Module 1: Hello!

Suggested duration: 15 sessions of 45 minutes + 4 evaluation sessions.

Learning goals

By the end of this module, students should be able to:

- introduce themselves orally and in writing.
- give and request personal information.
- get specific information from simple descriptive and informational texts.
- describe themselves and others via short oral and written texts.
- follow everyday commands related to their studies and life in general.
- follow the entire lesson in English without unnecessary translations to/from L1.

Integrated Performance Assessment (I.P.A.) Culminating Task for Module 1:

Situation: You have just found out there is going to be an exchange student in your class. This student comes from Asia. He doesn't speak any Spanish, only English. Your teacher and you will prepare to welcome the new student.

- **Session 1 - Interpretive mode:** Listening: WhatsApp audio message from exchange student to the teacher. Students listen and tick. Reading: a short factual text for an information transfer task.

- **Session 2 - Presentational mode:** Each student prepares a poster about him/herself and presents it in class (2 minutes per student, maximum).

- **Session 3 - Interpersonal mode:** Role-play. Students take turns playing the exchange student and introducing themselves to their partners.

To be sent to teachers:

- IPA Listening and Reading files.
- Marking scheme for Listening and Reading.
- Rubric for the assessment of oral presentations as well as the posters.
- Rubric for the assessment of the role-play.
- Marking scale for the entire IPA
- Template for recording the results of the IPA.

“CAN DO” statements for Strand 1 (students with no prior English) vs Strand 2 (students with prior English)
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| **Speaking** | - I can introduce others and myself and others.  
- I can use simple social formulae to greet people.  
- I can spell in English.  
- I can use numbers to give information (dates, age, address, telephone number, email address).  
- I can describe others and myself physically.  
- I can ask for clarification and meaning.  
- I can answer basic personal questions (e.g. What’s your name? Where do you live? What do you do?).  
- I can perform a short dialogue (interview). | | **Reading** |
| | I can read a simple text with information about others. | | - I can follow commands and use basic classroom language to interact with my teacher and my peers.  
- I can follow speech that is very slow and carefully articulated. |**Listening** |
| | | | I can find key information such as prices, times and dates from short clear, simple announcements (e.g. telephone messages).  
- I can understand simple, |
### Writing

- I can fill in a form with personal information about others and myself.

- I can write my own and someone else’s profile (name, age, address, school, family, favourite things, abilities) via a short descriptive text.

- I can write questions for a short interview using both prompts and examples. (What’s your name? How old are you? Where do you live?)

### Vocabulary

I’m...
My name is...
He is.../She is...
I’m from.../he/she/is from...
Countries and nationalities.
Hello! Good
morning/afternoon/evening
Bye!, Good bye!, See you
(tomorrow/ next class). Have a nice weekend!
Today is...
What’s the date today?
Open your book to page...
Read.../ Write.../ Circle.../ Tick.../
Underline...
Listen to...
Could you repeat, please?
Can you lend me...?
Here you are.
Thanks
How do you say....in English?
What’s the meaning of....?
I’m....12/years old
He/she is....;They/We are....
How old are you?/is he/is she/are they?
How do you spell... in English?
What’s your.../X’s... (name, address, telephone number, email).

Letters A – Z.
Cardinal numbers 1 – 100.
Ordinal numbers 1 – 100.
Countries and nationalities
Greetings.
Commands (regular classroom commands).
Days of the week.
Months of the year.
Seasons.
| How old...? (are you/is she/he)  
| Where is .../ are you... from?  
| I’m from... in ...  
| Letters A – Z  
| Numbers 1 – 100. |

| Suggested tasks for Module 1 leading up to the Integrated Performance Assessment tasks. |
| TASK: Students work in pairs. Each student is given a role and their partner has to complete a form asking questions using prompt cards. |
| TASK: Students work in pairs. Each pair receives a set of three jumbled dialogues for them to order and separate. After that, they present one of the dialogues to the class. |

| Suggested coursebook pages |
| Select from the Introductory section those texts, and activities that best fit your class. |