

A2 LANGUAGE TEACHING TOOLKIT

UNIT 1

Grammar: Present simple *be* (positive & negative, questions), a/an & plurals, this/that/these/those

Learning strategies

- Use substitution tables/charts to form sentences (“I am Turkish / She is tall / They are not...”).
- Encourage self-checking: learners underline the subject + verb in a sentence to check agreement.
- Practice with real classroom objects to anchor *this/that/these/those*.

Methodologies

- **Presentation–Practice–Production (PPP):** introduce forms with real-life context (introductions), controlled practice, then freer use.
- **Noticing approach:** give short dialogues, students highlight examples of *be* questions/answers.
- **Task-based learning (TBL):** final activity requires using *be* naturally (e.g., introducing classmates).

Communicative activities

- **Find someone who...** (“Find someone who is tall / from Italy / not a student”) → mingle activity.
- **Class survey:** students ask “Are you...?” and record answers.
- **Object grab:** teacher shows an item → Ss say “This is a pen / Those are my keys.”

Vocabulary: Countries/nationalities, big numbers, everyday items, greetings/introductions

Learning strategies

- Use maps and flags to match countries + nationalities.
- Use mnemonics for numbers (e.g., “fifty” → five + ty).
- Chunking greetings into short scripts (“Hi, I’m __. Nice to meet you.”).

Methodologies

- **Lexical approach:** practice chunks like “Where are you from?” → “I’m from Brazil.”
- **Visual aids:** pictures of everyday items, realia.
- **Role-play:** authentic greetings, introductions.

Communicative activities

- **World map mingle:** Ss ask each other “Where are you from?” + mark on class map.
 - **Number bingo:** practice big numbers with a competitive twist.
 - **What’s in my bag?** Students describe and guess objects in bags.
 - **Speed meeting:** 2-min conversations introducing themselves, rotating partners.
-

UNIT 2

Grammar: Possessive adjectives & apostrophes, have/has got, using adjectives

Learning strategies

- Make a chart linking subject pronouns → possessive adjectives (I → my, he → his).
- Compare sentences with apostrophe-s (“Emma’s book”) vs plurals to avoid confusion.
- Practice *have got* with visual prompts (pictures of people with pets, gadgets).

Methodologies

- **Inductive grammar discovery:** give dialogues like “This is my brother. He’s got black hair.” → students underline possessives and *have got*.
- **Grammar in context:** use family photos or celebrity pictures to practice.
- **Guided practice → freer production:** sentence building to mini-presentations.

Communicative activities

- **Family tree project:** Students draw a family tree and introduce members: “This is my mother. She’s got long hair.”
 - **Celebrity comparison:** Students describe famous people with adjectives and *have got*.
 - **Guess who? game:** One student describes a person (“He’s got short hair and blue eyes”) → others guess.
 - **Adjective race:** Teams race to brainstorm as many adjectives as possible for a picture (appearance + personality).
-

Vocabulary: Family, describing appearance, personality adjectives, requests

Learning strategies

- Categorise adjectives into *appearance* vs *personality*.
- Use opposites (tall/short, friendly/unfriendly) to remember adjectives.
- Practice request phrases with substitution (“Can you open the window / help me / lend me a pen?”).

Methodologies

- **Semantic mapping:** brainstorm family words in a mind map.
- **Role-play dialogues:** polite requests in classroom situations.
- **Total Physical Response (TPR):** when describing appearance (e.g., “Point to someone with short hair”).

Communicative activities

- **Family tree interviews:** Students ask and answer about family (“Have you got a brother?” “Yes, I have. His name is ...”).
- **Describe & draw:** Student describes a family member or famous person, partner draws.
- **Personality survey:** “Are you friendly / shy?” Students ask and compare results.
- **Polite request role-play:** Students act out real situations (in class, at a café, on the bus).

UNIT 3

Grammar: present simple positive, adverbs of frequency, present simple negative

Learning strategies

- Use timelines and daily routines to visualise habits.
- Keep a “frequency diary” → students write short sentences about their week (“I always have breakfast at 8.”).
- Colour-code positive/negative forms to avoid confusion (e.g., do/does not).

Methodologies

- **PPP (Presentation–Practice–Production):** introduce routines with pictures or daily schedules → controlled gap-fill → free speaking task.
- **Noticing approach:** give short texts, Ss highlight adverbs (always, often, sometimes, never).
- **Personalisation:** connect grammar directly to Ss’ own lives.

Communicative activities

- **Class survey:** Students ask each other questions (“Do you play sports?”) and report back with adverbs of frequency.
- **Daily routine interviews:** “What do you usually do on weekdays/weekends?”
- **Frequency line:** Put “always–often–sometimes–never” on the board, Ss place sentences about themselves on the scale.
- **Find someone who...** (“Find someone who never eats breakfast / sometimes goes shopping”).

Vocabulary: everyday activities, prepositions of time, big celebrations, make/respond to suggestions

Learning strategies

- Group everyday activities into categories (home, school, free time).
- Use **time preposition charts** (at night, on Monday, in the morning).
- Link celebrations to personal experience (e.g., “In Turkey we celebrate ...”).
- Memorise suggestion phrases in chunks (“Shall we...?”, “Why don’t we...?”).

Methodologies

- **Lexical approach:** teach everyday activities and collocations (go shopping, do homework, have lunch).
- **Task-based learning:** plan a party or festival using celebrations + suggestion language.
- **Dialogic learning:** pair work role-plays for making suggestions.

