Colombo Americano MEDELLÍN

Daily Life Events

ADULT PROGRAM

A1 Teacher Matrix

Life 1 Units 7 - 8 - 9

Course 3



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 **daily life, work and study routines,** and **travel**. They can produce simple texts 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 different lives, their daily routines and some aspects they need to consider when traveling (places to stay and things to pack) 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. Uses bilingual dictionaries with sporadic guidance from the teacher.
2. Reads and follows general information from dialogues, e-mails, picture captions, maps, and other short informative texts that may contain illustrations.
3. Reads and follows specific information from informative texts by combining different strategies and/or activities 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 more independently.
5. Identifies how social contexts define different lifestyles and routines in short informative texts by using graphic organizers, charts, and answering and posing questions.

Writing

6. Writes a text by brainstorming, drafting ideas, and correcting language mistakes related to different lives, routines and travel with guidance from the teacher.
7. Writes short paragraphs with connected sentences related to daily life, work and study, and travel applying language features like prepositions of time, adverbs of frequency, there is and there are, imperative forms, and use of s in the third person.
8. Writes social network profiles in a text with complete, connected sentences and language notions studied in class.
9. Writes travel advice providing recommendations using language notions studied in class, supporting ideas and information about different places.

Listening

10. Follows general information from dialogues, conversations, phone calls, documentary excerpts 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, interviews and documentary excerpts by answering simple information questions, phrase completion activities and classifying/completing information in a chart.
12. Understands and follows simple instructions in class and the description of assignments delivered through gestures, visuals aids and instruction checking questions (ICQs) in a more autonomous and effective way.

Oral Production

13. Expresses simple ideas about daily life, work and study, and travel by using complete phrases and extending speech to maintain a paused but coherent conversation.
14. Interacts in conversations about daily life, work and study, and travel by asking and answering information questions and using a paused but coherent speech and some correct expressions.
15. Describes traveling by incorporating location, weather, and activities including tips, suggestions and/or requests along with imperative language and adjectives to add interest.
16. Describes different people's routines by providing simple information about different activities and interests along with present tense statements and adverbs of time and frequency.
17. Starts appropriately pronouncing some sounds like th /ð/, /s/, /z/, -s and –es for third person, contractions such as I'd, don't, doesn't; along with intonation patterns in questions.

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Activities and Strategies

Receptive Skills*

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

Productive Skills

- Peer dictation / Running dictation
- Role Play
- Radio shows
- Scripts
- Interviews
- Gallery walk
- Shared writing (not as an assessment task)

TIPS

• As a whole class, invite students to analyze specific language expression while reading. Ask them to refer to the previous and the next sentence so that they begin to use context clues. This is a great way to wean them off direct translation!

• Have students expand on class topics from different perspectives and cultures. Help them with websites that are appropriate for their level where they can research the information on their own.

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Themes and Topics	Functions	Language Notions	CRITICAL THINKING
Daily Life • Day and night • Join the club • Seasons of the year	• Describing a typical day • Finding similarities and differences with people's hobbies • Talking about the weather and real life problems in different countries	**Grammar** Present simple *I, you, we, they* *Information questions* Prepositions of time **Lexis** Routines Hobbies Weather: seasons, sensations Problems: daily life difficulties **Writing Elements** A profile (someone else's) using paragraphs **Pronunciation** Don't Intonation in questions Sentence stress	• Analyzing how social context defines different lifestyles
Work and Study • Work life • School life • Jobs and daily issues	• Talking about one's job • Explaining routines in working/academic life • Sharing information about different jobs and their nuances	**Grammar** Present simple *He/she/it* *Do – Does / Present simple questions* Frequency adverbs **Lexis** Education Job activities Time expressions **Writing Elements** An e-mail using proper spelling **Pronunciation** *-s* and *-es* endings in verbs /s/ and /z/	• Identifying similarities and differences between different cultural backgrounds to compare them with one's own reality
Travel • Travel essentials • Places to stay • Cross continent trips	• Preparing for a trip: describing what items are necessary to pack according to the destination • Exploring information about different places to stay and the services they offer • Suggesting/advising people about travel and places	**Grammar** There is, there are – *Negative, affirmative and question forms* Imperative forms **Lexis** Clothing items Hotel furniture and comfort Hotel services **Writing Elements** Travel advice giving reasons using imperative language **Pronunciation** /th/ sound *I'd like*	• Identifying emotions in different texts • Using information from different texts to build expectations



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Theme Development

- How is life different depending on opportunities available? Is it always the same?
- How does school life affect future work life?
- Are routines something positive or negative? Why do we start building routines?
- How do people face daily life difficulties? Should there be a standardized way of solving problems and reacting?
- What are the common difficulties that people face when traveling? What do people usually look for when traveling and why?
- How does traveling impact people's conception of reality?

Suggested Sample Tasks

DAILY LIFE – My mate's routine

Students watch a short video about three different routines (suggested link: **https://goo.gl/j7r0Sx**). Students will watch the video with no sound while individually brainstorming words that describe what the character is doing. Then, students will pair up with someone else to compare their answers and expand their vocabulary. After this, the teacher will propose a plenary where students try to express – re tell what the character does. The teacher takes advantage of the sentences elicited by the students to have them analyze the structure and explain the concept. After that, the teacher asks students to be in pairs and read a text about what is a typical day like in the life of some artists. Students will answer some comprehension questions while analyzing the language features the teacher just explained. The students will also create some questions they would like to ask to these people. These questions are shared and commented in a plenary. To finish, following the example of the texts given, the students will create a survey – questionnaire and interview two of their classmates, friends or members of their family about their life routines. They will record the interview and write an e-mail reporting this information to the teacher. The e-mail will be a real one and needs to follow the proper layout explored in class.

WORK AND STUDY – Different perspectives about education

Students are in pairs and, using graphic organizer, start brainstorming their opinions (words or short sentences) about the school system in Colombia: resources available, expectations of government, what aspects of Colombian culture are being included/excluded and what they would like to change about the system. Students pair up with a different group and share their graphic organizers. They talk about some similarities and differences they could identify. To introduce and explain language notions, the teacher writes some of their opinions (in full sentences) on the board and takes a couple of minutes to explain the proper way of expressing simple present statements and information questions that lead to those answers.

The students are in the same groups they did the previous activity. The teacher gives each group a set of images of school system in different countries. The pictures have, as captions, a paragraph describing the three elements previously brainstormed: resources available, expectations of government, what aspects of their culture are being included/excluded. Students will read the pieces of text while commenting on how different or similar these aspects are in Colombia and answering some specific questions. In a plenary, students will share their findings. After the discussion time, students will individually create a set of questions for a specific school system government (their own or the ones in the pictures) intending to go deeper into the situation. Some of these questions can be intended to make the government reflect about the situation or highlight positive aspects they may have.

TRAVEL – Discover the magic of...

Individually, students will think about places that are great to visit. After some minutes, they share their ideas with two more partners and then the teacher asks them about the places that were new for them after the conversation. Students are given a travel blog about an amazing place to explore (ideas from: **http://goo.gl/ovLWRC**) which is divided in three different sections: places and facilities, activities to do, weather conditions and recommended clothing. The class will be split in three groups and each one of them will have the responsibility of understanding the information of one section. Then, they will make up groups of three so that each member has a different piece of information to share (jigsaw). Students will fill out a graphic organizer with these details while sharing and commenting on the topic. Students will create a poster inviting people to visit a place of their preference that is maybe not that touristic but is worth to visit. They will share the information in a gallery walk. The students need to create a text with a travel advice about the place they chose for their poster.

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