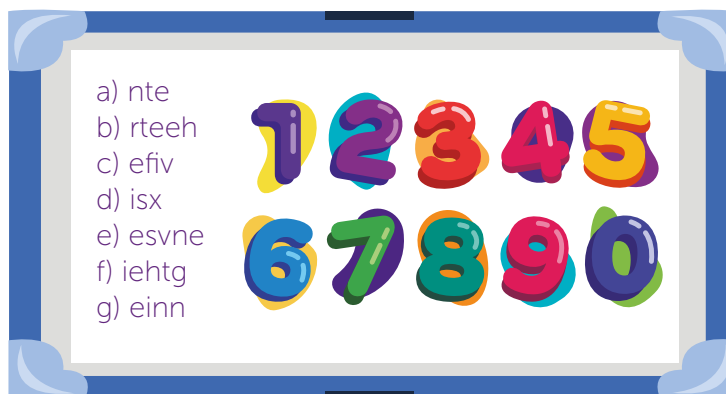
### Pre



15 minutes

### Unscramble Them!

- Before class starts, write the following words on the board. These words are different numbers from 0 to 10 in scrambled order. You may use this list provided or you can create your own list on the board.



- Explain to students that you will assign to them a word written on the board. Students will look at the word carefully and unscramble the letters correctly on the board. Finally, they will say the number out loud.
- Have the rest of the class unscramble the words in their notebooks so everyone is on task and engaged in the activity. Remind them to do it quietly so they do not give out the answer to the student at the board.
- Model the activity to make sure that the instructions are clear.
- Choose different students randomly.
- Assign a different word to each student.
- Have them go to the board and copy the letters in the corresponding order.
- Ask students to pronounce the number out loud.
- Provide proper feedback at the end of the activity.

### During

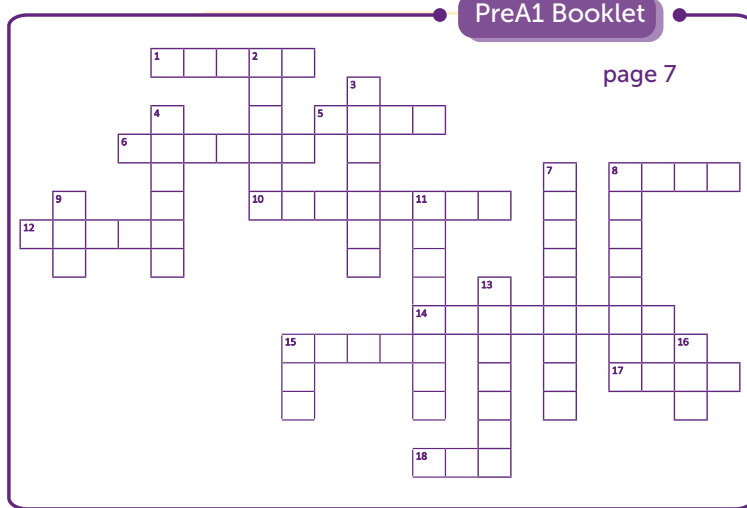


15 minutes

### Worksheet 3: Crossword Puzzle

- Request students to open their booklets to Unit 1 Worksheet 3.
- Have students look at the crossword puzzle carefully.
- Read the instructions as a whole class by selecting a volunteer.
- Divide the class into pairs.
- Explain to students that they will unscramble the numbers from the lists at the bottom of the worksheet to complete the crossword puzzle.
- Model an example on the board so that students can familiarize with the process.
- Walk around the classroom and monitor students.
- Provide as much help as needed.
- Check the answers by selecting different students.

- At the end of the activity, praise students for their work and provide feedback related to spelling, pronunciation, and intonation.



## Post



15 minutes

## How do you spell..?

- Write the following conversation on the board.

*A: How do you spell thirteen?*

*B: It's T-H-I-R-T-E-E-N.*

*A: Good job! / Please, try again.*

- Explain to them that they will work in pairs. Ask them to choose 5 numbers each from the crossword puzzle to take turns to spell them out loud.
- Model the conversation with a volunteer.
- Divide the class into pairs.
- Have students complete the activity.
- Walk around the classroom and monitor this process.

## Teaching tip



Remind students that all of you are becoming a learning community and interacting with everyone in the class will help them become more attached to everyone's learning process.

## Answer Key (Unit 1 - Worksheet 3)



1- seven

5- five

6- twelve

8- four

10- nineteen

12- eight

14- thirteen

15- three

17- nine

18- ten

2- eleven

3- sixteen

4- twenty

7- seventeen

8- fourteen

9- six

11- eighteen

13- fifteen

15- two

16- one



- Dry-erase markers/chalk, set of cards for the memory game, and cards with numbers from 0 to 9 for the giant phone(s).

I Produce (Class 3)

Pre



15 minutes

Memory Game

- Before class, prepare a set of cards with different numbers from 0 to 20 written on them. Write the number in letters on one card and the number in digits on another one.



- Place the cards face down on the floor randomly.
- Divide the class into small teams.
- Explain to students that a different representative of each group will flip two cards every round.
- If the two cards selected are a match, the group will say the number out loud and keep the cards with them.
- The game will continue until there are no cards left on the floor.
- Provide feedback related to pronunciation and intonation as needed.



During



15 minutes

What's Your Phone Number?

- Before class begins, draw a two-column table on the board. Label the first column as "names" and the second one as "phone numbers".

Names 	Phone numbers 

- Request students to draw a similar table in their notebooks.

- Write the following conversation on the board.  
A: Hello, Ernesto. Excuse me, what is your phone number?  
B: It's 7-9-6-3-2-5-7-8. What is your phone number, Karina?  
A: It's 6-4-1-5-4-2-9-0.  
B: Thank you!  
A: You're welcome. See you!
- Model the conversation with a volunteer.
- Explain to students that the number 0 (zero) in phone numbers is pronounced as "oh". Also, phone numbers in English are said digit by digit.
- Have students stand up and take their notebooks with them.
- Ask students to collect 6 different phone numbers by practicing the conversation on the board with their classmates.
- Let students know that they can also use a fake phone number for this activity.
- Walk around the classroom and monitor students.

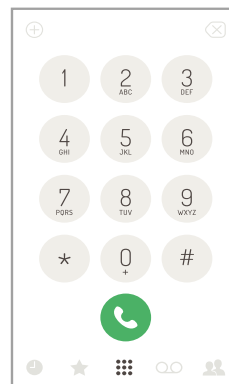
## Post



15 minutes

## The Giant Phone

- Before class, make some cards with numbers from 0 to 9 written on them. If possible, laminate these resources because students will step on them in class.
- Depending on your class size, prepare two or three sets and divide the class equally.
- In the classroom, stick the cards on the floor by simulating a phone dialing keyboard.



- Explain to students that two volunteers will participate in every round. One of the volunteers will choose a phone number from the table completed in the previous activity and he/she will dictate the phone number slowly. The other volunteer will listen to the phone number carefully and he/she will step on the correct numbers, one at a time.
- Model the process, so students can have a better idea of the steps to follow.
- Make sure the instructions are clear before starting the activity.
- Select two students randomly for every round.
- Have one student dictate and the other one dial the phone by stepping on the numbers on the floor.
- Repeat the process a few times.
- Have students take turns dictating numbers and dialing them.
- Provide any needed feedback.



Performance indicators

Students can:

1.10 Ask and answer basic personal information questions using question starters precisely.

Content(s)	Goal(s)
<ul style="list-style-type: none"> <li>Reading email addresses</li> <li>Basic personal information questions</li> </ul>	<p><b>By the end of the week, I will:</b></p> <ul style="list-style-type: none"> <li>Name common email address symbols.</li> <li>Exchange basic personal information with different classmates.</li> </ul>

Class 1: Materials



- Dry-erase markers/chalk, mystery bag/box, cards with numbers from 0 to 20, and student's booklet.

I Activate (Class 1)

Pre



15 minutes



Mystery Numbers

- Before class, prepare the "mystery box"/"mystery bag" you used in previous lessons. Place different cards with numbers from 0 to 20. You can reuse the cards that you elaborated for week 3.
- Write the following conversation on the board:  
*Teacher: Look at the card. What number is it?*  
*Student: It's 13.*  
*Teacher: That's right! How do you spell 13?*  
*Student: It's T-H-I-R-T-E-E-N.*  
*Teacher: Class, do you agree with the answer?*  
*The class: Yes!*
- Explain to students that you will show them a card with a number from 0 to 20. Students will say the number out loud and then they will spell it.
- The rest of the class has to listen carefully to his/her classmate to validate the answer.
- Model the steps of the activity with a volunteer. Remember to use the conversation sample written on the board.

Teaching tip



Praising students at all times will increase motivation and confidence. It can also encourage students to be more cooperative, persistent, and hard-working.

	<ul style="list-style-type: none"> <li>Select different students randomly.</li> <li>Repeat the same process several times by including different students.</li> </ul>
<p><b>During</b></p>  15 minutes	<p style="text-align: center;"><b>Reading Email Addresses</b></p> <ul style="list-style-type: none"> <li>Introduce the target vocabulary using the board. Before class begins, write these common email address characters as follows:  <i>at ( @ )</i>  <i>dot ( . )</i>  <i>dash ( - )</i>  <i>underscore ( _ )</i>  <i>slash ( / )</i>  <i>backslash ( \ )</i></li> <li>Make a repetition drill of the vocabulary. Encourage all students to participate by repeating the words along with you.</li> <li>Model how to read email addresses by presenting some examples on the board. (e.g. <i>camila_y20@gmail.com</i>    <i>diego-z15@hotmail.com</i>)</li> <li>Have students read the email addresses after you.</li> <li>Ask students to open their booklets, get in pairs, and solve Unit 1 Worksheet 4 (Part I) for further practice.</li> </ul>
<p><b>Post</b></p>  15 minutes	<p style="text-align: center;"><b>Worksheet 4 (Part II and Part III)</b></p> <ul style="list-style-type: none"> <li>Select a volunteer to read the instructions for Parts II and III of Unit 1 Worksheet 4.</li> <li>Explain to students that they will work in pairs and take turns reading out loud the email addresses on Part II. Encourage them to spell out any usernames that might be challenging to pronounce.</li> <li>Walk around the classroom and provide as much help as needed.</li> <li>Next, request students to answer the question in Part III by writing their real or invented email address.</li> <li>Write the following conversation on the board.  <i>A: Hi, Moisés. What's your email address?</i>  <i>B: Hello, Celia. It's moisesantonio@clases.edu.sv . What is your email address?</i>  <i>A: It's celiacristina@gmail.com</i></li> <li>Read the conversation out loud and encourage students to practice it with you by taking the role of A or B.</li> <li>Have students stand up and collect three email addresses from different classmates.</li> </ul>

### Answer Key (Unit 1 - Worksheet 4)

Part I: a) 4    b) 3    c) 2    d) 5    e) 6    f) 1  
 Part III: Answers will vary.

## Class 2: Materials



- Dry-erase markers/chalk, masking tape, charts with email addresses for dictation, and large cards with personal information questions and answers.

### I Practice (Class 2)

#### Pre



15 minutes

#### Dictation Time!

- Before class, prepare two charts with the following information written on them:

Chart #1  
(Student A)

1. xyz\_12@gmail.com
2. jk/03@yahoo.com
3. 2imq@outlook.com

Chart #2  
(Student B)

1. av/5@gmail.com
2. rf\_03@yahoo.com
3. gb-19@hotmail.com

- Divide the class into pairs.
- Explain to students that they will dictate email addresses to their partners. Each person in the group will get three different email addresses. One student will sit down facing the board and the other one should be sitting down facing the opposite direction. The student facing the board will dictate the information on chart #1 while the other student takes notes in his/her notebook. Finally, students will swap roles and seats.
- Model the activity by replicating the steps with a volunteer.
- Check that all students are familiar with the instructions before the activity starts.
- Have students get their notebooks and arrange their seats in a way that one of them is facing the board and the other one is facing the opposite direction.
- Stick chart #1 on the board.
- Have "Student A" dictate the three email addresses to his/her partner.
- Encourage students to repeat the information as many times as necessary.
- Ask students to exchange seats and roles.
- Stick chart #2 on the board.
- Have "Student B" dictate the three email addresses to "Student A".
- Walk around the classroom and monitor students.
- At the end of the activity, provide feedback on key email address characters that may need extra attention.

#### During



15 minutes

#### Basic Personal Information Questions

- Before class, prepare some large cards with the following personal information questions and answers:
  - *What's your full name?*  
*My full name is César Alexander Castillo López.*
  - *What's your middle name?*  
*My middle name is Alexander.*

- *What's your last name?*  
*It's Castillo.*
- *How old are you?*  
*I am 13 years old.*
- *What do you do?*  
*I am a student.*
- *Where do you study?*  
*I study at Complejo Educativo Cantón Los Patos.*

## What's your full name?

- You can customize the underlined information in the answers to fit your students' context.
- Stick the cards on the board.
- In the classroom, use the cards to introduce some common personal information and questions.
- Make a repetition drill of the questions and answers. Encourage all students to participate by repeating the information along with you.
- You can practice by taking and swapping roles with the whole class. You may read the question and students can read the corresponding answer.
- Provide as much feedback as needed related to pronunciation, spelling, or intonation.
- Praise students for their participation and answer any possible questions that students may have.

### Post



15 minutes

### Let's Match Them!

- Reuse the cards from the previous activity.
- Stick the cards with answers on one side of the board.
- Keep the cards with questions with you.
- Explain to students that you will assign one question card to them. Next, students will look at the cards on the board, so they can choose the correct answer that matches the question that you have assigned. Students will stick both cards on the board, one next to the other one.
- Model an example by requesting a volunteer to follow the steps.
- Select students randomly.
- Give a card to a different student in every round.
- Have students match the question with the correct answer card on the board.
- Check the answers as a whole class.

### Keep in mind!



Remember to laminate all your resources to reuse them in future lessons.



- Dry-erase markers/chalk, masking tape, and strips of paper with scrambled questions

## I Produce (Class 3)

### Pre



15 minutes

### Unscramble the Questions

- Before class, make some strips of paper with scrambled personal information questions studied along Unit 1 written on them.

middle name/ What's / ? /your

you / ?/ old / are /How

?/ study / Where / you / do

- Place the strips of paper in a box, bag, or jar.
- Explain to students that they will grab a strip of paper from the container (box, bag, or jar) and that they will go to the board to write the personal information question in the correct order and say the answer out loud. The rest of the class will look at the board carefully and validate the answer.
- Encourage the rest of the class to look at the answer on the board and to help you check it.
- At the end of the activity, provide feedback related to spelling, sentence structure, punctuation, intonation, and pronunciation as needed.

### Teaching tip



Selecting students has to be different all the time so you surprise students and keep them engaged. Strategies may vary: picking a number from the roster, numbering students' desks, choosing an alphabet letter then mentioning a student whose name begins with that letter, among others.

### During



15 minutes

### More about You!

- Stick on the board the personal information question and answer cards that you used in the previous class.
- Have students stand up and make a circle.
- Explain to students that they will pass two different markers while you are playing music. When the music stops, the two students who have the markers will complete an activity as follows:

*\*The student holding the blue marker: asks his/her classmate a personal information question.*

*The student holding the black marker: answers the question using his/her information.*

- Remind students that they can use the cards on the board as extra help.
- At the end of the game, provide as much feedback as needed. Review any personal information questions and answers that may require further practice.

## Post

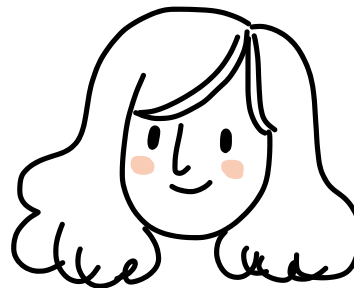


15 minutes

### My Classmates' Profiles

- Before class begins, write the following profile on the board. You may customize the information provided in the sample if necessary.

#### Personal profile



Name: Jaqueline Raquel Sánchez Gallardo  
 Age: 13 years old  
 Occupation: student  
 School: Centro Escolar Cantón Aguacayo

- Keep the personal information question and answer cards visible on the board. This information will be helpful for students.
- Divide the class into pairs.
- Explain to students that they will create a similar personal profile for a partner. Students will take turns asking and answering personal information questions. They can use the cards on the board as extra help.
- Model the activity by asking a volunteer the questions. Encourage the volunteer to use full sentences when answering the questions.
- Have students open their notebooks and start interviewing their partners.
- Walk around the classroom and monitor students.
- Remind students to use full sentences and questions during the interaction.
- Praise students for their performance and be ready to provide help and answer any possible questions that students may have.
- If time allows, have students sketch a drawing representing their partner.
- Finally, request students to get in small teams (4 students). Have them exchange their notebooks and show the profiles they created for their classmates.



### Performance indicators

Students can:

- 1.11 Introduce oneself successfully when meeting someone for the first time.
- 1.12 Create short and coherent dialogues to share basic personal information when meeting someone for the first time.

Content(s)	Goal(s)
<ul style="list-style-type: none"> <li>• Basic introductions</li> </ul>	<p><b>By the end of the week, I will:</b></p> <ul style="list-style-type: none"> <li>• Introduce myself in English.</li> <li>• Role-play a short dialogue to exchange personal information.</li> <li>• Check my progress along unit 1.</li> </ul>

### Materials



- Dry-erase markers/chalk and Unit 1 Test.

## Unit 1 Project

**Class 1**  
**Pre**



45 minutes

### Project preparation

- Before class, write the following conversation on the board.

*A: Hello! My name is Natalia. What's your name?*

*B: Hi, Natalia! I'm Julio. Nice to meet you!*

*A: Nice to meet you, too. How old are you?*




*B: I'm thirteen. And you?*

*A: I'm fourteen. Can you spell your name?*

*B: Sure! J-U-L-I-O.*

*A: Great! I have to go! See you around!*

- Make a repetition drill. Role-play the conversation with the whole class. You can read out loud the interactions for "Student A" and the class can practice with the ones for "Student B".
- Divide the class into pairs.
- Explain to students that they will write a similar conversation to the one written on the board using their personal information. Students will have to replace the underlined facts with their real information in the dialogue.

	<ul style="list-style-type: none"> <li>• Model the process by rewriting the first two lines of the conversation using some students' personal information.</li> <li>• Have students work collaboratively to write down the conversation in their notebooks.</li> <li>• Request students to start practicing and memorizing their dialogues.</li> </ul>
<p><b>Class 2 During</b></p>  45 minutes	<p style="text-align: center;"><b>Project presentation</b></p> <ul style="list-style-type: none"> <li>• After welcoming students, ask them to take out their notebooks and practice their conversations for a few minutes.</li> <li>• Explain to students that they will role-play their dialogues in front of the class.</li> <li>• Randomly select students to role-play the dialogue.</li> <li>• Have students share their work with the whole class. Encourage them to deliver their ideas in a natural way, avoiding reading from their notes.</li> <li>• Finally, provide as much feedback as needed related to vocabulary, spelling, pronunciation, etc.</li> </ul>
<p><b>Class 3 Post</b></p>  45 minutes	<p style="text-align: center;"><b>Unit 1 Test</b></p> <ul style="list-style-type: none"> <li>• Before class, make sure you have enough copies of the test for the whole class. Keep the suggested listening track handy. Scan the QR code to access the audio file.</li> </ul> <div style="text-align: center;">  </div> <ul style="list-style-type: none"> <li>• Have students write their full names on the test.</li> <li>• Read the instructions as a whole class and make sure that all the information is clear before students take the test.</li> <li>• When time is up, collect the tests and verify that students have completed all the sections included.</li> </ul>





# Unit Test

# Unit Test

# UNIT 2

## My classroom

### In Unit 2, students will start:

- Recognizing classroom supplies.
- Spelling classroom supplies.
- Naming colors of classroom supplies.
- Using the correct form of the verb be with the pronouns it and they.
- Saying numbers from 21-100.
- Writing numbers from 21-100.



## Unit 2 My classroom

Unit Competencies	Guidelines for Diagnostic Assessment
<ol style="list-style-type: none"><li>1. Describe classroom supplies by using numeral adjectives and colors to participate in simple school-related oral exchanges.</li><li>2. Demonstrate understanding of classroom vocabulary by identifying and referring to school supplies during basic interactions with peers.</li></ol>	<p>Before starting Unit 2 “My classroom”, it is important to assess students’ prior knowledge about classroom supplies, colors, numbers, and the verb be.</p> <p>Ask students to make a mindmap with anything they know about classroom supplies, colors, and numbers.</p> <p>Verify how much students know about the vocabulary and grammar of this unit. If the majority of the learners already know some of the words in the list, feel free to enrich this unit with different words.</p>

Teaching Tips for the Didactic Unit	Classroom Management Guidelines
<ul style="list-style-type: none"><li>• During your planning or class preparation, check the material to use, new vocabulary, and pronunciation of the vocabulary you will teach to do proper modeling of each word.</li><li>• Reuse the material like flashcards or cards and use it to remind and review the content weekly.</li><li>• Check in advance if there is a need to request your students to bring from home realia or other kinds of material for the lesson purpose.</li><li>• Since this is a basic level, speak loud and slowly. It will help the students to have a better understanding of the proposed activities.</li><li>• Model the activities at all times and make sure that students clearly understand the instructions.</li></ul>	<ul style="list-style-type: none"><li>• Organize and label your board with the date, goal, and new vocabulary.</li><li>• Arrange seats differently from time to time.</li><li>• Promote group work activities with different peers. Carry out grouping strategies for this purpose.</li><li>• Monitor at all times and guide students as needed.</li><li>• Foster cooperative learning at all times.</li><li>• Encourage the acceptance of mistakes and challenges as part of personal growth.</li><li>• Promote generosity by helping others, mostly those with special needs.</li><li>• Make sure all your ludic activities have a specific purpose. They can be used as formative or summative assessments. You may include a set of questions from the lesson taught or any previous ones to help students review the contents. Evaluation can also be fun.</li></ul>

Week  **1**

Approximate time:  
2 hours 15 minutes (3 classes)



### Performance indicators

Students can:

- 2.1 Distinguish classroom supplies both orally and in writing in a proper way.
- 2.2 Spell classroom supplies both orally and in writing successfully.
- 2.3 Identify the singular and plural form of school-related nouns both orally and in writing correctly.
- 2.4 Spell the singular and plural form of school-related nouns accurately.

Content(s)	Goal(s)
<ul style="list-style-type: none"><li>• Classroom supplies</li><li>• Singular and plural nouns (fixed manner)</li></ul>	<p><b>By the end of the week, I will:</b></p> <ul style="list-style-type: none"><li>• Recognize classroom supplies.</li><li>• Spell classroom supplies.</li><li>• Identify some singular and plural nouns.</li></ul>

### Class 1: Materials



- A bag, classroom supplies, and whiteboard markers or chalk.

### I Activate (Class 1)

Pre





15 minutes

#### What's in my bag?

- Before class starts, write the following short dialogue on the board. If you want to save some time, have it ready in a poster.  
A: "What **is** it?"  
B: "It is a pen."  
A: "What **are** they?"  
B: "They are scissors."
- Also, draw a two-column table and label the two columns as *singular nouns* and *plural nouns*.
- Finally, place several classroom supplies inside a plastic/paper bag.

Singular nouns	Plural nouns
Eraser	Scissors



	<ul style="list-style-type: none"> <li>• Explain to students that you will ask them two questions: “<i>What is it? / What are they?</i>” Model two examples to indicate that one question is used with singular nouns and the other one with plural nouns.</li> <li>• Make clear their answers will depend on the question you make.</li> <li>• Model again and emphasize the nouns to help students identify singular and plural nouns.</li> <li>• Take out school supplies from the bag randomly and elicit their names. Remind the students that they will need to give you an answer as you practiced with them before.</li> <li>• Write the words on the board as school items are being pulled out of the bag.</li> <li>• Categorize the words into singular and plural nouns in the table you had previously drawn.</li> <li>• Have students draw the school supplies and write their singular and plural nouns in their notebooks.</li> </ul>
<p><b>During</b></p>  15 minutes	<p style="text-align: center;"><b>What is it? What are they?</b></p> <ul style="list-style-type: none"> <li>• Before class, write the following conversation on the board or have it ready on cardboard paper. Carry out the dialogue with a volunteer and do some repetition drills to model pronunciation. A: “<i>What is it?</i>” B: “<i>It’s a <u>book/pen/ ruler.</u></i>” A: “<i>What are they?</i>” B: “<i>They are <u>books/pens/rulers.</u></i>”</li> <li>• Make groups and ask students to look for a bag and put inside some of their classroom supplies.</li> <li>• Have students take turns taking out school supplies from their bags and follow the conversation sample with different classmates.</li> </ul>
<p><b>Post</b></p>  15 minutes	<p style="text-align: center;"><b>Listen, run and write!</b></p> <ul style="list-style-type: none"> <li>• Form groups.</li> <li>• Provide each group with a whiteboard marker.</li> <li>• Explain to students that you will call out different classroom supplies and they will take turns to go to the board and write them correctly.</li> <li>• Model the activity once or twice as needed.</li> <li>• Call out different singular and plural nouns to have students practice their spelling as needed. Check if the words are written correctly and provide feedback at the end.</li> <li>• <b>For next class:</b> Ask students to bring recycled paper.</li> </ul>



- Alphabet cards, whiteboard markers or chalk, a ball, music, an empty box, classroom supply cards, and recycled paper.

I Practice (Class 2)

Pre



15 minutes

The hot potato

- Ask students to stand up and make a circle in the middle of the classroom.
- Explain to students that you will play the game "Hot Potato":  
*"I will give you a ball. I will play music and you will need to pass the ball around. If you get the ball when the music stops, you will have to say two classroom supplies that you remember from the previous class."*
- Model the activity once or twice as needed.



Teaching tip



If you want to make this activity more challenging, you can ask students to spell the classroom supply aloud or write the word on the board.

Keep in mind!



The music you choose must be in English and with clear lyrics. Foul language or inappropriate lyrics are not allowed.

During



15 minutes

How do you spell...?

- Before this class, prepare a set of cards with vocabulary related to school supplies.
- Ask students to take their recycled paper and cut it into small pieces of paper.
- Have students write on the pieces of paper different classroom supplies. Tell students to keep the material with them until you request it.
- After that, write the following dialogue on the board or have it ready on cardboard paper:

Keep in mind!



Remember to laminate all your resources to reuse them in future lessons.

**How do you spell..?**A: "How do you spell PEN?"B: "P-E-N"A: "How do you spell BOOKS?"B: "B-O-O-K-S"

- Call out a volunteer to help you model the conversation.
- Take one of your cards and role-play the dialogue using the word written on the card as reference.
- In class, ask students to pair up with a classmate.
- Explain to students that they will use their cards to take one by one and follow the dialogue.
- Monitor that students are taking turns and using proper spelling.

Make sure that students work with classmates they have not interacted with before. Remember to foster a learning community.

**Post**

15 minutes

**Mystery Box: Dictation**

- Before class starts, prepare an empty box and label it as "Mystery box".



- Use the classroom supply cards from the previous activity and put them into the "Mystery box".
- Explain that you will be taking out cards from the box to dictate the words to them.
- Take the first card and say the word aloud.
- Ask students to make the dictation annotations in their notebooks.
- After you have dictated at least 10 words, have students exchange notebooks.
- Have students check their classmates' dictation with you.
- Write the words from the dictation on the board so students can provide accurate feedback in their classmates' notebooks.



- Classroom objects or flashcards, Unit 2- Worksheet 1, mini boards, and whiteboard markers.

### I Produce (Class 3)

Pre



15 minutes

#### What's missing?

- Place on your desk or a table a variety of classroom objects.



- Make sure everyone in the class can see the different items.
- Ask students to look at all the items on your desk with detail.
- Ask them to close their eyes. When they close their eyes, remove one item from the table.
- Ask them to open their eyes and guess what object is missing.
- When everyone demonstrates a clear understanding of the game, have different students go to the table and lead the activity.
- Finish this activity when all the classroom supplies have been reviewed.

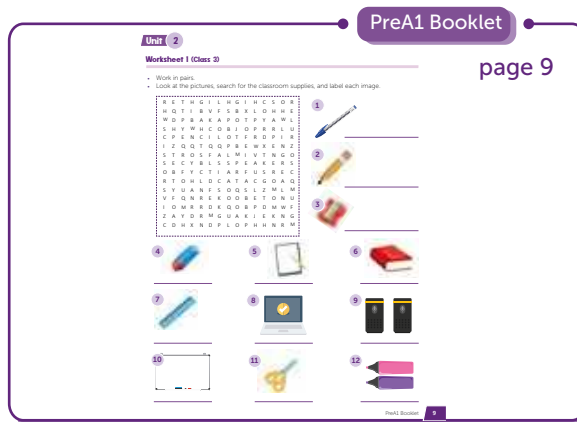
During



15 minutes

#### Classroom objects

- Ask students to form pairs.
- Refer them to their booklet Unit 2, Worksheet 1.
- Explain to them that they have to look at the images and find their words in the Word Search.
- Ask them to circle the words as they find them. As a fun way to carry out this activity, you can also ask them to use different colors to circle each word.
- Once they find and circle the words, ask them to also write the school supply word below their matching picture.
- Carry out a repetition drill to practice pronunciation.



Post



15 minutes

Mini boards: Drawing dictation

- Have students work in pairs.
- Provide each pair with a mini board and a whiteboard marker.
- Explain to students that you will call out classroom supplies for them to draw the item on their mini boards.
- Ask them to take turns when drawing the classroom supply.
- Remind students they have to raise their mini boards when they finish drawing.

Teaching tip



As an extra activity, you could select different students to spell the words.

Answer Key (Unit 2 - Worksheet 1)

A 15x15 grid of letters with words circled in blue. The words are: RETHGLHGLHC, SHYWHCOBJOPRRRLU, CPEENCIL, IZQQTQQPBEXENZ, STROSFALMIVTNGO, SECYBLS, SPEAKEERS, OBFYCTIARFUSREC, RTOHLDCATACGOAQ, SYUANFSOQSLZMLM, VFQNR, EKO, OOBETONU, IOMR, RD, KQOB, PDMWF, ZAYDRMGUAKJEKNG, CDHXNDPLOPHHNRM.

1. Pen
2. Pencil
3. Sharpener
4. Eraser
5. Notebook
6. Book
7. Ruler
8. Laptop
9. Speakers
10. Board
11. Scissors
12. Highlighter



Performance indicators

Students can:

- 2.5 Identify and name accurately the colors of classroom supplies, demonstrating correct pronunciation and appropriate stress patterns.
- 2.6 Ask about classroom supplies by pointing to objects and correctly using the questions "What is it?" or "What are they?" during guided interactions.
- 2.7 Use the proper form of the verb be with singular and plural nouns.

Content(s)	Goal(s)
<ul style="list-style-type: none"> <li>• Colors</li> <li>• Verb be</li> </ul>	<p><b>By the end of the week, I will:</b></p> <ul style="list-style-type: none"> <li>• Name the colors of classroom supplies.</li> <li>• Use the correct form of the verb be with the pronouns <i>it</i> and <i>they</i>.</li> </ul>

**Class 1: Materials**



- Colored sheets of paper and masking tape.

I Activate (Class 1)

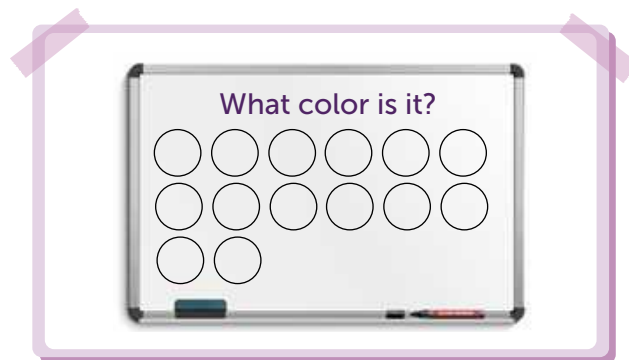
Pre



15 minutes

Colors

- Before class, prepare flashcards for the following colors: *red, blue, light blue/sky blue, white, black, gray/grey, orange, yellow, brown, light brown, green, light green, purple, and pink*. You could use colored sheets of paper as well.
- Write the following question on the board: "What color is it?" and prepare your board as follows:



Keep in mind!



Remember to laminate all your resources to reuse them in future lessons.

	<ul style="list-style-type: none"> <li>• Have students draw fourteen small circles in their notebooks.</li> <li>• Introduce the colors by showing flashcards or using colored pages and asking students: "What color is it?"</li> <li>• As they tell you the color, stick each flashcard or colored page on each circle and write its name next to it.</li> <li>• Have students color the fourteen small circles with the colors you have displayed on the board. Ask them to write the color names.</li> <li>• Say each color aloud and invite students to repeat.</li> </ul>	
<p><b>During</b></p>  15 minutes	<p style="text-align: center;"><b>Find the color!</b></p> <ul style="list-style-type: none"> <li>• Display the colored sheets of paper you used in the previous activity around the classroom.</li> <li>• Focus students' attention on the place the colors are. Point at one color and ask: What color is it? After your students tell you its color, choose a student and ask him/her to spell the color for the class.</li> <li>• Next, have this student stand up and choose a color. Have him/her lead the activity as you did.</li> <li>• Finish the activity after you have covered all the colors and most of your class has participated.</li> </ul>	
<p><b>Post</b></p>  15 minutes	<p style="text-align: center;"><b>I spy...</b></p> <ul style="list-style-type: none"> <li>• Explain to students that you will play a game called "I spy".</li> <li>• Tell them that the person who leads the game will have to choose an item in the classroom.</li> <li>• Explain to them that the person will always start the game with the phrase "I spy something ..." and that he/she has to mention the color of the item. For example, "I spy something red!", "I spy something green!"</li> <li>• The rest of the class needs to guess the item.</li> <li>• Model 3 times so they know how to play the game.</li> <li>• After modeling, form groups of three and have students take turns leading the game and guessing the object.</li> <li>• Then, as a class, call out different volunteers to say "I spy something <u>blue</u>!" and have the rest of the students guess the object.</li> <li>• Follow this activity as long as everyone in the class has participated.</li> </ul>	



- Realia: classroom objects, a singular and plural noun poster (digital or printed), and Unit 2 Worksheet 2.

### I Practice (Class 2)



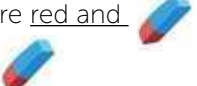
Pre



15 minutes

#### Classroom objects and colors

- Before class, have ready several realia related to classroom objects.
- Prepare a poster as follows:

Singular nouns	Plural nouns
<p>What is it? It is <u>a pencil</u>.</p> 	<p>What are they? They are <u>erasers</u>.</p> 
<p>What color is it? It's <u>yellow</u>.</p>	<p>What color are they? They're <u>red and blue</u>.</p> 

- Use the realia and ask: "What is it?" "What color is it?", "What are they?", "What color are they?"
- Explain and give examples of the answers they need to provide when asking for singular nouns: "What is it? It's a/an..." for singular nouns. Example: *What is it? It's a pen.*
- Explain and give examples of the answers they need to give when asking for plural nouns: "What are they? They are...". Example: *What are they? They are books.*
- Practice the questions with your class as many times as you notice everyone is on the same page.

Keep in mind!



Remember to make posters, charts, and flashcards large enough so everyone in the class can see and read the information.

During



15 minutes

#### Worksheet 2

- Have students work in pairs and ask them to open their booklets to Unit 2, Worksheet 2.
- Ask students to look at the pictures, read the sentences out loud and write them below their proper question.
- Model one example to clarify the instructions.
- When everyone is done, check answers as a whole class.

PreA1 Booklet

Unit 2 page 10

Worksheet 2 (Class 2)

- Work in pairs.
- Look at the following pictures and read the sentences.
- Write the correct sentences below each question in the table.

 They are pencils.	 They are books.	 It is an eraser.	 They are children.
 It is a ruler.	 They are highlighters.	 It is a laptop.	 It is a pen.

What is it?	What are they?

10 PreA1 Booklet

Post



15 minutes

Outdoor activity: What is it? What are they?

- Have students grab their backpacks and take them outside.
- Ask them to make two lines facing each other.
- Explain to them that they will be having short conversations asking and answering the questions: *What is it? What color is it? What are they? What color are they?* as they take out their objects.
- Have each pair talk for 2 minutes and whistle or ring a bell.
- Point out that when you whistle or ring the bell, one of the rows will have to move one step to their right to be with a different classmate.
- Do this as often as you want them to interact with different classmates.
- Monitor and provide feedback as needed.

Teaching tip



Check the possibility of carrying out this activity outside the classroom to make it more meaningful for students. For example, in a hall, in the BKB court, patio, etc.

Answer Key (Unit 2 - Worksheet 2)



- *What is it?:* It is an eraser. It is a ruler. It is a laptop. It is a pen.
- *What are they?:* They are pencils. They are books. They are children. They are highlighters.



- Mini boards, whiteboard markers, and color flashcards.

## I Produce (Class 3)

Pre



15 minutes

### Mini boards: brainstorming time!

- Hand out a mini board per student.
- Prepare realia related to classroom objects.
- Explain to your class that you will be showing them different classroom objects.
- Ask students to use their mini boards to write the color of the objects that you show.



