

Defining Who We Are

A2 Teacher Matrix

Life 2 Units
1 - 2 - 3

Courses



Level Competences

Learners understand and produce simple, complete and meaningful texts to communicate and interact with others in an oral and written way on topics related to people, possessions, places, free time, food, past lives, journeys, appearance, entertainment, learning, tourism, and the Earth. During this stage, learners reflect on, inquire, share, and learn to value different elements of their personal and cultural identity as well as those of other people. At the same time, they gain more confidence and motivation to learn the English language as they become more familiar with it. **(Courses 5 to 8, A2 CEF)**

Course Competences

Learners understand different types of texts related to topics such as **people**, **possessions**, and **places**. They can produce meaningful complete texts to interact with others in oral and written ways by experimenting with the forms of the language (grammar, vocabulary, and pronunciation). The exploration of the themes suggested in this course provides opportunities for students to share, learn, and critically reflect on getting involved with people, perspectives about belongings, and discovering places' uniqueness; all of these analyzed taking into account different perspectives and cultures.

Subcompetences

The student...

Reading



1. Identifies the meaning of words in bilingual dictionaries and begins to familiarize themselves with the use of monolingual dictionaries with the teacher's guidance.
2. Reads and understands general and specific information from article extracts, information charts, blog entries, surveys, short ads, etc.
3. Shows understanding of information in short narrative, descriptive and expository texts by combining different strategies and/or activities according to the course level ***(see receptive skills box on next page)**.
4. Identifies the relevance of specific text excerpts to understand a situation from a wider perspective in different narrative, descriptive, and expository texts by using graphic organizers and answering questions.

Writing



5. Writes descriptive texts by brainstorming and drafting. Starts the stages of self and peer-revision and editing with guidance and prompting from the teacher.
6. Writes descriptive texts related to people, possessions and/or places by expressing information in an organized manner, connecting ideas and providing details about the topics.
7. Writes short descriptive texts about people, their belongings and/or preferred places by including language features such as appropriate punctuation, simple present tense, possessive 's and possessive adjectives, simple connectors, demonstratives, language for advertising, dates and statistics.
8. Writes a description of a place using complete paragraphs and language notions studied in class such as adjectives, possessions, prepositions of place and directions.
9. Writes a short advertisement about items they want to sell using reference adjectives to describe them, a clear description of the product, some prices and contact information and correct spelling.

Listening



10. Begins to understand the main points from extended audiovisual materials such as short conferences, reports, short documentaries and interviews which contain a moderate rate of speech and language worked on throughout the level.
11. Understands specific information from shorter audiovisual materials such as conversations, interviews, and short reviews by answering information questions, phrase completion activities, classifying/completing information in graphic organizers and reorganizing sentences.
12. Understands varied instructions in class or the description of assignments aided by visuals and instruction checking questions (ICQs) by the teacher.
13. Identifies the speaker's purpose on topics such as people, possessions and places in audiovisual texts by analyzing the context and language using graphic organizers and comprehension questions.

Oral Production



14. Expresses his/her point of view about getting involved and meeting new people, perspectives about possessions, and discovering a place's uniqueness with complete sentences.
15. Expresses coherent ideas about people, possessions, and places by reporting and responding to specific information asked by classmates or the teacher using moderate speech with correct expressions.
16. Describes important or favorite places including elements to build discourse by adding details and specifying information using language notions studied.
17. Pronounces more confidently sounds such as /ɪ/, /i:/, contracted forms, -s endings /z/, /s/, /ɪz/ and applies word stress patterns.



Activities and Strategies

Receptive Skills*

- Predicting (pictures, titles, topics)
- Phrase completion
- Matching information: matching words, language chunks and definitions
- Skimming and scanning to locate specific details
- Completing information in a chart or graphic organizer
- Reorganizing sentences
- Opinion questions based on text
- Identifying language features in context: form, meaning, function, appropriacy and register of the text

Productive Skills

- Peer dictation / running dictation
- Role play
- Radio shows
- Scripts
- Interviews
- Gallery walk
- Shared writing (not as an assessment task!)
- Discussion
- Report information shared in class

TIPS

- Help students set the context and use what they already know by activating previous knowledge. Word webs and other brainstorming activities will foster this.
- As a class activity, encourage students to improvise dialogues or responses using situational prompts prepared by the teacher. This way they can develop speaking skills without being fearful of making mistakes.

