Colombo Americano MEDELLÍN

Tell Me About Yourself

ADULT PROGRAM

A1 Teacher Matrix

Life 1 Units 1 - 2 - 3

Course 1



Level Competences

Learners understand and produce simple texts to make themselves understood in an oral and written way on topics related to different aspects of daily life such as personal information, holidays, families, cities, their things, their likes, daily life, work and study routines, travel, famous people, true stories, and the weekend. During this stage, learners share and express information about themselves, explore daily life in other cultures, and draw conclusions about differences and similarities between their lives and those of people from other regions and countries. By doing this, they start to get familiar with and develop a positive attitude towards learning the English language. **(Courses 1 to 4, A1 CEF)**

Course Competences

Learners understand simple texts which describe situations related to **personal information, holidays** and **families.** They can produce simple and short sentences to interact with others in an oral and written way by getting familiar and experimenting with forms of the language (grammar, vocabulary, pronunciation). During this course, students talk about themselves, their families and interesting places to enjoy on holidays by exploring the cultural differences and social conventions in different sources of information, to get to know more about their classmates and to use the language in a meaningful way.

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Subcompetences

The student...

Reading

1. Begins to familiarize themself with the use of bilingual dictionaries with the teacher's guidance.
2. Reads and follows general information from dialogues, e-mails, texts with illustrations, picture captions and other short informative texts.
3. Reads and follows specific information from informative texts by completing different activities and applying strategies according to the course level ***(see receptive skills box on next page)**.
4. Makes predictions from illustrations, headings and graphics from short informative texts by interpreting the context clues and answering simple information questions with guidance from the teacher.
5. Identifies cultural differences about personal information, family and holidays stated in short informative texts by using graphic organizers, charts and answering questions with simple sentences.

Writing

6. Gets familiar with how to plan a text by brainstorming words related to personal information, family and holidays.
7. Writes ideas in complete sentences related to themselves, families and holidays applying language features like proper capitalization, contractions, simple present statements, possessive 's and possessive adjectives.
8. Completes a form with information about themselves, families and/or holidays using language chunks and language notions studied in class.
9. Writes a greeting card using language notions studied in class, personal information and special occasion wishes.

Listening

10. Begins to follow general information from dialogues, conversations, phone calls and other short audiovisual material which contain a basic rate of speech and language worked on throughout the level.
11. Understands basic specific information from audiovisual material such as short monologues, conversations and interviews by answering simple information questions, word completion activities and classifying/completing information in a chart.
12. Begins to understand simple instructions in class and the description of assignments delivered through gestures, visuals aids and instruction checking questions (ICQs) by the teacher.

Oral Production

13. Expresses simple ideas about themselves, personal information, families and holidays by using short sentences.
14. Interacts in conversations about personal information, families and holidays by asking and answering simple questions and using slow speech with sporadic pausing.
15. Describes holiday destinations by providing simple information about basic features such as location, weather, and accommodations, and what they like/dislike about them.
16. Starts appropriately pronouncing some sounds like the alphabet, contractions, plural forms, possessive 's and exclamations along with stress patterns in yes/no questions and plural nouns.

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Activities and Strategies

Receptive Skills*

- Predicting (pictures)
- Word completion (fill in the gap)
- Matching information: matching words and images
- Multiple choice
- Skimming and scanning to locate specific details
- True/false sentences
- Reordering sentences

Productive Skills

- Dictation
- Role play /phone conversations
- Scripts
- Interviews
- Gallery walk

TIPS

• Help students break down the complexity of the text by proposing a language game using the words they might be unfamiliar with. Matching them with pictures would be great here!

• Encourage students to practice and analyze their own pronunciation by recording their voice regularly. This can really help them when it comes time for their oral presentations.

• Have students not only fill out forms that require personal information but create them too. This will foster their language development and imagination.