- Ask them to raise their mini boards to monitor answers and provide feedback.

Keep in mind!



Mini boards can be made in different ways. This will vary according to your students' resources. For example, you can ask your students to use a laminated page. Another way to make mini boards is by using the inside part of a chip wrapper.

During



15 minutes

### Role-play: English experts

- Before class starts, write the following conversation on the board:

A: *Good morning/afternoon! I need your help.*

B: *Hi! What can I do for you?*

A: *"What is it?"*

B: *Oh, it is an eraser.*

A: *What color is it?*

B: *It's pink and blue.*

A: *What are they?*

B: *They are markers.*

A: *What color are they?*

B: *They are red, green and yellow.*

A: *Thank you for your help!*

B: *Anytime! Have a good day!*

A: *Same to you!*

- Explain to your class the following situation slowly:

"Imagine one of you is an English expert. Your classmate is learning English and needs help to know the names and colors of some classroom objects. Follow the conversation on the board and answer his/her questions."



- Ask them to change the objects in the conversation and give them time to role-play their dialogues and swap roles.
- Monitor if students are using proper grammar and vocabulary.

### Keep in mind!



If you have technological resources, you can have this conversation sample in a PowerPoint Presentation.

### Post



15 minutes

### Role-play presentations

- Call out different students to present their conversations to the class.



- Encourage them to use their creativity when role-playing.
- Provide feedback as needed.
- **For next class:** Ask students to bring five recycled pages from home, no matter their color or size.



Performance indicators

Students can:

- 2.8 Identify numbers from 21-100 both orally and in writing accurately.
- 2.9 Pronounce the numbers from 21- 100 properly.
- 2.10 Spell the numbers from 21-100 accurately.
- 2.14 Resolve simple math problems using numbers from 21-100 correctly.

Content(s)	Goal(s)
<ul style="list-style-type: none"> <li>• Numbers from 21 to 100</li> <li>• Basic math operations</li> </ul>	<p><b>By the end of the week, I will:</b></p> <ul style="list-style-type: none"> <li>• Pronounce the numbers from 21-100.</li> <li>• Write numbers from 21-100.</li> <li>• Solve basic math operations.</li> </ul>

Class 1: Materials



- Numbers 0-100 poster, mini boards, dry-erase markers, deck of number cards from 0-100, and reusable pages.

I Activate (Class 1)

Pre



15 minutes

Forming numbers

- Before class, prepare the following chart with several numbers from 0-100:



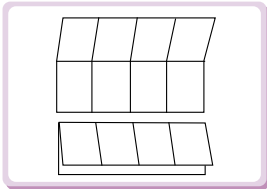
1 one	14 fourteen	31 thirty-one
2 two	15 fifteen	32 thirty-two
3 three	16 sixteen	33 thirty-three
4 four	17 seventeen	34 thirty-four
5 five	18 eighteen	35 thirty-five
6 six	19 nineteen	40 forty
7 seven	20 twenty	50 fifty
8 eight	21 twenty-one	60 sixty
9 nine	22 twenty-two	70 seventy
10 ten	23 twenty-three	80 eighty
11 eleven	24 twenty-four	90 ninety
12 twelve	25 twenty-five	100 one hundred
13 thirteen	30 thirty	

Do not display it until you have carried out a short review on numbers from 0-20. Besides the chart, prepare a deck of number cards from 0-100.

Teaching tip



Consider making your charts or posters with Kraft paper since it is the cheapest kind of paper in bookstores.

	<ul style="list-style-type: none"> <li>• Have students work in pairs and hand them a mini board and a dry-erase marker per pair.</li> <li>• Show them random cards from 0-20 and have them spell the numbers on their mini boards.</li> <li>• Ask them to raise their mini boards to monitor spelling.</li> <li>• Introduce numbers from 21-100 by using the chart you had previously prepared.</li> <li>• Explain to students that many numbers are hyphenated and that it is mandatory to insert a hyphen (-).</li> <li>• Also, show them the difference in pronouncing numbers with the suffixes "teen" and "ty".</li> </ul>	
<p><b>During</b></p>  15 minutes	<p style="text-align: center;"><b>Pass the ball!</b></p> <ul style="list-style-type: none"> <li>• Have students copy the information from the chart in their notebooks.</li> <li>• Carry out a repetition drill to practice pronunciation.</li> <li>• Afterwards, ask students to form a circle in the middle of the classroom. Making one circle or more will depend on the size of your class and the space in your classroom.</li> <li>• Explain to students that you will say the number 21 aloud and pass the ball to another student who should say the following number. Tell them the game will continue until they have counted to a hundred.</li> <li>• Explain to students that they can pass the ball to their classmates randomly so everyone is paying attention to the number being said.</li> </ul>	
<p><b>Post</b></p>  15 minutes	<p style="text-align: center;"><b>Find the number</b></p> <ul style="list-style-type: none"> <li>• Ask students to make groups of three. Once they are with their group, ask them to take out the two or three recycled pages you requested in the previous class.</li> <li>• Instruct students to fold each page before cutting so that they can create eight cards from each sheet. Consider the image below as a reference.</li> </ul> <div style="text-align: center;">  </div> <ul style="list-style-type: none"> <li>• As a team, have students label the cards with numbers from 21-100, ensuring no repetitions.</li> <li>• Once they have the material ready, ask students to put all the number cards on a clean surface.</li> <li>• Explain to students that they will take turns calling out random numbers so the other two students can find them among the cards.</li> <li>• The person who finds the number should continue saying a different number while the other two should find the corresponding card.</li> <li>• Monitor around the classroom to provide any needed feedback.</li> <li>• <b>For next class:</b> Ask students to keep this material and bring it to the next class. Also ask students to bring seeds like beans.</li> </ul>	



- Seeds, mini boards, whiteboard markers, recycled paper for cards, and a mystery box.

## I Practice (Class 2)

### Pre



15 minutes

### Adding and subtracting

- Have students make pairs and ask them to take out the seeds you requested in the previous class.
- Take out yours and spread them on your desk or a table that is visible to students.
- Copy on the board the following table:

+	Plus/ and
-	Minus
=	Equals

Model two examples of how to say basic math operations. Write on the board  $2 + 2 = 4$  and say as you point at each number and symbol "two plus two equals four". Model another example:  $6 - 3 = 3$  "six minus three equals three"

- Show students how to use the beans to solve simple addition and subtraction operations. Model the following process as you take the beans: "7 plus 5 equals 12", "7 minus 5 equals 2". Model another example if necessary.
- Write on the board basic math operations and ask students to solve them using their beans. Encourage them to say the numbers and symbols aloud and monitor the progress.

### During



15 minutes

### More math operations!

- Expand the table introduced in the previous stage:

+	Plus/ and
-	Minus
=	Equals
x	Times
÷	Divided by

- Draw two pens on the board, write down a plus sign next to them and draw three more pens.
- Point and say aloud, "Two pens plus three pens equals?"
- Students should be able to count and answer five pens.
- Then, write down  $2 + 3 = 5$  to show how to transform the illustrations into numbers.

### Teaching tip



By having students write the math operations in words, they will indirectly practice number spelling.

- After that, use different examples to introduce “minus”, “times”, and “divided by”:
- $39 + 11 = 50$  (Thirty-nine plus eleven equals fifty)
- $100 - 10 = 90$  (One hundred minus ten equals ninety)
- $6 \times 6 = 36$  (Six times six equals thirty-six)
- $90 \div 2 = 45$  (Ninety divided by two equals forty-five)
- Write the following exercise on the board and have students solve it in pairs:

Example :  $2 + 3 = 5$  (two plus three equals five)

- $7 \times 7$
- $80 - 21$
- $60 \div 3$
- $55 + 17$
- $30 \times 3$
- $14 - 1$
- $80 \div 4$
- $78 + 8$

### Post



15 minutes

### Mini boards: Listen and write!

- Before class, prepare 1 blank card per student. Try to recycle paper to promote recycling among your pupils. Also, prepare the mystery box you have used along with your classes.
- Hand out one card to each student.
- Ask students to write an operation in it. Emphasize that the answer must not be written.
- Have students put inside the mystery box their cards.
- Hand in a mini board and a dry-erase marker to each student.
- Explain to students that you will be taking out random cards from the mystery box and that you will dictate the operations they have written on them.
- Tell them that you will give them no more than a minute to solve the math operations on their own.
- Once students are ready, ask them to write their answers on the mini boards and raise them so you can check them.
- Check as a whole class by writing the result on the board and have students check their answers at the same time.





- Unit 2 Worksheet 3, number cards, and classroom supply flashcards.

I Produce (Class 3)

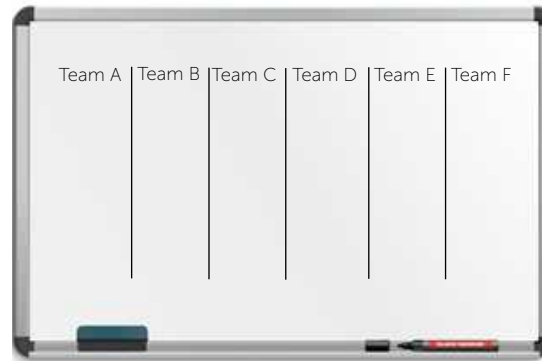
Pre



15 minutes

Tracing race!

- Before class prepare the board as follows, columns will vary depending on your class size:



- Ask students to stand up next to their desks.
- Explain to them that each row will be a team.
- Ask each team to take out one set of the number cards they previously used in class 1 and request them to give the set to the students at the back of the row.
- Explain to everyone that the students at the back will put all the cards facing down and will pick one randomly. Tell them that they will have to trace the number with their index finger on their classmate's back. If the student guesses the spelled number, he/she will have to whisper the number to his/her classmate to confirm. Afterward, this student will have to trace the number to the following student in the row and will carry out the same process until they get to the first student in the row. The first student will have to write the number on the board.



- Monitor the spelling on the board and provide any needed feedback.

During



15 minutes

Solving math operations

- Have students work in pairs.
- Ask students to open their booklets to Unit 2, Worksheet 3.
- Choose 5 students to help you read the instructions.

- Model every step they need to follow in order to solve the worksheet:  
*“Solve one operation from the first table.  
 Let’s solve it together!  
 Sixteen plus thirty-four equals fifty.  
 Let’s look for number 50 in the second table.  
 What color do we need to fill the grid with?  
 Exactly! Purple! Color that grid purple, please.  
 Keep on working with your classmate until you solve all the operations.”*
- Model another example if you consider instructions are not clear enough.
- Encourage students to solve the operations aloud.

PreA1 Booklet

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**Unit 2**

**Worksheet 3 (Class 3)**

- With a classmate, solve each operation in table 1 out loud.
- Color in table 2 the result of each operation using the color key.
- The first row has been solved as an example.

**Color Key**

Operation	Color
Addition	Purple
Subtraction	Pink
Division	Green
Multiplication	Yellow

**Example:**  
 Student A: fifteen plus forty equals fifty-five  
 Student B: twenty minus ten equals ten  
 Student A: eighty divided by ten equals eight  
 Student B: six times fourteen equals eighty-four

**Table 1**

Addition	Subtraction	Division	Multiplication
16 + 34	100 - 99	90 ÷ 3	8 × 8
78 + 15	89 - 54	45 ÷ 5	6 × 12
54 + 25	73 - 10	26 ÷ 2	1 × 86
13 + 52	45 - 17	75 ÷ 3	4 × 3
41 + 8	4 - 2	64 ÷ 4	8 × 4
12 + 36	63 - 11	36 ÷ 9	15 × 6
25 + 6	28 - 13	100 ÷ 20	23 × 3

**Table 2**

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Post



15 minutes

Class inventory!

- Have students work in groups of three or four.
- Take out your classroom supply flashcards and show them to students to elicit each classroom supply name.
- Ask students to draw a 14 (rows) x 2 (columns) table in their notebooks and to label each row with a classroom supply.
- Ask them to make an inventory of the total number of supplies found in their classroom. Explain to them that they will write the total number in the column next to each classroom supply.
- Encourage everyone to speak in English while carrying out the inventory.

Answer Key (Unit 2 - Worksheet 3)



Addition (purple): 50, 93, 79, 65, 49, 48, 31.  
 Subtraction (pink): 1, 35, 63, 28, 2, 52, 15.  
 Division (green): 30, 9, 13, 25, 16, 4, 5.  
 Multiplication (yellow): 64, 72, 86, 20, 32, 90, 69.

Week  4

Approximate time:  
2 hours 15 minutes (3 classes)



### Performance indicators

Students can:

- 2.12 Discriminate successfully short /ɪ/ and long /i:/ sounds in *this* and *these*.
- 2.13 Pronounce *this* and *these* correctly.
- 2.14 Identify the distance of an object using the proper demonstrative pronouns.
- 2.15 Ask and answer what something is using the proper demonstrative pronoun.

Content(s)	Goal(s)
<ul style="list-style-type: none"> <li>• Demonstrative pronouns: This/That, These/Those.</li> </ul>	<p><b>By the end of the week, I will:</b></p> <ul style="list-style-type: none"> <li>• Identify if a person or object is singular or plural, and if it is near or far.</li> <li>• Pronounce “<i>this</i>” and “<i>these</i>” clearly.</li> </ul>

### Class 1: Materials

- Classroom objects realia, demonstrative pronouns poster, mini boards, and markers.

### I Activate (Class 1)

Pre



15 minutes

#### Demonstrative Pronouns

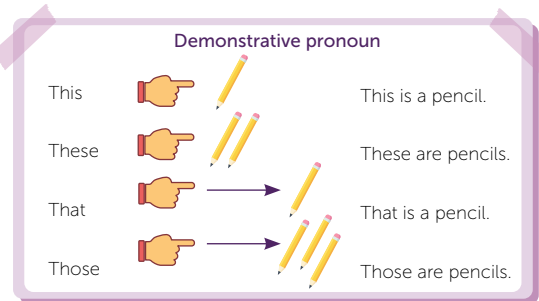
- Before class starts, collect realia related to school supplies studied in the first week. Also, prepare a poster with the information related to demonstrative pronouns.
- Start the class by showing students the different realia and eliciting each item name.
- Then, draw a line on the board as a divider, and label the two columns as “*singular nouns* and *plural nouns*”. Ask students to help you classify the school supplies reviewed below their corresponding category.
- Introduce “*this*” and “*that*” as follows. Hold in your hand a pen and say: “*This is a pen.*” Then, put the pen on a table, stand far from it, point at it, and say: “*That is a pen.*” Hold the pen again and say “*this*”. Put it back on the table and say “*that*”. Make sure students can notice the difference between “*that and this*” and the use of singular nouns.

#### Teaching tip



Avoid starting vocabulary reviews by asking “Do you remember how to say -borrador- in English?” Instead just say, “We are going to refresh our memory!”, “What is this/What are these?” (Show them any school object from the realia you have.)

- Take three or more pens. Hold them in your hand and say “*These are pens.*” Place them on the table, step back, and point while saying: “*Those are pens.*” Continue demonstrating the difference by approaching the objects and then creating more distance again, emphasizing *these* (near plural) vs. *those* (far plural).
- Display on the board the poster with the new information and request students to take notes in their notebooks.



## During



15 minutes

## Is it near or far?

- Ask students to pick 4 classroom supplies and put them by their side.
- Explain to students that you will call out a demonstrative pronoun and that they will need to hold or point to the appropriate object(s) either near or at a distance. Explain the commands as follows:  
*If I say “this”, hold one object with your hands.*  
*If I say “that”, put the object far from you and point at it from a distance.*  
*If I say “these”, hold two or three objects with your hands.*  
*If I say “those”, put two or three objects far from you and point at them from a distance.*
- Check students' comprehension with two or three modeled examples.
- After that, have students work in pairs and take turns calling out different demonstrative pronouns.
- Monitor around to provide any needed feedback.

## Post



15 minutes

## Mini boards: writing sentences

- Have students look at the demonstrative pronoun poster you previously displayed.
- Explain to students that they will write eight similar sentences. Tell them that they need to draw the items as it has been done in the poster.
- Once they are ready, hand in a mini board per student.
- Explain to them that you will call out demonstrative pronouns randomly and that they will need to write their sentence on the mini board. Ask them to raise their mini board so you can monitor spelling and grammar.
- Provide any needed feedback.



- Rubber or hair band, classroom supplies (realia), and Unit 2 Worksheet 4.

### I Practice (Class 2)

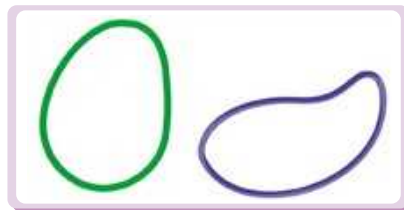
Pre



15 minutes

#### Rubber/hair band: "This" and "These" pronunciation

- Hold a pen in your right hand and three other pens in your left hand.
- Show your right hand and say "This (/ð ɪs/) is a pen." Make emphasis on the word "this" and the short /ɪ/ sound.
- Then, show the other three pens and say "These (ði:z) are pens." Make emphasis on the word "these" and the /i:/ sound.
- Show your right hand and say "this" and then show your other hand and say "these".
- Ask "Can you notice the difference?" Explain that both sounds might sound similar but they are different because one word makes the short /ɪ/ sound and the other one is long /i:/ sound.
- Use a hair band or rubber band. Stretch it with your fingers as you say "these".
- Encourage students to imitate the stretching sound of "these" with their mouth as you stretch the hair band.
- Then, unstretch the hair band/rubber band while saying "this". Make sure to pronounce the short /ɪ/ vowel sound (/ð ɪs/).
- Stretch or shrink the hair/rubber band and have students say aloud either "these" or "this" while you only stretch or shrink the hair band.



During



15 minutes

#### Group work: Dictation!

- Ask students to individually write sentences with "this/that/these/those" using classroom supply vocabulary. Explain to them that they are not able to share the sentences with any classmates.
- Ask everyone in the class to make groups of three. Remind them that they cannot show their sentences.
- Explain to students that one member of the team will dictate one of his/her sentences to the rest of the group. The other members must write what they are able to discriminate. This will push the person dictating to make a clear enunciation of words.
- Have students show their answers to the person dictating so he/she can validate their responses.
- Ask groups to take turns making dictations.

## Post



15 minutes

## Worksheet 4

- Have students work in pairs.
- Ask students to open their booklets to Unit 2, Worksheet 4.
- Choose a student and have him/her read "part I instructions" for the class.
- Do the first exercise with your class to clear any doubts.
- Encourage students to speak in English while unscrambling the sentences and to read aloud their answers to each other.
- When you notice everyone is done, check answers with your audience and ask students to correct sentences if they need to.
- Choose another student and have him/her read "part II instructions".
- Solve, as you did in part I, the first exercise with your class.
- Remind students to write sentences using the images as reference.
- Once most of the pairs have finished, check with your class sentence by sentence. Call out different volunteers to write their answers on the board; this way, everyone will be able to see any corrections made.

PreA1 Booklet

Unit 2

Worksheet 4 page 12

**Part I (Class 2)**

- Work in pairs.
- Unscramble the following sentences. Make sure you write proper sentences.

1. is / marker / that / a  
 2. highlighters / those / are  
 3. a / colored / this / pencil / is  
 4. are / notepads / these  
 5. those / boards / are

**Part II (Class 2)**

- Work in pairs.
- Look at the images a-j and write complete sentences with the correct demonstrative pronoun.

a. b.   
 c. d.   
 e. f.   
 g. h.   
 i. j.

12 PreA1 Booklet

## Answer Key (Unit 2 - Worksheet 4)



Part I:

1. That is a marker. 2. Those are highlighters. 3. This is a colored pencil. 4. These are notepads. 5. Those are boards.

Part II:

a) This is a pen. b) That is a pencil. c) Those are highlighters. d) That is an eraser. e) This is a board. f) These are books. g) That is a book. h) Those are speakers. i) These are scissors. j) That is a ruler.

## Class 3: Materials



- Sentences and questions cards, masking tape, mini boards, dry-erase markers, and a page per student.

### I Produce (Class 3)

#### Pre



15 minutes

#### Arrange the structures

- Before class, prepare these questions and sentences in separate cards:

What is this ? This is a pen.  
What is that ? That is an eraser.  
What are these ? These are scissors.  
What are those ? Those are books.

- Choose two colors to make a difference between questions and answers.
- Stick the cards on the board in a scrambled manner.
- Explain to students that they need to unscramble the cards to make questions and answers.
- Have students unscramble them in their notebooks.
- When you notice everyone is ready, ask some volunteers to go to the board and arrange them.
- Have the class validate answers and provide any needed feedback.

#### Keep in mind!



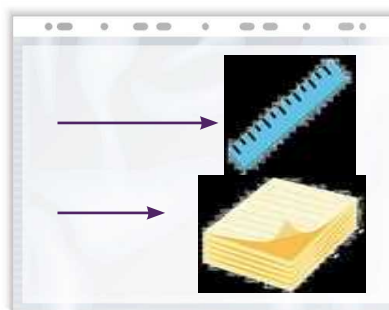
Remember to laminate all your resources to reuse them in future lessons.

#### During



15 minutes

#### Mini boards: Pictionary (Suggested time: 7 minutes)



- Before class, prepare some strips of paper with the following sentences:
  - *That is an eraser.*
  - *These are scissors.*
  - *This is a pen.*
  - *Those are speakers.*

- *This is a notebook.*
- *Those are books.*
- *These are pencils.*
- Put the strips of paper in the "mystery box".
- Explain to students that you will be taking out each strip of paper in order for them to draw the sentence.
- Tell them to represent the distance with a short or long arrow.
- Remind students that they need to raise their mini boards once they are finished with their sentences.
- Monitor each and provide general feedback.

### A tour of my classroom (Suggested time: 7 minutes)

- Tell students they will give a tour around the classroom to their friends. Model this conversation sample:  
*A: Welcome to a tour around my classroom. My name is Oscar and I will be your tour guide.*  
*B: What is that?*  
*A: That is a backpack!*
- Make pairs, have students go around the classroom, and practice the questions with different demonstrative pronouns.
- Change classmates and make new groups. Students continue with the tour. Have them tour around for five minutes.

### Post



15 minutes

### Comic Time!

- Give out to the students a page.
- Ask students to divide the page into 6 parts.
- Tell them to create a comic story related to the tour around their classroom.
- Students need to use each part of the page to draw and write the sequence of the comic.
- As you monitor around, encourage students to be creative and provide any needed feedback.
- Once students have finished their comics, ask them to display them around the classroom.
- Invite all students to go around the classroom and read their classmates' comics.
- As a class, discuss which comic they like the best and why.



Week **5**

Approximate time:  
2 hours 15 minutes (3 classes)



### Performance indicators

Students can:

**2.16** Describe classroom supplies using demonstrative pronouns and mentioning their color accurately.

Content(s)	Goal(s)
<ul style="list-style-type: none"><li>Project: What's in my backpack?</li></ul>	<p><b>By the end of the week, I will:</b></p> <ul style="list-style-type: none"><li>Name classroom objects and say their color.</li><li>Use demonstrative pronouns in context.</li><li>Check my progress along unit 2.</li></ul>

### Class Materials



- Bond paper, color pages, and the sample unit test.

### Project

Class 1  
Pre



45 minutes

#### My mini Backpack

- Model students how to make a mini backpack from reused paper. You can model it or display the following video. (Scan the QR code to watch it.)



- Ask students to draw several classroom supplies on a sheet of bond paper.
- Make groups and have students say the items they have drawn.
- Ask students to cut out the objects and put them into their mini backpacks.
- Have students play musical chairs. The person without a seat should tell the class the classroom supplies that he/she will put into his/her backpack.
- Always remember to model all the activities you assign first.
- For next class:** All the material made by students will be used in the next class.

Class 2  
During

45 minutes

Project presentation  
This is my backpack

- Tell students that they will take turns to present their projects.
- Make two groups (A and B).
- Ask all students who are "A" to put their mini backpacks on their tables or desks and stand next to them.
- Ask all students who are "B" to stand in front of "A".
- Student "A" will have 30 seconds to say to student "B" what is in his/her backpack.
- Use a bell or any other loud sound to indicate to student "B" to move on to their next classmate.
- Continue this dynamic and interchange roles.
- Now, student "B" explains and student "A" listens to his/her classmates.

Class 3  
Post

45 minutes

## Unit 2 Test

- Before class, make sure you have enough copies of the test for the whole class. Keep the suggested listening track handy. Scan the QR code to access the audio file.



- Have students write their full names on the test.
- Read the instructions to the whole class and make sure that students understand them clearly before taking the test.
- Request students to complete the evaluation individually.
- When time is up, collect the tests and verify that students have completed all the sections included.





# Unit Test

# Unit Test



Performance indicators

Students can:

1.6 Use the alphabet letter to spell short and long words correctly.

2.9 Pronounce the numbers from 21 - 100 properly.

Content(s)	Goal(s)
<ul style="list-style-type: none"> <li>The Alphabet</li> <li>Classroom Supplies</li> </ul>	<p><b>By the end of the week, I will:</b></p> <ul style="list-style-type: none"> <li>Consolidate my progress along units 1 and 2.</li> </ul>

Class Materials



- Dry-erase markers/chalk, colored pencils, teacher's mini lottery cards, box/bag, 15 bean grains or 15 tiny stones and students' lottery cards.

Units 1 and 2

Class 1  
Pre



45 minutes



Lottery Cards

- Before class, prepare mini lottery cards with the following contents:
  - Numbers from 0 to 20
  - Numbers by 10 to 100 (10, 20, 30, 40, etc.)
  - Classroom supplies

80

- Draw the following lottery card on the board.

LOTTERY		
	15	
80		
0		90
		3
	60	

	<ul style="list-style-type: none"> <li>• Explain to students that they need to draw a 3x5 lottery grid in their notebooks. After that, they will illustrate 15 different items in their grids. The categories to be included are: numbers from 0 to 20, numbers from 10 to 100, and classroom supplies. Have students color their drawings because this aspect will be useful later on. Draw students' attention to the sample lottery card on the board, so they can have a better idea of the steps to follow.</li> <li>• Walk around the classroom and monitor students' work closely.</li> <li>• Help students as much as needed.</li> <li>• Finally, have students get in pairs and choose different items in their lottery cards, so their classmates can spell them. <i>A: Diana, how do you spell sharpener?</i> <i>B: It's S-H-A-R-P-E-N-E-R.</i></li> <li>• Remind students that they <b>must not check</b> their notes to verify the spelling of words.</li> <li>• <b>For next class:</b> ask students to take to class 15 bean grains or tiny stones.</li> </ul>
<p><b>Class 2</b> <b>During</b></p>  45 minutes	<p style="text-align: center;"><b>Playing the Lottery!</b></p> <ul style="list-style-type: none"> <li>• Before class, place the mini lottery cards in a box or bag.</li> <li>• Request students to take out their notebooks and get their lottery cards ready.</li> <li>• Explain to students that you will pick cards and say different numbers or classroom supplies. If you mention any of the items in their lottery cards, they will place a bean grain/tiny stone on it. Remind students that once all their drawings have been marked, they will say: LOTTERY!.</li> <li>• Grab mini lottery cards randomly and encourage students to listen carefully.</li> <li>• Have students, who completed their lottery cards, say back each item in order to validate their answers.</li> <li>• Play the lottery for a couple of rounds.</li> <li>• At the end of the activity, provide feedback as needed.</li> </ul>
<p><b>Class 3</b> <b>Post</b></p>  45 minutes	<p style="text-align: center;"><b>Describing My Lottery Card</b></p> <ul style="list-style-type: none"> <li>• Display your lottery card on the board.</li> <li>• Elicit from students the items they can identify on the card.</li> <li>• Listen to their ideas carefully and write down full sentences on the board. <i>This is a light blue backpack.</i> <i>This is the number fifteen.</i> <i>This is a yellow pencil.</i></li> <li>• Explain to students that they will write down 6 sentences to describe different objects or numbers in their lottery cards.</li> <li>• In case you would like to consider these sentences as part of a summative assessment, have students create their statements on a separate piece of paper.</li> <li>• Finally, pair up students and have them take turns describing their lottery cards. You may take students' participation as a makeup evaluation activity.</li> </ul>

# UNIT 3

## My family

### In unit 3, students will begin:

- Sharing their nuclear family members' basic personal information.
- Exchanging their family members' personal information using possessive adjectives.
- Describing their family members' physical appearance and personality.
- Mentioning a person's occupation using the indefinite articles a/an.



## Unit 3 My family

Unit Competencies	Guidelines for Diagnostic Assessment
<ol style="list-style-type: none"><li>1. Describe a family representation by indicating the relationship among its members using possessive adjectives.</li><li>2. Introduce a family member by providing their basic personal information with the purpose of stating who their favorite relative is.</li></ol>	<p>To have a clear perspective of students' language skills and learning needs, it is recommended to begin the unit by completing a diagnostic assessment based on some of the topics studied in the previous units.</p> <p><b>It is important to clarify that this kind of diagnostic activity does not necessarily imply the use of a test. Students' proficiency can be measured by completing different meaningful and engaging classroom activities.</b></p> <p>Lastly, one of the most important steps of diagnostic assessment is to analyze the results to enhance the teaching-learning process and strengthen students' linguistic abilities.</p>

Teaching Tips for the Didactic Unit	Classroom Management Guidelines
<ul style="list-style-type: none"><li>• During your planning or class preparation, check the material to use, new vocabulary, and pronunciation of the vocabulary you will teach to do proper modeling of each word.</li><li>• Once you are certain of the material you will use, prepare it in advance. If it is possible, laminate resources such as flashcards, cards, and charts, among others, to have a long-lasting resource.</li><li>• Check in advance if there is a need to request your students to bring from home realia or another kind of material for the lesson purpose.</li><li>• Use body language and visual aids to introduce and review key content.</li><li>• Reinforce spelling both orally and in writing using key vocabulary presented along the unit.</li><li>• Carry out classroom activities that can benefit different learning styles and areas of growth identified through the diagnostic assessment.</li></ul>	<ul style="list-style-type: none"><li>• Organize and label your board with the date, goal, and new vocabulary.</li><li>• Arrange seats differently from time to time.</li><li>• Promote group-work activities with different peers. Carry out grouping strategies for this purpose.</li><li>• Encourage students' active participation along all stages of the lesson.</li><li>• Monitor at all times and guide students as needed.</li><li>• Foster cooperative learning at all times.</li><li>• Encourage the acceptance of mistakes and challenges as part of personal growth.</li><li>• Promote generosity by helping others, mostly those with special needs.</li><li>• Make sure all your ludic activities have a specific purpose. They can either be a way of formative or summative assessment. You may include a set of questions from the lesson taught or any previous ones to help students review those contents. The evaluation must be fun as well.</li></ul>



Performance indicators

Students can:

- 3.1 Recognize vocabulary related to family members both orally and in writing successfully.
- 3.2 Deduce the meaning of family-related words from accompanying visual resources satisfactorily.
- 3.3 Use the suitable vocabulary to identify family members in a nuclear family tree.
- 3.4 Identify gender and number in subject pronouns accurately.
- 3.5 Use the accurate subject pronoun with the corresponding form of the verb be when making sentences and questions.
- 3.6 Exchange coherent information about family members in short dialogues.

Content(s)	Goal(s)
<ul style="list-style-type: none"> <li>• Family members</li> <li>• Family Tree: Verb be and subject pronouns</li> </ul>	<p><b>By the end of the week, I will:</b></p> <ul style="list-style-type: none"> <li>• Identify nuclear family members in a family tree.</li> <li>• Share nuclear family members' basic personal information (name and age).</li> </ul>

Class 1: Materials



- A giant dice, students' school supplies, flashcards/cutouts to create a family tree, family member cards, a list of nuclear family members, and mini boards.

I Activate (Class 1)

Pre



15 minutes

Roll the Dice!

- Before class, prepare a big cardboard dice. Also, copy the information below on a chart or the board.

1	This	<p><i>Roll the dice!</i></p>
2	That	
3	These	
4	Those	
5	You choose!	
6	Your classmates choose!	

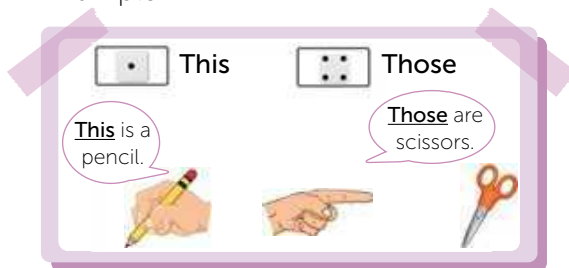
- Have students stand up, take their backpacks with them, and make a circle.
- Explain to students that different volunteers will roll the dice. According to the number the students get after rolling the dice, they will orally create sentences

Teaching tip



In case you decide to elaborate the big cardboard dice, laminate it using clear tape since this will help you get a durable resource that you can reuse in multiple lessons.

by using their school supplies including the demonstrative pronoun shown on the board. If students get the “You choose!” option, they can select any demonstrative pronoun they prefer. If students get the “Your classmates choose!” option, the class will pick the demonstrative pronoun the volunteer will mention in his/her sentence. Example:



You can also use an online dice by scanning the following QR code.



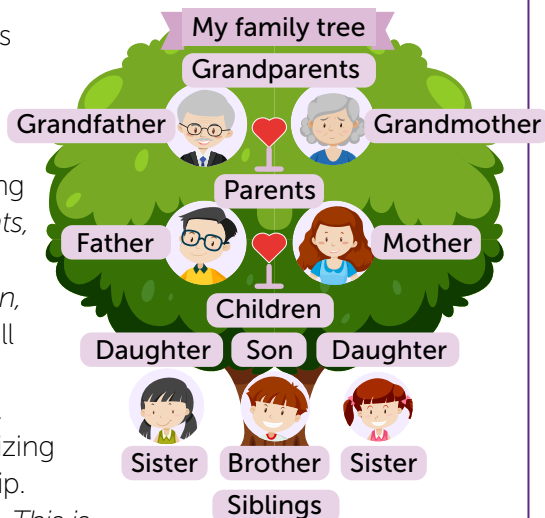
During



15 minutes

Family Members

- Before class begins, prepare pictures using cutouts from magazines or newspapers, or use real photos to create a nuclear family tree.
- Create some cards with the following words written on them: *grandparents, grandfather, grandmother, parents, father, mother, children, brother, son, daughter, sister, and siblings*. You will use these cards to label each family member in your nuclear family tree.
- Present your family tree by emphasizing the corresponding family relationship. (e.g. *This is my **grandfather** Manuel. This is my **grandmother** Berta. They are my **grandparents**.)*
- Explain to students that if we refer to a brother and a sister, meaning a boy and a girl, we call them **siblings** (e.g. *Roberto and Claudia **are** my **siblings**.)*



Post



15 minutes

Mini boards: Spelling Race!

- Before class, prepare a list of family members.
- Divide the class into small teams and distribute one mini board and a dry-erase marker per group.
- Explain to students that you will spell some family members in English and that they need to write the correct words on their mini boards.
- Ask students to raise their mini boards after you have mentioned the last letter from the spelled word.
- Have students say the correct answer out loud as a whole class.

## Class 2: Materials



- Family member flashcards/cutouts, family member cards, cutouts/illustrations to represent subject pronouns, verb be cards, and the student's booklet.

### I Practice (Class 2)

#### Pre



15 minutes

#### Matching Time!

- Before class starts, divide your board in two parts. Stick in one column of the board the pictures/cutouts of family members that you used in the previous lesson. Stick in another column the cards with family members that you used as labels to introduce your nuclear family tree.
- Have students stand up and make a circle.
- Explain to students that they will pass two markers (e.g. a blue marker and a black marker) while you are clapping or while the music is playing. When the music stops or when you stop clapping, the student who gets the *black marker* will choose a picture representing a family member and identify the corresponding card that matches the picture to form pairs. The student who gets the *blue marker* will spell the family member out loud.  
e.g. Teacher: Look! What family member is it?  
Students: Grandfather.  
Teacher: You're right. This is my **grandfather**.  
Teacher: Laura, how do you spell grandfather?  
Laura: It's G-R-A-N-D-F-A-T-H-E-R.

#### During



15 minutes

#### Subject Pronouns and Verb Be

- Before class, use cutouts, pictures, or photos to prepare a poster representing subject pronouns in English.
- Make some cards to introduce the three forms of the verb be (*am/is/are*). Create a card for each subject pronoun. You can write "*am/is/are*" using markers of different colors to emphasize those subject pronouns that go with "*is*", those that go with "*are*" and the one that goes with "*am*." You will use these cards after introducing subject pronouns in class.
- In class, use a chart to introduce subject pronouns in English. Use body language and the illustrations in the chart to present each pronoun.
- Write down some simple sentences using subject pronouns and the verb be on the board.

For example

- *I am Salvadoran.*
- *You are my friend.*
- *He is Juan.*
- *She is María.*
- *It is a notebook.*
- *We are in the classroom.*
- *You are students.*
- *They are my classmates.*

## Post



15 minutes

## Worksheet 1: My family tree

- Have students get in pairs and open their booklet to Unit 3 Worksheet 1.
- Read the instructions for Part I as a whole class.
- Model the conversation with a volunteer.
- Explain to students that they will take turns asking and answering questions using the family tree in the worksheet.

