

Discovering My Past

A1 Teacher Matrix

Life 1

Units
10 - 11 - 12

4 e s c u r s e s



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 **famous people, true Stories, and the weekend**. 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 the history of 'firsts' and heroes throughout history, the adventure of discovery, and weekend activities 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. Identifies the meaning of words in bilingual dictionaries more independently.
2. Reads and understands general information from dialogues, e-mails, picture captions, maps, and other short informative texts that may contain illustrations.
3. Reads and understands 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 events in the past and their differing effects around the world and on their own lives by using graphic organizers, charts, answering and posing questions, and reacting to the information shared.

Writing



6. Writes a text by brainstorming, drafting ideas, and correcting language mistakes related to famous people, true stories, and the weekend with guidance from the teacher.
7. Writes short paragraphs with connected sentences related to the famous people, true stories, and weekend activities applying language features like the use of when, time expressions and irregular and regular past simple verbs.
8. Writes a short life story about past events and/or experiences using complete, connected sentences and language notions studied in class.
9. Writes an email using language notions studied in class, expressions for greetings and farewells and other features of this type of text.

Listening



10. Understands general information from dialogues, conversations, phone calls, documentary excerpts and other short audiovisual material which contain a basic to moderate 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 more detailed 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 famous people, true stories, and weekend activities by using complete phrases and extending speech to maintain a paused but coherent conversation.
14. Interacts in conversations about famous people, true stories, and weekend activities by asking and answering information questions and using paused but coherent speech and correct expressions.
15. Describes events in the past from famous people or from their own lives by providing simple information about the people and what they did, along with dates and adjectives to add details.
16. Describes weekend activities by providing simple information about what they regularly do, and are doing or going to do along with time expressions to differentiate between the present and the future.
17. Starts appropriately pronouncing some sounds like was/were weak forms, strong forms, -ed verbs, *did* and *didn't*, and *would*.



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

- Design some questions to which students can react to the information presented. This reaction can be intended to identify beliefs, points of view, and opinions without disregarding the information in the text: "Was that a good decision? Why?" This helps them discuss and read between the lines!
- Suggest or agree with learners on real purposes for writing: to tell somebody about memorable people from the past, to share weekend activities, to talk about true stories, etc.



Themes and Topics	Functions	Language Notions		CRITICAL THINKING
Famous People <ul style="list-style-type: none"> Explorers People I remember The first people 	<ul style="list-style-type: none"> Talking about 'firsts' in history and their impact Describing memorable people from the past and throughout history Discussing the first people on different continents and what happened to them 	Grammar <i>Was/were</i> <i>Was/were</i> negative and question forms	Lexis Dates Describing people Time expressions Word focus: <i>first</i> Activities	<ul style="list-style-type: none"> Using information from different texts to build a complete view of someone or an event in history
True Stories <ul style="list-style-type: none"> Unusual discoveries Adventures in action Your past 	<ul style="list-style-type: none"> Talking about unusual discoveries Analyzing the impact and significance of specific discoveries Describing your recent past and adventures Discussing your family history 	Grammar Irregular past simple verbs Regular past simple verbs Past simple negative and question forms Past simple with question words	Lexis Word focus: <i>get</i> Time expressions	<ul style="list-style-type: none"> Summarizing the main points of an article and reacting to the information presented
The Weekend <ul style="list-style-type: none"> At home Weekend activities Weekend trips 	<ul style="list-style-type: none"> Describing the rooms in your house Talking about your usual and future weekend interests and activities Discussing helping people on the weekend Exploring and planning weekend trips 	Grammar Present continuous Present continuous with future time expressions Tense review	Lexis Rooms in a house Weekend activities Weekend trips	<ul style="list-style-type: none"> Reflecting about daily life topics identifying what could be different and what can be done
		Writing Elements An email using expressions common to emails	Pronunciation <i>Was/were</i> weak forms Strong forms	
		Writing Elements A life story using <i>when</i>	Pronunciation <i>-ed verbs</i> <i>Did you...?</i> <i>Didn't</i>	
		Writing Elements A thank you note focusing on spelling according to different verb endings	Pronunciation Going and doing <i>Would you...?</i>	





Theme Development

- What people in your past have made a lasting impression on you? Would you consider them to be a hero of yours?
- What historical firsts have occurred in your country? What historical firsts from around the world are noteworthy to you?
- In reflecting on your history of 'firsts', what were the most significant to you and why?
- Thinking back on this past year, what discoveries have you made about your world and yourself?
- What do you think are some common weekend activities among people in your city? Are they similar to your own?
- How do your typical weekend activities now differ from when you were younger? What factors have influenced any changes?

