Teacher Guide – Schools Unit 13 Lesson 1: All about people

CEFR Level: A2 ELPA 21: Early Intermediate CA ELD: Emerging+ AZ: Basic

WIDA Level: EmergingTELPAS: Beginning+ NY: Emerging

Estimated Time: 60 minutes

Language Objectives:

Review and accurately use the present simple of be (positive and negative forms, full and contracted)
Say and ask where people are from (countries) and use appropriate nationalities
Describe simple personal information about self and others (name, country, nationality, jobs, marital status, basic personal traits)

Vocabulary

Countries, violin, musician, friends, weekend, seafood, chef, doctor, student, fitness instructor, plumber, retired, single, married, active, friendly, shy, hard-working, busy, usually, free time, nationalities

Content Objectives

Use the present simple of be to introduce self and others (including nationalities/countries)
Identify countries from flags and match people to countries
Read short personal texts and answer comprehension questions
Listen for specific information in short recordings and complete gap-fill tasks

Materials Needed

- Audio files for listening activities
- Pens/pencils and paper for students
- World map or globe for pointing out countries
- Whiteboard and markers

Language Prerequisites

Basic awareness of subject pronouns (I, you, he, she, we, they)
Ability to read and decode short, simple sentences

Related Lessons

SS.UppBeg.13.2, SS.UppBeg.13.3, SS.UppBeg.13.4

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Lesson Procedure

Stage	Domain	Time	Slides	Activities	Differentiation – Lower	Differentiation – Higher
Warm-Up	Speaking / Listening	5 min	2–3	1. Show Slide 2 (flags) and ask: "Which countries are these?" Point to each flag and elicit names (Italy, U.S.A., United Kingdom, Brazil). 2. Ask students: "What are the people holding? Are you from one of these countries?" Allow short yes/no or one-word answers. 3. Move to Slide 3: show more flags (A–E). Ask volunteers to name them. Elicit any additional country names students know. Keep pace quick to activate prior knowledge.	Provide a picture-word bank: show small label cards with country names; allow students to point rather than say. Model pronunciation of each country and have students repeat chorally.	Challenge students to say the nationality for each country (e.g., Brazil -> Brazilian). Ask stronger students to spell the country or name its capital if they know it.
Presentation	Reading / Speaking	10 min	4–8	1. Show Slide 4 (match people to sentences). Read each sentence aloud (modeling intonation). 2. Ask students to match (point or write letter). Check answers as a class. 3. Repeat for Slide 5. 4. Move to Slide 6 (Irina gap fill) as a short listening/reading check — preview vocabulary: Moscow, violin, friends, weekend. 5. Play audio and check answers. 6. Show Slide 7 (more flags) and ask descriptive questions: "Which flags have stripes? Which flags have stars?" 7. Review countries that match flags. 8. Show Slide 8 - Read sentences. Ask students to match to pictures. Review answers.	Allow students to work in pairs; give sentence frames (I'm from ___. / He comes from ___.) and a photocopy of options to point at. For very low-level students, allow matching by drawing lines between picture and name rather than writing.	Ask students to form full spoken answers including nationality and country (e.g., "I'm Tommaso. I come from Italy. I'm Italian.") Encourage adding one extra detail (e.g., age or job if available).
Pre-Reading	Listening / Reading	5 min	9–10	1. Show Slide 9 (Places where people live). Ask: "Where do you live? Which picture matches you?" Elicit key vocabulary (downtown, suburbs, village, town). 2. Show Slide 10 (Kelly & Ahmed). Pre-teach any unknown words on the slide (active, friendly) and check pronunciation. Ask quick prediction Qs: "Where do you think Kelly lives?"	Use pictures to explain vocabulary; provide synonyms or gestures. Encourage students to repeat new words.	Ask stronger students to predict more details and to find evidence in the text after reading.
Reading	Reading / Speaking	10 min	10–15	1. Read Slide 10 text aloud (Kelly and Ahmed). Ask students to follow along on printed copies or on screen. 2. After reading, ask the comprehension T/F activity on Slide 11: read each sentence and have students show True/False with thumbs up/down or hold up cards. 3. Move to Slide 12 (Brandon & Vincenzo). Ask students to make predictions. 4. Slide 12: Repeat: pre-reading brief prediction. 5. Read Slide 13 aloud, then check comprehension with Slide 14 (questions) and Slide 15	For lower-level students, read texts in short chunks and check understanding after each paragraph. Provide a printed list of correct/incorrect statements to cut and sort. Use comprehension questions that require	Have stronger students summarize each person in one or two sentences and identify two new vocabulary words from the texts. Ask them to find the sentence in the text that supports each answer.