**PreA1 Booklet**

page 13

**Unit 3**  
**Worksheet 1**  
**Part I (Class 2)**

- Work in pairs.
- Look at the family tree. Make questions and answers following the example.

**Example:**  
A: Who is Mercedes? B: She is my grandmother.

**My family tree**

**Part II (Class 2)**

- Work in pairs.
- Read the following paragraph. Substitute the underlined names of the different family members with their corresponding personal pronouns.

**This is my family!**

My name is Valeria and I am going to introduce my family to you! Mercedes is my grandmother. **1. Mercedes** is 61 years old. My grandfather's name is Oscar. **2. Oscar** is 62 years old. **3. Oscar and Mercedes** are wonderful grandparents. My parents are Marlene and Emerson. Marlene is an administrative assistant. **4. Marlene** is 43 years old. Emerson is an accountant. **5. Emerson** is also 43 years old. I have two siblings. My brother is Francisco. **6. Francisco** is 14 years old. My baby sister is Clara. **7. Clara** is two years old. **8. Francisco, Clara and I** always play after school. Oh! I almost forget! We have a dog. **9. Our dog** is a chihuahua. This is my family and I love them a lot.

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- Next, read the instructions for Part II as a whole class.
- Explain to students that they must read the text carefully and substitute the underlined words by using the corresponding subject pronouns.
- Finally, ask students to prepare some cutouts or photos of their nuclear family members: *grandfather, grandmother, father, mother, brother, and sister*. Students will use those illustrations in the upcoming class.

## Teaching tip



Keep in mind that the first part of this worksheet can be completed orally or in writing. Considering your students' learning needs, choose the best strategy to work on in this section.

## Answer Key (Unit 3 - Worksheet 1)



**Part I:** Mercedes = grandmother **1.** Oscar = grandfather **2.** Marlene = mother **3.** Emerson = father  
**4.** Francisco = brother **5.** Clara = sister

**Part II:** **1.** Mercedes = she **2.** Oscar = he **3.** Oscar and Mercedes = they **4.** Marlene = she  
**5.** Emerson = he **6.** Francisco = he **7.** Clara = she **8.** Francisco, Clara and I = we  
**9.** Our dog = it.



- Dry-erase markers/chalk, mini boards, strips of paper with scrambled sentences, and a box or a jar.

### I Produce (Class 3)

Pre



15 minutes

#### Mini boards: Unscrambling Sentences

- Before class, make some cards or paper strips with the following scrambled sentences written on them.
  1. *am / Salvadoran / I / .*
  2. *my brother / You / are / .*
  3. *He / . / my father / is*
  4. *is / . / She / my sister*
  5. *a notebook / It / is / .*
  6. *We / in the classroom / . / are*
  7. *are / . / You / students*
  8. *They / my classmates / are / .*
  9. *a teacher / . / am / I*
  10. *They / . / my parents / are*
- Place the paper strips in a box, bag, or jar.
- In class, divide the class into small teams.
- Distribute a dry-erase marker and a mini board per group.
- Explain to students that a representative of each group will pick a paper strip from the container. He/she will go to the board and write the scrambled sentence on it. Next, he/she will rewrite the sentence in the correct order on the board. All groups will also rewrite the sentence correctly on their mini boards. Once their answers are ready, students will raise their mini boards to show their work.
- Continue with the same process by selecting students randomly.
- At the end of the activity, provide feedback related to capitalization rules, punctuation, spelling, or pronunciation as needed.

Teaching tip



Teach students that sentences must begin with a capital letter and end with a period. Encourage students to follow these rules every time they create sentences.

During



15 minutes

#### My Nuclear Family Photo Album

- Prepare the nuclear family tree pictures that you used for the first lesson of this unit.
- Stick your nuclear family tree pictures on the board.
- Write full sentences below each picture as follows:



- Have students take out their pictures and glue them in their notebooks.
- Model on the board how to write sentences using the verb be.
- Emphasize the use of capital letters at the beginning of the sentences and periods in the end.
- Ask students to individually write down sentences in their notebooks about their family members following the examples on the board.
- Walk around the classroom and monitor students' work closely.
- Provide as much help and feedback as necessary.

## Post



15 minutes

## Let's Talk about Your Family!

- Write the following conversations on the board.
  - A: *Who is she?*
  - B: *She is my grandmother.*
  - A: *How old is she?*
  - B: *She is 78 years old.*
- Read the conversations out loud. Have students read along with you.
- Then, request them to stand up and take their notebooks with them.
- Ask students to get in two lines, one facing the other.
- Explain to students that they will introduce their family members to their classmates. Students will show the pictures in their notebooks and their partners will ask the questions: "Who is she / he?" and "How old is she / he?". The students showing the pictures will answer the questions following the conversation sample on the board.
- Model the instructions with a volunteer, so students can get a better idea of the activity.
- Have students ask and answer questions about their families.
- Monitor this activity closely and write down any words or numbers that may need further practice.
- At the end of the activity, provide feedback related to pronunciation, intonation, or sentence structure.
- Praise students for their effort.



Performance indicators

Students can:

- 3.7 Name extended family members precisely.
- 3.8 Identify family relationships in pictures or in photo albums correctly.

Content(s)	Goal(s)
<ul style="list-style-type: none"> <li>• Extended family members</li> <li>• Other family members</li> </ul>	<p><b>By the end of the week, I will:</b></p> <ul style="list-style-type: none"> <li>• Identify extended family members.</li> <li>• Recognize family relationships using visual aids.</li> </ul>

**Class 1: Materials**



- Flashcards/cutouts to create an extended family tree and extended family member cards.

**I Activate (Class 1)**

Pre



15 minutes

**Board Race!**

- Before class starts, copy the following sentences on the board. Consider if making a poster will save you more time.

- |                               |                               |
|-------------------------------|-------------------------------|
| 1. I _____ Salvadoran.        | 6. I _____ a student.         |
| 2. Cristina _____ my mother.  | 7. You _____ my classmates.   |
| 3. They _____ my parents.     | 8. We _____ a happy family.   |
| 4. My brother _____ at home.  | 9. It _____ my yellow pencil. |
| 5. We _____ in the classroom. | 10. They _____ my siblings.   |

- In class, divide students in small groups (4-5 students) and distribute one dry-erase marker per group.
- Assign a space on the board to every team, so they can write down their answers.
- Have students stand up and line up as a group while facing the board.
- Explain to students that they need to read each of the sentences and choose the right form of the verb be (*am/is/are*) to complete them. Every student in the line will represent the group by running toward the board to write the correct form of the verb be in the space assigned to his/her team. The student who completes a sentence will go to the back of the line and wait for his/her turn again. Let students know that you will indicate when the next student in line can complete the second, third, fourth sentence, etc.
- Model the instructions by using sentence number 1. Make sure the steps to follow are clear before the activity starts.
- Check the answers as a whole class by requesting different students to read the sentences out loud.

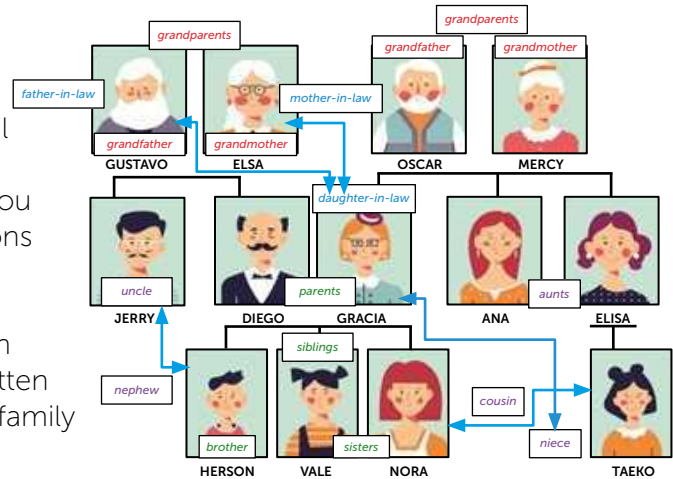
During



15 minutes

Extended Family Members

- Prior to class, prepare pictures using cutouts from magazines or newspapers, or use real photos to create an extended family tree. You can reuse the illustrations you included in your nuclear family tree.
- Create some cards with family relationships written on them to label each family member as follows:



- Stick the pictures and cards on the board to form an extended family tree.
- Present your family tree by emphasizing the corresponding family relationship. Before class, make a poster with these sentences.  
(This is my **father-in-law**, Gustavo. This is my **mother-in-law**, Elsa. I am Gustavo and Elsa's **daughter-in-law**. They are Diego's parents. Herson, Vale, and Nora are my children. Ana and Elisa are my sisters. They are my children's **aunts**. This is my **niece** Kohnno. Kohnno and Nora are **cousins**. Jerry is my children's **uncle**. Herson is Jerry's **nephew**.)
- Read the sentences slowly and clearly while pointing at each picture, so students can follow your ideas.
- Explain to students that we use **niece** when we refer to a girl or woman and we use **nephew** when we refer to a boy or man.
- Let students know that we use **daughter-in-law** for women and **son-in-law** for men.
- Make a repetition drill of the extended family members presented in class while pointing at the corresponding picture.

Post



15 minutes

Guess the Word!

- Before class, copy on the board the following dialogue.  
A: My secret word is N-I-E-C-E.  
B: I know the answer. It is niece.  
A: That's correct!
- Stick the extended family member cards in one column on the board.
- Have students get in pairs.
- Explain to students that they will secretly choose a word from the column and they will spell it to their classmates. Their partner will listen carefully and try to identify the word his/her classmate is spelling.
- Model the short dialogue with a volunteer before the activity starts.
- Walk around the classroom and monitor students.
- Provide feedback related to pronunciation, spelling, or intonation at the end of the activity.



- Dry-erase markers/chalk, alphabet sets, and listening track.

## I Practice (Class 2)

Pre



15 minutes

### ABC Caps

- For this activity, you will reuse the alphabet sets that you used in a previous lesson.
- Make a list of extended and nuclear family members.
- Divide the class into small teams.
- Distribute two alphabet sets per team.
- Explain to students that you will spell different words and they need to form those words using the alphabet sets.
- Spell different extended and nuclear family members randomly and at a low pace.
- Check the answers by requesting different groups to spell the words back to you and say the family member out loud afterward.

During



15 minutes

### Luisa's Family (Listening Practice)

- Before class, download or keep handy the listening track. Scan the QR code to have access to it.
- To carry out the following activity you can either write the following listening comprehension exercise on the board or write it on a large sheet of cardboard paper.



### Keep in mind!



Writing exercises on the board may have advantages and disadvantages. For instance, if students write the exercise in their notebooks, this will take minutes from your class. On the other hand, taking notes from the board can help them improve their spelling skills.

Play the listening tracks two or three times if necessary.

**FAMILY**

Listen and match the family members with their names.

1. <i>mother (mom)</i>	a. Sam
2. <i>father (dad)</i>	b. Tom
3. <i>brother</i>	c. Hannah
4. <i>sister</i>	d. Helen
5. <i>grandmother (grandma)</i>	e. Emma
6. <i>grandfather (grandpa)</i>	f. Max
7. <i>dog</i>	g. William

- Explain to students that they will listen to Luisa describe her family tree. Luisa will mention her family members' names. Students need to listen carefully and match the family members in the first column with the names in the second column correctly.
- Let students know that the words in parentheses have the same meaning. This is to say that we can say "father" or "dad" in a shorter form.
- Model the meaning of "match" by tracing lines between one element in the first column and one in the second one.
- If you decide to make a poster or write the exercise on the board, request students to copy the exercise in their notebooks.
- Ask students to complete the exercise in their notebooks while listening to the track.
- Have students compare their answers in pairs.
- Finally, choose some students randomly, so they complete the exercise on the board.
- Request the rest of the class to help you validate the answers.

## Post



15 minutes

## Other Family Members

- Write the following family members on the board: *stepmother*, *stepfather*, *stepson*, *stepdaughter*.
- Direct students' attention to the board.
- Explain to students that some families have some non-biological family members. Some people may not have a biological mother, but they have a **stepmother**. Some others may not have a biological father, but they have a **stepfather**. Continue providing a short and clear explanation for the two last family members (**stepson** and **stepdaughter**).
- Clarify any doubts related to the vocabulary that students may have.
- Make a repetition drill of the vocabulary presented.
- Have students copy the vocabulary in their notebooks.
- Walk around the classroom and monitor students' work.

## Answer Key (Listening Practice)



1. mother (mom) = Helen
2. father (dad) = William
3. brother = Sam
4. sister = Emma
5. grandmother (grandma) = Hannah
6. grandfather (grandpa) = Tom
7. dog = Max



- Dry-erase markers/chalk and the student's booklet.

I Produce (Class 3)

Pre



15 minutes

Worksheet 2: Karla's Family Tree (Part I)

- Have students open their booklet to Unit 3 Worksheet 2.
- Read the instructions of the activity as a whole class.
- Remind students that they can use every word only one time.

PreA1 Booklet page 14

**Unit 3**

**Worksheet 2**  
**Part I (Class 3)**

- Work in pairs.
- Look at the family tree. Complete the paragraph with a family word from the box.

grandparents / grandfather / father / mother / grandmother / uncle / cousins / aunt / parents

Hi! My name is Karla and this is my family.  
**Moisés** is my 1. \_\_\_\_\_  
**Cristina** is my 2. \_\_\_\_\_  
**Moisés** and **Cristina** are my 3. \_\_\_\_\_  
 They are 75 years old.  
**Carlos** is my 4. \_\_\_\_\_  
 He is 40 years old. **Edith** is my 5. \_\_\_\_\_  
 She is a teacher. **Carlos** and **Edith** are my 6. \_\_\_\_\_  
**Mario** is my 7. \_\_\_\_\_ and **Lucía** is my 8. \_\_\_\_\_  
 They have two sons, and their names are José and Leo.  
**José** and **Leo** are my 9. \_\_\_\_\_

- Encourage students to read the description out loud in their groups and help each other.
- Walk around the classroom and monitor students' progress.
- Check the answers by selecting different students randomly.

During



15 minutes

Worksheet 2: Reading Practice (Part II)

- Have a volunteer read the instructions out loud.

PreA1 Booklet page 14

**Part II (Class 3)**

- Read the following paragraph and mark sentences 1-5 **T** (True) or **F** (False).

*"My grandparents live in a small village in Chalatenango. My grandfather's name is Antonio and my grandmother's name is Amelia. They have six children. Their children's names are Juan, Vanesa, Gerber, Igor, María and Ana. Gerber is married. His wife is Nora. They are my parents and we live in San Salvador. My grandparents have some farm animals such as cows, hens, roosters and chickens. When we visit them, my sister and I play with the animals."*

1- My grandfather lives in Chalatenango.	T / F
2- Amelia has four children.	T / F
3- My grandparents have six sons.	T / F
4- My mother is Nora.	T / F
5- I live in Chalatenango.	T / F

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- Encourage students to take turns reading a part of the text out loud.
- Check the answers as a whole class by selecting different volunteers.

## Post



15 minutes

## Let's Guess!

- Before class, write down on the board the names of six family members (*two aunts, two uncles, and two cousins*). Include the words *cousin, uncle, and aunt* on the board too.

## Who are they?

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• cousin</li> <li>• uncle</li> <li>• aunt</li> </ul> | <ul style="list-style-type: none"> <li>• Carmen</li> <li>• Federico</li> <li>• Marcelo</li> <li>• Magdalena</li> <li>• Saraí</li> <li>• Luis</li> </ul> |
|---|---|



- Copy the following conversation on the board.  
*A: How old is Carmen?*  
*B: She is 60 years old.*  
*A: I think Carmen is your aunt.*  
*B: That's correct! Carmen is my aunt.*
- Keep in mind that you can adapt the conversation above by including the names of your own family members.
- Explain to students that they need to guess/discover the family relationship between you and the names written on the board. The possible answers are aunt, uncle, or cousin. Students will follow the conversation on the board to guess the correct family relationships.
- Next, ask students to write down four family members of their own in their notebooks (*two aunts, one uncle, and one cousin*).
- Divide the class into pairs.
- Explain to students that they will use the same conversation on the board to guess the family relationship between their classmates and the names in their notebooks.
- Request students to take turns asking and answering questions about their family members while practicing the conversation.
- Walk around the classroom and monitor this activity closely.
- At the end of the activity, praise students for their participation and reinforce any words that may need further practice.


 Answer Key (Unit 3 - Worksheet 2)

Part I: 1. grandfather  
6. parents

2. grandmother  
7. uncle

3. grandparents  
8. aunt

4. father  
9. cousins.

5. mother

Part II: 1. T  
4. T

2. F (*Amelia has six children.*)  
5. F (*I live in San Salvador.*)

3. F (*They have three sons.*)



Performance indicators

Students can:

- 3.9 Associate subject pronouns with their right possessive adjectives.
- 3.10 Produce accurate short phrases about their family members giving basic personal information such as their names.
- 3.11 Describe a family member (e.g. name, age, and relationship), using simple words/signs and formulaic expressions properly, provided they can prepare in advance.

Content(s)	Goal(s)
<ul style="list-style-type: none"> <li>• Possessive adjectives</li> <li>• Possessive adjectives and family relationships</li> </ul>	<p><b>By the end of the week, I will:</b></p> <ul style="list-style-type: none"> <li>• Say people's names using possessive adjectives.</li> <li>• Exchange family members' personal information using possessive adjectives.</li> </ul>

Class 1: Materials



- The list of extended family members, a ball of yarn, large subject pronoun cards, and large possessive pronoun cards.

I Activate (Class 1)

Pre



15 minutes

Keeping my Stars!

- Before class starts, prepare a list of extended family members studied along the unit.
- In class, divide students into small groups (4-5 students).
- Draw six stars on the board.
- Explain to students that they will play "Keeping my Stars". Tell them that you will draw blank spaces on the board that represent a mystery word related to extended family members. Then, students will mention different alphabet letters as a group. If the alphabet letter mentioned is included in the word, you will write it on the board, but if the letter isn't included, you will erase a star. Their game will be over if they lose the six stars.

U \_ \_ \_ \_



A B C D E F G H I J K L M N O P Q R S T ~~V~~ W X Y Z

## During



15 minutes

## The Spider's Web

- Before class, get a ball of yarn to use it to form a spider's web. In case you have a large class, divide the class into smaller teams (10-15 students) and give a ball of yarn to every group.
- Write the following sentences on the board. In case you guide students out of the classroom, prepare a large chart to stick it somewhere visible.  
-Her name is Pamela.  
-His name is Santiago.
- Draw students' attention to the board. Explain to them that we use "her" when we refer to a girl/woman/female pet and "his" when we refer to a boy/man/male pet.
- Have students stand up and make a circle.
- Explain to students that they will use the ball of yarn to mention their classmates' names. The first student will say "Hello, my name is José." and he/she will mention his/her name. The first student will grab a piece of yarn and hold it while tossing the rest of the yarn to another classmate (make emphasis that they cannot release it at any point of the game). The second classmate will repeat his/her classmate's name and include his/her own name too. The activity will continue until everyone in the group has participated.

## Post



15 minutes

## Possessive Adjectives

- Before class, prepare some big cards with subject pronouns and some others with possessive adjectives written on them.



- Stick all subject pronoun cards in one column on the board and the possessive adjective cards on another side of the board randomly.
- Explain to students that they will help you match the subject pronouns on the board with their corresponding possessive adjectives.
- Once all cards have been matched, drill the proper pronunciation of possessive adjectives.
- Create some sample sentences on the board using your students' real names. For the possessive adjective "it" you may include the name of a common tree.

## Teaching tip



You can underline or use markers of different colors to highlight the possessive adjectives and the verb be included in every sentence. Explain to students that we use possessive adjectives to express possession and to say who the owner of something is.

- My name **is** Gabriela.
- Your name **is** Nelson.
- His name **is** Pablo.
- Her name **is** Rosa.



- Dry-erase markers/chalk, song poster, song track, a device to play audio, and the student's booklet.

## I Practice (Class 2)

Pre



15 minutes

### Music Time!

- Before class, create a large poster with the following song lyrics.

#### My Heart and Your Heart

1. \_\_\_\_\_ heart and \_\_\_\_\_ heart
  2. \_\_\_\_\_ heart and \_\_\_\_\_ heart
  3. \_\_\_\_\_ heart and \_\_\_\_\_ hearts
  4. \_\_\_\_\_ hearts and \_\_\_\_\_ hearts
  5. \_\_\_\_\_ hand and \_\_\_\_\_ hand
  6. \_\_\_\_\_ hand and \_\_\_\_\_ hand
  7. \_\_\_\_\_ house and \_\_\_\_\_ house
  8. \_\_\_\_\_ house and \_\_\_\_\_ house
  9. \_\_\_\_\_ heart and \_\_\_\_\_ heart
  10. \_\_\_\_\_ heart and \_\_\_\_\_ heart
  11. \_\_\_\_\_ heart and \_\_\_\_\_ hearts
  12. \_\_\_\_\_ hearts and \_\_\_\_\_ hearts
- Make 24 cards with possessive adjectives. Three cards per possessive adjective (3= my, 3= your, 3= his, 3= her, 3= its, 3= our, 3= your, and 3= their).
  - Keep the song track handy by scanning the following QR code.



- Stick the poster on the floor or board.
- In class, have students get in small teams. Distribute 1 or 2 possessive adjective paper strips/cards per group according to the size of your class.
- Explain to students that they will listen to a song and to pay attention to the details so they can complete its lyrics by sticking the paper strips/cards in the corresponding blanks.
- If students seem to be in the mood, you can all sing along with the song.

### Keep in mind!



Whenever you write information on the board/ charts, make sure the words are large enough so everyone in the class is able to see/read.

Remember to laminate all your resources to reuse them in future lessons.

## During



15 minutes

## Worksheet 3: Possessive Adjectives (Part I)

- Have students open their booklets to Unit 3 Worksheet 3.
- Read the instructions of the activity as a whole class.
- Explain to students that they will read some sentences and complete them using the correct possessive adjective.

PreA1 Booklet

Unit 3 page 15

**Worksheet 3**  
**Part I (Class 2)**

- Work with a classmate and complete the blank spaces using the possessive adjectives: **my, your, his, her, its, our, your, their** correctly.

1. Daniel is my friend and \_\_\_\_\_ last name is Valladares.
2. The cat is a pet. \_\_\_\_\_ ears are black with white spots.
3. I am a student and \_\_\_\_\_ favorite subject is English.
4. It is raining and you don't have \_\_\_\_\_ umbrella with you.
5. Nancy and Mercedes are twins. \_\_\_\_\_ parents are Mr. and Mrs. Herrera.
6. Take these pencils. I like \_\_\_\_\_ color.
7. The girl is happy because \_\_\_\_\_ mother is making pupusas.
8. You and I love reading! Francisco Gavidia is \_\_\_\_\_ favorite writer!
9. Sam isn't Santa Claus but \_\_\_\_\_ beard is white.
10. Sarita is Spanish, but \_\_\_\_\_ mother is Salvadorean.
11. That dog is mine. \_\_\_\_\_ name is "Blacky".
12. Those students have new CDs. \_\_\_\_\_ favorite singer is Pavarotti.
13. Scott and you like surfing. It is \_\_\_\_\_ favorite sport.
14. I'm Celia and \_\_\_\_\_ last name is Anderson.
15. Hey, you! Is this \_\_\_\_\_ car?

- Draw students' attention to the underlined word in each sentence. Let them know that those words will help them select the right possessive adjectives.
- Have students get in pairs to work on the exercise together.
- Encourage students to read the sentences out loud in their groups and help each other.
- Check the answers by selecting different groups randomly.

## Post



15 minutes

## Worksheet 3: Possessive Adjectives (Part II) and Class Survey

- Read the instructions of Unit 3 Worksheet 3 (Part II) as a whole class.
- Explain to students that they will work together to unscramble the sentences in their notebooks.
- Unscramble one example as a whole class, so students can have a better idea of the activity.
- Have students get in pairs.
- Check answers as a whole class.
- **For next class:** Request students to choose their favorite picture with their extended family members. In case students are not able to use a real photo, encourage them to use cutouts from magazines or newspapers to recreate a picture with 4-5 relatives in it.

## Answer Key (Unit 3 - Worksheet 3)



Part I: 1. his 2. Its 3. my 4. your 5. their 6. their 7. her 8. our 9. his 10. her 11. Its 12. their 13. your 14. my 15. your

Part II: 1. My sister is tall. 5. Your dad is Oscar.  
2. His pen is red. 6. Her pencil is new.  
3. Their siblings are happy. 7. Ana is our aunt.  
4. Its food is delicious.



- Dry-erase markers/chalk, a family photo or cutouts to represent family members, and students' family photos.

## I Produce (Class 3)

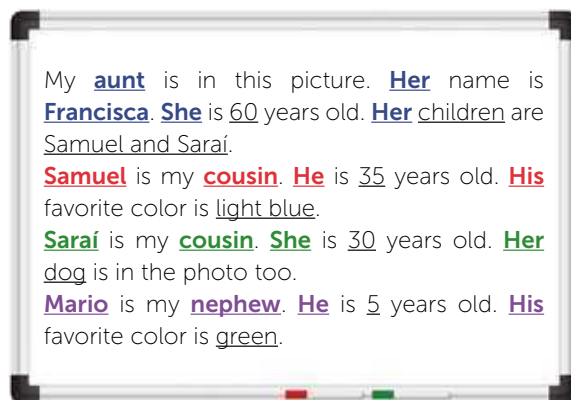
### Pre



15 minutes

### My Favorite Family Photo

- Before class, prepare a real picture or cutouts representing some of your nuclear and extended family members (4-5 relatives).
- On the board, write down a description of the relatives in the photo. Follow the example below to create a description that matches your family photo.



- In class, show your photo to students.
- Draw students' attention to the board, so they can read and listen to the description of the photo.
- Read the description out loud. Encourage students to read along with you.

### Teaching tip



To reinforce the difference between the possessive adjectives *his* and *her*, you can draw a boy and a girl on the board and write the following sentences below each drawing:  
*His name is Bruno. Her name is Susana.*

### During



15 minutes

### This Is My Family!

- Have students take out their family photos and glue them in their notebooks.
- Explain to students that they will write down a description of 4 or 5 family members in their photo.
- Remind students that they can use the text on the board as an example to create their photo descriptions.
- Emphasize the use of capital letters at the beginning of the sentences and periods at the end, as well as, the correct use of the possessive adjectives *"his"* and *"her"*.

### Teaching tip



If any of your students claim to have forgotten their photo or not having a family photo, encourage them to make a drawing.

- Walk around the classroom and monitor students' work closely.
- Be ready to assist with vocabulary or answer any questions that students may have.
- Finally, praise students for their work and provide as much help and feedback as necessary.

## Post




15 minutes

## Let Me Introduce My Family!

- Use the description of your family photo to create a sample dialogue as follows.
- Write down your sample conversation on the board.

**It's Time to Talk!**

**A:** Hi, Vanessa. Can I see your photo?  
**B:** Hi, Marvin. Yes!  
**A:** Thank you! Who are the people in this photo?  
**B:** My aunt is in this picture. Her name is Francisca. She is 60 years old. Her children are Samuel and Saraí. Samuel is my cousin. He is 35 years old. His favorite color is light blue.  
Saraí is my cousin. She is 30 years old. Her dog is in the photo too.  
Mario is my nephew. He is 5 years old. His favorite color is green.



- Read the conversation out loud. Have students read along with you.
- You can practice the conversation as a whole class by taking a specific role (*A or B*).
- Ask students to stand up and take their notebooks with them.
- Request students to get in two lines, one facing the other.
- Explain to students that they will take turns introducing their family members to their classmates. Students will show the photo in their notebooks and their partners will start the conversation by following the dialogue on the board. The students showing the pictures will answer the question by sharing the description they previously wrote.
- Model the instructions with a volunteer, so students can get a better idea of the activity.
- Have students ask and answer questions about their families.
- Remind students that they need to swap roles, so both of them can describe their photos.
- Monitor this activity closely.
- If time allows, have students interchange partners.
- At the end of the activity, provide feedback related to pronunciation, intonation, or sentence structure.
- Finally, praise students for their effort.



Performance indicators

Students can:

- 3.12 Relate common adjectives to their proper visual aids.
- 3.13 Write precise sentences about physical descriptions of family members.
- 3.14 Describe family members using different adjectives with the right forms of the verb be.

Content(s)	Goal(s)
<ul style="list-style-type: none"> <li>• Adjectives to describe people</li> <li>• Verb be: am/is/are (All forms)</li> </ul>	<p><b>By the end of the week, I will:</b></p> <ul style="list-style-type: none"> <li>• Identify adjectives to describe people's physical appearance and personality.</li> <li>• Describe my family members' physical appearance and personality.</li> </ul>

**Class 1: Materials**



- Dry-erase markers/chalk, mini boards, and flashcards/cutouts to represent adjectives that describe people.

**I Activate (Class 1)**

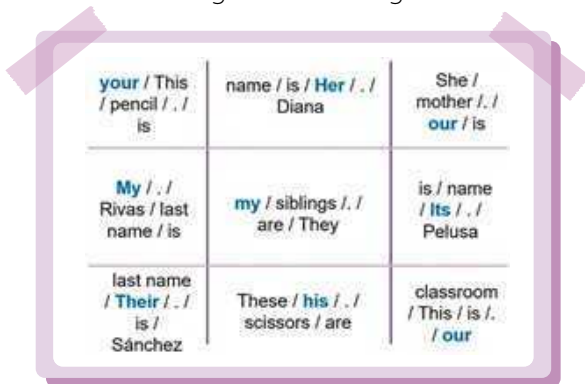
Pre



15 minutes

**Mini boards: Unscramble Them! (Tic-tac-toe)**

- Before class starts, draw on the board the following Tic-tac-toe grid.



- Divide the class into pairs.
- Distribute a mini board and a dry-erase marker per pair.
- Ask students to copy the Tic-tac-toe grid on their mini boards and to take turns selecting a scrambled sentence to rewrite it by ordering it properly. If students provide the correct answer, they can draw an X or O in their small grid.

**Keep in mind!**



Whenever you write information on the board/charts, make sure the words are large enough so everyone in the class is able to see/read.

- Model an example on the board, so students can have a better idea of the instructions.
- Ask students to choose X or O as their symbol.
- Have students play the game in pairs.
- Walk around the classroom and monitor students' performance.

## During



15 minutes

## Adjectives to Describe People

- Before class, prepare some flashcards with pictures to represent the following adjectives: *tall, medium height, short, happy, strict, responsible, kind, funny, serious, old, young*. Also, create adjective cards with these words.
- Place the flashcards in the center of the board and organize the adjective cards into one vertical column.
- Have students look at the flashcards carefully.
- Introduce the vocabulary by matching the adjective card with its corresponding flashcard. Write a short sentence that describes each illustration.



- Make a repetition drill of the adjectives presented while pointing at the flashcards.
- Explain to students that we use the verb be and adjectives to describe someone's physical appearance and personality. Guide students' attention to the form of the verb included in every example written on the board.
- Have students draw and write the vocabulary in their notebooks.

## Post



15 minutes

## Cover and Say!

- Copy the following conversation on the board and model it with a volunteer.  
*A: What adjective do you see in picture 1?*  
*B: It is "happy." They are happy.*
- Divide the class into pairs.
- Ask students to cover the adjectives and examples they wrote in their notebooks, so that way, only their drawings are visible. Students will take turns asking and answering questions using the sample conversation on the board.
- Have students swap roles, so both of them can test their memory.



- Dry-erase markers/chalk, and the student's booklet.

## I Practice (Class 2)

Pre



15 minutes

### Worksheet 4: Crossword Puzzle (Part I)

- Have students open their booklets to Unit 3 Worksheet 4.
- Request a volunteer to read the instructions out loud.
- Explain to students that they will complete the crossword puzzle by using the personality adjectives studied in class. Draw students' attention to the clues provided and highlight the fact that the first or last letter in each adjective has been included in the clues as extra help.

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**Unit 3**

**Worksheet 4**  
**Part I (Class 2)**

• Solve the following adjective crossword puzzle.

**Down**

1. His sister is \_\_\_\_\_ l.
2. Their siblings are \_\_\_\_\_ y.
4. We are y \_\_\_\_\_ .
5. Her brother is \_\_\_\_\_ s.

**Across**

3. My mother is h \_\_\_\_\_
6. Our parents are r \_\_\_\_\_

- Have students get in pairs to work on the activity.
- Walk around the classroom and provide as much help as needed.
- Check the answers by selecting different volunteers.

During



15 minutes

### Verb Be (All Forms)

- Write the following examples on the board.
  - I \_\_\_\_\_ 14 years old.
  - My mother \_\_\_\_\_ Salvadoran.
  - You \_\_\_\_\_ happy.
- Ask students to help you complete the sentences with *am*, *is* or *are*.
- Use the same sentences on the board to model how to create negative sentences, questions and short answers using the verb be.
  - My mother **is** Salvadoran.
  - My mother **isn't** Chinese. / My mother **is not** Chinese.
  - Is** my mother Salvadoran?  
Yes, she **is**. / No, she **isn't**.

### Teaching tip



Model a few more examples using different pronouns. To involve your class, encourage students to help you generate statements and questions by saying the answers out loud.

Post



15 minutes

## Worksheet 4: Complete Them! (Part II)

- Request students to open their booklets to Unit 3 Worksheet 4.
- Ask a volunteer to read the instructions out loud.

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**Part II (Class 2)**

- Work with a classmate and complete the following sentences using the correct form of the verb be.

**Key**

+ = affirmative sentence

- = negative sentence

? = question

1. My brother \_\_\_\_\_ tall. (+)
2. \_\_\_\_\_ your parents kind? (?)
3. My classmates \_\_\_\_\_ serious. (-)
4. I \_\_\_\_\_ responsible. (+)
5. \_\_\_\_\_ your sister kind? (?)
6. My cousin and I \_\_\_\_\_ short. (-)
7. My grandparents \_\_\_\_\_ young. (-)
8. \_\_\_\_\_ your dog funny? (?)
9. My mother \_\_\_\_\_ happy. (+)
10. \_\_\_\_\_ I medium height? (?)
11. My aunt \_\_\_\_\_ very strict. (-)
12. I \_\_\_\_\_ 50 years old. (-)

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- Explain to students that they will complete the sentences using the correct form of the verb be while paying attention to the symbol at the end of each statement. This symbol can represent an affirmative sentence, a negative statement, or a question.
- Model how to fill in the first blank as a class activity.
- Clarify any doubts before the activity begins.
- Have students get in pairs.
- Encourage students to work collaboratively while completing the exercise.
- Walk around the classroom and support students as necessary.
- Compare the answers as a whole class by calling on different volunteers.
- Finally, provide feedback related to spelling, pronunciation, intonation, capitalization rules, and sentence structure as needed.

## Answer Key (Unit 3 - Worksheet 4)



*Part I:* **Down:** 1. tall    2. funny    4. young    5. serious      **Across:** 3. happy    6. responsible

*Part II:*

- |           |            |
|-----------|------------|
| 1. is     | 7. aren't  |
| 2. Are    | 8. Is      |
| 3. aren't | 9. is      |
| 4. am     | 10. Am     |
| 5. Is     | 11. isn't  |
| 6. aren't | 12. 'm not |



- Dry-erase markers/chalk and drawings of extended family members.

### I Produce (Class 3)

Pre



15 minutes

#### Guess Who!



- Before class, draw a simple illustration of some of your extended family members.
- Label each family member using their names and family ties. Take the illustration as an example.

- Write 3-4 sentences per family member. Include adjectives to describe their personality and physical appearance without mentioning their names or family relationship.
- In class, draw students' attention to the board.
- Read the descriptions out loud one by one. Encourage students to read along with you.
- Explain to students that you will play a guessing game. They will read different descriptions and identify the family member that matches the text.
- After reading every description, have students look at the drawing and identify the corresponding family member.
- Check the answers as a whole class.
- Drill the proper pronunciation of any words in the text that might need further practice.

During



15 minutes

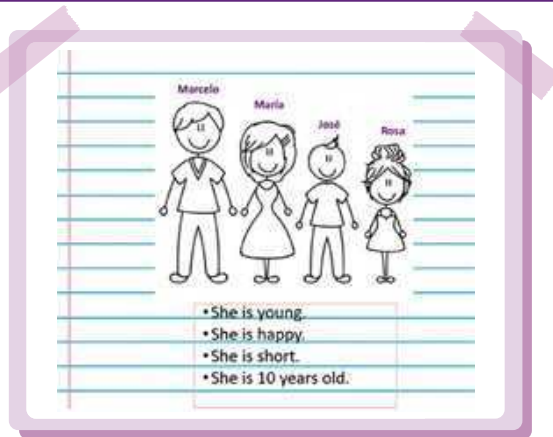
#### Now You Do It!

- Have students make a drawing of 3-4 members of their extended family on a separate piece of paper.
- Ask students to label each family member by including their names and family ties.
- Request students to write 3-4 sentences per each family member in their notebooks.
- Remind students to include adjectives to describe their family members' personalities and physical appearance without mentioning their names or family relationship.