Suggested Sample Tasks

FAMOUS PEOPLE

In pairs have students create a list of words, ideas, or adjectives that come to mind when they think about heroes. After a few minutes ask students to share their ideas with the class and write some on the board. Ask students to think about who was their hero when they were young and then to see which of the words or ideas listed on the board apply to their hero. Give students (either in pairs or individually) short texts about different heroes. You can find short texts on heroes from different backgrounds at the following website:

<http://whatculture.com/history/15-real-life-heroes-who-have-changed-the-world.php/5>

Have students identify the main ideas of the text like basic personal information, what makes them a hero, etc. Then have the students underline any descriptive words used to talk about that person. Next have the students in small groups or as a whole class depending on the number of students, ask questions to their classmate, promoting the use of was/were negative and question forms, trying to guess who the person is. (ex. Was he an actor?, Did he save people's lives?, Was he a doctor?) After all the people have been identified have the groups discuss briefly if they think that person is a hero and what are some other words they would use to describe them. Going back to the student's hero when they were younger, have students prepare a short oral presentation about this person for the class. (This is to be guided by the teacher, but can be assigned in part as homework so students can be asked to provide pictures or some simple slides to aide in their oral presentations.)

TRUE STORIES

The teacher activates previous knowledge and sets the context by putting students in small groups and having them list common popular areas in their city (*or Antioquia if you choose). After a couple of minutes the groups share and make a master list on the board as a class, eliminating any places that were repeated. Distribute the students into new groups and have them discuss some of the places on the list with question prompts like if they have ever been to that place, when was the last time they were there, and what in general did they discover there. Tell students that they are going to now think of 3 places in Medellín (*or Antioquia) that are special to them, they don't have to be common places because this is specific to the student (ex. a bar, restaurant, a park, a neighborhood, their school, the family's weekend house (finca), etc.). Instruct the students to pick 1 of these places and to share with the person next to them about the place and why it is significant to them. Encourage their partner to ask questions to elaborate on their discussions.

Give the students a graphic organizer to help them expand on information and brainstorm key words about the 3 places with categories like when they were last there, what discoveries did they make in that place (about themselves or the world in general), what did they do there, etc. Then have students write an informative text about these places and the adventure and/or discovery they experienced at those places.

THE WEEKEND

Put students in small groups or pairs and have them discuss briefly what they usually do on the weekends. Ask them what similarities and differences they share with their group members. Ask students to identify if these activities benefit themselves only or if they also have an effect on others. As a whole class, elicit from students some volunteer organizations or charities that they know of in Medellín or Colombia and what those organizations do. List the organizations/charities on the board. Have students work with a partner to discuss any volunteering they have done in the past. Open up a short discussion as to what are some reasons people may not volunteer. Give the pairs information (ex. an informative text, brochure, information from a website) about different volunteer organizations.

Some websites to check out: http://www.handsonportland.org/HOC_Volunteer_Opportunity_Calendar_Page
http://www.laworks.com/HOC_Volunteer_Opportunity_Calendar_Page

Instruct the pair to prepare to explain to the rest of the class what the organization does and any additional specific information. After the information is shared with the class, have the students write an invitation to their classmates (or students in other courses) inviting them to do some volunteering at a local organization on the weekend (this could be one of the ones listed on the board at the beginning of the lesson). Make sure they include an informative paragraph about the organization and what they do. *This writing text could also be done as an informative brochure. *Also you could have the students write about an organization in another country as well.

*This could be expanded on to make a campaign as well.



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