Communicative activities

- **Routine race:** Students mime an everyday activity, others guess (“He’s brushing his teeth!”).
- **Preposition of time quiz:** Teacher says a phrase, Ss raise cards (“in/on/at”).
- **Celebration project:** Groups make a poster about a celebration (Christmas, Bayram, Halloween) → present to class.
- **Plan the weekend:** Pairs use suggestion phrases to agree on weekend activities (“Shall we go shopping on Saturday?” – “Yes, good idea!”).
- **Role-play café scene:** Making and responding to suggestions for food or free-time activities.

UNIT 4

Grammar: present simple yes/no questions & short answers, have to/don’t have to, question words

Learning strategies

- Build yes/no question charts: *Do you...? → Yes, I do / No, I don’t.*
- Contrast *have to* vs *don’t have to* with real-life obligations (school rules, class rules).
- Categorise question words (who/what/where/when/why/how) and practice with WH-question cards.

Methodologies

- **PPP:** introduce through short dialogues (e.g., school/work routines), drill, then role-play.

- **Discovery approach:** give a dialogue with questions → Ss underline and identify the form.
- **Task-based learning:** class project “School rules around the world.”

Communicative activities

- **Class survey:** students ask yes/no questions (“Do you play football?” “Do you study in the evening?”).
- **School rules debate:** “We have to wear a uniform / We don’t have to...”.
- **20 questions game:** students ask questions with *question words* to guess a famous person.
- **Obligation charades:** Teacher gives situations (“hospital / classroom”), Ss say rules (“You have to be quiet.”).

Vocabulary: work & jobs, time expressions, education collocations, ask for someone/leave a message

Learning strategies

- Use pictures of jobs → match with names.
- Create personal timetables → insert time expressions (*at night, on weekdays*).
- Use collocation building (e.g., *do homework, take an exam, study English*).
- Memorise phone expressions in chunks (*Can I speak to...?, Can I take a message?*).

Methodologies

- **Lexical approach:** highlight collocations rather than single words.
- **Dialogues & role-plays:** practice phone calls to ask/leave messages.
- **Visual support:** job flashcards, education posters.

Communicative activities

- **Job interviews:** Ss role-play short interviews (“What do you do?” “I’m a teacher.”).
- **Timetable swap:** Students ask about each other’s weekly routines using time expressions.
- **School life survey:** “Do you take exams? Do you have to do homework every day?”
- **Telephone role-play:** one S is the receptionist, another asks for a person or leaves a message.

UNIT 5

Grammar: there is/are, can, imperatives

Learning strategies

- Use classroom objects to practise *there is/are*.
- Link *can* to ability and possibility (not only “I can swim” but also “Can I open the window?”).
- Use imperatives in real contexts: instructions, recipes, classroom orders.

Methodologies

- **Situational teaching:** maps and house pictures to teach *there is/are* + prepositions.
- **Communicative drills:** giving directions with imperatives.
- **TBL:** design a tourist guide for their town using *there is/are*, *can*, and directions.

Communicative activities

- **Classroom map:** Ss describe their ideal room/house (“There is a big bed. There are two windows.”).
- **Ability quiz:** students ask “Can you...?” questions to classmates.
- **Treasure hunt game:** Ss hide objects, give directions using imperatives and prepositions (“Go straight, turn left...”).
- **City guide project:** groups design a tourist leaflet (“There are many cafes. You can visit the park. Don’t miss the museum!”).

Vocabulary: rooms & furniture, prepositions of place, places in a town, adjectives to describe things, ask/give directions

Learning strategies

- Use house/floor plans to label rooms and furniture.
- Draw a “town map” together → practice prepositions and directions.
- Group adjectives in opposites (*big–small*, *old–new*).
- Use real-life classroom directions (*Go straight to the board*).

Methodologies

- **Visual learning:** pictures, maps, flashcards.
- **Role-play tasks:** asking for directions in a city.
- **Collaborative learning:** pair work map tasks (information gap).

Communicative activities

- **Describe your room:** Ss describe their room, partner draws it.
- **Prepositions race:** teacher places an object, Ss say “The pen is on the desk.”
- **Town map info-gap:** Student A has half a map, Student B the other → ask/give directions.
- **Tourist role-play:** one student is a tourist, the other gives directions to places in town.
- **Adjective hunt:** Ss look around class to describe objects (“The chair is old. The bag is colourful.”).

UNIT 6

Grammar: likes & dislikes, was/were, past simple (regular & irregular verbs)

Learning strategies

- Memorise *likes/dislikes* in chunks (*I like... / I don't like... / I hate... / I love...*).
- Build a “past tense diary”: short sentences about yesterday with regular/irregular verbs.
- Sort verbs into **regular vs irregular** columns for pattern recognition.
- Timeline use: show past events clearly on a visual line.

Methodologies

- **Communicative grammar teaching:** introduce forms in meaningful contexts (movies, last weekend activities).
- **Inductive learning:** Ss read a short story in past tense, underline verbs, then discover the rules.
- **Recycling:** review past time expressions with past tense forms for fluency.

Communicative activities

- **Class survey (likes/dislikes):** “Do you like watching films? Do you dislike dancing?” → report results.
- **Yesterday interview:** in pairs, ask about yesterday (“What did you do yesterday?” “I played football.”).
- **Irregular verb bingo:** teacher calls verbs in base form, Ss mark past forms.
- **True or false game:** Ss write 3 sentences about last weekend (2 true, 1 false), others guess.
- **Memory chain:** “Yesterday I went to the park.” → next student adds, practicing past forms.