#### Teaching tip



Reinforce the use of capital letters and appropriate punctuation rules every time students write down statements and questions.



- Encourage students to use the sentences written on the board as a model.
- Walk around the classroom and monitor students' work closely.
- Be ready to assist with vocabulary and answer any questions that students may have.

## Post



15 minutes

## Listen and Guess!

- Copy the following dialogue on the board

**A:** Hi, Cindy. Can I see your drawing?  
**B:** Hi, Gabriel. Yes!  
**A:** Thank you!  
**B:** Please listen to description 1. She is responsible.  
She is happy. She is medium height. She is 39 years old.  
**A:** I think she is Karina, your aunt.  
**B:** That's correct! Please listen to description 2...

- Read the conversation out loud. Have students read along with you.
- Ask students to get in pairs.
- Explain to students that they will take turns reading their family members' descriptions to their classmates. Students will look at their classmates' drawings and they will start the conversation by following the dialogue on the board.
- Model the instructions with a volunteer, so students can get a better idea of the activity.
- Remind students that they need to swap roles, so both of them can share their descriptions and guesses.
- Monitor this activity closely and encourage students to have an active role at all times and to listen to their classmates carefully.



Performance indicators

Students can:

**3.15** Use the indefinite articles *a* and *an* correctly before occupations, demonstrating accurate recognition and spelling of the target vocabulary.

Content(s)	Goal(s)
<ul style="list-style-type: none"> <li>Introduction to occupations</li> <li>Articles <i>a/an</i></li> </ul>	<p><b>By the end of the week, I will:</b></p> <ul style="list-style-type: none"> <li>Identify at least 7 different occupations.</li> <li>Mention a person's occupations using the indefinite articles <i>a/an</i>.</li> </ul>

**Class 1: Materials**



- Dry-erase markers/chalk, giant dice, prompts written on the board, job and occupation flashcards, job and occupation cards, masking tape, and the student's booklet.

**I Activate (Class 1)**

Pre



15 minutes

**Verb Be: Roll the Dice!**




- Reuse the dice that you designed for the first class of unit 3.
- Before class, prepare a poster with the following prompts and paste it on the board.
  - I** / Salvadoran
  - They** / my classmates
  - The dog** / in the classroom
  - Pablo** / tall
  - You** / happy
  - Sonia** / kind
  - We** / students
  - She** / young
  - My name** / Leonel
  - I** / short
  - My mother** / medium height
  - My siblings and I** / funny
- Have students stand up and get in a circle. Explain to them that they will pass two markers at the same time while the music is playing. When the music stops, the two students holding the markers

**Keep in mind!**



Label each side of the dice by sticking strips of paper as follows:

- + (Affirmative sentence)
- (Negative sentence)
- ? (Question)
- You choose!
- Your classmates choose!
- Your teacher chooses!

	<p>will roll the dice and each will complete a sentence using the correct form of the verb be, following the prompts on the dice.</p> <ul style="list-style-type: none"> <li>Encourage the rest of the class to repeat the sentences aloud to practice pronunciation and reinforce structure.</li> <li>Model the instructions with some volunteers before the activity starts.</li> </ul>	
<p><b>During</b></p>  <p>15 minutes</p>	<p style="text-align: center;"><b>Jobs and Occupations</b></p> <ul style="list-style-type: none"> <li>Before class, prepare some flashcards with images to represent the following occupations: <i>teacher, nurse, assistant, bus driver, farmer, accountant, police officer, doctor, engineer.</i></li> <li>Create some occupation cards with the jobs above written on them.</li> <li>Stick the flashcards with images at the center of the board and organize the occupation cards into one vertical column.</li> <li>Introduce the vocabulary by matching the occupation card with its corresponding flashcard.</li> <li>Make a repetition drill of the occupations presented while pointing at the flashcards.</li> </ul>	 <p style="text-align: center;">Police officer</p>
<p><b>Post</b></p>  <p>15 minutes</p>	<p style="text-align: center;"><b>Worksheet 5: Jobs and Occupations (Part I)</b></p> <ul style="list-style-type: none"> <li>Request students to open their student's booklets to Unit 3 Worksheet 5.</li> <li>Have a volunteer read the instructions out loud.</li> <li>Explain to students that they will read a short description related to different occupations and they will write down the correct job in the blanks.</li> <li>Read the first description as a whole class and complete the first blank together.</li> <li>Have students get in pairs to work on the activity.</li> <li>Walk around the classroom and provide as much help as needed.</li> <li>Check the answers by selecting different students randomly.</li> <li>Finally, have students test their memory by covering the answers they wrote in the blanks and taking turns reading a description out loud, so his/her partner can mention the corresponding occupation.</li> </ul>	

**Answer Key (Unit 3 - Worksheet 5 - Part I)** 

- Part I:*
- |                   |               |               |           |
|-------------------|---------------|---------------|-----------|
| 1. police officer | 2. bus driver | 3. teacher    | 4. farmer |
| 5. assistant      | 6. doctor     | 7. accountant |           |
| 8. engineer       | 9. nurse      |               |           |



- Dry-erase markers/chalk, occupation flashcards, occupation cards, masking tape, and large cards labeled as "a" and "an".

I Practice (Class 2)

Pre



15 minutes

Memory Game

- Reuse the flashcards with images and occupation cards that you created for the previous lesson.
- Place the cards face down on the floor randomly.
- Divide the class into small teams.
- Explain to students that a different representative of each group will flip two cards every round.
- If the two cards selected are a match, the group will say the occupation out loud and keep the cards. You could expand this activity by requesting students to spell the word.
- The process will continue until there are no cards left on the floor.
- Finally, drill the proper pronunciation of all occupations as a whole class.

During



15 minutes

Indefinite Articles: a/an

- Stick four occupation flashcards with images on the board. It is suggested to select the following ones: *nurse*, *bus driver*, *accountant*, and *engineer*.
- Elicit from students the occupations they can identify in the pictures and write down a sentence below each illustration.  
For example:  
-Marina is **a** bus driver.  
-Ricardo is **a** nurse.  
-Nancy is **an** engineer.  
-Enrique is **an** accountant.
- Read the sentences out loud and encourage students to read along with you.
- Have students look at the sentences carefully. Elicit from students some ideas on why we are using a/an in the sentences.
- Listen to their ideas. Next, explain to students that we use a/an before a person's occupation. We use *a* before words that begin with a *consonant sound* and we use *an* before words that begin with a *vowel sound*.

Keep in mind!



Underline or use a different color marker to write the indefinite article and the first letter of the occupation that follows.

## A/AN

We use **a/an** to mention a person's occupation.

Use **a** before a word that begins with a consonant sound.

For example: Marina is **a** bus driver.



Use **an** before a word that begins with a vowel sound.

For example: Nancy is **an** engineer.



- Create some extra examples as a whole class using more occupations.
- Answer any possible questions that students may have.
- Provide feedback as needed.

## Post



15 minutes

## A or An?

- Before class starts, make two big cards labeled as *a* and *an*.



- Stick the "a" and "an" cards next to each other on the ground. If possible, find an open area outside the classroom to carry out the activity (e.g., the basketball court, the soccer field, or a small garden).
- Explain to students that you will say different occupations, and they must quickly line up in front of the correct article (*a* or *an*) and say their answer out loud.
- Model the instructions before the game starts so all students clearly understand what to do.
- Take an occupation card from the box or jar and say it out loud.
- Have students line up in front of the correct article (*a* or *an*) and say the complete phrase aloud (e.g., "a teacher," "an engineer").
- After giving their answer, students should return to their original position to get ready for the next round.
- Continue until all or most of the occupation cards have been used.
- At the end of the activity, provide feedback and reinforce the pronunciation and correct use of the articles *a* and *an*.



- Dry-erase markers/chalk and the student’s booklet.

## I Produce (Class 3)

Pre



15 minutes

### Mini boards: Unscramble Them!

- Before class starts, copy the following scrambled occupations on the board.
 

1. <i>teraceh</i>	6. <i>rcoodt</i>
2. <i>unser</i>	7. <i>ngenriee</i>
3. <i>asisnttsa</i>	8. <i>bsu rdvrie</i>
4. <i>emrraf</i>	9. <i>oipcel oefficr</i>
5. <i>accntnoatu</i>	
- Divide the class into small teams.
- Distribute one mini board and a dry erase marker per group.
- Explain to students that you will mention a number from (1-8) randomly. According to the number you mention, they will have to unscramble the letters to write down the corresponding occupation. When their answers are ready, students must raise their mini boards to show their answers. Next, you will select a volunteer who will spell and say the occupation out loud to check the answers.
- Model the process by using one word from the list, so students can familiarize themselves with the steps to follow.
- Choose different numbers randomly and have students unscramble the words, spell and say out loud the correct answer.
- Finally, review the vocabulary as a whole class.

During



15 minutes

### Worksheet 5: Writing Time! (Part II)

- Have students open their booklets to Unit 3 Worksheet 5 (Part II).
- Request a volunteer to read the instructions out loud.
- Explain to students that they will look at the pictures and write down full sentences to describe each person’s occupation by following the example provided.

### Keep in mind!



Reinforce the use of capital letters and appropriate punctuation rules every time students write down statements.








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**Part II (Class 3)**

- Make sentences describing the following people’s occupations.
- Underline the indefinite article in each sentence and the occupation.
- Check the example below.

Example: David is a doctor.

Laura
Karen
Luis
Pamela
Pablo
Mónica
David

- Have students get in pairs to write down the sentences in their notebooks. Remind students to underline the article *a* or *an* and the occupation included in each sentence.

## Post



15 minutes

## Worksheet 5: What's his/her occupation? (Part II)

- Before the class starts, write the following conversation on the board.  
A: *Hi, María!*  
B: *Hello, Pablo! Let's practice together. Please choose a picture.*  
A: *OK. Picture #1. What's her occupation?*  
B: *Laura is a teacher.*  
A: *Nice! It's your turn! Please choose a picture.*
- Read the conversation out loud and encourage students to read along with you.
- Divide the class into pairs.
- Explain to students that they will take turns asking and answering questions about the occupations in Worksheet 5 (Part II).
- Also, remind students that we use "her" when we refer to a girl or woman and that we use "his" when we talk about a boy or man.
- Make sure the instructions are clear before the activity starts.
- Monitor students' performance closely and provide help as needed.
- If time allows, have some volunteers practice their short conversation in front of their classmates.
- Praise students for their participation and effort.
- Provide feedback related to pronunciation, intonation, and grammar as necessary.
- **For next class:** Let students know that they will work on a poster in the following session. Request students to choose a favorite relative and if possible, to take a picture of him/her to class. Additionally, ask students to take with them any other resources they may need (e.g. markers, a piece of cardboard, colored pencils, etc.)

## Answer Key (Unit 3 - Worksheet 5 - Part I)



- Part II:
- |  |                                  |                             |
|--|----------------------------------|-----------------------------|
| 1. Laura is a <u>teacher</u> .         | 2. Karen is an <u>engineer</u> . | 3. Luis is a <u>nurse</u> . |
| 4. Pamela is a <u>police officer</u> . | 5. Pablo is a <u>farmer</u> .    |                             |
| 6. Mónica is an <u>accountant</u> .    | 7. David is a <u>doctor</u> .    |                             |



Performance indicators

Students can:

**3.16** Describe their favorite relative with proper adjectives and the correct form of the verb be.

Content(s)	Goal(s)
<ul style="list-style-type: none"> <li>Project: My favorite relative</li> </ul>	<p><b>By the end of the week, I will:</b></p> <ul style="list-style-type: none"> <li>Describe my favorite relative's physical appearance and personality.</li> <li>Check my progress along unit 3.</li> </ul>

Class Materials



- Dry-erase markers/chalk and Unit 3 Test.

Project

Class 1  
Pre



45 minutes

Project preparation

- Before class, create a poster based on your favorite relative. Include a short description about him/her and provide his/her basic personal information, occupation, and some adjectives to describe his/her physical appearance and personality.
- In class, have students look at the poster carefully and ask a volunteer to read the description.
- Explain to students that they will create a similar poster about their favorite relative.
- Have students create their posters using the resources they took with them to class.
- Walk around the classroom and monitor students and give feedback based on any aspects that need to be reinforced (e.g. *punctuation, grammar, spelling, etc.*)
- Finally, request students to start practicing their presentation in small teams.

**My Favorite Relative**

This is my  **aunt** and she is my favorite relative. Her name is **Gloria**. She is a **retired nurse**. She is **70** years old.

She is **medium height**. She is **happy, responsible, and kind**.



Class 2  
During

45 minutes

## Project presentation

- After welcoming students, ask them to take out their posters and practice their presentation for a few minutes.
- Explain to students that they will describe their favorite relative in front of the class.
- Select students at random.
- Have students share their work with the whole class.
- Encourage students to pay close attention to their peers.
- At the end of every participation, praise students for their effort.
- Finally, when all the presentations are over, provide as much feedback as needed related to vocabulary, spelling, pronunciation, intonation, etc.



## Teaching tip



Another way to carry out the presentations and have everyone on task is by having a gallery walk by dividing students into two groups: A and B.

Class 3  
Post

45 minutes

## Unit 3 Test

- Before class, make sure you have enough copies of the test for the whole class. Keep the suggested listening track handy. Scan the following QR code to play the track.
- Have students write their full names on the test.
- Read the instructions to the whole class and make sure that students understand them clearly before taking the test.
- Request students to complete the evaluation individually.
- When time is up, collect the tests and verify that students have completed all the sections included.

Answer  
Key



# Unit Test

# Unit Test

# UNIT 4

## My house

### In unit 4, students will start:

- Naming rooms, furniture, and appliances in a house.
- Using regular plural nouns when describing a house.
- Describing rooms in a house using *there is* and *there are*.
- Using prepositions of place.



## Unit 4 My house

Unit Competencies	Guidelines for Diagnostic Assessment
<ol style="list-style-type: none"><li>1. Detail rooms in a house by listing their common furniture and appliances using singular and plural nouns.</li><li>2. Describe a house by locating its furniture and appliances.</li></ol>	<p>Before starting Unit 4, use flashcards of the rooms in a house, furniture, and appliances. Depending on your resources, you can look for images in magazines, print them, or draw them on pages.</p> <p>Display the images around the classroom. If your school has an open area like a soccer field or a backyard, you can also hang the images outside.</p> <p>Tell students that you will say a part of a house, a home appliance, or furniture and they need to run and touch the picture. If you happen to have any students with disabilities, adapt this activity to their needs.</p> <p>Observe those students who might have difficulties identifying the new vocabulary in this unit and try to help them as much as possible.</p>

Teaching Tips for the Didactic Unit	Classroom Management Guidelines
<ul style="list-style-type: none"><li>• Take some time to read the material before the class. Some of the activities require students to bring their own material from home.</li><li>• Prepare your material ahead and make sure to laminate it to use it throughout the unit or future lessons.</li><li>• Take advantage of the open areas in your school. Some activities are suitable to be done in a soccer field, garden, hall, etc. Decide if it is pertinent to take your students out of the classroom and learn while having fun.</li><li>• If you have students with special needs, prepare a set for them to raise the images as you call them out.</li></ul>	<ul style="list-style-type: none"><li>• Monitor students' progress while they work in groups or pairs.</li><li>• Assess the students' mistakes with kind words and at the correct moment to avoid harming their integrity.</li><li>• Verify that all students can get the material needed for some of the activities. Some students will not be able to bring what you ask for, pair them up with someone willing to share their material and encourage solidarity.</li><li>• Promote generosity by helping others, mostly those with special needs.</li></ul>



**Performance indicators**

Students can:

- 4.1 Identify vocabulary related to rooms and appliances in a house appropriately.
- 4.2 Spell rooms and appliances in a house both orally and in writing properly.

Content(s)	Goal(s)
<ul style="list-style-type: none"> <li>• Rooms of a house</li> <li>• Furniture and appliances</li> </ul>	<p><b>By the end of the week, I will:</b></p> <ul style="list-style-type: none"> <li>• Name rooms, furniture, and appliances in a house.</li> <li>• Spell rooms, furniture, and appliances in a house.</li> </ul>

**Class 1: Materials**

- A bag, cutouts of parts of the house, furniture, and appliances.

**I Activate (Class 1)**

Pre



15 minutes

**Brainstorm**

- Before class, draw on the board a house and its room divisions. Suggested rooms of the house to include: *bedroom, living room, kitchen, bathroom, dining room, garden, backyard, garage*. See this image as an example:



- Then, have students get in pairs and think of ways to name each part of the house. Ask them to write down their ideas.
- After that, call out some volunteers to come to the board and write the parts of the house in the corresponding space.
- Provide feedback, check the spelling and correct the information as needed.
- Then, invite students to draw furniture and appliances in the rooms.

**Teaching tip**



If you consider that your drawing skills are not developed enough and you need the help of visual aids, prepare them before class.

**Keep in mind!**



Laminate all the material that you create.

- Call volunteers to write the names of the furniture and appliances. Help students if they do not know the word.
- Say the words aloud and have students repeat after you say each word.
- Ask students to copy the information on their notebooks.

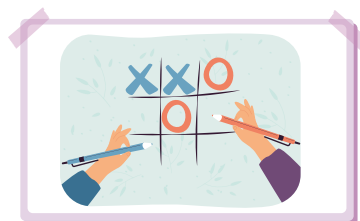
## During



15 minutes

## Tic-tac-toe

- On the board, draw a grid of 3 squares by 3 squares.
- Explain to your class that you will play a game called Tic-tac-toe. Tell them that the players need to choose either "o" or "x".
- Explain, as well, that they need to cross with "x" or "o" each box from the grid to win. Show them the different winning patterns.
- Tell them that their game will have a challenge. *"To cross your chosen box, you must say a part of the house, any furniture or an appliance."*
- Have a volunteer play with you to model the game.



- Have students play the game in pairs once.
- Invite them to switch their partner and play the game again with a different person.

## Post



15 minutes

## The magic bag

- Previously, prepare a bag with cutouts of parts of the house, furniture, and appliances. They can be taken from magazines, newspapers, printed or you can draw them yourself. See this image as an example:



- Tell students that they will play Hot Potato. They will pass "the magic bag" around the circle while the music is playing.
- When the music stops, the student holding the bag will take out one cutout and say its name aloud. Continue the game until several students have had a turn.
- **For next class:** Ask students to look for pictures of household appliances and furniture in newspapers or magazines. Tell them to bring these cutouts to the next class. Keep this material for Day 2, as you will need it for the next activity.



- The student's booklet and cutouts of house appliances and furniture.

I Practice (Class 2)

Pre



15 minutes

Vocabulary

- Focus students' attention on their booklet Unit 4 Worksheet 1.
- Form pairs.
- Ask students to read the descriptions in the clues to complete the crossword puzzle.
- Then, check as a whole class.
- After that, focus students' attention on part II.
- Explain to students that the words presented in the exercise are misspelled. Ask them to find out with their classmates what the mistakes are and spell the word properly.
- After they have spelled the words accurately, ask them to classify the words in the table accordingly.
- Ask for a volunteer to come to the board and write only one word. This volunteer should pick another classmate and give him/her the marker to continue with the next word.
- If a student does not know the answer, ask other classmates to help him/her.

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**Worksheet 1**  
**Part I (Class 2)**

- Work with a classmate, read the clues and complete the crossword puzzle.

**Down**

- This is the room where you eat. (2 words)
- This word is a synonym of 'patio'.
- This is the room where you sleep.
- This is the room where you cook.
- This is the part of the house where we park our cars.

**Across**

- This is the place where you plant flowers.
- This is the room where you watch TV with your family. (2 words)
- This is the room where you take a shower.

**Parts of the house**

**Part II (Class 2)**

- Check the misspelled words below.
- Write them correctly.
- Classify the words in the table below. You can write some words in more than one room.

tavle	shair	coach	ved	refriyireitor
stobe	fun	microweiv oven	mirorr	television
	chelf	toilet	radio sistem	

Bedroom	Bathroom	Kitchen	Dining room	Living room

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PreA1 Booklet

## During



15 minutes

## Snap it!

- Tell students that they will need the material you requested in the previous class. Then, divide the class into groups of 3 or 4 students.
- Ask each group to place their cutouts of home appliances and furniture on a clean surface (e.g., their desks or the floor).
- Explain to students that they will take turns saying aloud the name of a home appliance or a piece of furniture, while their classmates quickly grab the matching cutout.
- The student who picks up the correct cutout first wins that round and continues the game by saying the next word.

## Post



15 minutes

## Where am I?

- Ask students to imagine that you are in a house.
- Say: *"I see a chair, I see a table, I see a vase, I see a sofa..."*
- Then ask, *"Where am I?"*
- Students should guess the room, in this case, the living room.
- Once you have modeled the activity, make groups of four.
- Students will take turns describing a room by mentioning its furniture and appliances while his/her classmates guess the room.



 Answer Key (Unit 4 - Worksheet 1)

## Part I:

Down: 1. dining room, 2. backyard, 4. bedroom, 5. kitchen, 7. garage

Across: 3. garden, 6. living room, 8. bathroom

## Part II:

Bedroom: bed, mirror, fan.

Bathroom: toilet, mirror, shelf.

Kitchen: stove, microwave oven, refrigerator.

Dining room: table, chair.

Living room: radio system, television, couch, fan, shelf.



- Students' notebooks, a sales catalog sample, bond paper pages, and colored pencils.

### I Produce (Class 3)

Pre



15 minutes

#### Find the differences

- Ask students to draw in their notebooks the following rooms: *living room, bedroom, and kitchen*. Tell them to include some furniture and appliances in each room (e.g., *a sofa, bed, lamp, etc.*).
- Form pairs. Each group will sit or stand back-to-back so they cannot see each other's drawings.
- Instruct students to describe their pictures or ask questions to find a set number of differences (3 or 5) between their drawings. For example:  
A: *In the living room, I have three lamps.*  
B: *Oh, in my picture, I have one lamp.*
- If possible, have another round with new pairs so they can practice with different classmates.



#### Teaching tip



This activity can have variations depending on your resources. You can print pictures and provide them to students.

Another option, if you have a computer and projector, you can project pictures on the board and have students find the differences.

During



15 minutes

#### A sales catalog

- Explain to students what a sales catalog is: "A sales catalog is a handy resource that shows off products. It includes prices and sales in an organized way."
- Show an example of a sales catalog.



#### Teaching tip



You can use sales catalogs from the newspaper, print one, or project a digital one. It will all depend on the resources you have available.

- Ask students to take out the page and colored pencils you requested in the previous class.
- Allow students time to create their own sales catalog.
- Encourage students to write the name of each item and its price.

## Post



15 minutes

## Onion ring

- Once all the students have finished their catalog, paste them around the classroom.
- Divide the class into two groups. Group A and group B.
- Ask group A to stand by their own catalog.
- Ask group B to stand in front of one of the members of group A.
- Group A will explain to group B their catalog.
- Ring a bell, clap your hands, or make any other sound to indicate group B to move to the next person from group A. Continue until group B has listened to at least 5 of their classmates.
- Then, have group B look for their catalog and stand by it.
- Have group A listen to group B describe their catalog.
- Clap your hands or make any other sound to indicate group A to move to the next person from group B.
- Allow members from group B to listen to at least 5 classmates from group A.



## Keep in mind!



If your school has an open area, you can do this activity outside of the classroom and hang the catalogs on trees, poles, walls, etc.



### Performance indicators

Students can:

- 4.3 Recognize spelling rules of regular plural nouns successfully.
- 4.4 Spell regular plural nouns following the appropriate spelling rules.
- 4.5 Provide simple and brief descriptions of the objects within the different rooms in a house, using *there is* and *there are* correctly.

Content(s)	Goal(s)
<ul style="list-style-type: none"> <li>• Regular plural nouns</li> <li>• Describing rooms in a house:</li> <li>• There is/ there are/ there isn't / there aren't</li> </ul>	<p><b>By the end of the week, I will:</b></p> <ul style="list-style-type: none"> <li>• Spell regular plural nouns.</li> <li>• Describe rooms in a house using there is and there are.</li> </ul>

### Class 1: Materials



- Suggested vocabulary (during stage) in cards, a bag, and a ball to play the hot potato.

### I Activate (Class 1)

Pre



15 minutes

#### What do you see in our classroom?

- Invite students to look around the classroom and say what they see. Ask them to count the items.
- Explain to students that we use plural form to talk about 2 or more nouns.
- Start explaining that in English there are two kinds of plural nouns; regular and irregular.
- Show them how to form regular plural nouns by using the suggested infographic below:

#### Regular plural nouns

- 1- Add "s" to most of the nouns.  
**Example:** *bed-beds*
- 2- When the noun finishes in CONSONANT + y, change -y to -i and add -es.  
**Example:** *baby-babies*
- 3- Add "es" to nouns ending in: s, ch, sh, x, z and sometimes -o.  
**Example:** *class - classes, church- churches, bush- bushes, box - boxes, mango- mangoes, potato- potatoes, tomato- tomatoes.*  
**Except:** *piano- pianos photo - photos*
- 4- Nouns ending in "f" or "-fe" change the "f" to "ves".  
**Example:** *shelf-shelves wife - wives*  
**Except:** *chef - chefs cliff - cliffs*

#### BEDS



#### BABIES



#### MANGOES



#### SHELVES



## During



15 minutes

## Categorize the words

- Write these four rules on the board: **"add -s", "y - ies", "add -es", "f/fe - ves"**
- On strips of paper, write the following words separately and put them into a bag: *car, book, dog, apple, city, story, party, country, dish, bus, match, quiz, leaf, wolf, knife, life.*
- Have students play the hot potato.
- The student with the hot potato will grab a strip of paper from the bag and place it below the correct rule.
- Once all the words have been placed below each rule, check as a class that the nouns are under the correct rule.
- Then, have students write in their notebooks the complete plural form.
- Make sure all the students have identified the proper use of the rules.

## Teaching tip



If you have access to the internet and a computer, you can use this website to pick students in random order. Just type your students' names and be ready!



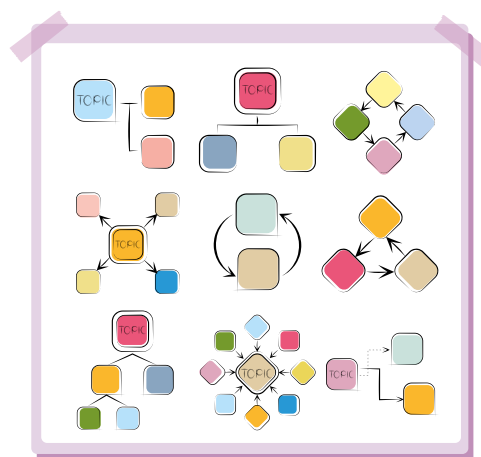
## Post



15 minutes

## Mind maps

- Show students different examples of mind maps. You can draw different patterns on the board; it will depend on your resources.



- Ask students to pick the one they like the best.
- Request students to create a mind map using the four rules taught in this class.
- Encourage students to add drawings with examples and use their creativity as much as possible.
- Call out some volunteers to share with all of the class their mind map.
- Provide any kind of feedback if you identify issues related to the making of mind maps.



- An image of a house and the student's booklet.

I Practice (Class 2)

Pre



15 minutes

What do you see?

- Show students a picture of a house.
- Ask them:  
"What do you see?" (Expected answers: lamps, tv, chairs...)
- As students say their responses, paraphrase each sentence using There is / There are  
Example:  
Student: "I see lamps."  
Teacher: "Good! **There are** lamps." (Say the complete sentences with an emphasis on "There are")  
Student: "I see a TV."  
Teacher: "Perfect! **There is a** TV." (Say the complete sentences with an emphasis on "There is")
- At this point, it is important to make emphasis on "There is + singular noun" and "There are + plural noun"
- Explain the use of *There is/There isn't* and *There are/There aren't*. Guide yourself with the following suggested infographic:

Grammar: "There is..." and "There are..."

Affirmative form			Negative form		
There	is	a bed	There	isn't	a bed
	are	beds		aren't	beds

- Give examples with the items in the classroom. Example: "There are desks.", "There isn't a bed."
- Elicit more examples from students.

During



15 minutes

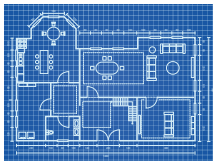
Worksheet 2: My house

- Focus students' attention on Unit 4 Worksheet 2.
- Read the instructions aloud. Make sure students know what to do in the exercises.
- Allow students enough time to complete the activities.
- Check the answers with your class by having different volunteers read each sentence.

page 19

**Unit 4**  
**Worksheet 2**  
**Part I and II (Class 2)**

• Work in pairs. Look at the house blueprint and solve the exercises below.



1.	There	living rooms.
2.	There	six couches.
3.	There	seven chairs.
4.	There	a bed.
5.	There	a garden.
6.	There	four bathrooms.
7.	There	three lamps.
8.	There	a stove.

1.	There are two sofas.	T	F
2.	There aren't three tables.	T	F
3.	There isn't a kitchen.	T	F
4.	There is a bathroom.	T	F
5.	There are three tables.	T	F
6.	There is a car.	T	F
7.	There are 15 windows.	T	F
8.	There are five TVs.	T	F

PreA1 Booklet 19

Post



15 minutes

My dream bedroom

- Ask students to imagine their dream bedroom.
- Request students to draw all their ideas in their notebooks. Encourage them to be creative, color their drawing, and add as many details as they can.
- Then, ask students to write 10 sentences using "There is/There isn't/There are/There aren't".
- Form small groups and have students share their ideas.
- Call out volunteers to share with the whole class his/her ideas.



Answer Key (Unit 4 - Worksheet 2)



Part I:

1. are 2. aren't 3. aren't 4. is 5. isn't 6. aren't 7. aren't 8. is.

Part II:

1.F 2.F 3.F 4.T 5.T 6.F 7.T 8.F



- The list of nouns suggested in the Pre stage, whiteboard markers, and pieces of paper.

I Produce (Class 3)

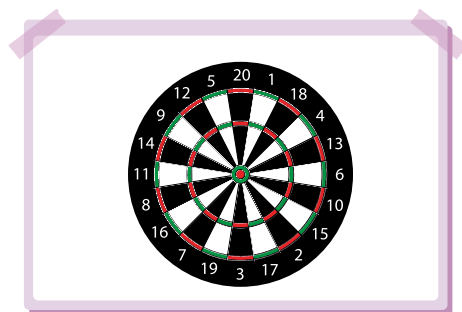
Pre



15 minutes

Snowball darts: Plural nouns

- Ask students to form groups of 5.
- Show the following list of nouns: 1. *wolf*, 2. *lunch*, 3. *bus*, 4. *dress*, 5. *box*, 6. *beach*, 7. *glass*, 8. *fox*, 9. *leaf*, 10. *baby*
- In teams, students have to write the plural form of the singular nouns presented.
- Draw a circular target on the whiteboard with 20 scoring rings.



- Crush a blank piece of paper into a "snowball" shape.
- Explain to students that every group should pick a classmate to throw the snowball at one of the scoring rings. The group should say the plural form of the number they get.
- To win the scoring points, the team members should say the plural form in less than 15 seconds.
- To get double points and make it more challenging, students need to spell the word either orally or in its written form.
- Keep the scores on the board and encourage students to participate and work in teams.

Teaching tip



You can add up more nouns to the suggested list in this activity according to your students' needs.

During



15 minutes

Back to back

- Ask students to draw two houses in their notebooks using two different pages. One house should be furnished and have appliances and the other one should be empty.



## Teaching tip



Encourage students to promote the value of listening to their classmates attentively.

- Request students to keep their drawings as a secret and not to show them to their classmates until you tell them to.
- Once all the students have finished drawing their houses, ask them to make pairs.
- Ask students to stand back to back and to assign themselves either letter A or B.
- Explain to them that student A will describe his/her furnished house to student B so he/she can draw what they listen to in their empty house. After they finish, student B will describe his/her house to student A and follow the same process.
- Once both students have described and replicated each other's drawings, they will compare their drawings and make adjustments as necessary.
- Monitor everyone on task and provide feedback as needed.

## Post



15 minutes

## Writing sentences

- Focus students' attention on what they drew in the previous activity.
- Ask them to write at least 8 sentences using *There is/ There isn't/There are/There aren't* equally.
- Monitor that they are using proper grammar.
- Call out volunteers to say their sentences aloud and write them on the board.
- Help as needed and verify that students are using singular and plural nouns properly.



Performance indicators

Students can:

4.6 Describe the location of common furniture and appliances in a house using prepositions of place accurately.

Content(s)	Goal(s)
<ul style="list-style-type: none"> <li>There is/are + number + noun</li> <li>Common prepositions and prepositional phrases of place</li> </ul>	<p><b>By the end of the week, I will:</b></p> <ul style="list-style-type: none"> <li>Use numbers to list objects in a room.</li> <li>Locate the objects in a room using prepositions of place.</li> </ul>

Class 1: Materials



- Flashcards of house appliances and furniture, grammar structures in different color cards/ colored markers, classroom objects, colors, and a ball.

I Activate (Class 1)

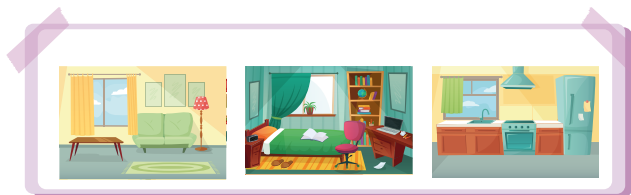
Pre



15 minutes

There is/are

- Show different pictures of house appliances and furniture in rooms. See these examples:






- Using the flashcards, point at the images and ask questions "Where is \_\_\_\_\_?" and "Where are \_\_\_\_\_?". For example: "Where is the chair?", "Where are the lamps?", "Where are the books?", "Where is the pencil?"
- At this point, you can use the question "How many...?" in a fixed way. Accept students' responses and encourage them to see the position of the objects and their number.
- Introduce prepositions. Use a ball, a stuffed animal, or any other object. Place it in different positions while saying the corresponding preposition. Example: "The ball is ON the table." Place the ball on the table simultaneously. Continue giving examples of the following prepositions: *in, on, under, next to, between, and behind.*

Teaching tip



You can create the flashcards in their digital or printed version. If it is not possible, you can make your own.

Write the grammar structure using the suggested colors. It will be helpful in the last activity of the day.

	<ul style="list-style-type: none"> <li>Explain the grammar structures to be used this week by presenting these examples:  <b>There is/There are + number + noun + preposition of place</b> <ul style="list-style-type: none"> <li>There is one book on the table.</li> <li>There are five books in the box.</li> </ul> </li> </ul>	
<p><b>During</b></p>  15 minutes	<p style="text-align: center;"><b>Hot Potato</b></p> <ul style="list-style-type: none"> <li>Ask students to take three objects from their backpack. For example, one pencil and two books or notebooks.</li> <li>Ask students to place the objects in different locations. For example: <i>“Put your pencil on the table.”</i>, <i>“Put your notebook next to the pencil.”</i>, etc.</li> <li>Explain to students that they will give commands to their classmates using prepositions of place.</li> <li>Form groups of three, and have students take turns to give commands to their classmates using prepositions of place.</li> <li>To check students' comprehension, play the hot potato. The person with the ball should come to the front of the class and give a command to the whole class.</li> <li>Monitor that all of the students are placing the object in the correct preposition of place.</li> </ul>	
<p><b>Post</b></p>  15 minutes	<p style="text-align: center;"><b>Following colors</b></p> <ul style="list-style-type: none"> <li>Previously, prepare the sentence below using the colors red (There is/are), blue (the number), yellow (the noun) and green (the preposition) <i>“There is one bird in a cage.”</i></li> <li>Focus students' attention on the sample flashcards suggested in the Pre-stage.</li> <li>Focus students' attention on the example given. Make emphasis that each color represents an important component of the sentence.</li> <li>Ask students to write 5 sentences using the grammar structures studied in class.</li> <li>Check students' sentences by saying: <i>“Circle There is/are with red.”</i>, <i>“Circle the number with blue.”</i> Continue saying: <i>“Circle the noun with yellow.”</i> Finally, request: <i>“Circle the preposition of place with green.”</i></li> </ul>	<p style="text-align: center;"><b>Keep in mind!</b></p>  <p>You can also make cards with the information and the suggested colors and stick them on the board/wall.</p>



- Realia (a ball, an eraser, a book, etc), and the student's booklet.

I Practice (Class 2)

Pre



15 minutes

Video review

- Depending on your resources, you can play this song:
- To reinforce the message of the song, show your students these movements with your hands:



- Once you have modeled the movements, ask students to follow your instructions. Tell them that you will say the new words at a low pace and then you will go faster and faster. They need to follow your instructions and keep your pace.
- Call out volunteers to continue this activity for his/her classmates.

During



15 minutes

Board game

- Use realia (a ball, an eraser, a book, any object).
- Place the object in different positions and ask students "Where is it?", "Where are they?" Monitor that students can identify all the prepositions of place.
- Make groups of three.
- Focus students' attention on Unit 4 Worksheet 3.



