

I like it, I love it!

A1 Teacher Matrix

Life 1 Units
4 - 5 - 6

Courses



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 **cities, their things, and their likes**. 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 places in a town or city, technology and its relation to their lives, and favorite things 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.



Subcompetences

The student...

Reading



1. Continues to familiarize him/herself 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, maps, time zone charts 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 the personal connection to their own lives in regard to cities, inventions and passions in short informative texts by using graphic organizers, charts and answering questions with simple sentences.

Writing



6. Plans a text by brainstorming words related to cities, inventions and passions and determines relevant information with guidance from the teacher.
7. Writes ideas in complete connected sentences related to locations, inventions, and favorite things applying language features like and & but, prepositions of place, adjectives + nouns, and object pronouns.
8. Writes a short message using proper punctuation and sentence structure.
9. Writes a postcard using language notions studied in class and information about a place they know.

Listening



10. Follows 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. Understands 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 places, inventions, and likes or passions by using short sentences.
14. Interacts in conversations about places, inventions, and likes or passions by asking and answering simple questions and using slow speech with sporadic pausing.
15. Describes towns or cities by providing simple information such as location, tourist information, and snacks, along with adjectives to start to incorporate smaller details about them.
16. Describes his/her interests by providing simple information about their likes and dislikes, along with the use of pronouns to reference his/her interests.
17. Starts appropriately pronouncing some sounds like the th/ð/, linking with can, can/can't, numbers, intonation, and likes and doesn't like.



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

- Allow students to get familiar with the questions before reading the text. This helps them read with a purpose making it easier for them to identify the answers. What a great way of fostering their autonomy!
- Use flashcards as prompts to have students spontaneously speak about a class topic. They can also be used to brainstorm, write, and expand on ideas.



Themes and Topics	Functions	Language Notions		CRITICAL THINKING
Cities <ul style="list-style-type: none"> In the city Tourist information Time zones 	<ul style="list-style-type: none"> Describing places in a town Asking for information about touristic places Talking about times zones around the world and days of the week 	Grammar Prepositions of place <i>this/that</i> Question words	Lexis Places in a town Days of the week The time Word focus: <i>of</i> Snacks: nouns	<ul style="list-style-type: none"> Identifying similarities of cities around the world to compare them with their own reality
My Things <ul style="list-style-type: none"> Robots and people Technology and me How much is it? 	<ul style="list-style-type: none"> Describing abilities Talking about favorite objects Discussing money and prices 	Grammar <i>can / can't</i> can questions & short answers <i>have / has</i> adjective + noun <i>very, really</i>	Lexis Abilities using <i>can / can't</i> Technology: nouns Word focus: <i>this</i> Money and prices	<ul style="list-style-type: none"> Using information from different texts to build pros and cons of technology that affects our daily lives
We Love It <ul style="list-style-type: none"> Likes and dislikes My favorite things A passion for sports 	<ul style="list-style-type: none"> Talking about likes and dislikes with food Discussing interests and favorite things Describing sporting events 	Grammar <i>like</i> like questions & short answers <i>he/she + like</i> Object pronouns	Lexis Food: nouns Interests Word focus: <i>it</i> Opinion adjectives	<ul style="list-style-type: none"> Identifying emotions in different texts
		Writing Elements A postcard using the conjunction <i>and</i>	Pronunciation <i>th /ð/</i> Linking with <i>can</i>	
		Writing Elements An email using the conjunction <i>but</i>	Pronunciation <i>can / can't</i> numbers	
		Writing Elements Short messages focusing on punctuation and sentence structure	Pronunciation <i>Do you...?</i> <i>likes, doesn't like</i> intonation	





Theme Development

- What kind of tourist information can you give to foreigners about your city or other places in your country? What do you think about these touristic places? Do they represent your country well?
- Where in your city can you find the best snacks? What kind of snacks are common at sports events in your city?
- What's your favorite technology related object? How does it affect your life?
- Are you passionate about technology? What do you like or dislike about new technological gadgets? What can or can't these gadgets do for you or other people in your country?
- What do you think are some common interests among people in your city? Do you share these interests as well?
- Is using animals in races or sporting competitions cruel? Is it against animals' rights? Are there any kinds of sports events that use animals in this way in your city or country?

Suggested Sample Tasks

CITIES

As a lead-in, show students some pictures or slides with some of these places from different cities you chose and see if the students can name these touristic places. Then put the students in pairs and give them each the name of one of the cities you previously prepared and showed in the images during the lead-in. Instruct students that they cannot use their smartphones for the next part of the lesson. Give students a couple minutes to think of any places they know in that city like touristic sites, names of actual stores or banks there, restaurants, etc. Then tell students that they can now use their phones to look up information in regards to these places.

Provide students with craft paper and markers and instruct them to make a "map" of a block or blocks from this city and include the places that they looked up. The students then present their city block maps and share a little bit of information about the major touristic places like what they are (ex. a church, a museum, a tower, etc.) and why they are famous. Additionally, students explain the location of some of the places on the "map". (For example, Wal-Mart is across from the Empire State Building.) The students presenting should also ask their classmates some questions as well. (For example, where is City Bank?) After, the students write a postcard to another classmate about their visit to the city that they made a "map" about.

MY THINGS

After introducing the topic of gadgets in our lives, ask the students what is their favorite technology related gadget and have them share with the class. Then have students individually compose lists of what the gadget can and can't do and think of ideas (words or phrases) to express why it is their favorite. Group students according to similar favorites and have them share for a couple minutes their ideas. After, the teacher asks a couple general questions to highlight what was discussed in the groups. Give the students a model of a shopping dialogue transaction (best if it is an example with a gadget or technology of some kind, but any will serve as a good model). Elicit from the students the parts of this dialogue and the expressions used for shopping. Have students practice the dialogue with each other working on pronunciation issues. Put students into pairs.

Set the context for the next part of the activity. Explain to students that they all work in different technological gadget shops and they need to sell their favorite gadgets to the other students. Give the pairs time to prepare the following: a name for their shop, a sales pitch for the gadgets (what it can/can't do, what it has, and appropriate adjectives to describe it), the price, etc. Each student receives a money voucher with a maximum currency amount. Split the class in half into buyers and sellers. The buyers walk around to the different stores and decide on one item to buy with their money voucher. Then the students switch roles until everyone has bought something. As a wrap-up, in a whole class discussion, students share why they bought that gadget and information about what it can or can't do, what it has, etc.

WE LOVE IT!

Show students pictures/images of a variety of movie posters (ranging from current, popular films to classic films). Ask students if they have seen the movie portrayed in the image. For those that have, ask them to either give it a thumbs up if they liked it or a thumbs down if they didn't. Elicit from students different film genres and write them on the board. In pairs have students create a survey that inquires after their classmates' film viewing habits using like and doesn't like. Set any additional parameters for the survey like the number of questions. Have students survey some of their classmates (the number surveyed depends on the class size, timing, etc.). After, they share with their partner the information they gathered for a couple minutes. Then socialize the results in a whole class discussion for a couple minutes. Provide the students with a short movie review that you either create yourself or take from another resource (similar style to the ones in the book on p.77).

Have the students identify the main points of the review (title, star, overall opinion provided by the reviewer). Then have the students complete activities 1, 2, 3a and b from the book on p.77. Go over the correct answers quickly. Have the students go back to the review you gave them and underline/circle the pronouns used and what noun they refer to. Again, go over the answers as a group quickly. Give students parameters to write their own movie review. Guide students as you see fit to complete the writing portion of the task.



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