Vocabulary: entertainment, past time expressions, life events, asking & giving opinions

Learning strategies

- Categorise entertainment activities (music, films, games, sports).
- Match past time expressions (*yesterday, last week, two days ago, in 2010*) to a timeline.
- Put life events in chronological order (born, start school, graduate, get married).
- Use sentence frames for opinions (*In my opinion... / I think... / I don't agree...*).

Methodologies

- **Lexical approach:** present collocations (*watch TV, go to the cinema, play computer games*).
- **Task-based learning:** plan a class party or discuss favourite forms of entertainment.
- **Role-play:** discussions about movies, concerts, or hobbies using opinion language.

Communicative activities

- **Entertainment survey:** “Do you like horror films or comedies?” → share results.
- **Timeline race:** groups place life events and past time expressions in correct order.
- **Class biography wall:** students write a short timeline of important life events and present.
- **Film club discussion:** show film posters → Ss express likes/dislikes and give opinions.
- **Opinion corners:** put signs in 4 corners (*I agree / I don't agree / I'm not sure / I strongly agree*). Teacher reads statements (“Action films are better than comedies”), Ss move and explain opinions.

UNIT 7

Grammar: could, past simple negative, past simple questions

Learning strategies

- Build verb tables with *positive/negative/question* forms for practice.
- Use substitution drills for past questions (*Did you go...? → Did she go...?*).
- Compare *could* for ability vs permission (e.g., “I could swim when I was 6” vs “Could I open the window?”).

Methodologies

- **Inductive discovery:** Ss read a short travel story and underline past negative & question forms.
- **PPP:** controlled drills first → freer travel story creation.
- **Communicative focus:** turn grammar into interviews and storytelling.

Communicative activities

- **Holiday interview:** pairs ask each other about last holiday (“Where did you go?” “Did you travel by plane?”).
- **Travel mishap role-play:** “I couldn't find my hotel / I didn't catch the bus.”
- **Could you...?** class survey: students ask polite requests with *could*.
- **Story chain:** Ss build a past-tense travel story one by one (positive, negative, questions included).

Vocabulary: transport, travel phrases, verb phrases, check in/out of a hotel

Learning strategies

- Match pictures to transport words.
- Keep travel phrases in dialogues/chunks (*Can I have a single ticket?*).
- Practise verb phrases in collocations (*catch a bus, miss a train, book a ticket*).
- Use real-life role-plays for hotel check-in.

Methodologies

- **Lexical approach:** teach phrases in context (tickets, hotel, airport).
- **Role-play:** travel agent, ticket office, hotel check-in.
- **Information-gap tasks:** missing travel info → Ss ask questions.

Communicative activities

- **Transport survey:** “How do you usually travel to school?”
- **Travel agent role-play:** one student is the customer, the other sells tickets.
- **Hotel check-in simulation:** with reception desk dialogue cards.
- **Lost luggage game:** Ss role-play reporting a problem at a hotel or airport.

UNIT 8

Grammar: countable/uncountable nouns; some/any, much/many, a lot of, a/an, the, no article

Learning strategies

- Categorise nouns into countable/uncountable with visuals.
- Keep a chart of quantifiers and their typical use (*some water, many apples*).
- Contrast *a/an/the/no article* in simple examples (*I have an apple / I like apples / The apple is red*).

Methodologies

- **Noticing approach:** Ss highlight quantifiers in a restaurant menu dialogue.
- **Controlled practice** → **role-play:** from gap-fills to restaurant ordering.
- **Real-life integration:** use shopping lists or menus.

Communicative activities

- **Shopping list race:** groups create a shopping list using correct quantifiers.

- **Fridge game:** teacher shows a fridge picture → Ss say what there is/isn't with *some/any*.
 - **Class survey:** "How much water do you drink every day? How many cups of tea...?"
 - **Restaurant role-play:** customer orders food, waiter uses *some/any* questions.
-

Vocabulary: food & drink, containers, food preparation, ordering in a restaurant

Learning strategies

- Categorise food words (fruit, vegetables, drinks, snacks).
- Match containers to items (*a bottle of water, a loaf of bread*).
- Sequence food preparation verbs (*cut, fry, boil, mix*).
- Memorise ordering chunks (*Can I have...? I'd like...*).

Methodologies

- **Visuals & realia:** use food flashcards or real packaging.
- **Role-play practice:** ordering food in different contexts (fast food, café, restaurant).
- **Task-based learning:** plan a party or weekly menu.

Communicative activities

- **Cooking show activity:** Ss explain a recipe with food prep verbs.
- **Guess the container:** teacher shows item, Ss respond ("a jar of jam!").
- **Menu design project:** Ss create menus for their own restaurant.
- **Restaurant role-play:** waiter & customer, practice polite ordering.
- **Class picnic plan:** groups decide what food/drinks to bring, using containers + quantifiers.

UNIT 9

Grammar: present continuous, present simple vs present continuous, object pronouns

Learning strategies

- Use visuals to distinguish **actions now (present continuous)** vs **routines (present simple)**.
- Create a T-chart: *I always play football (routine)* vs *I'm playing football now (action now)*.
- Practice with substitution drills: *I like it / I don't like them / Can you help me?* for object pronouns.
- Encourage noticing: highlight verbs ending in *-ing* in short dialogues.

Methodologies

- **Contextualised teaching:** show a picture of people shopping/doing activities → elicit *present continuous*.
- **Contrastive practice:** give sentences to sort into “routine” or “now.”
- **Dialogues with gaps:** Ss insert correct object pronoun (*Do you like this shirt? Yes, I like it*).
- **Task-based learning (TBL):** create a shopping role-play that requires both tenses.