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Themes and Topics	Functions	Language Notions	CRITICAL THINKING
Hello • Personal information • Jobs • Countries and nationalities • Greetings	• Introducing themselves using personal information details and proper greetings and farewells • Asking for personal information to interact with different people • Talking about people's professions	**Grammar** *a/an* I + am, you + are *he/she/it + is* my, your **Lexis** Jobs The alphabet Countries and nationalities Continents Word focus: *from* Numbers 1-10 Greetings **Writing Elements** An identity badge using capital letters **Pronunciation** Word stress Questions	• Identifying cultural differences stated in readings about class topics
Holidays • My vacation • Where are you? • Vacation spots	• Describing pictures of holidays • Sharing holiday experiences • Informing about weather conditions and features of vacation spots	**Grammar** *we/they + are* be negative forms be questions and short answers plural nouns **Lexis** Numbers 11-100 colors Word focus: *in* Renting a car: nouns and verbs **Writing Elements** Completing a form using capital letters **Pronunciation** *We're, they're* *Isn't, aren't* Be questions and short answers Plural nouns Syllables	• Using information from different texts to build expectations • Identifying similarities of places around the world to compare them with their own reality
Families • Unusual families • Celebrations • Young and old • Special occasions	• Describing family bonds • Talking about family members and their professions • Giving and accepting presents • Describing celebrations	**Grammar** Possessive 's *His, her, our, their* Irregular plural nouns **Lexis** Family: nouns Months and ages Word focus: *at* Special occasions **Writing Elements** A greeting card using contractions **Pronunciation** Possessive *'s* Linking with *at* Exclamations	• Identifying emotions in different texts • Exploring how families around the world experience similar or different conditions



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Suggested Sample Tasks

Theme Development

- What kind of information do we usually share with people?
- What kind of people do we usually meet?
- What are the holiday spots people choose? Based on what?
- Are holidays important in a family's relationships? How?
- Are celebrations important in your context? How do families contribute to maintain them?
- What traditions are there in your families?

HELLO – Sketching myself!

Students choose three different pen colors. The teacher gives them a piece of paper with the sketch of a person. The teacher asks them to choose their favorite color to write with. The teacher has the same sketch on the board and, around it, starts writing isolated words related to her life: Itagüí – 4 pets – 3215871212 – yenny7654@ios.it – Medellín – Colombian – Onions, Beets, Raw meat smell – Cheese, caramel (arequipe), meat - , etc. Students do the same on their sketches but with their own information. Then, the teacher starts adding the missing part to make a complete sentence using the previous information. Students use a different color: I live in Itagüí – I have 4 pets – My cellphone number is 3215871212 -, etc.

The third color will be used to write the questions that lead to these answers. Students practice pronunciation with their classmates and with the teacher's guidance. After some minutes, they tape the sketch on the wall and walk around interviewing their classmates with the previous personal information written. To wrap up the activity, students will write an informative paragraph where they tell someone about themselves using the information they just shared. The teacher encourages them to include connectors and simple linking words along with more expressions and extra information they want to provide.

VACATIONS – Picture sharing time

Students are shown a set of images with representative places from Colombia. In groups of three, they will brainstorm as many words as they know related to the picture and the place: island, beach, lake, building, sun, summer, etc. In a plenary using the brainstormed words, the teacher encourages them to build complete sentences that they can use to describe the picture using the board. After that, students need to move around with one of the pictures assigned and describe it to their classmates. Then, students are given a text with pictures and descriptions of vacation time.

They need to identify the words they have previously brainstormed and answer some information questions. When giving the answer, they need to highlight the specific line where they got it from. After this, students will prepare a short presentation using their own real pictures of holidays making sure they include some information about the weather conditions in that picture. The presentation will be done individually and needs to be creative so that in involves the rest of their classmates.

FAMILIES – My fun family tree

In pairs, students read some informative texts about family bonds. These texts have illustrations of different family trees which is part of the information they find in the text. After students have answered the questions, they will share their answers with a different group in order to confirm that their answers are accurate.

After that, students will start brainstorming information about their close family members, their profession and some other simple data they would like to share about them and that has been previously worked in class like celebrations and traditions. Individually, they will use craft paper to draw their family tree where they will write just names and clue words (not complete sentences). Then, they will present their families to their classmates, in different stations, while they all take notes about it. Students then write a short paragraph about the family they found more peculiar in a positive way. After making the decision, they will write a greeting card inviting that family to meet yours.

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