- Ask them to use a coin as a chip to advance. If they get “heads”, they move 1 space and if they get “tails”, they move 2 spaces.
- Allow students time to play. Monitor if students are answering the questions properly.
- In case students finish before the expected time, encourage them to write sentences in their notebooks using the pictures as references.

## Post



15 minutes

## Challenging my classmate!

- Tell students that they will need realia for this activity. Allow them to choose any object they have or like.
- Explain to students that they will have to take turns to challenge their classmates.
- Student A should place the selected object in any place of the classroom while student B should say where it is using complete sentences and the proper preposition of place.



- Have students interchange roles.
- If there is enough time, you can form new pairs and have them play the game again.
- **For next class:** Ask students to bring a page, a handkerchief/bandana or a piece of cloth, and an object they like. It can be a ball, a stuffed animal, etc.

## Class 3: Materials



- Handkerchief/piece of cloth, any object that students like (a ball, a stuffed animal, a doll, etc.), and a page per student.

### I Produce (Class 3)

#### Pre



15 minutes

#### Blindfolded!

- Greet and welcome students to class.
- Model the following activity for your students.
- Place a desk/chair/table in the center of the class or in front of it.
- Cover your eyes with a handkerchief/bandana/piece of cloth.
- Call a volunteer and ask him/her to place an object somewhere, using the desk/chair/table as a reference point.
- The volunteer should tell you where the object is, using complete sentences and prepositions of place. Example: *"The ball is under the desk."*
- You will try to find the object by following the volunteer's instructions while your eyes are covered.
- Once you have modeled the activity, ask students to take out the requested material, form pairs, and take turns doing the activity with their partners.



#### During



15 minutes

#### Foldable

- Provide students with a page or ask them to bring one from home.
- Guide students to create a 4-tab vocabulary foldable. Check how to fold and cut the page:



- Students will have to write only a preposition in the front part of the foldable.
- Then, they will have to write a complete sentence in the left part of their foldable using the preposition written on the front and vocabulary related to this unit (parts of the house, its furniture, and appliances).
- Inside the foldable, on the right-hand side, they will have to draw a picture that represents the written sentence.
- Encourage students to write complete sentences and use different colors to highlight every part of the sentence. Monitor and help as needed.
- Ask students to glue their foldable on their notebooks.

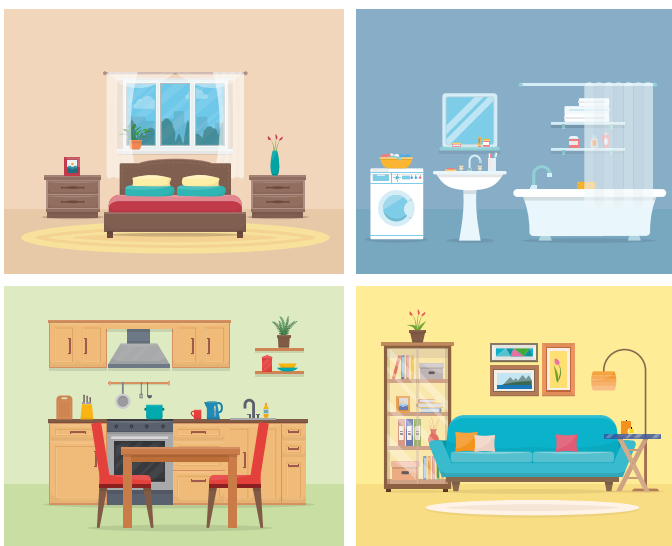
Post



15 minutes

Tic-tac-toe

- Project on the board similar flashcards as the ones below or have them in a visible place (you can make your own).



- Ask students to draw a grid of 3 squares by 3 squares.
- You can share this example or have students make their own.

Tic-tac-toe

in front of	On	Between
Next to	In	Under
Between	Behind	In front of

- Tell students that they will have to say complete sentences using prepositions and the pictures on flashcards.
- Have students play tic-tac-toe and monitor if they are following instructions.
- Once they finish, ask them to agree on 8 sentences and write them on the board.

Performance indicators

Students can:

4.7 Exchange information about the furniture and appliances in different rooms of a house by accurately using the grammatical structures **There is** and **There are**.

Content(s)	Goal(s)
<ul style="list-style-type: none"> <li>Questions with: <i>Is there / Are there...?</i></li> <li>Questions with <i>how many _____ are there?</i></li> </ul>	<p><b>By the end of the week, I will:</b></p> <ul style="list-style-type: none"> <li>Ask for furniture and rooms in a house.</li> <li>Exchange information about our houses.</li> </ul>

**Class 1: Materials**



- Questions on pieces of paper, the students' notebooks, music to play the hot potato, and flashcards of parts of the house.

I Activate (Class 1)

Pre



15 minutes

Unscramble the questions

- Have on the board this information and ask students to try their best to unscramble the questions:

refrigerator	kitchen	Is	in	there	a	your	?
trees	there	banana	in your	Are	garden	any	?
many	How	sofas	there	living	are	room	in the ?
in	your	there	televisions	How	are	house	many ?
house	bedrooms	How	there	are	in	your	many ?

Answers: *Is there a refrigerator in your kitchen? Are there any banana trees in your garden? How many sofas are there in the living room? How many televisions are there in your house? How many bedrooms are there in your house?*

- Explain the Yes/No questions and WH-question structures by displaying the information presented in the suggested infographic below.

Yes/No Questions

Is there	a/an	singular noun	complement	?
Is there	a	sofa	in the living room	?
Are there	any	plural noun	complement	?
Are there	any	sofas	in the living room	?

## WH-Questions

How many	plural noun	are there	complement	?
How many	sofas	are there	in the living room	?

- Provide more examples if needed.

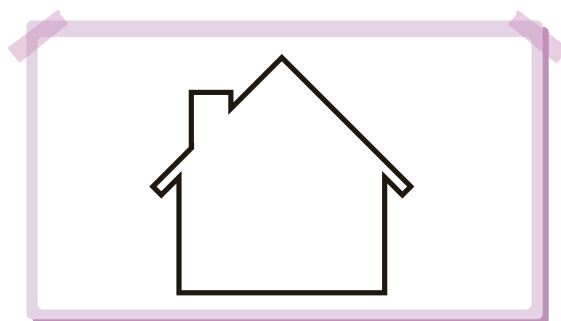
## During



15 minutes

## My house - your house

- Display on the board a house outline. For example:



- Ask students to draw two houses. An empty house and a furnished house.
- Once students have finished, form pairs.
- Ask students to stand face to face and not to show their drawings.
- Tell them that they need to guess what his/her classmate has drawn by asking the questions: *Is there a/an...? Are there any...? How many \_\_\_\_\_ are there?*
- If a classmate answers "Yes, there is." or "Yes, there are." his/her classmate should draw it on his/her blank drawing.

## Teaching tip



This activity is similar to the one presented in week 2, I produce stage. However, the following activity proposes a higher level of thinking and the use of proper questions. As students ask the questions, monitor that they are using proper grammar structures and pronunciation.

## Post



15 minutes

## Where am I?

- As a class, play the hot potato.
- The chosen person should come to the front of the class.
- Ask the volunteer to close his/her eyes.
- While the volunteer has his/her eyes closed, show to the rest of the class either a picture of a room of a house or the name of a room.
- Ask the volunteer to open his/her eyes and ask questions using *"Is there/ Are there...?"* to guess the room.
- The other students in the class should answer the questions and help his/her classmate guess the room.
- Continue the game with different students and different rooms.



- The student's booklet and the students' notebooks.

I Practice (Class 2)

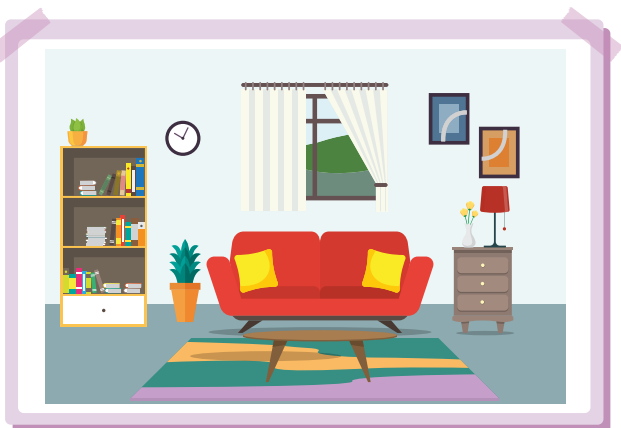
Pre



15 minutes

Identify information in context

- Focus students' attention on the first image in Unit 4 Worksheet 4.



- Request students to look only at the picture and ask: "What can you see?"
- Brainstorm ideas related to the picture.
- Write students' comments on the board.

Teaching tip



If you have technological resources, you can project the image on the board. It will help you to keep students' attention not only on their material but also on what you are explaining.

During



15 minutes

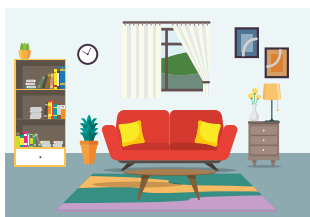
Reading comprehension

- Focus students' attention on the reading part in Unit 4 Worksheet 4.
- Have students read the paragraph and ask follow-up questions such as: *What objects/things/items/ are there in the living room? Is there a television? Are there any books?*
- Then, ask students to reread the paragraph and answer questions 1-5.

Worksheet 4  
Part I (Class 2)

page 21

- Work in pairs. Read the text below and answer questions 1-5.



Hello, my name is Alejandra. I am 13 years old and I live in a small house in Chaltenango. I love reading, that is why there are nineteen books in the bookcase. There isn't a television in my living room. On the wall, there is a clock and there are two paintings. In addition, there is a window and there are two white curtains. After school, I like to sit on the sofa and read. There is a lamp near the sofa and there is a window behind it. I really love my house.

PreA1 Booklet

- How many books are there in the bookcase?
- Is there a television in Alejandra's living room?
- How many paintings are there on the wall?
- Are there any blue curtains in her living room?
- Is there a lamp behind the window?

## Practice a dialogue

- Focus students' attention on Worksheet 4, part II.

page 21

**Part II (Class 2)**

- Work in pairs. Take turns asking and answering questions about the rooms, furniture, and appliances found in your houses.

**PreA1 Booklet**

How many televisions are there in your house?

There is one TV in my house.

Yes, there is.

Is there a patio in your house?

- Model the suggested dialogue.
- Make pairs.
- Ask students to take turns and practice the dialogue.
- Encourage students to interchange roles.
- Make new pairs and have students practice the dialogue one more time.

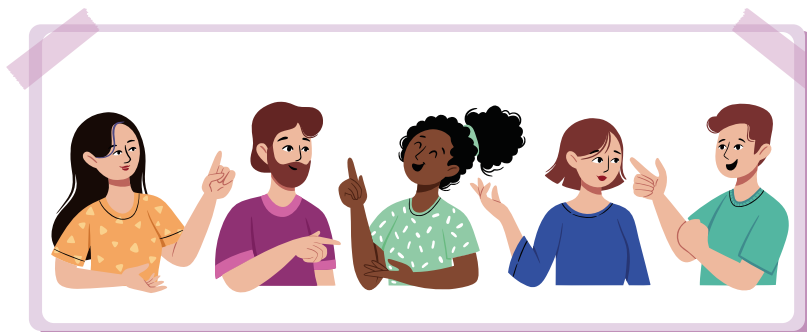
## Post



15 minutes

## Make your dialogue

- Form pairs.
- Ask students to look at the dialogue in worksheet 4, Unit 4.
- Request students to choose a different room of a house.
- Ask students to create a similar dialogue using proper questions and answers.
- Call out some volunteers to present their dialogues to the class.
- Check if they are using proper vocabulary and grammar.



## Answer Key (Unit 4 - Worksheet 4)



*Part I:* **1.** nineteen **2.** No, there isn't. **3.** There are two paintings. **4.** No, there aren't. **5.** No, there isn't.

## Class 3: Materials



- A page per each student, scissors, and colored pencils.

### I Produce (Class 3)

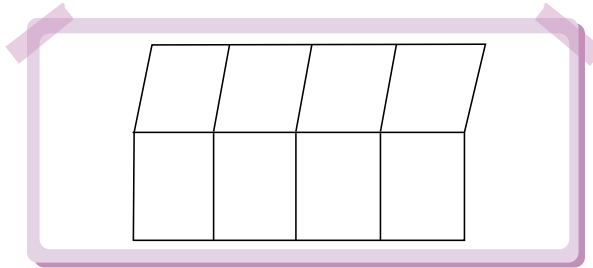
#### Pre



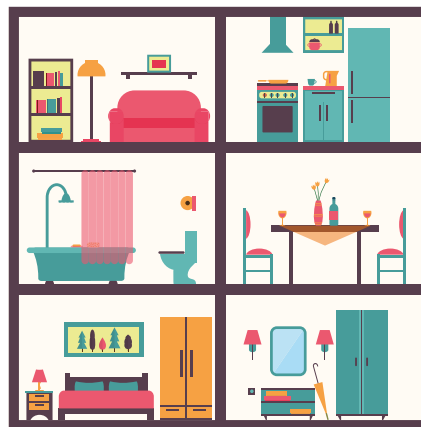
15 minutes

#### Creating cards

- Provide each of your students with a page.
- Ask students to divide the page into 8 pieces.



- Ask students to draw eight different rooms of a house with their corresponding appliances on each piece of paper (bedroom, living room, kitchen, bathroom, dining room, garden, backyard/patio, garage).
- Ask students to cut the pieces of paper and make cards. For example:



#### Teaching tip



If you do not have enough resources, monitor if students can bring a page from home.

#### During



15 minutes

#### Game

- Form groups of three.
- Ask students to place their room cards face down.
- Explain that they will take turns picking any card and asking questions with: *"Is there...? Are there...? How many...?"*
- The other classmates in the group should answer the question according to what they see on the card.
- The game continues with students taking turns. Provide feedback as needed.

## Post

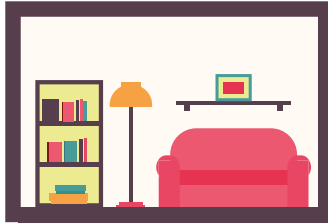


15 minutes

## Writing sentences

- Focus students' attention on the cards they got from the previous activity.
- Ask students to glue their cards into their notebooks.
- Then, ask students to write sentences using the information on the cards.

**For example:** *There is an armchair in the living room. There are two shelves on the wall.*



## Musical chairs

- Ask students to place their chairs or desks around the classroom making a circle. If your class is large, adjust this activity as best suits you.
- Leave one seat unavailable.
- Ask students to stand up and walk around the chairs. Explain to them that once the music is paused, they will have to look for a seat.
- Play music and pause it to model a sample.
- The person without a seat, should write one of his/her sentences on the board.



- Check your students' sentences and make sure they are using proper grammar.  
**For next class:** Ask students to bring cardboard paper.

## Teaching tip



When playing musical chairs, use music in English that is attractive to your students.

Avoid playing songs with inappropriate lyrics.

Performance indicators

Students can:

4.8 Provide an accurate short description about the rooms and appliances in a house both orally and in writing.

Content(s)	Goal(s)
Project: Describing my house	<p><b>By the end of the week, I will:</b></p> <ul style="list-style-type: none"> <li>Describe my house using visual aids.</li> <li>Use prepositions to describe what I have in my house.</li> </ul>

Class Materials



- Cardboard, markers, colored pencils, and a bell.

Project

Class 1  
Pre



45 minutes

Project preparation

- In a class previous to this one, ask students to bring cardboard paper from home.
- Explain to students that they will draw their house on cardboard paper.
- Allow students time to draw their house.
- Encourage students to write the name of the appliances, furniture, and rooms.
- On a separate note, they need to prepare a short description of their house. Remind students to use complete sentences using *There is/There isn't / There are/There aren't and prepositions.*

Class 2  
During



45 minutes



Project presentation

- Form groups of four or five.
- To take turns, ask students to number themselves from 1 to 4 or 5.
- Tell students that they will have two minutes each.
- During the first minute, they need to describe their house to their classmates.
- After the minute is over, ring a bell or make a noise. It will indicate to students that they need to stop.
- During the second minute, the rest of the group will ask him/her questions about his/her house with: *Is there..? How many..? Are there..?*

Teaching tip



This is one of many cooperative learning strategies that you can use when you have large groups. You must take the role of a monitor, and take notes on students' progress and areas of opportunity.

	<ul style="list-style-type: none"> <li>• After the second minute is over, ring a bell or make a sound so the next student starts his/her presentation.</li> <li>• Continue monitoring the time and checking that all students are participating in each group.</li> </ul>	<p>In this way, you can correct students' mistakes after they have participated. Avoid interrupting students while they are presenting.</p>
<p><b>Class 3 Post</b></p>  45 minutes	<p style="text-align: center;"><b>Unit 4 Test</b></p> <ul style="list-style-type: none"> <li>• Before class, make sure you have enough copies of the test for the whole class. Keep the suggested listening track handy. Scan the QR code to access the online resource.</li> </ul>  <ul style="list-style-type: none"> <li>• Have students write their full names on the test.</li> <li>• Read the instructions to the whole class and make sure that students understand them clearly before taking the test.</li> <li>• Request students to complete the evaluation individually.</li> <li>• When time is up, collect the tests and verify that students have completed all the sections included.</li> </ul>	





# Unit Test

# Unit Test



## Performance indicators

## Students can:

- 3.1 Recognize vocabulary related to family members both orally and in writing successfully.
- 4.5 Provide simple and brief descriptions of the objects within the different rooms in a house, using *there is* and *there are* correctly.

Content(s)	Goal(s)
<ul style="list-style-type: none"> <li>Family Members</li> <li>Rooms of a House</li> <li>Furniture and Appliances</li> </ul>	<p><b>By the end of the week, I will:</b></p> <ul style="list-style-type: none"> <li>Consolidate my progress along units 3 and 4.</li> </ul>

## Class Materials



- Dry-erase markers/chalk, cardboard, colored pencils, cutouts, and a house poster.

## Units 3 and 4

Class 1  
Pre

45 minutes

## My Dream House

- Before class, create a chart listing items for the following categories: *room*, *number of rooms*, *furniture and appliances*, and *family members*.

Room	Number of Rooms	Furniture and Appliances	Family Members
bedroom	5	bed, mirror, shelf, and fan	mother (Lucia) father (Mario) grandfather (Miguel) brother (Rodrigo) sister (Fabiola) pet (Chispitas)
living room	1	television, 3 sofas, stereo system, and table	
kitchen	1	stove, microwave oven, refrigerator, and sink	
dining room	1	a table and 5 chairs	
bathroom	3	toilet, shower, sink and mirror	
garden	1	a table and 2 chairs	
garage	1	2 cars and a shelf	

- Draw students' attention to the table on the board.
- Explain to students that they will draw a similar table in their notebooks. The information to be included will represent their dream house or the ideal house they would like to have in the future. Encourage students to be very creative and put into practice all the vocabulary studied along Units 3 and 4.
- Remind students that in the last column, they will add family members who also live in their dream house.
- Have students create their tables.

- Next, write the following conversation on the board.  
*A: How many rooms are there in your dream house?*  
*B: In my dream house, there is a living room, a kitchen, a dining room, a bathroom, a garden, and a garage. There are 5 bedrooms, too.*  
*A: That's great! Please describe your living room.*  
*B: In my living room, there is a television, a stereo system, and a table. There are also three sofas.*  
*A: Wow! Please tell me about your kitchen.*
- Practice the conversation as a whole class.
- Encourage students to keep the conversation going by using the information in your table. Provide as much help as needed.
- Divide the class into pairs.
- Request students to collect details about their classmate's dream house and write them in their notebooks. This information will be useful later on.
- Model the steps to follow and make sure the instructions are clear.
- **For next class:** ask students to take to class a piece of cardboard, colored pencils, and some cutouts from magazines/newspapers to represent furniture or appliances.

### Class 2 During



45 minutes

### Time to Draw!

- Prepare a sample poster of your dream house and stick it on the board.
- Have students take out their materials.
- Explain to students that they will create a poster that represents their classmate's dream house.



- Encourage students to use drawings or cutouts to illustrate their work.
- Collect students' posters or request them to take them to class the following session.

### Class 3 Post



45 minutes

### My Partner's Dream House

- Before class, stick your poster on the board.
- Next, present your work to students as follows and point at each object in your poster: *This is the teacher's dream house. His/her mother, father, grandfather, brother, sister, and pet live in this house. In his/her dream house, there are 5 bedrooms. In the bedrooms, there is a bed, a mirror, a shelf, and a fan.*
- Write this information on the board for students' reference.
- Explain to students that they will present their partner's ideal house using their posters.
- Finally, pair up students and have them take turns describing their work. You may consider students' participation as a makeup evaluation activity.

# UNIT 5

## My Day

### In unit 5, students will start:

- Describing daily activities using the simple present tense.
- Writing complete sentences to describe their daily activities.
- Telling the time.
- Relating their daily activities to specific times of the day.
- Describing their daily routine using sequence connectors in sentences.



## Unit 5 My Day

Unit Competencies	Guidelines for Diagnostic Assessment
<p>1. Exchange information about personal routines by describing daily activities and using frequency expressions.</p>	<p>To have a clear perspective of students' language skills and learning needs, it is recommended to start the unit by completing a diagnostic assessment based on some of the contents studied in the previous unit.</p> <p>It is important to clarify that this kind of diagnostic activity does not necessarily imply the use of a test. Students' proficiency can be measured by completing different meaningful and engaging classroom activities.</p> <p>Lastly, one of the most important steps of diagnostic assessment is to analyze the results to enhance the teaching-learning process and strengthen students' linguistic abilities.</p>

Teaching Tips for the Didactic Unit	Classroom Management Guidelines
<ul style="list-style-type: none"><li>• During your planning or class preparation, check the material to use, new vocabulary, and pronunciation of the vocabulary you will teach to do a proper modeling of each word.</li><li>• Once you are certain of the material you will use, prepare it in advance.</li><li>• Reuse the material such as flashcards or cards and use it to reinforce and review the content weekly.</li><li>• Check in advance if there is a need to request your students to bring from home realia or other kinds of material for the lesson purpose.</li><li>• Use body language and visual aids to introduce and review key content.</li><li>• Reinforce spelling both orally and in writing using key vocabulary presented along the unit.</li><li>• Carry out classroom activities that can benefit different learning styles and areas of growth identified through the diagnostic assessment.</li></ul>	<ul style="list-style-type: none"><li>• Organize and label your board as date, goal, and new vocabulary.</li><li>• Arrange seats differently from time to time.</li><li>• Promote group-work activities with different peers. Carry out grouping strategies for this purpose.</li><li>• Encourage students' active participation along all stages of the lesson.</li><li>• Monitor at all times and guide students as needed.</li><li>• Foster cooperative learning at all times.</li><li>• Encourage the acceptance of mistakes and challenges as part of personal growth.</li><li>• Promote generosity by helping others, mostly those with special needs.</li><li>• Make sure all your ludic activities have a specific purpose. They can either be a way of formative or summative assessment. You may include a set of questions from the lesson taught or any previous ones to help students review those contents. The evaluation must be fun as well.</li></ul>



### Performance indicators

Students can:

- 5.1 Recognize daily activities from different input successfully.
- 5.2 Spell vocabulary related to daily routines in spoken and written tasks accurately
- 5.3 Identify, spell, and order the days of the week correctly through guided oral and written tasks.

Content(s)	Goal(s)
<ul style="list-style-type: none"> <li>• Daily activities</li> <li>• Days of the week</li> </ul>	<p><b>By the end of the week, I will:</b></p> <ul style="list-style-type: none"> <li>• Match daily routines with pictures and gestures.</li> <li>• Say the days of the week in English.</li> </ul>

### Class 1: Materials



- Dry-erase markers/chalk, cards of the rooms in a house, daily routine flashcards, and daily routine cards.

### I Activate (Class 1)

Pre



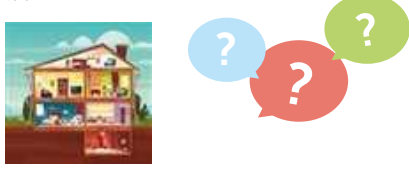
15 minutes

#### Guess the Room!





- Before class, write the following description on the board.

**Guessing Game!**

In this room, there is a television, a stereo system, and a shelf. There are two sofas too.



- In class, read the description aloud and encourage students to read along with you.
- Have students guess the room.
- Validate the answer as a whole class. (*The correct answer is a living room.*)
- Divide the class into small teams and request students to take out one set of cards related to rooms of a house that they elaborated on in the previous unit.

	<ul style="list-style-type: none"> <li>• Explain to students that they will play a guessing game. Students will take turns picking up cards and providing a short oral description by saying the objects found in each room. The rest of the group will listen carefully to the description and say aloud the corresponding room of a house.</li> <li>• Walk around the classroom and monitor students' performance closely.</li> </ul>	
<p><b>During</b></p>  <p>15 minutes</p>	<p style="text-align: center;"><b>Daily Activities</b></p> <ul style="list-style-type: none"> <li>• Before class, prepare some flashcards with pictures to represent the following daily activities: <i>wake up, get up, take a shower, brush (my) teeth, get dressed, have breakfast, go to school, have lunch, do (my) homework, help with the housework, watch TV, play soccer, have dinner, go to bed.</i></li> <li>• Create some daily activity cards using the vocabulary above.</li> <li>• Stick the flashcards at the center of the board and place the daily activity cards in one column on the board.</li> <li>• Introduce the vocabulary by matching the daily activity card with its corresponding flashcard with pictures.</li> </ul> <div style="text-align: center;">  <p><b>watch TV</b></p> </div> <ul style="list-style-type: none"> <li>• Make a repetition drill of the daily activities presented while pointing at the flashcards.</li> <li>• Have students illustrate and write the vocabulary in their notebooks.</li> </ul>	<p style="text-align: center;"><b>Keep in mind!</b></p>  <p>Remember to laminate all your resources to reuse them in future lessons.</p>
<p><b>Post</b></p>  <p>15 minutes</p>	<p style="text-align: center;"><b>How Do You Spell..?</b></p> <ul style="list-style-type: none"> <li>• Copy the following conversation on the board. <ul style="list-style-type: none"> <li><i>A: How do you spell "get up"?</i></li> <li><i>B: It's G-E-T U-P.</i></li> <li><i>A: Excellent!</i></li> <li><i>B: How do you spell "have dinner"?</i></li> <li><i>A: It's H-A-V-E D-I-N-N-E-R.</i></li> <li><i>B: Good job!</i></li> </ul> </li> <li>• Have students get in pairs.</li> <li>• Have students follow this sample conversation to take turns spelling daily activities. Monitor around to give feedback.</li> </ul>	

## Class 2: Materials



- Dry-erase markers/chalk, daily activity cards, a jar or a box, the student's booklet, and a calendar.

### I Practice (Class 2)

#### Pre



15 minutes

#### Charades: Daily Activities

- Before class, place the daily routine cards in a box/jar.



- Divide the class into small teams.
- Explain to students that a representative of each team will pick a card from the box/jar. He/she will read the card silently and mime the daily activity in front of the class. The rest of the class will look at him/her carefully and call out the correct answer.
- Model the instructions step by step before the game starts.
- Encourage different representatives of each team to select a card and mime the vocabulary.
- Repeat the process a few times until all cards have been called out.
- Request all students to go back to their seats.
- Finally, review all daily activities as a whole class. Grab a card and encourage students to mime and say the corresponding daily activity aloud along with you.
- Provide feedback related to pronunciation or intonation.
- Praise students for their participation.

#### During



15 minutes

#### Worksheet 1: Daily Activities (Part I)

- Request students to open their booklets to Unit 5 Worksheet 1.
- Have a volunteer read the instructions aloud.
- Explain to students that they will look at the pictures (a-o) and they will write down the correct daily activity in the blanks.

PreA1 Booklet

**Unit 5**

**Worksheet 1**  
**Part I (Class 2)** page 22

• Work in pairs. Look at the pictures and write the daily routine next to the correct letter.

a. \_\_\_\_\_ f. \_\_\_\_\_ k. \_\_\_\_\_  
 b. \_\_\_\_\_ g. \_\_\_\_\_ l. \_\_\_\_\_  
 c. \_\_\_\_\_ h. \_\_\_\_\_ m. \_\_\_\_\_  
 d. \_\_\_\_\_ i. \_\_\_\_\_ n. \_\_\_\_\_  
 e. \_\_\_\_\_ j. \_\_\_\_\_ o. \_\_\_\_\_

**Part II (Class 3)**

• Read about Oliver's week. Write in the box the activities he does every day.

Hello, my name is Oliver. I am 17 years old and I study at Colegio Educativo Prof. Pablo Solano Urzúa. I go to school from Monday to Friday. I study in the morning. We have our English class on Mondays, Wednesdays, and Fridays. On Tuesdays and Thursdays, I always go to the library to read books during our break. I sometimes go to the park on Saturday afternoons to play soccer with my friends. My favorite day of the week is Sunday because I wake up late.

Mon	Tue
Study English	
Wed	Thu
Fri	Sat
Sun	

22 PreA1 Booklet

- Model one example as a whole class and make sure the instructions are clear before the activity begins.
- Have students get in pairs to work on the exercise.
- Walk around the classroom and provide as much help as needed.
- Finally, have some volunteers go to the board to write down the answers.
- Check the information on the board as a whole class and provide feedback related to spelling, pronunciation, and intonation.

**Post**



15 minutes

**Days of the Week**

- Before class, create a large calendar of the current month of the year in English.
- Stick the calendar on the board and have students look at it carefully.
- Draw students' attention to the days of the week on the calendar.
- Read the days of the week aloud while pointing at the calendar. Encourage students to repeat after you.
- Model the proper pronunciation of each day and reinforce any of them that needs further practice.
- Point at the day it is and say "Today is \_\_\_\_\_."
- Explain to students that they go to school on *Monday, Tuesday, Wednesday, Thursday, and Friday*. Let them know that those days are called *weekdays*. Write this information on the board.
- Point at *Saturday* and *Sunday* and label those days as the *weekend*.
- Highlight that the days of the week always begin with a capital letter.
- Finally, have students copy the seven days of the week in their notebooks.

**Answer Key (Unit 5 - Worksheet 1)**



*Part I:* **a.** have breakfast **b.** go to school **c.** wake up **d.** take a shower **e.** get up **f.** brush (my) teeth **g.** do (my) homework **h.** help with the housework **i.** watch TV **j.** go to bed **k.** have lunch **l.** get dressed **m.** have dinner **n.** play soccer **o.** study English

## Class 3: Materials



- Dry-erase markers/chalk, masking tape, daily routine flashcards, daily routine cards, alphabet sets, a list of daily activities and days of the week, and the student's booklet.

### I Produce (Class 3)

#### Pre



15 minutes

#### Matching Time!

- Before class starts, stick the flashcards with pictures of daily activities on one side of the board randomly.
- Place the daily routine cards on another side of the board.
- Have students stand up and make a circle.
- Hand a stuffed animal or ball to students.
- Explain to students that they need to pass the stuffed animal/toy while music is playing. When the music stops, the student holding the stuffed animal/toy will go to the board and match a flashcard with its correct daily routine card.
- Play the music and have students pass the object among them.
- Have the selected student match the daily activity flashcard with the corresponding card at the center of the board.




brush my teeth

- Request the rest of the class to say if they agree with the answer.
- The activity will continue until all flashcards have been properly matched.
- At the end of the game, drill the correct pronunciation of each daily activity while incorporating body language.
- Encourage students to repeat after you and imitate your movements.

#### Keep in mind!



The music you choose must be in English and with clear lyrics. Foul language or inappropriate lyrics are not allowed.

<p><b>During</b></p>  15 minutes	<p style="text-align: center;"><b>ABC Caps</b></p> <ul style="list-style-type: none"> <li>• For this activity, you will reuse the alphabet sets made of plastic bottle caps, cardboard, or foam sheets that you used in a previous lesson.</li> <li>• Make a list of days of the week and daily routine activities.</li> <li>• Divide the class into small teams.</li> <li>• Distribute two alphabet sets per team.</li> <li>• Explain to students that you will call out different days of the week and daily activities for them to form those words using the alphabet sets.</li> <li>• Check the answers by requesting different groups to spell the words back to you and say them aloud afterward.</li> <li>• Write down the correct spelling of the days of the week and daily activities on the board.</li> <li>• Provide feedback based on spelling, pronunciation, or the meaning of the words.</li> </ul>	<p style="text-align: center;"><b>Keep in mind!</b></p>  <p>By using bottle caps, you are showing students that “garbage” can be useful. Also, providing different resources to present the alphabet will make their learning more meaningful.</p>
<p><b>Post</b></p>  15 minutes	<p style="text-align: center;"><b>Worksheet 1: Daily Activities (Part II)</b></p> <ul style="list-style-type: none"> <li>• Have students open their booklets to Unit 5 Worksheet 1 (Part II).</li> <li>• Read the instructions as a whole class.</li> <li>• Explain to students that they will read Oliver’s daily routine from Monday to Sunday. According to the information from the text, students will complete the table on the right.</li> <li>• Review the example provided in the worksheet.</li> <li>• Make sure the instructions are clear before the activity begins.</li> <li>• Have students get in pairs and request them to take turns reading a part of the text aloud.</li> <li>• Encourage them to work collaboratively in the exercise to support each other.</li> <li>• Walk around the classroom and support students as much as needed.</li> <li>• Check the answers by selecting different students randomly.</li> <li>• Finally, provide feedback related to spelling, pronunciation, and intonation.</li> </ul>	

**Answer Key (Unit 5 - Worksheet 1 - Part II)**



*Part II:* **Mon.** Study English **Tue.** Go to the library **Wed.** Study English **Thu.** Go to the library  
**Fri.** Study English **Sat.** Play soccer **Sun.** Wake up late

Week **2**

Approximate time:  
2 hours 15 minutes (3 classes)



### Performance indicators

Students can:

5.4 Describe daily routines in logical sequence by creating affirmative sentences with the pronouns *I, you, we, and they*.

Content(s)	Goal(s)
<ul style="list-style-type: none"> <li>Simple present tense (Affirmative Sentences with I, you, we, they.)</li> </ul>	<p><b>By the end of the week, I will:</b></p> <ul style="list-style-type: none"> <li>Describe daily activities using the simple present tense.</li> <li>Write complete sentences to describe my daily activities.</li> </ul>

### Class 1: Materials



- Dry-erase markers/chalk and daily activity flashcards.

### I Activate (Class 1)

Pre



15 minutes

#### Bingo: Daily Activities

- Before class begins, write the following fourteen daily activities on the board: *wake up, get up, take a shower, brush (my) teeth, get dressed, have breakfast, go to school, have lunch, do (my) homework, help with the housework, watch TV, play soccer, have dinner, go to bed*.
- Keep handy the daily activity flashcards that you used in previous lessons.
- Draw a 9-square bingo grid on the board and have students draw it in their notebooks.
- Ask students to write randomly 9 daily activities, from the ones on the board, in their grids.
- Explain to students that you will grab different flashcards to show the activities to them. If they have the activities in their grid, they will have to cross them out.
- Ask them to say out loud "BINGO!" when they have crossed their 9 activities.
- Finally, use the flashcards to review all the daily activities.

During



15 minutes

#### Parts of the Day + Simple Present Tense (Affirmative Sentences)

- Before class begins, choose a side of the board and draw the different parts of the day as shown in the picture below.

## Parts of the Day



in the morning



in the afternoon

12:00 p.m. -6:00 p.m.



in the evening

6:00 p.m. -10:00 p.m.



at night

- Explain to students that a day is normally divided into four parts.
- Point at the pictures and read the vocabulary aloud.
- Draw students' attention to the beginning of each expression. Emphasize that we use the preposition **in** for "in the morning, in the afternoon, and in the evening", but we use **at** for "at night".
- Explain to students that we can describe our daily activities using the expressions on the board.
- Choose four flashcards and write some sentences on the board as the examples below.
  - I **take a shower** in the morning.
  - We **watch TV** in the afternoon.
  - They **play soccer** in the evening.
- Create more examples by requesting students' participation and using the flashcards.
- Ask students to write the information on the board in their notebooks.

## Teaching tip



Remember to make posters, charts, and flashcards large enough so everyone in the class can see and read the information.

Write down the full sentences on the board slowly and by having students' participation. You can use markers of different colors to highlight the components of each sentence.

## Post



15 minutes

## Now You Do It!

- Display the flashcards with pictures representing daily activities, so they are visible to students.
- Copy the following prompts on the board.
  1. I \_\_\_\_\_ in the morning.
  2. I \_\_\_\_\_ on weekdays.
  3. I \_\_\_\_\_ in the afternoon.
  4. I \_\_\_\_\_ on weekends.
  5. I \_\_\_\_\_ in the evening.
  6. I \_\_\_\_\_ at night.
- Explain to students that they will create in their notebooks original sentences to describe their daily activities according to the part of the day included in the statements.
- Have students get in small teams (3-4 students).
- Request students to share and compare their sentences orally.



- Dry-erase markers/chalk, daily activity flashcards, and student's booklet.