Communicative activities

- **Picture description race:** groups describe what people are doing in a busy picture.
- **Class survey:** “What do you usually do on Saturdays? What are you doing this Saturday?”
- **Role-play with object pronouns:** “Do you like this dress?” → “Yes, I love it.”
- **Act & guess:** one S mimes (e.g., eating, dancing), others guess with *present continuous*.
- **Routine vs today interview:** partners ask about habits vs current activities (“Do you usually wear jeans?” “Yes, but today I’m wearing a dress.”).

Vocabulary: clothes, present time expressions, shops & services, shop for clothes

Learning strategies

- Categorise clothes (tops, bottoms, accessories, shoes).
- Match clothes to **time expressions:** *today, this week, at the moment*.
- Build a shopping dialogue bank: *Can I try it on? How much is it? I’ll take it*.
- Use mind maps for shops/services (*bakery, pharmacy, post office*).

Methodologies

- **Lexical approach:** teach shopping expressions in chunks.
- **Role-play based:** practice real-life shopping situations.
- **Visual aids:** clothing catalogues, shop menus, price tags.
- **Dialogic learning:** pair dialogues (customer & shop assistant).

Communicative activities

- **What are you wearing today?** quick pairwork describing outfits.
- **Fashion show game:** Ss describe classmates’ clothes (“She’s wearing a red scarf.”).
- **Shop role-play:** customer asks for size, colour, price; assistant responds.
- **Clothing survey:** “What clothes do you usually wear in summer? What are you wearing now?”
- **Shops matching game:** teacher says a need → Ss say the shop (*I need medicine* → *pharmacy*).

- **Shopping hunt:** teacher prepares flashcards of clothes → Ss “buy” items by asking for them in dialogues.

UNIT 10

Grammar: comparatives, superlatives, verb + to + infinitive

Learning strategies

- Make adjective lists with opposites (*big/small, hot/cold*).
- Build comparative/superlative charts (*tall–taller–the tallest*).
- Use real examples (students, classroom objects) to compare.
- Collect common *verb + to + infinitive* phrases (*want to go, need to study, would like to eat*).

Methodologies

- **Noticing approach:** highlight comparatives/superlatives in short weather/landscape texts.
- **Lexical approach:** teach *verb + to + infinitive* as fixed phrases.
- **Task-based learning (TBL):** comparing cities, seasons, or landscapes in group tasks.

Communicative activities

- **Classroom comparison:** “Ali is taller than Ayşe. This chair is bigger than that chair.”
- **Superlative survey:** “What’s the most beautiful place in Turkey?”
- **Weather comparison game:** Ss compare seasons or cities.
- **Verb + to + infinitive interview:** “What do you want to do this weekend? What would you like to eat?”
- **Tourist brochure project:** students describe places using comparatives and superlatives.

Vocabulary: landscape features, seasons & weather, phrasal verbs

Learning strategies

- Use labelled pictures/maps to learn landscape features (*mountain, river, desert*).
- Create weather diaries → match seasons with weather.
- Learn phrasal verbs in context (e.g., *get up, go out, put on*).

Methodologies

- **Visual support:** pictures, flashcards, maps.

- **Lexical sets:** group words by category (landscape, weather).
- **Role-play & dramatization:** act out phrasal verbs.

Communicative activities

- **Weather forecast role-play:** Ss present today's weather.
 - **Landscape guessing game:** describe a feature, others guess ("It's high, it's white in winter → mountain").
 - **Phrasal verb charades:** students act out *wake up* / *put on* / *sit down*.
 - **Season preferences survey:** "Which season do you like best? Why?"
-

UNIT 11

Grammar: should/shouldn't, present perfect, present perfect vs past simple

Learning strategies

- Make a class list of advice sentences with *should/shouldn't*.
- Compare *have you ever...?* with *Did you...?* using timelines.
- Keep irregular past participles chart (drink–drank–drunk).
- Use sentence frames for practice: *You should..., I've never..., I went... last year.*

Methodologies

- **Guided discovery:** present short dialogues contrasting past simple vs present perfect.
- **PPP:** start with controlled advice sentences → freer role-play.
- **Task-based:** students give advice or share life experiences.

Communicative activities

- **Advice role-play:** "I have a headache." → "You should drink water."
 - **Have you ever...? mingle:** Ss ask classmates questions and collect experiences.
 - **Experience timeline:** Ss place events in past simple (*last year, last month*) vs experiences in present perfect (*I've been to Italy*).
 - **Class doctor game:** one S is the "doctor," others describe problems, receive advice with *should/shouldn't*.
 - **Survey project:** students collect class experiences (Who has visited another country? Who has tried sushi?) and present results.
-

Vocabulary: the body, irregular past participles, sports

Learning strategies

- Label body diagrams → visual memorisation.
- Make a participle chart with colour coding (regular/irregular).
- Learn sports in categories (*team sports, individual sports*).

Methodologies

- **TPR (Total Physical Response):** Ss point/move body parts.
- **Drilling:** irregular participles with chants/games.
- **Role-play:** sports interviews or commentary.

Communicative activities

- **Body Simon says:** “Touch your knee, raise your arm.”
- **Irregular participle bingo:** teacher calls past participles, Ss mark them.
- **Sports survey:** “Do you play football? Have you ever played tennis?”
- **Sports commentary role-play:** Ss describe a live game.
- **Guess the body part:** one S describes, others guess (“It helps you see → eyes”).

UNIT 12

Grammar: going to, will for predictions, might

Learning strategies

- Use timelines to contrast **planned future (going to)** vs **predictions (will)** vs **possibility (might)**.
- Create sentence stems: *I’m going to...* / *I will...* / *I might...* and let learners complete with personal ideas.
- Encourage substitution: swap verbs/nouns to recycle structure (*I’m going to watch a movie / play football / visit my aunt*).
- Keep a “future diary” with short entries using all three forms.

