Teacher's Guide – A1.1.1 Let's start

CEFR Level: A1

ELPA 21: Beginning

CA ELD: Emerging

WIDA Level: Entering

TELPAS: Beginning

Estimated Time: 60 minutes

Language Objectives
Students will use be with I, you and we in positive and negative sentences, in long and short forms.
Students will ask and answer What's your name? and Where are you from?

Vocabulary
hello, hi, name, from, country, student, teacher, nice to meet you, how are you?, where are you from?

Content Objectives
Students will listen to people introduce themselves and identify who is speaking, their names and their countries.
Students will introduce themselves and greet their classmates.

Materials Needed
- Off2Class lesson and projector
- Off2Class teacher notes
- Notebook/paper and pens/pencils

Optional:
- Lesson audio
- Speakers
- A world map

Language Prerequisites
None. This is the first lesson of the Beginner course.
Ability to read the Latin alphabet is helpful.

Related Lessons
A1.1.2 Let's start
A1.1.3 Let's start
A1.2.1 The basics

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Lesson Procedure

Stage	Domain	Time	Slides	Activities	Diff – Lower	Diff – Higher
Introduction	Speaking	2 min	1	Show Slide 1. Say: "Today we will say our names and where we are from."	Point to yourself and say your name and country slowly.	Ask students to say one word they already know in English.
Listening: who is speaking?	Listening/ Speaking	5 min	2-3	1. Show Slide 2. Elicit words about the people in the pictures. Play the audio. 2. Check answers using the teacher notes. 3. Show Slide 3. Play the audio. Model and drill the sentences chorally. 4. Ask students their names. Students answer, e.g. "My name is Ana."	Point to each picture and say the word (man, woman, girl) for students to repeat.	Ask students to say Maria's country and age from memory.
Listening: saying your name	Listening/ Speaking	5 min	4-5	1. Show Slide 4. Elicit words about the pictures. Play the audio. 2. Check answers using the teacher notes. 3. Show Slide 5. Play the audio again. Model both ways to say your name and have students repeat. 4. Invite students to stand and introduce themselves to the class.	Give the frame "My name is ..." and let students use only this one.	Ask students to add their country, e.g. "I am from ..."
Listening: Pedro and Diana	Listening/ Writing	5 min	6-7	1. Show Slide 6. Read the four texts with students. Play the audio. 2. Check answers using the teacher notes. 3. Show Slide 7. Point out that I'm = I am. Have students complete the text, then play the audio to check. 4. Check answers using the teacher notes and point out the two extra words.	Read the words in the box aloud and have students repeat them before they write.	Ask students to write the same text about themselves.

Stage	Domain	Time	Slides	Activities	Diff – Lower	Diff – Higher
Reading: we are students	Reading/ Speaking	3 min	8	1. Show Slide 8. Read the texts aloud and have students repeat. 2. Pair students to read the texts, then invite pairs to model them for the class.	Let students read one speech bubble each.	Ask students to change the names and countries to their own.
Grammar: be with I, you, we	Reading/ Writing	4 min	9	1. Show Slide 9. Read the long and short forms in the table. Have students repeat chorally. 2. Have students complete the sentences on the slide. 3. Check answers using the examples in the teacher notes.	Write I am = I'm, you are = you're and we are = we're on the board.	Ask students to make one sentence with we about two classmates.
Practice: am or are?	Writing	4 min	10	1. Show Slide 10. Do the first sentence together. 2. Have students choose am or are for the other sentences. 3. Check answers using the teacher notes.	Assign sentences 1-4 only.	Ask students to say each sentence with the short form.
Listening: Jake and Florence	Listening	5 min	11-12	1. Show Slide 11. Play the audio. Check answers using the teacher notes. 2. Ask the question in the teacher notes and play the audio again. 3. Show Slide 12. Have students complete the conversation with the words in the box, then play the audio to check. 4. Check answers using the teacher notes.	Play the audio on Slide 11 twice before students answer.	Pair students to act out the conversation on Slide 12.
Listening: how are you?	Listening/ Speaking	5 min	13-14	1. Show Slide 13. Play the audio once. Ask the question in the teacher notes. 2. Show Slide 14. Play the audio again while students read. 3. Put students in groups of three to practice the conversation, then swap roles.	Model each line and have students repeat chorally before group work.	Ask groups to change the names and countries.

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Stage	Domain	Time	Slides	Activities	Diff – Lower	Diff – Higher
Vocabulary: countries	Speaking	3 min	15	1. Show Slide 15. Say each country and have students repeat. 2. Ask the question on the slide. 3. Pair students to ask each other where they are from.	Give the frame "I'm from ..."	Ask students to point to their country on a world map.
Listening: countries	Listening/ Writing	5 min	16-17	1. Show Slide 16. Play the audio. Have students write the countries they hear, then compare in pairs. 2. Show Slide 17. Read the countries on the slide with students. 3. Play the audio again, twice if needed. Check answers using the teacher notes.	Let students tick the countries on Slide 17 instead of writing on Slide 16.	Ask students to write the countries in alphabetical order.
Grammar: be negative	Listening/ Speaking	5 min	18-19	1. Show Slide 18. Play the audio. Ask the question in the teacher notes. 2. Show Slide 19. Read the negative forms in the table. Model and drill the long and short forms. 3. Say a false sentence about yourself, e.g. "I'm not from Canada." Have students say one true and one false sentence.	Shake your head when you say not, and have students copy the gesture.	Ask students to correct a false sentence, e.g. "I'm not from Brazil. I'm from Chile."
Practice: positive and negative	Writing	4 min	20	1. Show Slide 20. Point out the (+) and (-) signs. 2. Have students complete the sentences with long or short forms. 3. Check answers using the examples in the teacher notes.	Assign sentences 1-5 only.	Ask students to write two more sentences about themselves, one (+) and one (-).
Speaking: say hello to everyone	Speaking	5 min	21	1. Show Slide 21. Model the conversation with a student. 2. Have students walk around and say hello to everyone in the room. 3. Circulate and check that every student says their name and country.	Let students hold a card with "Hi, I'm ... I'm from ..."	Ask students to remember three classmates' countries and tell the class.

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Assessment ideas

Formative Assessment

1. Listening checks
When: Slides 2-7, 11-12 and 16-17
How: Check answers using the teacher notes. Replay any part most students missed.

2. Be gap fills
When: Slides 9, 10 and 20
How: Check answers using the teacher notes. Ask students to say each answer in the short form.

Summative Assessment

1. Say hello
When: Slide 21
How: Listen to each student. Check that they say their name and country with be and ask Where are you from? correctly.