## I Practice (Class 2)

Pre



15 minutes

### Board Race: Simple Present Tense

- Before class begins, stick the flashcards with pictures of daily activities on the board to create some prompts like the one below. You need to include a subject pronoun (I, you, we, they), a flashcard, and a time expression (in the morning, in the afternoon, in the evening, at night, on weekends, on weekdays).

We /  / in the evening

- In class, divide the class into small teams (4 to 5 students). Request students to line up facing the board.
- Distribute one dry-erase marker per line.
- Explain to students that they will write down full sentences using the words and flashcards on the board. A different representative of each team will go to the board to write the complete sentence in every round. Then, students will get back to the end of the line.
- Model all the steps to follow before the game starts.
- Assign one sentence every round. Have students race to the board to write down the statement.
- Check the answers as a class activity and assign the following sentence to the next person in line.
- The activity will continue until all the prompts have been used.
- At the end of the game, provide as much feedback as needed related to spelling, punctuation, sentence structure, grammar, etc.
- Finally, praise students for their participation.

During



15 minutes

### Worksheet 2: Simple Present Tense (Part I)

- Have students open their booklets to Unit 5 Worksheet 2 (Part I).
- Read the instructions as a whole class.

PreA1 Booklet

**Unit 5** page 23

**Worksheet 2**  
**Part I (Class 2)**

• Work in pairs. Unscramble the sentences and match them with the pictures.

1. take / in the morning / a shower / I / I \_\_\_\_\_
2. on weekdays / we / go / I / to school \_\_\_\_\_
3. my classmates / I / in the afternoon / with the housework / help \_\_\_\_\_
4. watch / in the evening / you / I / TV \_\_\_\_\_
5. to bed / I / at night / I / go \_\_\_\_\_
6. your homework / do / I / in the afternoon / you \_\_\_\_\_

- Explain to students that they will unscramble some sentences in the simple present related to daily activities. Then they will match the pictures on the bottom with the corresponding statements.

- Model the instructions before assigning the task to students.
- Have students get in pairs to work on the exercise together.
- Encourage students to read the sentences aloud in their groups and help each other.
- Walk around the classroom and monitor students. Get ready to answer any possible questions that students may have.
- Check the answers by selecting different groups randomly.
- Reinforce the use of capital letters and appropriate punctuation.
- Request the rest of the class to help you validate the answers provided.

## Post



15 minutes

## Worksheet 2: What about You? (Part II)

- Before class, write the following conversation on the board.  
A: Hi, Ariel! What do you do in the morning?  
B: Hello, René. I have breakfast and I go to school in the morning.  
A: Great! What do you do in the afternoon?  
B: I watch TV in the afternoon.  
A: Nice!
- Have students open their booklets to Unit 5 Worksheet 2 (Part II).
- Request a volunteer to read the instructions aloud.
- Explain to students that they will write down original sentences using the pictures provided. Encourage students to include time expressions such as in the morning, in the afternoon, in the evening, and at night in their sentences.
- Model an example on the board as a whole class.
- Walk around the classroom and monitor students' work closely. Provide as much help as needed.
- Once students have written their sentences, explain to them that they will use the conversation on the board as an example to share their examples with a partner. Remind students that they need to swap roles, so both of them can talk about their daily activities.
- Model the conversation with a volunteer, so students can have a better idea of the activity.
- Have students stand up and practice the conversation with at least three different classmates.
- Walk around the classroom and be ready to help as needed.
- At the end of the activity, provide feedback related to pronunciation, intonation, or grammar.
- Praise students for their participation.

## Answer Key (Unit 5 - Worksheet 2)



Part I: **1.** I take a shower in the morning. **2.** We go to school on weekdays. **3.** My classmates help with the housework in the afternoon. **4.** You watch TV in the evening. **5.** I go to bed at night. **6.** You do homework in the afternoon.

Order of pictures: 3, 6, 5, 4, 1, 2.

Part II: Answers will vary.



- Dry-erase markers/chalk, poster for reading practice, and daily activity flashcards.

## I Produce (Class 3)

Pre



15 minutes

### It's Reading Time!

- Before class, prepare a poster based on the following text.

#### A Day in My Life

My name is Juan.  
I get up early in the morning and I take a shower. Also, I have breakfast with mom.

In the afternoon, I go to school and I play soccer with my classmates.

I do my homework and I have dinner with my family in the evening.

Finally, I go to bed at night.  
That's a day in my life! I have fun every day!



Keep in mind!



Feel free to adapt this text to match your students' contexts.

- Explain to students that they will read a description of Juan's daily activities.
- Read the text aloud and have students listen to you and look at the poster carefully.
- Explain to students that they will get in pairs and take turns reading a part of the text aloud for his/her partner.
- After students have read the text, have students make a list of Juan's daily activities in their notebooks.
- Listen to students' ideas and check the answers as a whole class.

During



15 minutes

### Let's Classify Them!

- Before class begins, draw a four-column table on the board. Label each column as follows: *in the morning*, *in the afternoon*, *in the evening*, and *at night*.

In the morning	In the afternoon	In the evening	At night

- Stick on the board the daily activity flashcards that you created for the previous lessons.
- Keep the reading exercise visible for students. You can stick it on the wall.
- Explain to students that they will stick the daily activity flashcards below the correct column in the table according to Juan’s routine in the reading exercise.
- Model one example by referring to the first line of the text and sticking the daily activity flashcard in the first column.
- Make sure the instructions are clear before the activity starts.
- Select volunteers randomly.
- Have students go to the board to stick the flashcards in the corresponding column.
- Check the answers as a whole class.
- Finally, praise students for their participation and provide as much feedback as needed.

Post



15 minutes

My Agenda

- Have students draw a similar table in their notebooks.

### My Agenda

In the morning	In the afternoon	In the evening	At night

- Explain to students that they will draw in each column two daily activities that they do on the different parts of the day.
- Model an example on the board, so students can get a better idea of the instructions.
- After students have drawn their daily activities, have them get in pairs.
- Explain to students that they will exchange their notebooks and make sentences orally about their classmate’s daily activities as follows:
  - *You brush your teeth in the morning.*
  - *You help with the housework in the afternoon.*
- Model the instructions by borrowing a student’s notebook and creating sentences orally using the pronoun “you” and the drawing.
- Walk around the classroom and monitor students’ work closely.
- Provide as much feedback as needed at the end of the activity.

Week **3**

Approximate time:  
2 hours 15 minutes (3 classes)



### Performance indicators

Students can:

5.5 Express negative daily activities accurately using simple sentences.

5.6 Ask and answer questions about daily routines using appropriate grammatical structures and vocabulary.

Content(s)	Goal(s)
<ul style="list-style-type: none"> <li>Simple present tense (Negative sentences and questions with I, you, we, they).</li> </ul>	<p><b>By the end of the week, I will:</b></p> <ul style="list-style-type: none"> <li>Talk about daily activities I do not do.</li> <li>Ask questions about daily activities to my classmates.</li> </ul>

### Class 1: Materials



- Dry-erase markers/chalk, daily activity flashcards, and the student's booklet.

### I Activate (Class 1)

Pre



15 minutes

#### What Do You Do in/at..?

- Before class begins, stick on the board the fourteen daily activity flashcards that you elaborated for this unit and write the following questions on the board.
  - *What do you do **in the morning**?*
  - *What do you do **in the afternoon**?*
  - *What do you do **in the evening**?*
  - *What do you do **at night**?*
- Hand a ball/stuffed animal to students.
- Have students stand up and get in a circle.
- Explain to students that they will pass the ball/stuffed animal among themselves while the music is playing. When the music stops, the student who has the ball/stuffed animal will be asked one of the questions written on the board. The student will answer the question by using full sentences and the daily activity flashcards displayed.
- Model the steps to follow before the activity begins.
- Encourage students to listen attentively to their classmates.

During



15 minutes

#### Simple Present Tense (Negative Sentences and Questions)

- Use the daily activity flashcards on the board to create negative statements and Yes/No questions in the simple present tense with the pronouns *I, you, we, and they*.

- Choose four flashcards and write some negative sentences on the board as the examples below.
  - **I don't take a shower in the morning.**
  - **You don't go to school on Sundays.**
  - **We don't play soccer in the evening.**
  - **They don't watch TV in the afternoon.**
- Create more examples by requesting students' participation and using the flashcards.
- Next, use the same sentences on the board to model how to create Yes/No questions in the simple present.
  - **Do you go to school on Sundays?**
  - **Do we play soccer in the evening?**
  - **Do they watch TV in the afternoon?**
- Write down a few more examples of Yes/No questions by requesting students' participation.
- Draw students' attention to the components presented in each question: **Do + subject + verb (base form) + complement + ?**
- Emphasize the use of appropriate punctuation at the end of sentences and questions.
- Model how to answer each question.
  - **Do you go to school on Sundays?** **Yes, I do. / No, I don't.**
  - **Do we play soccer in the evening?** **Yes, we do. / No, we don't.**
  - **Do they watch TV in the afternoon?** **Yes, they do. / No, they don't.**
- Ask students to copy the information on the board in their notebooks.

## Post



15 minutes

## Worksheet 3: Now You Do It! (Part I)

- Read the instructions as a whole class.

PreA1 Booklet

**Worksheet 3** page 24  
**Part I (Class I)**

- Work in pairs. Complete the following sentences. Make negative sentences and questions.

- \_\_\_\_\_ you brush your teeth in the morning?
- You \_\_\_\_\_ (not / watch TV) on weekdays.
- They \_\_\_\_\_ (not / get up) at 5:00 a.m.
- We \_\_\_\_\_ (not / take a shower) in the evening.
- \_\_\_\_\_ Luis and Carlos help with the housework?
- \_\_\_\_\_ we study English?
- I \_\_\_\_\_ (not / go to school) on weekends.
- \_\_\_\_\_ you take a shower in the afternoon?
- \_\_\_\_\_ you wake up early on Saturdays?
- We \_\_\_\_\_ (not / have dinner) late.

- Have them work in pairs and ask them to complete the exercise together.
- Walk around the classroom and monitor students' work closely.
- To check the answers, have some volunteers write down the answers on the board.

**Answer Key (Unit 5 - Worksheet 3)**

- Part I: 1. Do                      2. don't watch                      3. don't get up                      4. don't take a shower  
 5. Do                              6. Do                                      7. don't go to school                      8. Do                                      9. Do  
 10. don't have dinner



- Dry-erase markers/chalk and student's booklet.

### I Practice (Class 2)

Pre



15 minutes

#### Unscramble Them!

- Before class, prepare some large flashcards containing scrambled negative sentences and questions.

don't / go to school / . / we / on Sunday

you / ? / do / help with the housework

- In class, divide the class into small teams (5-6 students).
- Have students line up facing the board in groups.
- Provide one dry-erase marker per team.
- Explain to students that you will show them a scrambled sentence or question.
- The first student in every line will run to the board to write down the negative sentence or question in the correct order. Then he/she will return and line up at the back.
- Repeat the same process several times. Remind students about the importance of following appropriate capitalization and punctuation rules.
- Once you have used all the flashcards, have students go back to their seats.
- Check the answers as a whole class by requesting different students to read the questions/sentences on the board aloud.
- Provide as much feedback as needed.

During



15 minutes

#### Worksheet 3: Class Survey (Part II)

- Have students open their booklets to Unit 5 Worksheet 3 (Part II).
- Request a volunteer to read the instructions aloud.

PreA1 Booklet page 24

Question	Classmate's name	Classmate's answer
1. _____ you wake up at 6:00 a.m. on Sundays?		
2. _____ you take a shower in the morning?		
3. _____ you brush your teeth at night?		
4. _____ your parents watch TV in the evening?		
5. _____ your classmates play soccer at school?		
6. _____ your siblings help with the housework?		
7. _____ you do your homework on weekends?		
8. _____		
9. _____		

- Divide the class into pairs.
- Have students complete questions 1-7 in the worksheet.
- Model how to complete the first question as an example.
- Check the answers as a whole class.

- After that, explain to students that they need to include two extra questions about daily activities on the table. Encourage students to follow the previous questions in the table as examples.
- Model the instructions before assigning the task to students.
- Have students get in pairs once again to create the two extra questions.
- Walk around the classroom and monitor students. Get ready to answer any questions they may have.
- Next, explain to students that they will interview different classmates by using the questions in the table. Remind students to take notes about their classmates' names and answers.
- Model this process before the interview starts.
- Have students stand up and interact with different classmates. Remind students to take notes about their partners' answers.
- Praise students for their participation and request them to go back to their seats.

## Post



15 minutes

**Mini board: Rewrite Them! (Negative Sentences and Questions)**

- Before class, prepare a list of affirmative sentences as follows. Remember to include the symbols in parentheses.
  1. *I take a shower in the morning. (-)*
  2. *We go to school on weekdays. (?)*
  3. *My classmates help with the housework in the afternoon. (-)*
  4. *You watch TV in the evening. (?)*
  5. *I go to bed at night. (-)*
  6. *You do your homework in the afternoon. (?)*
  7. *They play soccer on Fridays. (?)*
  8. *I have breakfast at school. (-)*
  9. *We go to bed early. (-)*
  10. *You wake up at 5:00 a.m. (?)*
- Divide the class into pairs.
- Distribute a mini board and a dry-erase marker per pair.
- Explain to students that you will read a sentence aloud, and they will rewrite it in the form of a negative sentence or question as symbols in parentheses show. Once their answers are ready, students will say "Done!" and they will raise their mini boards.
- Model the instructions by using one of the flashcards as an example. Encourage students to help you rewrite the sentence in the negative form: *I don't take a shower in the morning.* Once the instructions are clear, start the activity.
- After students have raised their mini boards, write down the correct sentence/question on the board.
- Continue with the process until you have used all the flashcards.

**Answer Key (Unit 5 - Worksheet 3)**


Part II: All questions (1-7) must begin with the auxiliary Do.



- Dry-erase markers/chalk, flashcards with prompts, and a jar or box.

## I Produce (Class 3)

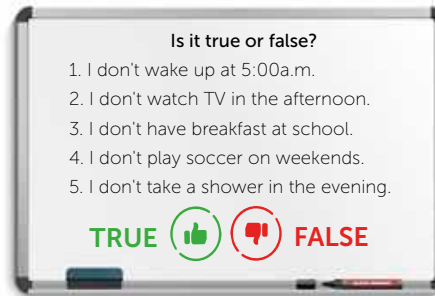
Pre



15 minutes

### Is It True or False? (Part I)

- Before class starts, write 5 negative sentences about yourself on the board. Three sentences must be false and two sentences must be true.



- In class, explain to students that they will read your sentences on the board and they will decide if they are true or false.
- Use body language to exemplify the meaning of true and false.
- Have different volunteers read the sentences aloud. After that, ask students: "Is sentence #1 true or false?". Then, let students vote if they consider that the statement is true or false.
- Reveal the answers after you have listened to students' ideas.
- Continue reading the rest of your sentences and encourage students to share their opinions.
- Praise students for their participation.
- Next, explain to students that they will create their 5 original negative statements in their notebooks. Remind students that three sentences must be false and two sentences must be true.
- Make sure the instructions are clear before the activity begins.
- Walk around the classroom and monitor students' performance closely.
- Reinforce the appropriate use of capitalization and punctuation rules, as well as sentence structure and spelling.
- Provide as much help as necessary.

During



15 minutes

### Is It True or False? (Part II)

- Have students get in small teams (3-4 students) and take their notebooks with them.
- Explain to students that they will take turns sharing their sentences orally, so the rest of the team can vote if they think that the statement is true or false.
- Write the following conversation on the board.

A: Listen to my sentence carefully, please. I don't do my homework at night. Is sentence #1 true or false?  
 B: I think it is true.  
 C: I think it is false.  
 D: I think it is true.  
 A: Good job! The sentence is true!

- Practice the conversation as a whole class aloud.
- Encourage students to compare the sentences by following the conversation on the board.
- At the end of the activity, praise students for their work and provide feedback as needed.

Post



15 minutes

Spin the Wheel!

- Before class, prepare some flashcards with prompts using the daily activities, time expressions studied along the lesson, and the subject pronouns *I, you, we, and they*. Take the image below as an example.

you / watch TV / on weekdays (?)

they / do their homework / at night (-)

- Prepare a box and place the flashcards in it.
- Scan the following QR code to use the interactive wheel. The wheel has been labeled using two options: *negative sentence and question*.



- Have students spin the wheel and pick a flashcard from the box.
- Select different students randomly.
- Request students to stand up and write the correct answer on the board.
- Check the answers as a whole class.
- Provide as much feedback as necessary.
- **For next class:** Request students to take to class the flashcards with numbers from 0 to 100 that they elaborated along the previous unit (Unit 4).

Keep in mind!



You can decorate this box with question marks around it and reuse it for future activities. Keep the flashcards in a box, remember you will teach this course again in the future.



Performance indicators

Students can:

- 5.7 Pronounce numbers from 1 to 100 clearly and accurately.
- 5.8 Recite numbers from 1 to 100 in sequence and at random to show understanding and fluency.
- 5.9 Write numbers from 1 to 100 correctly when listening to oral dictations.
- 5.10 Identify hours and minutes correctly on analog and digital clocks.
- 5.11 Read and tell the time accurately using appropriate time expressions.
- 5.12 Ask and answer questions about the time daily activities are performed using the correct grammatical structures.

Content(s)	Goal(s)
<ul style="list-style-type: none"> <li>• Numbers from 1 to 100</li> <li>• Telling the time</li> </ul>	<p><b>By the end of the week, I will:</b></p> <ul style="list-style-type: none"> <li>• Tell the time.</li> <li>• Relate my daily activities to specific times of the day.</li> </ul>

**Class 1: Materials**

- Dry-erase markers/chalk, mini boards, students' flashcards of numbers from 0 to 100, cards with numbers from 1 to 60, and a jar or a box.

I Activate (Class 1)

Pre







15 minutes

Tic-tac-toe (Simple Present)

- Before class begins, draw the following Tic-tac-toe grid on the board.

go to school / on Saturdays ?	take a shower / in the afternoon +	not have breakfast / early ⊖
get dressed / in the morning +	not study/ French ⊖	have dinner / at home ?
not play soccer / on Fridays ⊖	watch TV / every day ?	have lunch / with siblings +

- Divide the class into pairs.
- Distribute one mini board and a dry erase marker per team.
- Explain to students that they will play a tic-tac-toe game to orally create affirmative, negative, or interrogative statements in the simple present

	<p>tense (with the pronouns: <i>I, you, we, and they</i>) using the prompts in each box.</p> <ul style="list-style-type: none"> <li>• Model an example on the board, so students can have a better idea of the instructions.</li> <li>• Have students decide who will be X and who will be O. Then, encourage them to take turns creating their examples.</li> <li>• Monitor students' progress closely and get ready to answer any questions.</li> <li>• Praise students for their effort and provide feedback related to sentence structure, pronunciation or intonation.</li> </ul>
<p><b>During</b></p>  15 minutes	<p style="text-align: center;"><b>Spelling Numbers</b></p> <ul style="list-style-type: none"> <li>• In class, have students get in small teams (4-5 students).</li> <li>• Ask students to take out a set of flashcards with numbers from 0 to 100.</li> <li>• Request students to place a set of flashcards in a pile on their desks.</li> <li>• Explain to students that they will take turns picking a card from the deck and they will spell the number aloud for a partner. He/she will have to listen carefully and say the correct number aloud. <i>A: Your number is F-O-R-T-Y F-I-V-E.</i> <i>B: OK. Is it 45?</i> <i>A: That's right!</i></li> <li>• Model a few examples before the activity starts, so students can have a better idea of the instructions.</li> <li>• Have students spell different numbers for their peers.</li> <li>• Walk around the classroom and monitor students' performance closely.</li> </ul>
<p><b>Post</b></p>  15 minutes	<p style="text-align: center;"><b>Mini boards: Bingo (Numbers from 1 to 60)</b></p> <ul style="list-style-type: none"> <li>• Before class begins, prepare some mini cards with numbers from 1 to 60 and place them in a jar/box.</li> <li>• Draw a 9-square bingo grid on the board.</li> </ul> <div style="text-align: center;">  </div> <ul style="list-style-type: none"> <li>• In class, have students get in pairs or groups of three and distribute a mini board and dry-erase marker to each team.</li> <li>• Explain to students that they will write down nine different numbers from 1 to 60 in their bingo grid. You will grab a mini card from the jar/box and you will mention the number aloud. If students have the number you mentioned written in their grid, they will cross it out. Once students have crossed out all the numbers, they will say BINGO!</li> </ul> <div style="float: right; width: 200px;"> <p style="text-align: center;"><b>Keep in mind!</b></p>  <p>After a group has completed their grid, you may have some students lead the game by grabbing mini cards from the box/jar and calling out the numbers.</p> </div>



- Dry-erase markers/chalk, alphabet sets, a list of words for spelling practice, an analog clock, a digital watch, and a list of different times to set.

### I Practice (Class 2)

#### Pre



15 minutes

#### ABC Caps: Spelling Race!

- For this session, you will reuse the alphabet sets (plastic bottle caps, foam, etc.) that you created in a previous unit.
- Before class, prepare a list containing the following words:
  - a) *time*
  - b) *hour*
  - c) *minute*
  - d) *clock*
  - e) *watch*
  - f) *hands*
  - g) *past*
  - h) *quarter*
  - i) *half*
- In class, have students get in small teams (3-4 students).
- Distribute two alphabet sets per team.
- Explain to students that you will spell different words, so they can form the words using the alphabet sets.
- Check the answers by requesting different groups to spell the words back to you.
- Write down the correct spelling of every word on the board. You will reuse that vocabulary later in the lesson.

#### During



15 minutes

#### Telling the Time

- Before class, prepare an analog clock and a digital watch that you can take to class.
- In class, show your analog clock and digital watch to students. Draw students' attention to the parts in a clock and digital watch. Take the image below as a reference.



- Hold up your analog clock and set a time (e.g. 10:00). Ask students "What time is it?" and request them to repeat after you the answer "It's ten o'clock."

- Write the time in digits and words on the board (10:00) and point at them by saying "It's ten o'clock."
- Set a different time (e.g. 10:05) Ask students "What time is it?" and request them to repeat after you the answer "It's ten oh five." Write the time in digits and words on the board (10:05) and point at them by saying "It's ten oh five."
- Repeat the same process by moving the hands of the clock and showing different times to students (10:10, 10:15, 10:20, 10:30 and so on).
- Explain to students that there is another alternative to tell the time in English. Draw students' attention to the words: *half, past, and quarter*.
- Show the analog clock to students once again and set a time (e.g. 11:05) Ask students "What time is it?" and request them to repeat after you the answer "It's five past eleven." Write the time in digits and words on the board (11:05) and point at them by saying "It's five past eleven."
- Set a different time (e.g. 11: 15) Ask students "What time is it?" and request them to repeat after you the answer "It's (a) quarter past eleven." Write the time in digits and words on the board (11:15) and point at them by saying "It's (a) quarter past eleven."
- Repeat the same process by moving the hands of the clock and showing different missing times to students (11:30, 11:45 and so on).
- Invite students to say the answers aloud during every round.
- Reinforce the idea that we have two different alternatives to tell the time in English and it is important to familiarize with both possibilities. (e.g. 11:15 = It's eleven fifteen. / It's (a) **quarter past** eleven.)

## Post



15 minutes

## What Time Is It?

- Before class, make a list of different times that you will set in your clock.
- For this activity, you will reuse the same clock that you elaborated for the previous activity.
- Have students stand up and get in a circle and hand them a stuffed animal, balloon, ball, etc.
- Explain to students that they will pass the stuffed animal/balloon/ball while the music is playing. When the music stops, the student who is holding the object will look at the clock and say aloud the time set.
- Model the instructions and a few examples before the game starts, so students can get a better idea of the process.
- **For next class:** Request students to collect materials to design a clock/watch made of recycled resources (e.g. paper plates, markers, an old earring, scissors, a piece of cardboard, etc.)



- Dry-erase markers/chalk, student's booklet, students' clocks, and daily activity flashcards with pictures.

## I Produce (Class 3)

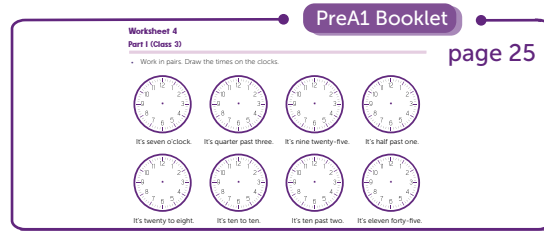
Pre



15 minutes

### Worksheet 4: Telling the Time (Part I and II)

- Request students to open their booklets to Unit 5 Worksheet 4.
- Have a volunteer read the instructions for Part I aloud.
- Explain to students that they will read the times below each clock and they will draw the times appropriately.
- Solve the first exercise (*clock 1*) on the board as a whole class.
- Have students get in pairs to work on the exercise.



- Walk around the classroom and provide as much help as needed.
- Select different volunteers randomly to draw the correct times on the board.
- Encourage the rest of the class to help you check the answers.
- Next, have students read the instructions for Part II.
- Explain to students that they will look at the clocks carefully and they will write down the correct times in the blanks.
- Complete the first exercise together. Remember to use full sentences and appropriate punctuation.
- Ask students to pair up once again to work on Part II.
- Check the answers by selecting different volunteers randomly.

During



15 minutes


### Let's Make a Clock!

- Request students to take out their materials for designing their analog clock.



- Guide students on how to elaborate their clocks by following the steps below.

*How to make a paper plate clock*

	<ol style="list-style-type: none"> <li>1. Cut out the hands from a piece of cardboard, making one longer than the other for the minute hand.</li> <li>2. Write the numbers 1-12 around the clock. Include the words: <i>o'clock</i>, <i>quarter</i>, <i>past</i>, <i>half</i>, <i>quarter</i>, and <i>to</i>; as shown in the picture.</li> <li>3. Make a small hole in the center of the plate for the hands and use the earring to secure them and give them movement.             <ul style="list-style-type: none"> <li>• Walk around the classroom and support students as much as needed.</li> </ul> </li> </ol>
<p><b>Post</b></p>  <p>15 minutes</p>	<p style="text-align: center;"><b>What Time Do You..?</b></p> <ul style="list-style-type: none"> <li>• Before class, stick the daily routine flashcards with pictures that you elaborated for this unit on the board. Write down the following question on a visible spot on the board: What time do you..?</li> <li>• Explain to students that they will take turns asking and answering questions using the flashcards on the board and their clocks to show the time they usually do their daily activities.             <p><i>A: Hello, Kevin! What time do you <b>wake up</b>?</i>  <i>B: Hi, Beatriz! I <b>wake up at 5:00</b>. What about you?</i>  <i>A: I <b>wake up at 5:30</b>.</i>  <i>B: What time do you <b>take a shower</b>?</i></p> </li> <li>• <b>For next class:</b> Request students to take their clocks with them for the upcoming class.</li> </ul>

**Answer Key (Unit 5 - Worksheet 4)**

Part I:



It's seven o'clock.



It's quarter past three.



It's nine twenty-five.



It's half past one.



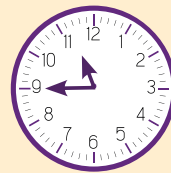
It's twenty to eight.



It's ten to ten.



It's ten past two.



It's eleven forty-five.

Part II:

- |  |   |
|--|---|
| 1. It's twelve o'clock.                              | 5. It's one twenty. / It's twenty past one.     |
| 2. It's nine ten. / It's ten past nine.              | 6. It's ten fifty-five. / It's five to eleven.  |
| 3. It's six fifteen. / It's quarter past six.        | 7. It's nine forty-five. / It's quarter to ten. |
| 4. It's five thirty-five. / It's twenty-five to six. | 8. It's three thirty. / It's half past three.   |



Performance indicators

Students can:

- 5.13 Recognize accurately frequency expressions presented in visual, auditory, and written formats.
- 5.14 Organize daily activities in logical chronological order.
- 5.15 Write sentences describing daily routines using correct frequency expressions.

Content(s)	Goal(s)
<ul style="list-style-type: none"> <li>• Frequency time expressions</li> <li>• Sequence connectors</li> </ul>	<p><b>By the end of the week, I will:</b></p> <ul style="list-style-type: none"> <li>• Describe my daily routine using sequence connectors.</li> </ul>

Class 1: Materials



- Dry-erase markers/chalk, a list of different times, students' clocks, and flashcards to represent different time expressions.

I Activate (Class 1)

Pre



15 minutes

What Time Is It?

- Before class, write down a list containing different times. Include examples of the two different forms of telling the time taught in the unit. (e.g. *It's two fifteen.* / or *It's (a) quarter past two.*)
- Request students to take out their paper plate clocks. These resources were designed in the previous lesson.



- Explain to students that you will call out different times and they will need to move the hands of their clocks to represent the times mentioned.
- Model an example before the activity begins, so students can have a better idea of the process.
- Mention the times in your list and ask students to raise their clocks, so you can validate the answers as a whole class.
- Ask the whole class the question: "What time is it?" and have students look at their clocks and say aloud the time.

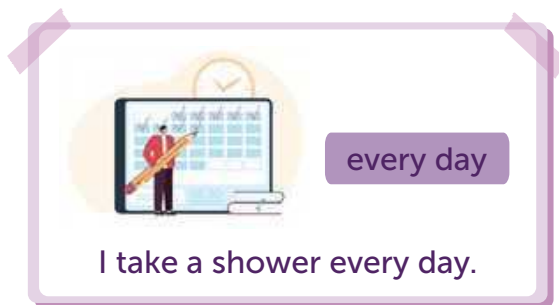
## During



15 minutes

## Frequency Time Expressions

- Before class, prepare a calendar and flashcards that you can use to present the following frequency time expressions: *every day, once a day, twice a day, on Monday morning/Saturday afternoon, in the morning/afternoon/evening, at noon/5:00 a.m./night.*
- Stick the flashcards and calendar on the board.
- Present the vocabulary at a low pace and provide real examples related to your daily activities. Write down these examples on the board and encourage students to help you generate more sentences. (e.g. *I take a shower every day. / I have lunch at noon.*)



- Drill the proper pronunciation of the frequency time expressions. Invite students to practice them along with you.
- Request students to take notes of the information on the board in their notebooks.
- Walk around the classroom and answer any possible questions that students might have.

## Post



15 minutes

## Pair-work Activity

- Erase the frequency time expressions, previously written, on the board. Keep the calendar and flashcards visible on the board.
- Explain to students that they will play a memory game in pairs. They will have a few minutes (2-3) to look at their notes to review the vocabulary.
- Have students cover the frequency time expressions and sentences. They will only need to look at the illustrations they drew to represent the vocabulary.
- Students will take turns asking and answering questions about the pictures and frequency time expressions as follows:  
A: What's the frequency time expression in picture #1?  
B: It's **every day**.  
A: That's right! / Please, try again.
- Model the process with a volunteer, so students can have a clear idea of the instructions.
- Have students get in pairs and start practicing with the vocabulary.
- Walk around the classroom and be ready to support students at all times.
- Finally, review all the frequency time expressions as a whole class and provide as much feedback as needed.



- Dry-erase markers/chalk, sentence cards or strips of paper, and student's booklet.

### I Practice (Class 2)

Pre



15 minutes

#### Charades!

- Before class, prepare some cards or strips of paper containing the following sentences:

1. *I take a shower every day.*
2. *I get up at 5:00.*
3. *I play soccer twice a day.*
4. *I watch TV every day.*
5. *I have breakfast at 6:00.*
6. *I do my homework at 3:00.*
7. *I go to bed at 9:00.*
8. *I help with the housework every day.*
9. *I have lunch at noon. (12:00 p.m.)*
10. *I get dressed every day.*

- Place the cards/paper strips in a box/jar.
- In class, explain to students that different volunteers will pick a card/strip of paper from the box/jar. Students will read the sentences to mime them, word by word, for the whole class. The rest of the class will focus on their classmate's gestures, so they can guess the sentence.
- Let students know that these statements are related to daily activities and they include a frequency time expression.
- Model an example, so students can have a better idea of the process.
- Once the instructions are clear, select different volunteers randomly and request them to mime the sentences, word by word, in front of the class.
- Finally, praise students for their work and provide feedback related to sentence structure, intonation, pronunciation, etc.

Keep in mind!



Laminate all your resources so you can reuse them multiple times.

During



15 minutes

#### Worksheet 5: This Is My Daily Routine (Part I)

- Have students open their booklets to Unit 5 Worksheet 5 (Part I).
- Request a volunteer to read the instructions aloud.

- Explain to students that they will read a paragraph describing Cristina’s daily routine aloud and then they will fill in the blanks using the words in the box.
- Model the instructions before the activity begins.
- Have students get in pairs to read the text and work on the exercise.
- Remind students to take turns reading the text aloud.
- Walk around the classroom and monitor students’ work closely.
- Encourage students to write down the words from the box in spaces 1-6 even if they are not sure about their answers.

PreA1 Booklet

page 26

**Unit 5**

**Worksheet 5**  
**Part I (Class 2)**

- Work in pairs. Read Cristina’s daily routine and complete the text using the words in the box.

**This Is My Daily Routine!**

I’m Cristina Bolaños and this is my daily routine.

1. \_\_\_\_\_, I wake up at 5:30 a.m. and I stay a few minutes in bed 2. \_\_\_\_\_, I take a shower, and I have breakfast with my family.

3. \_\_\_\_\_, I go to school and study hard! 4. \_\_\_\_\_, I get home from school and I have lunch with my siblings.

5. \_\_\_\_\_, we do our homework together.

6. \_\_\_\_\_, I have dinner at 7:30 and I brush my teeth before going to bed.

Then Finally Second  
After that Next First

Every day in my life is a new adventure!

Post



15 minutes

Connectors of Sequence

- Before class, copy the following daily activities on one side of the board: *have dinner, wake up, get home from school, take a shower, do homework, go to school.*
- Once students have finished writing down their answers in Unit 5 Worksheet 5 (Part I), read the text aloud and encourage students to read along with you.
- Model the proper pronunciation of any words that may need further practice.
- Check the answers for Unit 5 Worksheet 5 (Part I) by selecting different volunteers randomly.
- Draw students’ attention to the sequence connectors in the box (*then, finally, second, after that, next, first*).
- Drill the proper pronunciation of these words.
- Explain to students that those words can help us show the order in which we do our daily activities.
- Finally, elicit from students the order/sequence of the daily activities written on the board according to the text. The correct order is: *wake up, take a shower, go to school, get home from school, do homework, have dinner.*

**Answer Key (Unit 5 - Worksheet 5)**



Part I: 1. First 2. Second 3. Then 4. After that 5. Next 6. Finally



- Dry-erase markers/chalk, a giant dice, the student's booklet, masking tape, and daily routine flashcards.

I Produce (Class 3)

Pre



15 minutes

Worksheet 5: Unscramble Them! (Part II)

- Have students open their booklets to Unit 5 Worksheet 5 (Part II).
- Read the instructions as a whole class.
- Explain to students that they will work in pairs to unscramble 10 different sentences in the simple present tense. They will write down the sentences in the correct order in the blanks.

PreA1 Booklet

**Part II (Class 3)** page 26

• Unscramble the following sentences.

1. day. / go / You / school / every / to \_\_\_\_\_
2. class. / do / We / homework / after / our \_\_\_\_\_
3. take / a / that. / shower. / After / I \_\_\_\_\_
4. at / have / lunch / We / noon. \_\_\_\_\_
5. a / brush / times / teeth / three / I / my / day. \_\_\_\_\_
6. a / You / with / the / housework / help / once / day. \_\_\_\_\_
7. I / teeth / brush / my / in / the / morning. \_\_\_\_\_
8. They / p.m. / have / at / 7:30 / dinner \_\_\_\_\_
9. We / afternoon. / TV / watch / the / in \_\_\_\_\_
10. my / friends / soccer / with / play / I / twice / a / week. \_\_\_\_\_

- Model the first sentence as an example on the board. Elicit the correct answer from students.
- Have students get in pairs to work on the sentences cooperatively.
- Check the answers by having different students write down their answers on the board.

During



15 minutes

Roll the Dice!

- For this session, you will reuse the giant dice that you designed in unit 3.
- Before class, write down the following information on the board. If you want to save time, you can also prepare a poster.
- In class, have students stand up and get in a circle.

Roll the dice

- every day
- twice a day
- on Saturday afternoon
- at noon
- You choose!
- in the morning



Keep in mind!



The music you choose must be in English and with clear lyrics. Foul language or inappropriate lyrics are not allowed.

- Explain to students that they will pass the dice while music is playing. When the music stops, the student who is holding the dice will roll it. According to the number he/she gets, he/she will orally create a sentence including the frequency time expression.  
(e.g. *I brush my teeth every day.*)
- Repeat the process a few times.
- At the end of the activity, praise students for their effort and provide feedback related to sentence structure, pronunciation, or intonation as needed.