				(T/F). 4. When checking answers, elicit short text-based evidence ("Where in the text does it say that?").	pointing or yes/no responses.	
Presentation	Reading / Speaking	5 min	16-17	1. Read aloud the countries and nationalities (modeling intonation). 2. Ask students to name other countries and nationalities. 3. Slide 17- Read aloud model sentence. Ask students to create their own sentences.	Encourage students to repeat words. Provide sentence stems to assist with sentences.	Have stronger students write additional details about each person.
Listening	Listening	5 min	18–19	1. Pre-listening: Show Slide 18 (Ricardo photos). Elicit expected vocabulary (restaurant, sea/seafood). 2. Play Ricardo audio. 3. Move to Slide 19. Play audio. Students listen and complete the 4 gaps on the slide. Play twice if needed. 4. Check answers.	Allow students to listen a third time and let them work with a partner to complete gaps. Provide the list of possible answers (word bank) for students who need it.	Ask stronger students to transcribe one sentence from the recording or to report an extra detail (e.g., one adjective used to describe a person). Ask them to create one additional question about the recording for peers.
Presentation	Reading / Speaking	2 min	20	1. Read aloud the countries and nationalities (modeling intonation). 2. Ask students to name other countries and nationalities.	Encourage students to repeat words.	Have stronger students quiz each other about countries and nationalities using a map.
Grammar Presentation	Form (Grammar) / Speaking	5 min	21–23	1. Show Slide 21 (positive forms of be). Model full and contracted forms with examples. Drill chorally and individually. 2. Practice completing sentences with be. 3. Show Slide 23 (negative forms). Point out addition of "not" and contractions (I'm not / We aren't). Model pronunciation and contractions. 4. Ask students to convert example sentences from positive to negative and vice versa orally.	Use gestures and contrastive intonation (positive vs negative). Provide a printable chart with full and contracted forms for reference. Allow students to use first-person frames only (I am / I'm not) before moving to other persons.	Challenge students to change time/number (singular/plural) and make negative contracted sentences quickly. Ask them to produce sentences with less-common pronouns (e.g., It's not rainy.).
Grammar Practice – Controlled	Writing / Reading	3 min	24–25	1. Slide 24 (negative practice) and Slide 25 (use vocabulary to make sentences). Students write answers on paper/worksheet. 3. Check orally with the whole class; ask volunteers to read their sentences aloud (focus on contractions and pronunciation).	Allow students to copy sentence stems and select from a provided small word bank. Offer extra processing time and read sentences aloud for comprehension.	Ask faster students to write an extra two sentences using different vocabulary from the lesson and to create one question to ask a partner.

Listening	Listening	3 min	26	1. Look at the image of Sven and predict the answers to the questions. 2. Play audio. 3. Review answers.	Provide sentence stems to assist with responses.	Have stronger students write a paragraph about Sven.
Speaking	Speaking	5 min	27	1. Show Slide 27 (All about you). Model a short self-introduction: "My name is ___ . I come from ___ . I'm ___ (nationality)." 2. Have students practice in pairs taking turns asking/answering the three questions. 3. Encourage use of negative forms by prompting teacher questions that require negatives (e.g., "Are you from Italy?" If not, student answers: "No, I'm not.") 4. Circulate and note pronunciation and correct use of be.	For low-level students, provide a written script: "My name is ___. I come from ___. I'm ___." Allow them to read it. Use teacher-led choral drills before pair work.	For higher-level students, ask them to add one extra sentence (job, hobby, or one adjective) and to ask follow-up questions to their partner (Where do you live? Do you like living there?).
Wrap-Up / Exit Ticket	Speaking / Writing	2 min	-	1. Quick round-robin: each student gives one sentence: "I'm ___ . I'm from ___ ." OR "I'm not ___." 2. Collect a very short written exit ticket (one line): name, country, nationality OR one sentence using be in negative form. 3. Briefly praise progress and note one target to review next lesson.	Accept oral-only responses for students unable to write. Use a checklist to mark who still needs support.	Have confident students present full self-introductions to the class or record a 20-second audio for pronunciation review.

Assessment ideas

Formative assessment

1. **Observation**
When: Throughout Presentation, Reading, Listening, and Speaking stages.
How: Move around the room, listen to pairs, and check for correct use of be (positive/negative) and accurate country/nationality forms. Use a simple checklist with students' names to note pronunciation issues, correct structure use, and ability to answer comprehension questions.

2. Listening gap-fill checks
When: During Listening stage (Slides 6, 19, 26).
How: Review completed gap-fill worksheets. Note which students required repeats or partners for support. Ask quick follow-up questions to confirm understanding (e.g., "Where does Ricardo live?").

Summative assessment

1. Spoken exit ticket
When: During Wrap-Up.
How: Each student states: "My name is ___. I come from ___. I'm ___." Include at least one negative form when prompted (e.g., "Are you from the U.S.?" Expected: "No, I'm not."). Teacher records level of accuracy for use of be and nationality.

2. Written mini-quiz
When: After Grammar Practice or as a short homework.
How: Provide 6–8 short items: gap-fill sentences requiring be (positive/negative) and 2 items matching country to nationality. Score for correct grammar and vocabulary. Review common errors in the next lesson.