Methodologies

- **PPP:** introduce each form with context (plans, predictions, possibilities), then move to freer practice.
- **Task-based learning (TBL):** Ss plan a trip/weekend using *going to*, predict the future of technology with *will*, and give uncertain plans with *might*.
- **Guided discovery:** Ss read a short text (weather forecast, online chat, diary) → underline future forms → discuss function.

Communicative activities

- **Class survey (plans):** “What are you going to do this weekend?”
- **Prediction game:** teacher shows pictures (e.g., dark clouds) → Ss predict (“It will rain!”).
- **Fortune teller role-play:** Ss tell each other’s future using *will/might*.
- **Plan a class event:** groups use *going to* to organise details.
- **Future possibility circle:** Ss share “I might...” sentences, others add questions.

Vocabulary: future time expressions, collocations with *get*, internet communication, show interest in something

Learning strategies

- Link **future time expressions** (*next week, tomorrow, in the future, soon*) to a timeline.
- Build collocation lists with *get* (*get married, get home, get ready, get better*).
- Collect common internet phrases (*send a message, upload a photo, check email*).
- Learn “interest” chunks (*That sounds great! Really? Tell me more!*).

Methodologies

- **Lexical approach:** teach collocations in groups (*get + adjective, get + place, get + noun*).
- **Dialogic learning:** Ss practice showing interest in real conversations.
- **Role-play simulations:** online chat dialogues, planning events.
- **Visual learning:** internet icons, screenshots, memes to elicit communication vocabulary.

Communicative activities

- **Timeline race:** Ss place future expressions correctly on a board.
- **Get collocation bingo:** teacher calls expressions → Ss mark (*get up, get ready, get lost*).
- **Internet survey:** “How often do you send messages / upload photos?”
- **Chat role-play:** Ss act out WhatsApp/Instagram messages.
- **Interest expressions mingle:** one S talks about future plans, partner responds with interest phrases (“That’s amazing! Really?”).
- **Plan the future project:** groups create a class blog post about their future (plans, predictions, possibilities) including internet phrases + showing interest.

SKILLS

UNIT 1

READING

 **Skill 1: Understand simple personal letters, emails, or posts about familiar subjects (friends, family) and questions on these topics**

Learning strategies

- Skim first for names, dates, greetings, and closings to identify context.
- Underline key words (e.g., family members, hobbies).
- Guess meaning from context rather than translating every word.

Methodologies

- **Task-Based Learning (TBL):** Students read an email/post and then perform a task (e.g., reply, answer questions).
- **Noticing approach:** Draw attention to typical structures (e.g., "How are you?", "Best wishes").

Communicative activities

- **Email/post exchange:** Students write short messages to each other about family or weekend plans, then respond.
- **Matching activity:** Match emails to topics (e.g., birthday invitation, family news, holiday greeting).
- **Find someone who...:** Students ask classmates questions (e.g., "Do you have a brother?" "What sports do you like?") after reading a sample post.

Skill 2: Understand most of what people say about themselves in personal ads or posts, including likes and preferences

Learning strategies

- Focus on “signal phrases” like *I like, I enjoy, I love, I don’t like*.
- Use visual cues (photos, emojis) to aid understanding.
- Compare and contrast preferences in texts.

Methodologies

- **Lexical approach:** Teach chunks of language around likes/dislikes.
- **Communicative language teaching (CLT):** Use real-life contexts (online posts, ads).

Communicative activities

- **Personal ad role-play:** Students create short “ads” about themselves and others guess whose it is.
- **Preference survey:** Learners read sample posts, then survey classmates about their likes/dislikes and report back.
- **Guess who?:** Read short ads and identify which classmate matches the description.

Skill 3: Understand texts describing people, places, everyday life, and culture that use simple language

Learning strategies

- Look for descriptive adjectives and place names.
- Use prior knowledge (schema) about cultural topics or daily routines.
- Highlight or categorize information (appearance, hobbies, routines).

Methodologies

- **Reading for gist/detail:** Skim for main idea, then reread for details.
- **Content-based learning (CLIL light):** Use short cultural texts (festivals, traditions).

Communicative activities

- **Class magazine/blog:** Students write and read short texts about their city, school, or a famous person.
 - **Jigsaw reading:** Different groups read about different people/places, then share information orally.
 - **Cultural quiz:** Students read a short text and create quiz questions for peers.
-

Skill 4: Understand main points of short texts on everyday topics (e.g., lifestyle, hobbies, sports, weather)

Learning strategies

- Identify topic sentences and repeated words.
- Use prediction (e.g., before reading a weather report, predict vocabulary).
- Summarize in 1–2 sentences.

Methodologies

- **Top-down reading/listening strategies:** Encourage predicting before reading.
- **Task-based approach:** Read to complete a chart, timetable, or comparison.

Communicative activities

- **Weather forecast game:** Read short forecasts, then give an oral forecast to the class.
- **Lifestyle interviews:** Students read about hobbies, then interview classmates about theirs.
- **Matching texts to visuals:** Match hobby/sport texts to pictures.
- **True/false race:** Students quickly identify main points in short texts.