## Post



15 minutes

## What Do You Do Every Day?

- Before class begins, stick the daily routine flashcards that you created for this unit on a visible spot on the wall(s).
- Before class, write the following prompts on the board

*What do you do every day?*

1. **First**, I \_\_\_\_\_ in the morning.
  2. **Second**, I \_\_\_\_\_.
  3. **Then**, I \_\_\_\_\_.
  4. **After that**, I \_\_\_\_\_.
  5. **Next**, I \_\_\_\_\_.
  6. **Finally**, I \_\_\_\_\_.
- Model how to complete one of the statements using your ideas and the daily activity flashcards on the walls.
  - Encourage students to help you complete the rest of the sentences.
  - Next, have students complete the prompts in their notebooks by describing the activities they do **every day**.
  - **For next class:** Request students to bring some markers, colored pencils, a piece of cardboard or sheets of paper to class, cutouts representing daily activities, etc.

 Answer Key (Unit 5 - Worksheet 4)


*Part I:*

1. You go to school every day.
2. We do our homework after class.
3. After that, I take a shower.
4. We have lunch at noon.
5. I brush my teeth three times a day.
6. You help with the housework once a day.
7. I brush my teeth in the morning.
8. They have dinner at 7:30 p.m.
9. We watch TV in the afternoon.
10. I play soccer with my friends twice a week.



Performance indicators

Students can:

5.16 Exchange pertinent information about their daily routines with peers at a low pace.

Content(s)	Goal(s)
<ul style="list-style-type: none"> <li>Project: Describing My Day!</li> </ul>	<p><b>By the end of the week, I will:</b></p> <ul style="list-style-type: none"> <li>Describe my daily activities in a sequence.</li> <li>Check my progress along unit 5.</li> </ul>

Class Materials



- Bond paper, colored paper pages, and the sample unit test.

Project

Class 1  
Pre



45 minutes

Project Preparation

- Before class, create a poster based on the activities that you do every day.
- Make sure you include sequence connectors at the beginning of your sentences.
- You can take the infographic below as an example.

**What do you do every day?**

- **First**, I get up early in the morning.
- **Second**, I take a shower and I have breakfast.
- **Then**, I brush my teeth and I go to school.
- **After that**, I have lunch and I brush my teeth again.
- **Next**, I watch TV for a few minutes.
- **Finally**, I have dinner and I go to bed at 10:00p.m.










- Include cutouts, images, or drawings that represent your sentences.
- In class, have students look at the poster carefully.
- Ask a volunteer to read your poster.
- Explain to students that they will create a similar poster about the activities they do every day. Remind students that they wrote down these sentences in their notebooks in the previous class.
- Reinforce the importance of using appropriate punctuation and capitalization rules.
- Have students create their posters using the resources they took with them to class.

Class 2  
During

45 minutes

## Project Presentation

- After welcoming students, ask them to take out their posters and practice their presentation for a few minutes.
- Ask students to get into groups of four or five.
- Request them to share their work and do the oral presentation within the team and encourage them to pay close attention to their partners.
- If time allows, select at least three or four students to do their oral presentation in front of the class.
- At the end of the presentations, provide any needed feedback.

Class 3  
Post

45 minutes

## Unit 5 Test

- Before class, make sure you have enough copies of the test for the whole class. Keep the suggested listening track handy. Scan the QR code to access the online resource.



- Read the instructions to the whole class and make sure that students understand them clearly before taking the test.
- Request students to complete the evaluation individually.





# Unit Test

# Unit Test

# UNIT 6

## All about me

### In Unit 6, students take their first steps toward:

- Using vocabulary related to food, fruit, music genre, pets and hobbies.
- Naming different types of food, fruit, music genre, pets and hobbies.
- Stating their preferences for food, fruit, music genres, pets and hobbies.
- Exchanging information about preferences for food, fruit, music genres, pets and hobbies.



## Unit 6 All about me

Unit Competencies	Guidelines for Diagnostic Assessment
<ol style="list-style-type: none"><li>1. Express personal preferences using the simple present tense to exchange information about likes and dislikes.</li><li>2. Communicate likes and dislikes related to food, music, and hobbies through written and oral tasks supported by visual resources.</li></ol>	<p>Before starting Unit 6: "All about me", ask students to draw themselves in their notebooks and add things they like such as food, music, hobbies, and pets.</p> <p>Encourage students to say or write the words they have drawn.</p> <p>Monitor the number of words they have said or written.</p>

Teaching Tips for the Didactic Unit	Classroom Management Guidelines
<ul style="list-style-type: none"><li>• This unit requires students to identify a varied vocabulary, feel free to use realia and or create your own flashcards besides the ones that are suggested in the material.</li><li>• It is recommended to apply all the cooperative learning strategies suggested in some activities, this way students will feel more confident when expressing their ideas.</li><li>• Avoid translation. Instead, use realia, flashcards and body language to let students know an unknown word or expression.</li><li>• Consider peer teaching/mentoring if you feel your high performers can help engage their classmates.</li><li>• Don't fear silence. Students might need time to process your questions and to come up with an answer. You may count in your head for 10-15 seconds to wait for students to think and respond.</li></ul>	<ul style="list-style-type: none"><li>• Take advantage of all the cooperative learning activities as an opportunity to know your students better.</li><li>• Encourage students to avoid using Spanish when they know the actual word in English.</li><li>• Praise students for their tasks. This will help you improve academic and behavioral performance. More importantly, it will encourage students to repeat positive behavior.</li></ul>



Performance indicators

Students can:

- 6.1 Identify and classify correspondingly different types of food, fruits, music, hobbies, and pets through visual and oral tasks.
- 6.2 Spell and write vocabulary related to food, music, pets, and hobbies accurately.
- 6.3 Associate words for food, music, pets, and hobbies with their corresponding images to demonstrate understanding.

Content(s)	Goal(s)
<ul style="list-style-type: none"> <li>• Preferences: Food, Fruit, Music Genres</li> </ul>	<p><b>By the end of the week, I will:</b></p> <ul style="list-style-type: none"> <li>• Identify vocabulary related to food, fruit, and music genres.</li> <li>• List different types of food, fruit, and music genres.</li> </ul>

Class 1: Materials



- Dry-erase markers, flashcards related to food and fruit, music genres tags, masking tape, vocabulary cards related to food, fruit and music, a bag, new vocabulary on pieces of paper, and the student's booklet.

I Activate (Class 1)

Pre



15 minutes

Classify Words in Categories

- On the board, draw three columns and write the following categories: *food, fruit, and music genres*.
- Use flashcards related to food and fruit and use tags with the name of music genres for the vocabulary related to music. Paste them randomly on one wall near the board or put them into a box.

**Note:** This material will be reused on Class 3.

Flashcards 1A: Food

Beans 	Pizza 	Hamburger 	Eggs 
Chicken 	Rice 	Salad 	Cheese 

Flashcards 1B: Fruit

Pineapples 	Mangoes 	Bananas 	Grapes 
Strawberries 	Peaches 	Watermelons 	Coconuts 

Music genres (Tags)

Pop	Country	Salsa	Rock
Hip-Hop	Reggae	Electronic	Gospel

- Play the Hot Potato.
- Ask students to take one of the pictures or name tags of the new vocabulary and paste it on the best category.
- Continue the game until all the words are placed on the best section.
- Check all the words and pictures are in the best place.
- Say word by word and have students repeat.

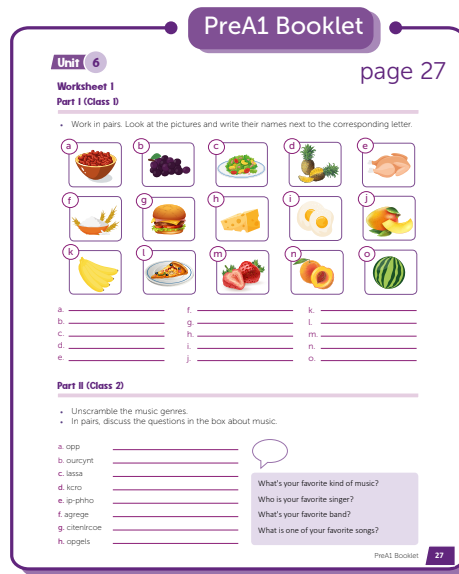
During



15 minutes

Worksheet 1: Food and Music Genres

- Focus students' attention to their booklet Unit 6 Worksheet 1.
- First, ask students to label the items in Part I.
- Then, form pairs and have students compare their answers and complete the ones they are missing.
- Have students discuss the questions in Part II. Have one student interview you in order for you to model answers to your class.
- After that, assign Part II and check as a class.



Post



15 minutes

Musical Chairs: Pictionary

- Before class, write the vocabulary covered this week on pieces of paper and put them in a bag.
- Arrange the chairs or desks around the classroom in a way that all students but one can have a seat.
- Explain to students that you will play some music while they walk around the chairs. Once music is paused, they will have to look for a seat. The person without a seat should take a piece of paper and try to draw the word on it in less than 30 seconds.
- Play music again and pause it. Ask the student who is without a seat to take a piece of paper and draw the word on the board.
- Tell the class that they have to guess the word.
- Continue the activity until all the words are guessed.
- **For next class:** Ask students to make small letter cards. They need to bring 3 letters per each letter of the alphabet. Example: 3 As, 3 Bs, 3 Cs, etc.

Answer Key (Unit 6 - Worksheet 1)



Part I: a) Beans, b) Grapes, c) Salad, d) Pineapples, e) Chicken, f) Rice, g) Hamburger(s), h) Cheese, i) Eggs, j) Mangoes, k) Bananas, l) Pizza, m) Strawberries, n) Peaches, o) Watermelons.  
 Part II: a) Pop, b) Country, c) Salsa, d) Rock, e) Hip-hop, f) Reggae, g) Electronic, h) Gospel



- Playlist with different types of music genres, speakers, list of the new vocabulary, alphabet set.

### I Practice (Class 2)

#### Pre



15 minutes

#### What Type of Music Is It?

- Before this class, prepare a playlist with different types of music genres.
- This is a suggested playlist:



- Divide the class into 5 groups.
- Then, ask students to form 5 lines.
- Explain to students that they will listen to different songs.
- Afterwards, they will have to run to the front and say the song genre.



- The person who gets first should say what genre it is.
- Continue the game until you have reviewed all the music genres.

#### Teaching tip



You can have this activity outside the classroom or move all the desks in order to have enough space inside the classroom.

Depending on your resources, you can previously have the music on your USB flash drive or use the suggested playlist.

#### During



15 minutes

#### Rock-Paper-Scissors! Spell It!

- Ask students to get into groups of three.
- Provide each group with a list of new vocabulary (*dogs, cats, rabbits, turtles, cows, horses, hens, fish, chickens, reading, listening to music, playing video games, going out with friends, dancing*).
- Explain to students that they will play Rock-Paper-Scissors.

- Demonstrate students how to represent Rock-Paper-Scissors with their hands and its rules:



- Tell students that the winner in each round will select a word from the list and the other members of the group will spell it.
- Once they have finished spelling all the words, they will start a second round.
- In this round, they will continue playing Rock-Paper-Scissors but they will need to write the word in their notebook instead of spelling it.
- As a group, they will check if the words are written properly.
- If there is enough time, call out volunteers to come to the front of the class and spell some words from the list.

### Post



15 minutes

### Forming Words

- Ask students to take out the alphabet set you requested to bring on their previous class.
- Form groups of three.
- Have students place all the letters on their table.
- Tell students that they will take turns saying the words of this week's vocabulary aloud and form them with the letters cards.



- As a group, they need to verify that the word is formed the same way as in the world list that you provided in the previous activity.
- Monitor if students are forming words properly and provide help as needed.



- Flashcards related to food, fruit, and music genres, tags, masking tape, students' notebooks, a page per student and a bell or whistle.

I Produce (Class 3)

Pre



15 minutes

The Fruit Wall Touch Game

- Use the flashcards that you created for Class 1 (Food and Fruit).



- Display the flashcards around the classroom.
- Call out volunteers to come to the front of the class and say some of the words aloud.
- The rest of the class should run to the word and try to touch it.
- After the first volunteer has said at least four or three words, he/she needs to select the next participant to say the words aloud.

During



15 minutes

Fruit Salad

- Ask students to use their notebooks to draw a fruit salad. Display a sample picture as reference.
- Encourage students to be creative.
- Once all of the students have finished, divide the class into two groups, "A" and "B".
- Students will form two circles in the middle of the classroom. Read the *Teaching Tip* on the right column.
- Carry out the inner/outer circle technique.
- Group A will be the inner circle and B the outer.
- Ask both groups to exchange their fruit salad with their classmate in front of them.
- When you ring a bell, group A will move to their right. Request group B not to move.



Teaching tip



This technique is called "inner outer circle" and it is intended to have students share information with different classmates.



- Have the new pair of students exchange their fruit salad and continue the same process until you see everyone in both circles have interacted.
- Provide feedback as you monitor your class.

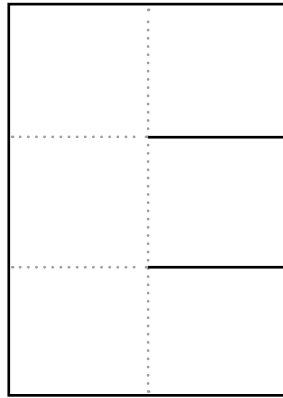
Post



15 minutes

**Foldable: My preferences**

- Provide students with a page.
- Display the following template or guide students along the process:



- Ask them to fold and cut it as shown in the picture below:



- In each space they need to draw and write their preferences related to food, fruit, and music genres.
- Once they have finished, model your sample "I like beans.", "I like apples.", "I like pop."
- They will share with their classmates the information they have drawn in their foldables.
- **For next class:** Ask students to bring 16 blank small cards from home.

**Teaching tip**



Allow students time to think and decorate their foldable.



Performance indicators

Students can:

- 6.1 Identify and classify correspondingly different types of food, fruits, music, hobbies, and pets through visual and oral tasks.
- 6.2 Spell and write vocabulary related to food, music, pets, and hobbies accurately.
- 6.3 Associate words for food, music, pets, and hobbies with their corresponding images to demonstrate understanding.

Content(s)	Goal(s)
<ul style="list-style-type: none"> <li>• Pets</li> <li>• Hobbies</li> </ul>	<p><b>By the end of the week, I will:</b></p> <ul style="list-style-type: none"> <li>• Express my favorite pet(s) and hobbies.</li> </ul>

**Class 1: Materials**



- New vocabulary in pieces of paper, 16 blank cards per student, students' notebooks, and whiteboard markers.

**I Activate (Class 1)**

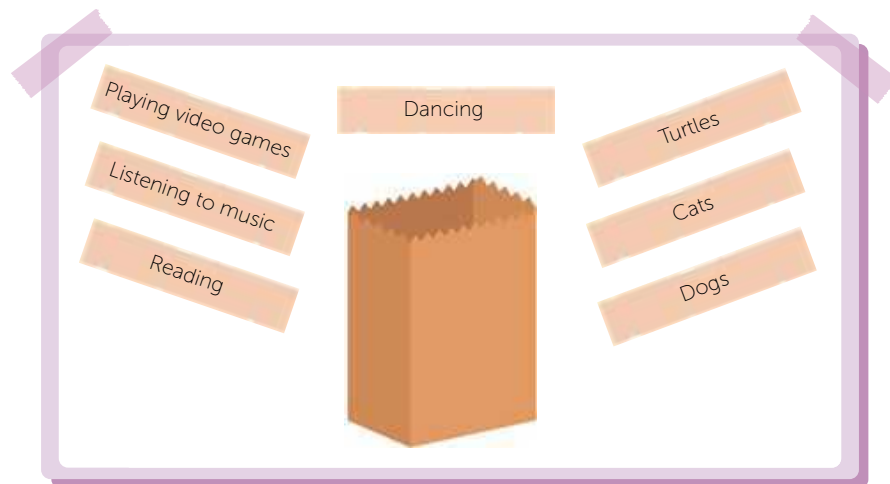
Pre



15 minutes

Mime the Pet or Hobby

- Write the new vocabulary in pieces of paper (word list: *dogs, cats, rabbits, turtles, cows, horses, hens, fish, chickens, reading, listening to music, playing video games, going out with friends, dancing*)
- Put all the pieces of paper in a bag. For example:



- Call out volunteers to take a piece of paper and mime the word for the class.
- Write the word on the board.
- Ask students to copy the information in their notebooks.
- Help as needed.

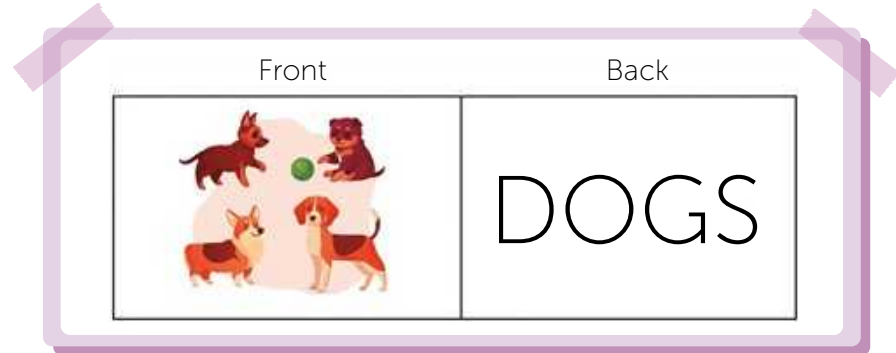
## During



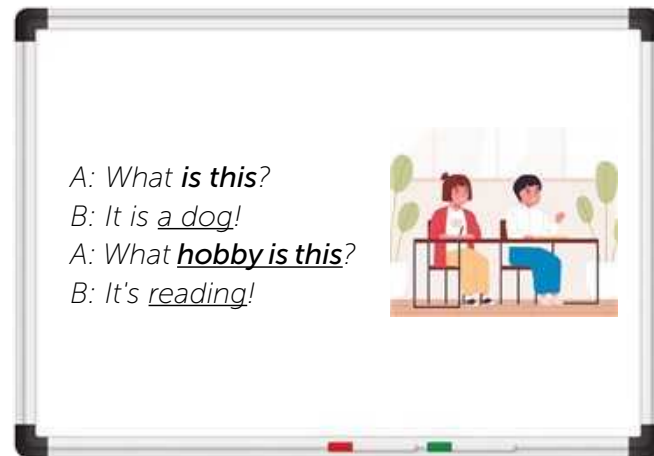
15 minutes

## Word cards

- Ask students to take out the 16 blank cards you had previously asked to bring from home.
- During class, ask students to write one word on one side of the card. On the other side, they need to draw a picture that represents the word. For example:



- After that, form pairs.
- In pairs, students will take turns showing the picture on the card and saying the word.
- Suggest students to follow this conversation:



- Call out some volunteers to share their conversation with the class.

## Post



15 minutes

## Dictation

- Tell students that you will dictate words related to pets and hobbies.
- Explain to students that they will have to write them down in their notebooks.
- Then, ask students to switch notebooks.
- Say the words again and write them on the board. As you write the words, have students check their classmate's notebooks.
- After that, students give back the notebook to their classmates.
- Every student should rewrite the words that were misspelled.



- Dry-erase markers, whiteboard, and students' notebooks.

I Practice (Class 2)

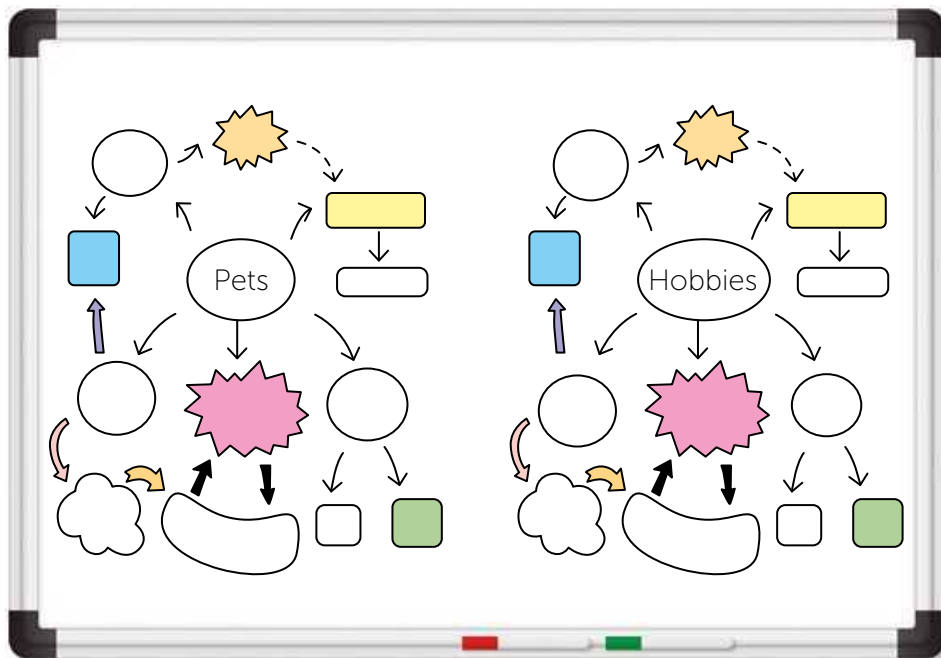
Pre



15 minutes

Brainstorm time!

- Draw two circles on the board. In the first one, write "pets" and in the other one write "hobbies".
- Call out some volunteers to come to the board and write down ideas related to pets and hobbies.



- Help students if they have misspelled a word.
- As a fixed expression, teach the questions:
- "What is your favorite pet?", "What is your favorite hobby?" and the corresponding answer "My favorite pet is a dog. My favorite hobby is reading. How about you?"
- Ask students to copy the information in their notebooks or invite them to create their own mind maps.

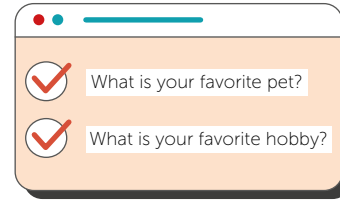
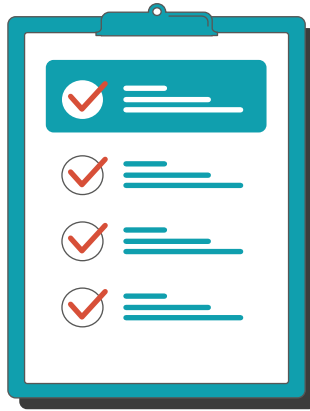
During



15 minutes

Surveys

- Ask students to make a chart in their notebooks using the questions "What is your favorite pet?" and "What is your favorite hobby?"
- Ask students to use the two previous questions to gather information among their classmates.
- Invite students to stand up and exchange the questions with at least 6 classmates.



- In their notebooks, students should take notes on their classmates' answers.
- Monitor if students are asking and answering the questions properly.

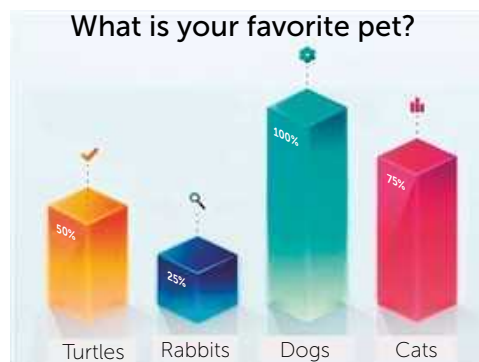
Post



15 minutes

Graphs

- Tell students to use the information from the previous activity to organize their results.
- Ask students to separate the result of the two questions: *"What is your favorite pet?"* and *"What is your favorite hobby?"* Request students to tabulate all the information and put it into graphs.
- Ask students to use the one they prefer such as bars, pie, line, histogram, pyramid, etc. For example:



- Ask students to organize their graphs.
- Once they have finished, they need to share their findings in small groups and compare their results.
- **For next class:** Ask students to bring a page.

Teaching tip



Encourage students to be creative and organize the information properly.

Depending on your class' proficiency, you can motivate your students to write a short analysis related to the information they have collected.



- Cards with the vocabulary of the week (*dogs, cats, rabbits, turtles, cows, horses, hens, fish, chickens, reading, listening to music, playing video games, going out with friends, dancing*), students' notebooks, a page per each student, and the student's booklet.

I Produce (Class 3)

Pre



15 minutes

Spell It Out

- Before this class, prepare a set of cards with the vocabulary of the week:

dogs	horses	listening to music
cats	hens	playing video games
rabbits	fish	going out with friends
turtles	chickens	dancing
cows	reading	swimming

- Form groups.
- Give each group a set of cards.
- Have students take turns spelling the words.
- Monitor around and provide any needed feedback.

During



15 minutes

Worksheet 2: Pets and Hobbies

- Focus students' attention to their booklets Unit 6 Worksheet 2.

PreA1 Booklet

**Unit 6** page 28

**Worksheet 2**  
Part I (Class 3)

• Work in pairs. Look at the pictures in the clues to complete the crossword puzzle.

Across

Down

**Part II (Class 3)**

• Look at the pictures and complete the hobbies.

1 f \_\_\_\_\_

3 d \_\_\_\_\_

2 l \_\_\_\_\_ t \_\_\_\_\_  
m \_\_\_\_\_

4 p \_\_\_\_\_ v \_\_\_\_\_  
g \_\_\_\_\_

5 h \_\_\_\_\_ o \_\_\_\_\_ w \_\_\_\_\_  
f \_\_\_\_\_

28 PreA1 Booklet

- Read the instructions aloud and give one example (Across: 1. Cow)
- Individually, have students complete Part I and II.
- Then, have students check their answers in pairs.

## Post



15 minutes

## Foldable

- Provide students with a page.
- Ask students to fold the page into 6 parts as in this picture:



- Ask them to use the foldable to write and draw 3 pets and 3 hobbies they like.
- Then, form groups and have students take turns talking about their preferences. Example:  
*"These are my preferences. I like dogs, cats, and turtles. I like reading, dancing, and playing video games."*
- **For next class:** Ask students to bring a page.

 Answer Key (Unit 6 - Worksheet 2)
*Part I:*

Across

1. Cow, 2. Fish, 3. Cat, 4. Horse, 7. Rabbit, 8. Hen.

Down

1. Chicken, 4. Turtle, 5. Dog.

*Part II:*

1. Reading, 2. Listening to music, 3. Dancing, 4. Playing video games, 5. Hanging out with friends.



Performance indicators

Students can:

6.4 State personal preferences related to food, music, pets, and hobbies using appropriate vocabulary and correct simple sentences.

Content(s)	Goal(s)
Simple present tense (Likes/Dislikes)	<p><b>By the end of the week, I will:</b></p> <ul style="list-style-type: none"> <li>Express preferences related to food, fruit, music, hobbies, and pets.</li> <li>Show preferences in affirmative and negative statements.</li> </ul>

Class 1: Materials



- Thumbs up and down signs, mini boards, dry-erase markers, and a page per student.

I Activate (Class 1)

Pre



15 minutes

Likes and Dislikes

- Prior to this class, prepare a thumbs up and thumbs down emoji sign and flashcards about preferences.
- See this image as reference:



- Show a flashcard related to preferences and say "I like mangoes." while showing the thumbs up emoji. Then, say "I don't like strawberries." and show the thumbs down emoji.



Teaching tip



You can also use facial expressions and body language to help students discover the meaning of "I like..." and "I don't like..."

Once you show each flashcard to your class, stick them on a visible wall since students will need these visual aids in the next micro stage.

- Continue giving more examples using different flashcards and showing the emojis.
- Write on the board more examples.

## During



15 minutes

## Mini Boards

- Provide students with a mini board and a whiteboard marker.
- Ask them to use two of the flashcards that you presented in the previous activities.
- Have students write two complete sentences. One with "I like..." and another one with "I don't like..."



- Form small groups and ask students to share their sentences with their classmates.
- Call out some volunteers to read their sentences aloud.

## Post



15 minutes

## Cards

- Ask students to take out the page you requested on the previous class. Provide with a page those students who could not bring theirs.
- Ask students to cut the page into 8 pieces and draw four things they like and 4 things they don't like.
- Make groups of three.
- Ask students to mix all the cards.
- Then, ask them to take a random card and say a sentence using: "I like..." or "I don't like..."



- To finish, request students to write sentences in their notebooks using "I like..." and "I don't like..."
- Monitor that students have written proper sentences.



- Strips of paper, a bag, music, and the student's booklet.

### I Practice (Class 2)

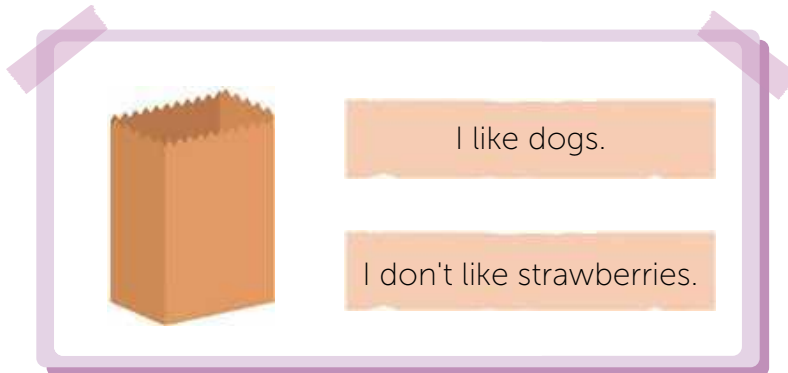
Pre



15 minutes

#### Who Is It?

- Provide each student with two strips of paper.
- Ask students to secretly write two sentences (one affirmative and one negative) using "I like" and "I don't like".
- Put all the strips in a bag.



- Play the *Hot Potato* using the bag.
- The person who gets the bag should take a piece of paper, read the sentence on it and guess who wrote it.
- The student mentioned by his or her classmate should confirm the information.
- Continue the activity as needed.

During






15 minutes

#### Worksheet 3

- Focus students' attention to Unit 6 Worksheet 3.
- Review board game-related vocabulary.
- Explain to students that they will use the images to express their preferences.
- Give an example using "I like..." or "I don't like..."
- Form groups of three.
- As you monitor students, encourage them to use the expressions "I like \_\_\_\_\_" and "I don't like \_\_\_\_\_"



	<ul style="list-style-type: none"> <li>To finish, call out some volunteers to say aloud things they like or don't like.</li> </ul>	
<p><b>Post</b></p>  <p>15 minutes</p>	<p><b>Keeping My Stars: Writing Sentences</b></p> <ul style="list-style-type: none"> <li>Before class, prepare a list of words studied along the unit.</li> <li>In class, divide students into small groups (4-5 students).</li> <li>Draw six stars on the board.</li> <li>Explain to students that they will play "Keeping my Stars". Tell them that you will draw blank spaces on the board that represent a mystery word related to likes and dislikes. Then, students will mention different alphabet letters as a group. If the alphabet letter mentioned is included in the word, you will write it on the board, but if the letter is not included, you will erase a star. Their game will be over if they lose the six stars.</li> <li>Model one example with the word "dogs".</li> <li>Call out volunteers to follow the game. Make sure the class discovers at least 8 words.</li> </ul> <div style="text-align: center;">  </div> <ul style="list-style-type: none"> <li>When you finish playing keeping my stars, ask students to write at least 5 complete sentences using the images from the board game and the grammar structure "I like..." and "I don't like..."</li> <li>Have students interchange notebooks to check their classmates' sentences.</li> <li>After that, have students play the <i>Hot Potato</i>. Whoever gets the hot potato will write their classmate's sentence. The rest of the class will check if the sentence is correct or not.</li> <li>The selected participant writes on the board one of their classmate's sentences using "I like..." or "I don't like..."</li> <li>Check the sentence as a class.</li> </ul>	<p><b>Teaching tip</b></p>  <p>You may also create paper stars instead of drawing them on the board, so you can reuse them in future lessons.</p>



- Students' notebooks, pencils, vocabulary cards about food, fruit, music, and whiteboard markers.

### I Produce (Class 3)

Pre



15 minutes

#### Brainstorm: My favorites

- On the board, have the following categories: *favorite game, color, animal, food, TV show, fruit, place in El Salvador*. Write one example in each category.

My favorite...

Game	Color	Animal	Food	TV show	Fruit	Place in El Salvador

- Focus students' attention to the information written on the board and give examples using the expression: "My favorite \_\_\_\_\_ is \_\_\_\_\_". For example: "My favorite color is purple".
- Then, ask students to write in their notebooks their favorite game, color, animal, food, TV show, fruit, place in El Salvador.
- To finish, call out some volunteers to write on the board their ideas and share them with the class.

Teaching tip



Feel free to add more categories.

## During



15 minutes

## Charades

- Divide the class in groups of three-four students. Provide each group with a set of vocabulary cards.
- Explain to the class that they will play charades. One student will grab a card and mime the word in it; the rest of the team will have to guess the word.
- Choose a student to help you model the process once or twice as needed.



- The first person who guesses the word continues acting on the next word.

## Teaching tip



You can previously ask your students to bring their own cards.

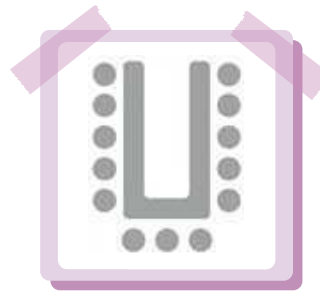
## Post



15 minutes

## Running Dictation Game

- Arrange all the chairs and tables in order to make space in the center of the classroom. Make the changes that best suit your class size.



- Form 6 groups. The number of members in each group will vary depending on the size of your class.
- Provide each group with a marker.
- Number each member in the group.
- Say "one" and the number "one" from each group will stand up at the back of the classroom.
- Explain to students that you will say different sentences using "I like pizza.", "I don't like rock music.", "My favorite color is gray."
- Tell them that they will need to run to the board and write the sentence on it.
- Ask two students to help you model the activity. Repeat if necessary.
- Validate the sentences with the whole class and provide feedback if necessary.



Performance indicators

Students can:

6.5 Engage in short, guided exchanges to appropriately ask and answer simple questions about likes and dislikes related to pets, food, fruits, music, and hobbies, using familiar words and phrases accurately.

Content(s)	Goal(s)
<ul style="list-style-type: none"> <li>Asking for Preferences</li> </ul>	<p><b>By the end of the week, I will:</b></p> <ul style="list-style-type: none"> <li>Ask information questions about preferences in a fixed way.</li> <li>Ask and answer yes/no questions about preferences to review the use of the auxiliary "Do".</li> <li>Express how often something happens.</li> </ul>

Class 1: Materials



- Images of different fruits, and the student's booklet.

I Activate (Class 1)

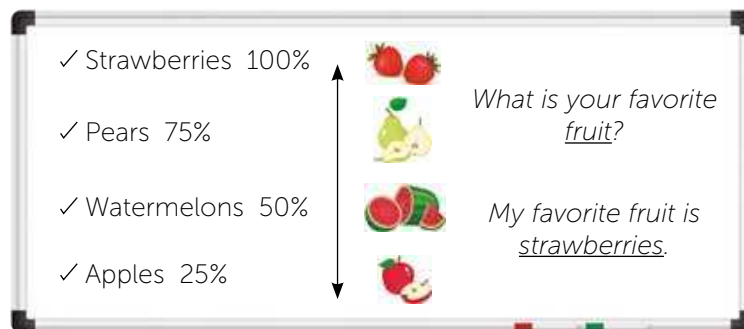
Pre



15 minutes

What Is Your Favorite Fruit?

- Have on the board images of different fruits.
- Assign a percentage to each image. For example:
  - Strawberries 100%
  - Pears 75%
  - Watermelons 50%
  - Apples 25%
- Say "My favorite fruit is strawberries. How about you? **What is your favorite fruit?**"
- Write on the board the question: "What is your favorite fruit?" and its corresponding answer: "My favorite fruit is..."



- Explain to students that they can use the question "What is your favorite \_\_\_\_\_?" to ask for preferences. In addition, let them know that the best way to answer the question is by saying "My favorite \_\_\_\_\_ is \_\_\_\_\_."

## During



15 minutes

## Worksheet 4

- Focus students' attention to their booklets, Unit 6 Worksheet 4.
- Read the instructions in Part I and make sure students follow the key information "I like, I don't like and My favorite"
- Have students write five sentences per each category.
- Make small groups and have students share their ideas.
- Then, focus students' attention to Part II. Read the instructions.
- Choose two students to read the short dialogue.
- Have students ask around about their classmates' preferences while taking notes.
- Encourage students to follow the sample dialogue when exchanging their information.

## Post



15 minutes

## Comics

- Focus students' attention on the information they got in the previous activity.
- Explain to students that they will create mini comics using that information.
- If possible give this example:



- Allow students reasonable time to write and draw their ideas in their notebooks.
- Once they have finished, form groups and have them share their comics.



- Flashcards related to preferences, and students' notebooks.

I Practice (Class 2)

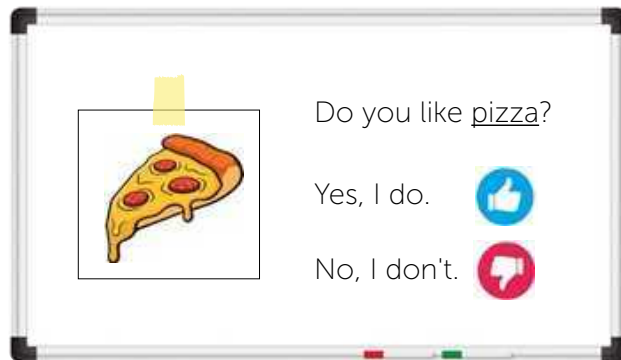
Pre



15 minutes

Do you like..?

