

## TEACHER'S NOTES

# UNIT 1: My Classmates and I

### Lesson 1

Teacher introduces herself/himself and asks students' their names orally.

#### 1) *Listen and match*

Students listen to the teacher and match NAME-PICTURE

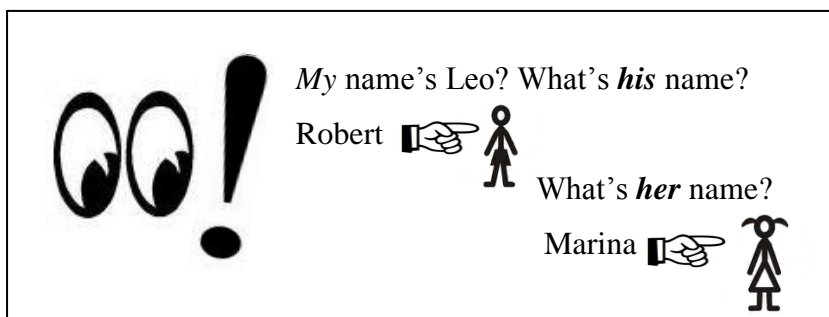
##### Tapescript

1. *I'm Debby. I play music.*
2. *Hi, my name's Leo, I play football.*
3. *Hello, I'm Jack Parker!*
4. *My name's Emilio Vera Pardo.*

#### 2) *Talk*

Have students exchange information following the example.

This box with the “eyes” (LOOK) is a systematization of usage/grammar



#### 3) *Talk*

Students ask questions to the teacher following the example.

#### 4) *Look and listen*

Students look at the numbers and listen to the teacher. Teacher can write numbers on the board and play memory games (e.g erasing numbers for students to recall them)

#### 5) *Talk*



Students choose 12 classmates to count. Teacher asks some students(or all of them if they are not many) to say number and name in a loud voice. They count, point to a classmate and say the name : One-Pablo, Two-Luly, etc.

### 6) *Look and write*

Students “un-scramble” the letters and write the words.

### 7) *Read*

Students read these two sentences.

### 8) *Talk*

Students greet, introduce themselves and introduce a classmate orally.

This box with the “eyes” (LOOK) is a systematization of usage/grammar



I **am** John= I'**m** John

She **is** 7= She'**s** 7

He **is** Carlos= He'**s** Carlos

### 9) *Read*

After the teacher introduces greetings orally and practices them, students look at the written version.

### 10) *Sing*

Before singing, teacher introduces the concept of age using the question “*How old are you*” and have students practice orally.

Use any rap track and have students sing THE NAME RAP  
Once they know the procedure, students use their names to sing.

## **Lesson 2**

### 1) *Listen and write*

Students listen to the teacher and write 1,2,3,4, following the order in which they hear the sentences.

#### Tapescript

1. My name's Debby, I play the guitar and I'm 11.
2. Hello Children! I'm Emi.Ehh.....I am 11.
3. Hi friends! I'm 12. Yes, twelve years old.
4. Liz is my name and I'm 9.



## 2) *Talk*

Ask students to practice the exchange

-How old are you?

-I'm.....

## 3) *Listen, read and repeat*

Students listen to the teacher and repeat while they read.

## 4) *Listen and complete*

Students listen to the teacher and complete the dialogue.

### Tapescript

*I'm Leo. I'm 12 years old. My phone number is 465 1293. My ID number is 96.411.753*

## 5) *Read and write*

Students read about Nkechi and then write about themselves.

# EXPANSION

## 1) *Read*

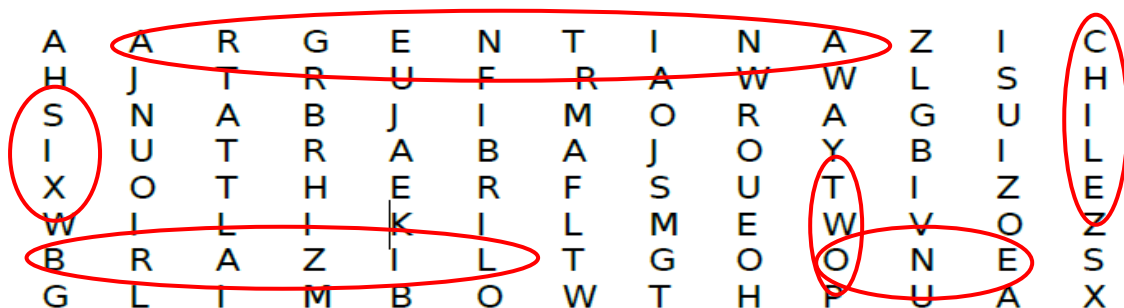
Students read the interview to Oswald and then they have to complete with his age. As this is not specified another options such as guitar player, Debbie's friend may be accepted.

## 2) *Think and write*

Students have to write about their favorite singer. They may write their name and age. And they have a space to stick a picture.

## 3) *Find*

Students have to find three countries (Argentina, Brazil, Chile) and three numbers (One, two, six) in the word search and write them down.



## 4) *Read*

Students have to read in order to recognize and circle some words.



### 5) *Look and complete*

After looking at the picture, students have to complete with the correct pronoun (she or he) and the age of the characters there. They have an example to follow. After that, they have to calculate Nalbandian's age.

### ORAL ACTIVITIES FOR THE TEACHER

Card game – introduction to the subject:

Prepare blank cards and give out one to each student. Ask them to think and write in the card a word they know in English. Ask them to write it in full color and if they can ask them to add a drawing of its meaning if they know it. Tell students they don't have to show the card to anyone in the class. Collect the cards and put them in a bag. Then, ask one student to go to the front and take one card from the bag, ask him/her to read it out and say whether he/she knows the meaning of the word. Then, stick it on the board. Do the same with all other cards. When you have all the cards on the blackboard let your students aware of all the words they already knew in English and encourage them to learn more this year with you.

Numbers:

Prepare cards with numbers from one to twelve. Then write on the board the symbols of some mathematical operations (-, +, x, /, =, etc.) divide your class in small groups (two or three) and ask them to solve some operations you'll give. Tell students they have to give the result in English to make it valid. Give students an operation ( $8 + 7 - 3 =$ ) by placing the cards on the board. You add the symbols with chalk. The group that solves it first is the winner. Remember to encourage your students to solve it in silence and to raise their hands when they are ready. Give the opportunity to give the result to the students that follow the rule of raising hands.

### Project

The idea is to work with the names of friends in the classroom.

The value put forward is the idea of working together to make a mini-poster and reinforce FRIENDSHIP.

In groups of five, students find out about each other's name meaning and make a mini poster decorated with pictures and drawings.

Example:

*My name is Susana. Susana means "azucena con gracia".*