LISTENING

Learning Strategies

- **Listen for key phrases:** “How are you?”, “What’s your name?”, “Can I help you?”
 - **Use context clues:** body language, intonation, and situation (e.g., at a shop, greeting a friend).
 - **Predict common responses:** practice “formulaic” exchanges like greetings, buying, thanking.
 - **Listen more than once:** first for gist, then for details.
-

Methodologies

- **Situational Role-Play:** Teach dialogues in real-life contexts (shop, café, classroom).
 - **Dialogue completion:** Learners listen and fill in missing parts of short exchanges.
 - **Audio-lingual support:** Use repetition and controlled practice for common structures.
 - **Communicative Language Teaching (CLT):** Move from model dialogues to freer exchanges.
-

Communicative Activities

1. **Dialogue Match:** Give learners halves of dialogues. They listen and put them in correct order.
2. **Classroom Café / Mini Shop:** Students role-play buying something, using short, clear exchanges.
3. **Find Your Partner:** Each student has half of a dialogue; they must listen carefully and find the matching speaker.
4. **Yes/No/Maybe Game:** Teacher or student reads a short exchange (e.g., “Would you like tea?” — “Yes, please”), learners respond correctly depending on cues.
5. **Greeting Circle:** Students greet and exchange simple questions with several classmates (“Hi, how are you?” – “Fine, thanks. And you?”).
6. **Listen & Act:** Teacher gives short exchanges, students act them out (e.g., “Can I have the menu?” — “Here you are”).

WRITING

1 Fill in forms with personal and basic details

Learning Strategies

- **Notice key fields** (Name, Address, Date of Birth, Phone Number, Email).
- **Read instructions carefully** before writing.
- **Check spelling of personal information** (e.g., names, countries, streets).
- **Practice with real-life examples** (parcel slips, hotel check-in forms).

Methodologies

- **Task-Based Learning (TBL):** Students complete an authentic task (e.g., filling a parcel form).
- **Controlled to Freer Writing:** Start with guided forms → move to freer practice (role-play at post office).
- **Functional Literacy Approach:** Emphasis on real-world writing needs.

Communicative Activities

- **Role-play:** One student is a clerk, the other fills in a form (bank, hotel, delivery).

- **Form race:** Groups compete to fill in a form correctly with details provided orally by the teacher.
- **Find someone who... form:** Students walk around asking classmates for info to complete a “class survey form.”
- **Information gap:** Partner A has missing details, Partner B asks questions to complete the form.

2 Review short, simple texts to correct basic punctuation/capitalization

Learning Strategies

- **Scan for common errors:** capital letters for names, I, countries, beginning of sentences.
- **Check end punctuation:** full stops, question marks, exclamation marks.
- **Read aloud to notice pauses** → where punctuation is missing.

Methodologies

- **Guided Discovery:** Show an incorrect text, learners notice mistakes.
- **Peer Editing:** Students swap short texts and correct each other.
- **Error Correction Codes:** Teacher marks where mistakes are, students self-correct.

Communicative Activities

- **Text doctor:** Students get a short “broken” email (e.g., no capital letters, missing punctuation) and fix it.
- **Punctuation relay:** Teams correct sentences on the board as fast as possible.
- **Spot the mistake game:** Teacher writes 3–4 sentences, some correct, some not — learners identify which are wrong.
- **Write & swap:** Students write 3–4 sentences about themselves; swap with a partner who corrects capitalization/punctuation.

SPEAKING

1 Use simple, polite forms of greeting, address, and farewell

Learning Strategies

- Memorize **formulaic phrases** (Hi, Hello, Good morning, Bye, See you, Nice to meet you).
- Notice **tone and body language** in greetings.
- Practice greetings in different contexts (formal vs. informal).

Methodologies

- **Dialogic approach:** Model and drill short greeting/farewell dialogues.
- **Role-play practice:** Use scenarios (school, shop, workplace).
- **Lexical chunks method:** Teach common expressions as ready-made blocks.

Communicative Activities

- **Greeting circle:** Students move around the class greeting and saying goodbye to each other.
 - **Politeness ladder:** Rank greetings/farewells from formal → informal.
 - **Role-play scenarios:** Meeting a teacher, a friend, a shop assistant.
-

2 Establish social contact (greetings, introductions, thanking)

Learning Strategies

- Learn **set structures**: “This is...”, “Nice to meet you.”, “Thanks a lot!”, “You’re welcome.”
- Use **safe starters**: “How are you?”, “Where are you from?”
- Build confidence by practicing with classmates first.

Methodologies

- **Communicative Language Teaching (CLT):** Use real-life speaking situations.
- **Dialogues + substitution drills:** Replace names/places in dialogues.
- **Task-Based Learning (TBL):** Complete a social interaction task (e.g., meeting new classmates).

Communicative Activities

- **Find someone who...:** Learners walk around asking questions (e.g., “Where are you from?”).
 - **Introduce your partner:** Pair work – ask questions, then introduce your partner to the class.
 - **Thank-you chain:** Students pass an object and thank each other politely before giving it on.
-

3 Participate in short conversations in routine contexts on familiar topics

Learning Strategies

- Focus on **predictable exchanges** (at the shop, café, school, bus stop).
- Practice **asking back questions** to keep conversation going (e.g., “What about you?”).
- Use **support phrases** when unsure (“Sorry?”, “Can you repeat that?”).

Methodologies

- **Role-play with scaffolding:** Start with written prompts, then move to freer practice.
- **Information gap activities:** Students need to ask/answer to complete a task.
- **Task-based mini-dialogues:** Build conversations around authentic needs.

Communicative Activities

- **Café role-play:** One student is a waiter, the other orders food/drinks.
- **Shopping dialogue:** Practice buying something with short exchanges.
- **Question cards:** Students pick a card with a simple question (e.g., “What’s your hobby?”) and start a conversation.
- **Conversation dice:** Roll a dice with prompts (family, hobbies, weekend, weather, school, food).