- Have different flashcards related to preferences.
- For example:



- Point to a flashcard and ask students "Do you like pizza?"
- On the board, have two cards: Yes, I do. / No, I don't.
- Encourage students to say "Yes, I do." or "No, I don't."
- Remind students that in Unit 5 they studied Yes/No questions and they can also use them to ask about preferences.
- Ask more questions using different flashcards and make sure they are using proper grammar.

During



15 minutes

Bingo

- Ask students to make a 4 x 3 grid in their notebooks.
- Then, have them complete each grid with a word of this week's vocabulary. For example:

**B I N G O**

Beans	Eggs	Chicken
Mangoes	Bananas	Coconut
Pop	Country	Salsa
Dogs	Reading	Rabbits

- Say a word and ask students to cross it out in case they have written the word.
- The person who completes all the grids, comes to the front and gets ready to say other words.
- If there is enough time, ask students to draw another grid with new words and continue the activity.

## Post



15 minutes

## Role-play

- Form pairs.
- Tell students that you will give a situation and they need to prepare a short dialogue, practice it and present it.
- Give the following situation:



## Role-play

- A:** You are a famous person on a TV show. You will be asked questions about your preferences. Answer them properly.
- B:** You are a TV host. You will interview a famous person. Ask questions about his/her preferences. Do not forget to ask his/her name, age, nationality and other aspects related to their personal information.

- Have students practice the dialogue.
- Monitor if students are using questions related to preferences properly.
- Call out some volunteers to present their conversations.



- Vocabulary tags related to food, fruit, and music genres, dry-erase markers/chalk, coins, music, and a speaker.

I Produce (Class 3)

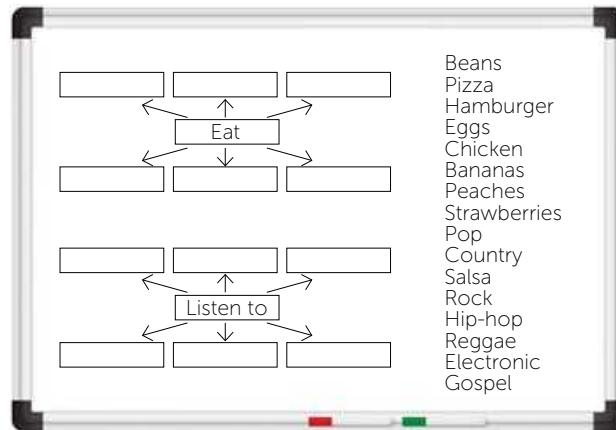
Pre



15 minutes

Categorize the Complements

- Write on the board the verbs "Eat" and "Listen". Use gestures to say the meaning of both verbs.
- Have on tags the following words: *beans, pizza, hamburger, eggs, chicken, bananas, peaches, strawberries, pop, country, salsa, rock, hip-hop, reggae, electronic, gospel*.
- Call out volunteers to categorize the words to the best verb ("eat" or "listen to"). For example:



- Check as a class if the words are in the corresponding category and add more words if you need to.
- Introduce the question: "How often do you listen to pop?", "How often do you eat eggs?"
- Explain that they can answer the question by using the expressions studied in Unit 5: "every day, once a day, twice a day"
- Give the following example:  
A: How often do you eat hamburgers?  
B: I eat hamburgers once a month.
- Then, ask students to give extra examples.
- Make sure that students have comprehended how to ask and answer the questions given.

Teaching tip



Avoid using translation when explaining "eat" and "listen". Instead, use gestures.

## During



15 minutes

## Flip the Coin

- Form pairs and ask students to use a coin.
- Explain to students what they will do when they flip the coin. If they get "heads", they will ask a question using "How often do you eat...?" If they get "tails", students will ask a question using "How often do you listen to...?"



How often do you eat...?



How often do you listen to...?

- To finish, as a class, make a circle and play the *Hot Potato* to select a participant.
- Ask the selected participant to flip a coin and ask any of his/her classmates the corresponding question.
- Verify if students are using proper grammar.

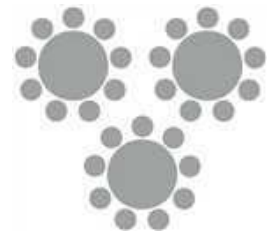
## Post



15 minutes

## The Hot Seat - Musical Chairs

- Ask students to make a circle using their chairs or desks (there should be one seat missing). The number of circles may vary depending on your group size.
- Explain to your class that they will ask questions about preferences. Tell them that they will have to walk around the chairs to the sound of music. The person standing without a seat when music is paused will answer their classmates' questions.



- Check if students are using proper questions and answers. Verify, as well, proper pronunciation and intonation.
- **For next class:** Ask students to bring cardboard from home.



Performance indicators

Students can:

6.6 Exchange information about personal preferences using appropriate vocabulary and visual aids to support communication.

Content(s)	Goal(s)
<ul style="list-style-type: none"> <li>Project: All about Me</li> </ul>	<p><b>By the end of the week, I will:</b></p> <ul style="list-style-type: none"> <li>Exchange information about preferences related to food, fruit, music genres, pets, and hobbies.</li> </ul>

Class Materials



- Cardboard, permanent markers, Unit 6 test copies, listening track, and a speaker.

Project

Class 1  
Pre



45 minutes

Project Preparation

- In the previous class you asked students to bring cardboard paper from home.
- Explain to students that they will create a poster about personal preferences.



- Encourage students to be creative and write complete sentences about preferences related to food, fruit, music genres, pets, and hobbies.
- Allow students time to create their posters.
- In their notebook, they need to prepare a short description of their preferences.
- Remind students to use complete sentences using "I like..., I don't like..., My favorite \_\_\_\_\_ is \_\_\_\_\_."

**Class 2**  
**During**


45 minutes

**Project presentation**

- Make groups of four or five students.
- In order to take turns, ask students to work in pairs.
- Tell students that they will have two minutes to exchange their information.
- During the first minute, one student will describe his/her preferences using their poster.
- Then, you will ring a bell or make a noise. It will indicate that they need to stop.
- During the second minute, the next student starts his/her presentation.
- Have students change pairs and continue monitoring and checking that everyone is participating. Repeat this process as needed and provide feedback.

**Class 3**  
**Post**


45 minutes

**Unit 6 Test**

- Before class, make sure you have enough copies of the test for the whole class. Keep the suggested listening track handy. Scan the QR code below to play the track:
- Have students write their full names on the test.
- Read the instructions to the whole class and make sure that students understand them clearly before taking the test.
- Request students to complete the evaluation individually.
- When time is up, collect the tests and verify that students have completed all the sections included.





# Unit Test

# Unit Test



## Performance indicators

Students can:

5.15 Write sentences describing daily routines using correct frequency expressions.

6.1 Identify and classify correspondingly different types of food, fruits, music, hobbies, and pets through visual and oral tasks.

Content(s)	Goal(s)
<ul style="list-style-type: none"> <li>Frequency Time Expressions</li> <li>Preferences</li> </ul>	<p><b>By the end of the week, I will:</b></p> <ul style="list-style-type: none"> <li>Consolidate my progress along units 5 and 6.</li> </ul>

## Class Materials



- Dry-erase markers/chalk, bond sheets of paper, giant magazines, colored pencils, a bell, and permanent markers.

## Units 5 and 6

Class 1  
Pre

45 minutes

## My Diet and Hobbies

- Before class, prepare a giant magazine representing the food items that you usually have for breakfast, lunch, and dinner. Also, include options that you eat as snacks. Add some drawings that illustrate your favorite hobbies as well.



- Draw students' attention to your giant magazine. Turn the pages, so students can look at the illustrations included.
- Explain to them that the giant magazine presents your diet and favorite hobbies. Next, request them to create their own giant magazines using the following ideas:
  - Food I eat for breakfast.*
  - Food I eat for lunch.*

- *Food I eat for dinner.*
- *Food I eat as snacks.*
- *My hobbies.*
- Have students illustrate their ideas and walk around the classroom to monitor their progress.

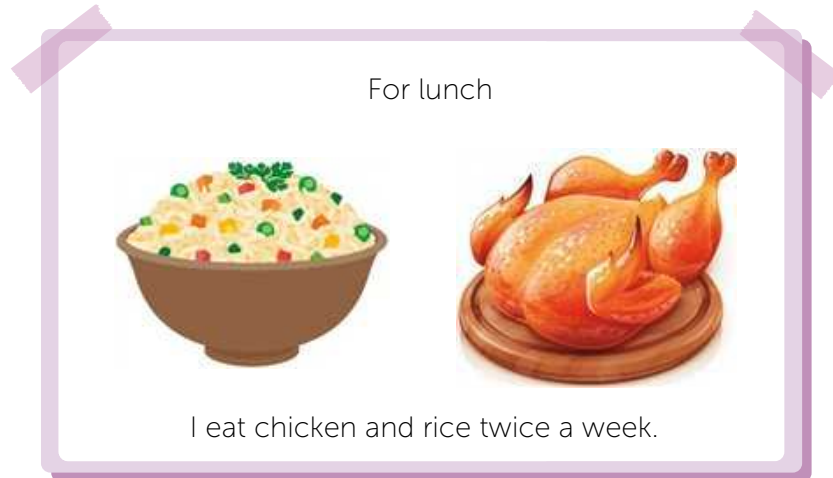
### Class 2 During



45 minutes

### Giant Magazines

- Display your giant magazine once again.
- Elicit from students how to elaborate full sentences to describe each illustration.



- Listen to their ideas carefully and create complete statements at the bottom of every page of your magazine.
- Explain to students that they will write sentences to describe the content of their magazines.
- Model some other examples on the board in order to clarify the instructions.
- Finally, ask students to get in pairs and present their work to their peers.
- Encourage them to help their classmates with pronunciation or intonation if needed.

### Class 3 Post



45 minutes

### Our Walking Gallery

- Divide the class into two groups (**Group A and Group B**).
- Have students stand up and pair them up as **Student A** and **Student B**.
- Request all members of **Group A** to choose a spot in the classroom.
- Explain to them that all students in **Group A** will present their magazines simultaneously while members of **Group B** listen to them.
- Let **Group B** students know that you will ring a bell or clap your hands to indicate that they have to move one space clockwise.
- The presentations will continue until Group B students have listened to all their partners.
- Finally, have students in Group B present their work.
- You may take students' participation as a makeup evaluation activity.

### What is the Achievement Fair?

The Achievement Fair is a space for parents, teachers, and classmates to appreciate the students' progress in their academic life; the activity becomes a kind of presentation for guests, since the students explain the importance of their projects.

### How does it work?

Students decide what kind of project they want to carry out in small groups. On the day of the event, students set up their stands and present their project to guests.

### What kind of project could students carry out?

- **Spelling Bee Contest**

A spelling bee is a competition in which contestants are asked to spell a broad selection of words, usually with a varying degree of difficulty. Spelling bees help to promote literacy by providing students with a positive goal to work toward, and give them a forum to display how much they have progressed.



- **English Song festival**

The English Song Festival is a fantastic resource for putting the curriculum into perspective and developing it for all students—socially, intellectually, and artistically. In this manner, the project incorporates transversal axes as a different implicit process with appropriate actions for each step. This kind of event is good to expand students' vocabulary, and listening skills. It also helps them to understand the foreign language. Furthermore, it can enhance students' pronunciation skills because they can hear the difference between words that have similar sounds but different meanings. Singing supports students in remembering words that they want to use in English, especially the ones with difficult sounds.



- **Board game festival**

The foundation of board game playing is cooperation. It requires players to engage by teamwork. Playing is exercise for our brains. Playing stimulates brain areas that are responsible for memory formation and complex thought processes for all ages. Engaging in play assists in practicing essential cognitive skills, such as decision making, higher level strategic thinking, and problem solving. For this event, students will create/invent a board game related to the content covered along the year to make their audience play it.



- **Living portrait gallery**

This is a good way to expand students' knowledge about famous people who have impacted their lives significantly. Students are asked to impersonate that famous person. The information they provide will have to be suited to their level of proficiency.



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## Website bank

Website	URL	Description
TEACH THIS	<a href="https://www.teach-this.com/">https://www.teach-this.com/</a>	Teach-This.com provides over 2000 printable ESL activities, worksheets, games, and lessons to help you teach all the core skills associated with language learning: speaking, listening, reading, writing, pronunciation, vocabulary, and grammar.
5 Minute English	<a href="http://www.5minuteenglish.com/">http://www.5minuteenglish.com/</a>	5minuteenglish.com is a website which teaches English to children and adults with its free online service. The service provided by the site is for both amateurs and professionals.
Randall's ESL Cyber Listening Lab	<a href="https://www.esl-lab.com/">https://www.esl-lab.com/</a>	Activities at Randall's ESL Cyber Listening Lab focus on everyday English comprehension skills at three levels based on content, voices, vocabulary, and natural speed. A combination of adult, teenage, and children's voices are included.
Liveworksheets.com	<a href="https://www.liveworksheets.com/">https://www.liveworksheets.com/</a>	Liveworksheets allows you to transform your traditional printable worksheets (doc, pdf, jpg...) into interactive online exercises with self-correction, called "interactive worksheets". Students can do the worksheets online and send their answers to the teacher.
ELLLO, English Listening Lesson Library Online	<a href="https://www.ello.org/">https://www.ello.org/</a>	ELLLO offers over 3,000 free listening activities. Teachers and students can access lessons for beginner, intermediate, and advanced learners.
Wordwall	<a href="https://wordwall.net/">https://wordwall.net/</a>	The easy way for teachers to create their own teaching resources. They can make custom activities for their classroom. Quizzes, match ups, word games, and much more.

ESL games +	<a href="https://www.eslgamesplus.com/">https://www.eslgamesplus.com/</a>	ESL Games Plus offers interactive online games for learning and teaching English as a Second Language. The learning games are mostly suitable for teaching ESL Kids and Teenagers.
Kahoot!	<a href="https://kahoot.com/schools-u/">https://kahoot.com/schools-u/</a>	Kahoot! is a game-based learning platform that makes it easy to create, share, and play learning games or trivia quizzes in minutes.
Nearpod	<a href="https://nearpod.com/">https://nearpod.com/</a>	Nearpod helps educators make any lesson interactive whether in the classroom or virtual. The concept is simple. A teacher can create interactive presentations that can contain Quizzes, Polls, Videos, Collaborate Boards, and more.
TED Talks	<a href="https://www.ted.com/talks">https://www.ted.com/talks</a>	TED Talks are influential videos from expert speakers on education, business, science, tech, and creativity, with subtitles in 100+ languages.
Classroomscreen	<a href="https://www.classroomscreen.com/">https://www.classroomscreen.com/</a>	Classroomscreen is an online tool that includes 19 widgets to create clear expectations for your students, support your time management, collect feedback, and much more!
Wayground	<a href="https://wayground.com/">https://wayground.com/</a>	Wayground is an online tool to find and create free gamified quizzes and interactive lessons to engage any learner.

# International Phonetic Alphabet (Consonants and Vowels)

## Consonants

/p/  
pot



/b/  
bat



/t/  
truck



/d/  
deer



/tʃ/  
church



/dʒ/  
jeans



/k/  
key



/g/  
goat



/f/  
fence



/v/  
vest



/θ/  
there



/ð/  
clothes



## Consonants

/s/  
sea/z/  
zipper/ʃ/  
shark/z/  
tresure/m/  
machbox/n/  
nest/ŋ/  
ring/h/  
hose/l/  
ladybug/r/  
rope/w/  
wallet/j/  
yarn

# Vowels

/i:/  
leaves



/ɪ/  
chip



/ʊ/  
book



/u:/  
roof



/e/  
egg



/ə/  
salad



/ɜ:/  
worm



/ɔ:/  
storm



/æ/  
map



/ʌ/  
cup



/ɑ:/  
star



/ɒ/  
top



# Diphthongs

/aʊ/  
cow



/aʊ/  
brown



/aʊ/  
mouth



/aɪ/  
bike



/aɪ/  
cry



/aɪ/  
buy



/eɪ/  
plate



/eɪ/  
train



/eɪ/  
rain



/ɪə/  
deer



/ɪə/  
near



/ɪə/  
ear



# Diphthongs

/əʊ/  
boat



/əʊ/  
home



/əʊ/  
phone



/ɔɪ/  
boy



/ɔɪ/  
toy



/ɔɪ/  
oyster



/tʊə/  
tourist



/tʊə/  
poor



/tʊə/  
tour



## The Verb Be

### Affirmative sentence structure

*Subject + **am/is/are** + complement + .*

I **am** happy.  
Ana **is** a teacher.  
José and Herbert **are** cousins.  
It **is** a pencil.

### Negative sentence structure

*Subject + **am not/isn't/aren't** + complement + .*

I **am not** an engineer.  
Juan **isn't** sad.  
Francisco and Cristabel **aren't** cousins.  
It **isn't** a pencil.

### Yes/No question structure

***Am/is/are** + subject + complement + ?*

**Are** you a student?  
**Is** your mother a doctor?  
**Am** I busy?  
**Are** apples healthy?

## Suggested rubric samples for varied speaking activities

**Suggested activity to assess:** Project presentation

**Skill:** Speaking

Criterion	4	3	2	1	Total
<b>Vocabulary expansion</b>	The student uses appropriate vocabulary for the audience. Extends audience vocabulary by defining words that might be new to most of the audience.	The student includes 1-2 words that might be new to most of the audience, but does not define them.	The student does not include any vocabulary that might be new to the audience.	The student uses several (5 or more) words or phrases that are not understood by the audience.	
<b>Use of complete sentences</b>	The student always (99-100% of time) speaks in complete sentences.	The student mostly (80-98%) speaks in complete sentences.	The student sometimes (70-80%) speaks in complete sentences.	The student rarely speaks in complete sentences.	
<b>Clear speaking</b>	The student speaks clearly and distinctly all (100-95%) the time. No flaws are found.	The student speaks clearly and distinctly all (100-95%) the time. A word is pronounced incorrectly.	The student speaks clearly and distinctly most (94- 85%) of the time. About three words are pronounced incorrectly	The student often mumbles or mispronounces more than one word.	
<b>Volume</b>	The student's volume is loud enough to be heard by all audience members throughout the presentation.	The student's volume is loud enough to be heard by all audience members at least 90% of the time.	The student's volume is loud enough to be heard by all audience members at least 80% of the time.	The student's volume is often too soft to be heard by all audience members.	

Teacher's comments: \_\_\_\_\_

Adapted from: <http://rubistar.4teachers.org/>

## Suggested rubric samples for varied speaking activities

Suggested activity to assess: Role plays

Skill: Speaking

Criterion	4	3	2	1	Total
<b>Pauses</b>	The student pauses 2 or more times to improve meaning and/ or dramatic impact.	The student pauses once to improve meaning and/ or dramatic impact.	The student pauses but they were not effective in improving meaning or dramatic impact.	The student does not use any pauses.	
<b>Pitch</b>	The student's pitch is often used and it conveys emotions appropriately.	The student's pitch is often used but the emotion it conveys sometimes does not fit the content.	The student's pitch is rarely used or the emotion it conveys often does not fit the content.	The student's pitch is not used to convey emotion.	
<b>Stay on topic</b>	The student stays on topic all (100%) of the time.	The student stays on topic most (99-90%) of the time.	The student stays on topic some (89%-75%) of the time.	The student is not able to stay on topic at all times.	
<b>Content</b>	The student shows a full understanding of the topic.	The student shows a good understanding of the topic.	The student shows a good understanding of parts of the topic.	The student does not seem to understand the topic very well.	
<b>Collaboration with peers</b>	The student almost always listens to, shares with, and supports the efforts of others in the group. He/ She tries to keep people working well together.	The student usually listens to, shares with, and supports the efforts of others in the group. He/She does not cause "waves" in the group.	The student often listens to, shares with, and supports the efforts of others in the group but sometimes he/she is not a good team member.	The student rarely listens to, shares with, and supports the efforts of others in the group. He/She is not a good team member.	

Teacher's comments: \_\_\_\_\_

Adapted from: <http://rubistar.4teachers.org/>

## Suggested rubric samples for varied reading activities

**Suggested activity to assess:** Analyzing information

**Skill:** Reading

Criterion	4	3	2	1	Total
<b>Identification of important information</b>	The student lists all the main points of the article without having the article in front of him/her.	The student lists all the main points, but uses the article for reference.	The student lists all but one of the main points, using the article for reference. He/She does not highlight any unimportant points.	The student cannot list important information with accuracy.	
<b>Identification of details</b>	The student recalls several details for each main point without referring to the article.	The student recalls several details for each main point, but needs to refer to the article, occasionally.	The student is able to locate most of the details when looking at the article.	The student cannot locate details with accuracy.	
<b>Graphic to text relation</b>	The student accurately explains how each graphic or diagram is related to the text, and accurately determines whether each graphic/diagram agrees with the information in the text.	The student accurately explains how each graphic or diagram is related to the text.	The student accurately explains how some of the graphics or diagrams are related to the text.	The student has difficulty relating graphics and diagrams to the text.	
<b>Information summary</b>	The student uses only 1-3 sentences to describe clearly what the article is about.	The student uses several sentences to accurately describe what the article is about.	The student summarizes most of the article accurately, but has some slight misunderstanding.	The student has great difficulty summarizing the article.	

Teacher's comments: \_\_\_\_\_

Adapted from: <http://rubistar.4teachers.org/>

## Suggested rubric samples for varied reading activities

Suggested activity to assess: Independent reading

Skill: Reading

Criterion	4	3	2	1	Total
<b>Identification of story elements</b>	The student knows the title of the story as well as the names and descriptions of the important characters. He/she can tell approximately when and where the story happened.	The student knows the names and descriptions of the important characters and where the story takes place.	The student knows the names or descriptions of the important characters in the story.	The student has trouble naming and describing the characters in the story.	
<b>Following the storyline</b>	The student accurately describes what has happened in the story and tries to predict "what will happen next."	The student accurately describes what has happened in the story.	The student accurately describes most of what happened in the story.	The student has difficulty re-telling the story.	
<b>Identification of characters</b>	The student describes how different characters might have felt at different points in the story and points out some pictures or words to support his interpretation without being asked.	The student describes how different characters might have felt at different points in the story, but does not provide support for the interpretation unless asked.	The student describes how different characters might have felt at different points in the story, but does not provide good support for the interpretation, even when asked.	The student cannot describe how different characters might have felt at different points in the story.	

Teacher's comments: \_\_\_\_\_

Adapted from: <http://rubistar.4teachers.org/>

## Suggested rubric samples for varied listening activities

**Suggested activity to assess:** Overall listening

**Skill:** Listening

Criterion	4	3	2	1	Total
<b>Stays on task</b>	The student is able to concentrate fully and listen very attentively throughout the assessment.	The student is mostly attentive and usually able to listen with good concentration.	The student finds it difficult to concentrate on the listening task, but is able to attend occasionally.	The student is not able to concentrate on the listening task and is easily distracted and inattentive.	
<b>General conception</b>	The student shows a very good general understanding of all vocabulary and information, completing all the questions.	The student shows a good general understanding of the vocabulary and information, with most questions completed.	The student does not identify a lot of the vocabulary and information.	The student does not identify enough vocabulary or information to answer the questions.	
<b>Listening for details</b>	The student includes all the specific information and details in his/her answers.	The student is able to include most specific information and details in his/her answers.	The student shows a limited ability to listen for details. Specific information is occasionally included.	The student is unable to grasp specific details when listening, and does not include them in the answers.	
<b>Accuracy of answers</b>	The student's answers were always accurate and related to the information given.	The student's answers were mostly accurate and related to the information given, with only a few errors.	The student includes a small amount of information; however, a lot of information is left out or is not accurate.	The student's answers are mostly left out or unrelated to the information given.	

Teacher's comments: \_\_\_\_\_

Adapted from: <https://www.rcampus.com/rubricshowc.cfm?sp=yes&code=L95572>

## Suggested rubric samples for varied listening activities

Suggested activity to assess: Overall listening

Skill: Listening

Criterion	4	3	2	1	Total
<b>Recognition of sound patterns</b>	The student is able to identify all of the sound patterns, vowels, diphthongs, triphthongs, and consonant sounds.	The student is able to identify most of the sound patterns, vowels, diphthongs, triphthongs, and consonant sounds.	The student is able to identify only some of the sound patterns, vowels, diphthongs, triphthongs, and consonant sounds.	The student is not able to identify the sound patterns, vowels, diphthongs, triphthongs, and consonant sounds.	
<b>Following spoken language</b>	The student is able to recognize all the spoken material.	The student is able to recognize the majority of the spoken material.	The student is able to recognize part of the spoken material.	The student is able to recognize very little of the spoken material.	
<b>Responding to spoken language</b>	The student is able to recognize in detail the spoken performance. Not only sounds but intonation and stress, which give way to conversational implicatures.	The student shows a proper understanding of the majority of the spoken material.	The student shows a proper understanding of a part of the spoken material.	The student shows a proper understanding of very little of the spoken material.	
<b>Dictation</b>	The student is able to discern within a range of sounds from spoken production. The auditory acuity is such that all utterances are recognized and replicated by the student.	The student is able to discern within a range of sounds from spoken production. The auditory acuity is such that most utterances are recognized and replicated by the student.	The student is able to discern within a range of sounds from spoken production. The auditory acuity is such that several utterances are recognized and replicated by the student.	The student is able to discern within a range of sounds from spoken production. The auditory acuity is such that only a few utterances are recognized and replicated by the student.	

Teacher's comments: \_\_\_\_\_

Adapted from: [https://www.ecotec.edu.ec/material/material\\_2018D1\\_LNG400\\_01\\_91731.pdf](https://www.ecotec.edu.ec/material/material_2018D1_LNG400_01_91731.pdf)

## Suggested rubric samples for varied writing activities

**Suggested activity to assess:** Free writing

**Skill:** Writing

Criterion	4	3	2	1	Total
<b>Content</b>	The student's writing is confident and clearly focused. It holds the reader's attention. Relevant details enrich writing.	The student's writing is purposeful and focused. Piece contains some details.	The student writes related, quality paragraphs, with little or no details.	The student's writing does not clearly communicate knowledge. The reader is left with questions.	
<b>Organization</b>	The student's writing includes a strong, beginning, middle, and end with clear transitions and a focused closure.	The student's writing includes a strong beginning, middle, and end, with some transitions and good closure.	The student uses the correct writing format. It incorporates a coherent closure.	The student's writing is confused and loosely organized. Transitions are weak and closure is ineffective.	
<b>Vocabulary</b>	The student has an effective and engaging use of word choice.	The student has a purposeful use of word choice.	The student uses a variety of word choice to make writing interesting.	The student shows some use of varied word choice.	
<b>Sentence fluency</b>	The student has a consistent variety of sentence structure throughout.	The student has a frequent and varied sentence structure.	The student uses simple compound, and complex, sentences.	The student has some run-ons or fragments. Variety in sentence structure is limited.	

Teacher's comments: \_\_\_\_\_

Adapted from: <https://www.ramapo.edu/fa/files/2013/04/Writing-Rubric-3.pdf>

## Suggested rubric samples for varied writing activities

Suggested activity to assess: Paragraph writing

Skill: Writing

Criterion	4	3	2	1	Total
<b>Topic Sentence</b>	The student clearly states the main topic in a complete opening sentence with correct sentence structure.	The student states the main topic in an opening sentence, but sentence structure is not correct.	The student's main topic is not clearly stated, but the sentence structure is correct.	The student's main topic is not clearly stated. Sentence structure is not correct.	
<b>Content</b>	The student has written at least 3 supporting details and all sentences are on topic.	The student has written at least 3 supporting details, but only 2 sentences are on topic.	The student has written at least 3 supporting details, but only 1 sentence is on topic.	The student has attempted to write supporting details, but none are on topic.	
<b>Organization</b>	The student's paragraph has a topic sentence, detail sentences in a logical order, and a concluding sentence.	The student's paragraph is missing either the topic sentence or concluding sentence. Details are in a logical order.	The student's paragraph is missing both topic sentence and concluding sentence. Details are in a logical order.	The student's paragraph is missing both topic and concluding sentences and the details are not in a logical order.	
<b>Spelling</b>	There are 0-2 spelling errors.	There are 3-4 spelling errors.	There are 5-6 spelling errors.	There are more than 6 spelling errors.	
<b>Grammar, punctuation and capitalization</b>	The student's paragraph has 0-2 errors in punctuation, capitalization, and noun-verb agreement.	The student's paragraph has 3-4 errors in punctuation, capitalization, and noun-verb agreement.	The student's paragraph has 5-6 errors in punctuation, capitalization, and noun-verb agreement.	The student's paragraph has more than 6 errors in punctuation, capitalization, and noun-verb agreement.	

Teacher's comments: \_\_\_\_\_

Adapted from: <https://www.rcampus.com/rubricshowc.cfm?sp=true&code=XX27XCX>

## Listening Transcripts

In this section, you will find the transcript of each audio track which you may use for your own reference. If you get to have any technical issues, you may read the transcript instead of playing the audio.

### Unit 1 Test

QR code: QR2

**Lucy:** Hello.

**School librarian:** Hello, what's your name?

**Lucy:** My name's Lucy.

**School librarian:** And what's your last name, Lucy?

**Lucy:** Moore.

**School librarian:** Can you spell that, please?

**Lucy:** M-O-O-R-E.

**School librarian:** Thank you. What class are you in?

**Lucy:** Class 1B.

**School librarian:** Class 1B. And how old are you, Lucy?

**Lucy:** I'm 13.

**School librarian:** Can I have your photo?

**Lucy:** Yes, here you are.

**School librarian:** Thank you ... OK, thank you, Lucy. Here's your school library card.

**Lucy:** Thanks. Bye.

**School librarian:** Goodbye.

## Unit 2 Test

QR code: QR4

1. a pencil
2. an eraser
3. a book
4. a pen
5. paper

## Unit 3 (Week 2- Class 2)

QR code: QR6

**Luisa:** This is my family, and this is me. My name is Luisa.

This is my mom. Her name is Helen.

This is my dad. His name is William.

This is my big brother. His name is Sam.

And this is my baby sister. Her name is Emma.

These are my grandparents. My grandma's name is Hannah. And my grandpa's name is Tom.

Oh! And this is our dog. His name is Max.

### Unit 3 Test

QR code: QR8

grandfather

brother

aunt

mother

father

### Unit 4 Test

QR code: QR11

**Number 1.** The living room.

**Number 2.** The dining room.

**Number 3.** The bedroom.

**Number 4.** The bathroom.

**Number 5.** The kitchen.

## Unit 5 Test

QR code: QR13

**Number 1.** It's half past twelve.

**Number 2.** It's three o' clock.

**Number 3.** It's a quarter to four.

**Number 4.** It's three twenty-five.

## Unit 6 Test

QR code: QR16

**María:** Hi there! My name is Maria.

I study English. I am in the PreA1 level.

Let me tell you about my likes and dislikes.

Fruit is so delicious! I like eating coconuts a lot!

I eat them almost everyday, but I don't like pineapples.

For lunch, I sometimes eat chicken, spaghetti, beef, or fish.

But, I get really happy when I have a delicious salad.

I like salads. In fact, doctors say that salads are healthy.

I like listening to music.

I listen to all kinds of music, for example: rap, pop, rock, and electronic.



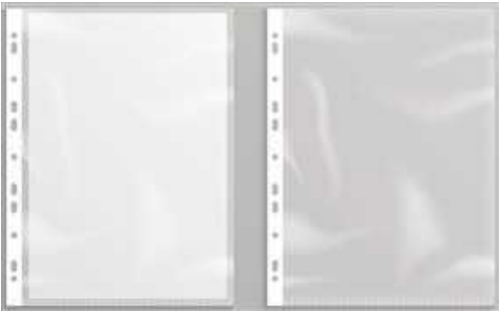
My favorite kind of music is electronic.




Electronic music is awesome!

Also, I love animals! I have a dog and a cat.



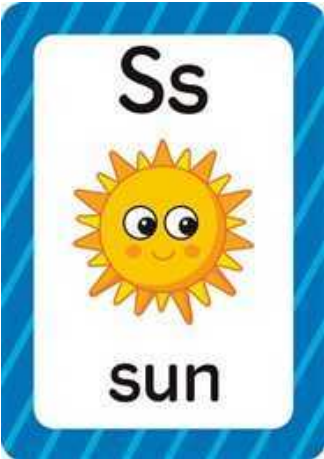
## Useful Resources in the EFL Classroom

The goal of using resources in the EFL classroom is to give students access to a variety of learning opportunities. In addition to helping students learn, expanding students' learning experiences, and meeting various learning needs, they should be able to promote interaction between students during the learning process. When used properly, resources can aid students in self-learning and the development of good study techniques, general skills, values, and attitudes, preparing them for lifelong learning.

Resource	Use
<p data-bbox="139 514 334 541">Popsicle Sticks</p> 	<p data-bbox="821 514 1482 831">Write different nouns, verbs, and adjectives on popsicle sticks, and then name foam cups with nouns, verbs, and adjectives. A great hands-on writing activity where students pick one popsicle stick from each cup and then create sentences. Alternatively, students can sort the words into nouns, verbs, and adjectives. Another way to use them is to write questions and have students discuss them in small groups.</p>
<p data-bbox="139 982 386 1010">Plastic Bottle Caps</p> 	<p data-bbox="821 982 1482 1226">Write letters on the tops of bottle caps so that students can practice spelling words from your vocabulary list. Copy the complete words on the bottle caps, and students can sort by word family, beginning letter, ending letter, etc. Another way to use them is by dictating words and having students form the words.</p>
<p data-bbox="139 1451 362 1478">Sheet Protectors</p> 	<p data-bbox="821 1451 1482 1667">Protector sheets are an easy way to create your mini boards. Another way to create mini boards is by laminating with clear tape a piece of recycled carton. Keep in mind that by having students use mini boards in your lessons will help you monitor their writing in an effective and fast manner.</p>

Resource	Use
<p>Stuffed Toys</p> 	<p>The Hot Potato is one of the most common games in EFL classes that involves players gathering in a circle and tossing a small object such as a beanbag or even a real potato to each other while music plays. To vary the game and have students more engaged, try replacing a ball or the potato with a stuffed animal. This animal can even become the mascot of your class. The stuffed animal can even be used to select students in a funnier way instead of just calling out a name. If you want to be more innovative, try adjusting your stuffed animal to each season or special celebration. e.g., A stuffed book/pencil/backpack in January, a stuffed heart in February, a duck on Easter, and so on.</p>
<p>Balloons</p> 	<p>Balloons are a fun way to energize students and foster cooperation/team spirit. They can be useful to either revise a language area (such as word order) or to set a task or question for the students to focus on a new topic. A really exciting game to practice vocabulary is to divide the class into small groups; as a group, they have to keep the balloon in the air, but when it touches a part of someone's body, they have to shout out an English word.</p>
<p>Sheets of Colored Paper</p> 	<p>Blank sheets of paper are useful for so many things. It's important to highlight that this material can be recycled and used several times. For instance, you could write sentences in the paper leftovers. Also, you could have your students write on these leftovers. As strange as this may sound, it has been found that students write much more when they are given colored paper and pens. Another simple way to use it is by having students create mind maps and glue them in their notebooks. Mind maps are perfect for reviewing a variety of knowledge. You can use it after finishing a unit or to summarize a large section of grammar such as simple present or all the new vocabulary.</p>

Resource	Use
<p>Mystery Bag</p> 	<p>You may turn a regular gift bag into a mystery bag just by decorating it with some question marks. This engaging resource can be used to keep and grab cards, pictures, objects, and strips of paper with questions, among others. The idea behind this material is that students do not know what they are pulling out until they see it! After students have selected an item from the mystery bag, they can create sentences, elaborate short descriptions, or simple definitions. Another alternative could be to transform an empty jar or box into a mystery container.</p>
<p>Classroom Posters</p> 	<p>Classroom posters are useful resources for helping students review key content or vocabulary. You can elaborate visuals with important phrases or expressions that students must consolidate according to their level. Additionally, these posters can provide students with extra exposure to the target language.</p>

Resource	Use
<p>Headbands</p> 	<p>Headbands can be made of cardboard strips which you can later plasticize using clear tape. Speaking and listening skills may be developed and strengthened by using headbands in the EFL classroom. Before class, prepare cards or pictures related to the content studied in class. Then, divide students into small teams and request a volunteer to put on the headband. After that, the group will stick a card or picture on the headband by using masking tape. Finally, have students describe the item or act it out, so his/her partner can guess the word.</p>
<p>Colored Rubber Bands</p> 	<p>Colored rubber bands can be used as a strategy for grouping learners randomly every session. You can lend a rubber band to each student and have them get in pairs or teams with classmates according to the color of their rubber bands.</p> <p>Encourage students to work with different classmates whenever possible so a sense of community is built among the class.</p>
<p>Flashcards</p> 	<p>Flashcards can contain words or pictures. They are an amazing tool that can be used for teaching vocabulary, grammar, phonics, speaking, writing, or listening. Flashcards can help teachers introduce new content, test students' knowledge of the material, or consolidate students' learning process.</p>







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