Themes and Topics	Functions	Language Notions		CRITICAL THINKING
People <ul style="list-style-type: none"> • Explorers' lives • Family stories • World population 	<ul style="list-style-type: none"> • Providing personal information • Describing families • Providing statistics about population • Meeting and interacting with people 	Grammar Verb <i>to be</i> <i>Am - is - are</i> Possessive 's Possessive adjectives	Lexis Family members Everyday verbs Personal information Word roots	<ul style="list-style-type: none"> • Identifying the writer's purpose in a text by analyzing the context and language used • Identifying the problem in a stated situation to reflect on solutions related to students' own experience
Possessions <ul style="list-style-type: none"> • Adventurers' possessions • Family belongings • Global objects • Earth jewels 	<ul style="list-style-type: none"> • Describing personal belongings • Discussing preferences about the arrangement of belongings • Exploring where objects are from • Offering products through advertising • Interacting in a shopping situation 	Grammar Plural nouns <i>This, that, those, these, There is, there are</i>	Lexis Prepositions of place Adjectives to describe objects <i>One - ones</i>	<ul style="list-style-type: none"> • Close reading: analyzing information included and omitted from a text to provide an informed answer • Analyzing the relationship between parts of a text and the way they are organized evaluating the impact of these connections
Places <ul style="list-style-type: none"> • City zones • Under the sea wonders • Places and languages • Roads 	<ul style="list-style-type: none"> • Analyzing the impact of no car zones on the environment and city dynamics • Describing different features of cities and places • Exploring the relationship between places, languages and culture • Getting around and giving directions 	Grammar Simple present Simple present questions	Lexis Places of work Places in a city Languages Cardinal and ordinal numbers	<ul style="list-style-type: none"> • Identifying relevant missing information to understand a situation from a wider perspective • Evaluating the impact of human decisions
		Writing Elements A personal description using connectors <i>and</i> and <i>but</i> .	Pronunciation Contracted forms Homophones: <i>They're / their</i> Spelling	
		Writing Elements Writing an ad using descriptive adjectives and relevant information	Pronunciation <i>/ɪ/ and /i:/</i> Word stress	
		Writing Elements Describing a place using capital letters	Pronunciation <i>-s endings</i> <i>/z/, /s/, /ɪz/</i>	





Theme Development

- How do family dynamics change according to culture?
- How has the increasing world population impacted societies? What are the effects of this in your country?
- How do humans relate to possessions?
- How important is owning certain possessions in our society? Does that improve or decrease social status?
- What is fracking? What is the impact on the soil when people take precious stones out of it? What is the impact on small cities? What is this situation like in your country?
- How are cities classified according to what can be bought there?
- What parts of the city are perceived as safe or dangerous? Is this perception related to people's possessions?
- What would it take for Medellin to be a dream city in terms of people, culture, places, standards and beliefs?

Suggested Sample Tasks

PEOPLE – Family stories around the world: fun time!

In pairs, students discuss what a typical family is like in Colombia from the traditional point of view: members, what they usually do, different roles, education, beliefs and dynamics from childhood to old age. The students can refer to these characteristics while mentioning how similar or different that is in their families. In a plenary, the teacher draws a graphic organizer on the board and writes the recurrent characteristics the groups had while inviting the students to reflect on how family dynamics have changed throughout the years in our context and worldwide. Next, students are split in 4 different groups and are assigned a reading about stories of different families around the world (suggested link: <http://www.familiesoftheworld.com/>). As each group has specific family, each member of the group will create a new one so that all the group gets to have all the information (jigsaw). They have to take notes about the profile of that specific family: Costa Rican, Chinese, and Kenyan. When they are done, they will watch some short videos to expand more on the previous information about families (suggested link: Families of China <http://goo.gl/5g3mLx>). Students will finally create a situation where they mix characteristics of at least two families from different countries (similar to the video format). They will use the information collected from the reading and the videos and elements related to the course: lexis, grammar and topics.

POSSESSIONS – Campaign: help stop hoarding!

Individually, students reflect about the objects they own. Then, they take a minute to classify the ones they consider the most important (take notes). Students then get in pairs and share their ideas. As a wrap up, the whole group will reflect on how sometimes overvalue objects and get attached to them in a not very positive way. Students now will watch two short videos about a compulsive collectors (suggested links: <https://goo.gl/qNFqAc> - <https://goo.gl/fPdRiq>). Students reflect on the possible causes for these to have such a behavior. After a short talk, students are given a set of questions to answer from the two videos including the kind of objects they collect, where they keep them and what their main excuse is. Next, students are shown some ads related to hoarding (suggested links: <http://goo.gl/T4YZVB> - <http://goo.gl/yx9xPJ> - <http://goo.gl/dnVmMj>). They analyze how the images are chosen and the message they want to send. In groups, they create an ad-campaign to make people aware about the hoarding problem using descriptive adjectives and clue information. The posters will be around the classrooms and the students need to ask questions to their classmates about the reasons behind the images chosen and the message they wanted to send.

PLACES – Discovering unbelievable places

In pairs students are given a set of 4 images of different places. They have to list the characteristics and possible activities they can do there (features the place offers). The teacher wraps up the ideas in a plenary and introduces the following activity by asking them randomly what their favorite place of the world is and why. Next, as a pre-listening activity, students will play a domino (matching meaning with images) with vocabulary and expressions that they will find in a video about amazing places they will watch. Students will watch the video: Top 10 Amazing Places On Earth You Won't Believe Are Real (<https://goo.gl/ssbtol>). They have to practice how to ask questions by creating at least 5 that can be answered from the video. Students share the questions with a classmate, decide on final 5, and create a graphic organizer for another group of students to answer. They can ask questions about the features of each place, what makes it unique, the activities they can do there and why it is a must to visit it.

Finally, after sharing this information, students will create a travel website about the amazing places that they can find in a different regions of Colombia. They will include some information about how tourists can get from one place to another one, plus wide, eye-catching descriptions of the places to invite people to visit out country (similar to the way the video shows it). Students will find a very creative way of presenting it where they include the audience while presenting and sharing the information: a game, an interactive tour, etc.



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