UNIT 2

READING

1 Understand texts describing people, places, everyday life, and culture (simple language)

Learning Strategies

- Skim for **who / where / what** (people, places, activities).
- Use **adjectives and visual cues** (pictures, names, landmarks) to build meaning.
- Organize information in categories (appearance, hobbies, location).

Methodologies

- **Content-based approach (light CLIL):** Short cultural texts (festivals, traditions, food).
- **Reading for gist + detail:** First skim, then reread for key facts.
- **Jigsaw reading:** Split different cultural/person texts across groups → share orally.

Communicative Activities

- **Class magazine/blog:** Students read/write short texts about family, city, traditions.
- **Guess who/where:** Students read a description and guess the person/place.
- **Cultural quiz:** After reading, students write quiz questions for classmates.

2 Understand main points of short texts on everyday topics (lifestyle, hobbies, sports, weather)

Learning Strategies

- Identify **repeated words** (topic vocabulary).
- Use **topic sentences** to capture main ideas.
- Summarize in 1–2 simple sentences.

Methodologies

- **Top-down reading strategies:** Predict vocabulary before reading (e.g., sports words).
- **Task-based approach:** Read to fill in a chart, timetable, or plan.
- **Extensive reading:** Simple graded readers on hobbies, sports, or weather.

Communicative Activities

- **Weather forecast game:** Read a short forecast → give oral summary.
- **Lifestyle survey:** Compare texts about hobbies → report similarities.
- **Match text to picture:** Match a short paragraph with the correct sport/hobby/weather image.
- **True/false challenge:** Students decide if statements match the text.

3 Identify specific information in simpler material (letters, brochures, news articles)

Learning Strategies

- Practice **scanning for keywords** (dates, prices, names, times).
- Use **text features** (headings, bullet points, bold words).
- Ignore unknown words if not essential for the task.

Methodologies

- **Task-based reading:** Find info in a brochure to answer questions.
- **Noticing strategies:** Highlight dates/numbers/names in authentic texts.
- **Information-gap tasks:** Students need different parts of a text to complete an activity.

Communicative Activities

- **Holiday brochure hunt:** Students find hotels with specific facilities.
- **Event search:** Read a short news article → answer “When? Where? Who?” questions.

- **Letter jigsaw:** Different groups get parts of a personal letter → reconstruct the full text.
- **Speed reading race:** Which team finds specific info (e.g., train time, concert date) first?

LISTENING

Learning Strategies

- **Listen for key phrases** rather than every word (e.g., “Can I help you?”, “How much is it?”, “See you later”).
 - **Predict likely responses** in common exchanges (greetings, shops, cafés, introductions).
 - **Use context clues** such as tone, gestures, or situation (e.g., you’re at a café, so “What would you like?” is expected).
 - **Repeat for confirmation:** “Sorry?”, “Can you say that again?”
-

Methodologies

- **Communicative Language Teaching (CLT):** Practice with authentic mini-dialogues.
 - **Situational Role-Play:** Simulate everyday contexts (shop, café, school).
 - **Dialogue Listening & Reconstruction:** Learners listen and rebuild the exchange.
 - **Task-Based Learning (TBL):** Students complete a real-life task through short exchanges (e.g., ordering, buying, asking for directions).
-

Communicative Activities

1. **Dialogue Ordering** – Learners listen to a short exchange and arrange cut-up lines in the correct order.
2. **Shop/Café Role-play** – One student plays customer, the other shop assistant/waiter. They use short exchanges: “Can I have...?”, “Here you are.”, “Thanks.”, “You’re welcome.”
3. **Find Your Partner** – Students each get half of a dialogue. They listen to others speaking and must find their matching partner.
4. **Listen & Act** – Teacher or audio plays simple exchanges; students respond physically (e.g., “Can you pass me the pen?” → student passes it).
5. **Conversation Bingo** – Learners listen for common expressions (“Hello!”, “Thank you”, “See you”) and mark them on bingo cards.
6. **Greeting Carousel** – Students rotate around the class, greeting and exchanging simple questions with different classmates.

WRITING

1 Write short emails or letters to introduce themselves and convey routine personal information

Learning Strategies

- Use **email/letter frames**: greeting → body → closing.
- Memorize **formulaic openings/closings** (e.g., “Dear...”, “Best wishes”, “See you soon”).
- Keep sentences short and simple.
- Use a checklist: *Have I said who I am? What I want? A closing?*

Methodologies

- **Genre-based approach**: Show model emails/letters and analyze structure.
- **Controlled → freer writing**: Fill gaps in a template → write own email.
- **Process writing**: Brainstorm → draft → peer review → final version.

Communicative Activities

- **Email swap**: Students write a short introduction email and exchange with a classmate.
- **Pen-pal project**: Class writes simple letters/emails to imaginary or real pen pals.
- **Dialogue → email**: Convert a short dialogue into an email format.

2 Produce short, simple texts on familiar topics of personal interest (using connectors)

Learning Strategies

- Learn **basic connectors**: *and, but, because, then*.
- Use **mind maps** to plan short texts.
- Write in **short paragraphs** (one idea = one paragraph).

Methodologies

- **Sentence-combining exercises**: Practice joining ideas with connectors.
- **Guided writing**: Teacher provides prompts, students expand with connectors.
- **Task-based writing**: Write about hobbies, weekend plans, daily routines.

Communicative Activities

- **Connector challenge**: Students expand short sentences with connectors (e.g., *I like pizza. I don't like pasta. → I like pizza but I don't like pasta.*).
- **Blog post activity**: Students write short texts about hobbies or interests.
- **Chain writing**: Each student adds a sentence using a connector to build a group story.

3 Describe family, living conditions, educational background, or job

Learning Strategies

- Use **word banks** for family members, house/room vocabulary, school/job phrases.
- Organize description by category (family → home → school → job).
- Practice with **sentence frames**: “I live in...”, “My family is...”, “I studied at...”.

Methodologies

- **Scaffolded writing**: Start with prompts → expand into short description.
- **Controlled → freer practice**: Fill-in-the-blank → guided text → independent writing.
- **Portfolio writing**: Keep a personal “About me” page updated across lessons.

Communicative Activities

- **Write & swap profiles**: Students write about themselves, exchange, and guess whose text it is.
- **Family tree description**: Students create and write a short text about their family tree.
- **Interview → write-up**: Interview a classmate about family/job/school, then write a short description.
- **Class yearbook project**: Each student writes a profile (with photo/drawing).

SPEAKING

1 Describe personal and familiar topics in simple terms

Learning Strategies

- Use **sentence frames**: *I live in..., My favourite... is..., I usually...*
- Keep it simple: 1–2 sentences per idea.
- Support with gestures or pictures if stuck.

Methodologies

- **Scaffolding + substitution drills**: Model sentences, then let students swap key info.
- **Visual support**: Use family photos, home/room drawings, hobby cards.
- **Task-Based Learning (TBL)**: Students describe familiar things (family, town, hobbies).

Communicative Activities

- **Show & tell:** Students bring an item from home and describe it.
 - **Photo description:** Describe a picture of family, home, or favourite activity.
 - **Guess who/what:** One student describes, others guess the person/object.
-

2 Express opinions in a limited way

Learning Strategies

- Memorize useful chunks: *I think..., I like/don't like..., In my opinion...*
- Use **because** to extend ideas: *I like football because it's exciting.*
- Compare simple things with *better, more, less.*

Methodologies

- **Lexical approach:** Teach opinion phrases as chunks.
- **Dialogues with gaps:** Learners insert their own opinions.
- **Mini-debates:** Use very familiar topics (food, music, sports).

Communicative Activities

- **Opinion line:** Students stand on a line from “I agree” to “I disagree” after hearing a statement.
 - **Would you rather...?** game with simple choices (e.g., pizza or pasta?).
 - **Two stars and a wish:** Say two things you like, one thing you don't.
-

3 Exchange opinions and compare things and people using simple language

Learning Strategies

- Practice set phrases: *I agree / I don't agree / What about you?*
- Learn comparatives & superlatives: *bigger, smaller, more interesting.*
- Use **question prompts** to keep exchange going (*Do you like...?*).

Methodologies

- **Pair & share:** Structured speaking frames for comparison.
- **Communicative Language Teaching (CLT):** Focus on negotiation of meaning.
- **Info-gap activities:** Students must share opinions to complete a task.

Communicative Activities

- **Class survey:** Ask classmates about hobbies, then compare results.

- **Which is better?** Students compare two familiar things (summer/winter, cats/dogs).
- **Find your match:** Learners walk around asking opinions until they find someone with the same answer.

4 Ask for a favour, offer help, and respond to requests

Learning Strategies

- Use polite chunks: *Can you help me...?*, *Could you please...?*, *Sure*, *No problem*, *Sorry*, *I can't*.
- Practice **intonation** to sound polite.
- Recognize common responses (positive/negative).

Methodologies

- **Role-play practice:** Everyday situations (carrying books, borrowing a pen).
- **Dialogue repetition + substitution:** Drill polite requests, then personalize.
- **Task-based approach:** Students complete tasks requiring favours/offers.

Communicative Activities

- **Classroom request game:** Students walk around asking small favours (lend a pen, open the window).
- **Polite response cards:** Teacher gives request cards, partner must reply politely.
- **Help desk role-play:** One student asks for help, the other offers assistance.
- **Yes but... game:** Students ask for favours; the other can accept or politely refuse.

UNIT 3

READING

1 Locate specific information in lists and isolate required details

(e.g., Yellow Pages, menus, timetables)

Learning Strategies

- Scan vertically/horizontally for **numbers, names, keywords**.
- Ignore full sentences → focus only on relevant details.
- Use headings/categories to guide search.

Methodologies

- **Scanning tasks:** timed challenges to find info quickly.

- **Authentic materials:** menus, ads, schedules.
- **Task-based learning (TBL):** learners complete a real-life task using lists.

Communicative Activities

- **Menu hunt:** Find which restaurant serves vegetarian food.
 - **Timetable race:** Who finds the bus/train to London at 8am?
 - **Yellow Pages search:** Which plumber is closest/cheapest?
 - **Treasure hunt:** Students get a worksheet with questions and must “scan” different lists posted around the room.
-

2 Identify specific information in simpler material (letters, brochures, news articles)

Learning Strategies

- Underline **wh- words** in questions (who, when, where) → match with text.
- Look for **dates, numbers, names, places**.
- Don't get stuck on unknown words.

Methodologies

- **Reading-for-detail tasks:** fill tables or answer wh- questions.
- **Information-gap reading:** each student has half the details → must share.
- **Jigsaw reading:** small groups piece together an event description.

Communicative Activities

- **Holiday brochure task:** Choose the best hotel for a family with kids.
 - **Event article quiz:** When? Where? Who? What happened?
 - **Letter puzzle:** Students receive parts of a letter and must put them in correct order.
 - **Info swap:** Students read different short news reports and share key info orally.
-

3 Understand texts describing people, places, everyday life, and culture

Learning Strategies

- Focus on **adjectives** (tall, big, busy, friendly).
- Use **schemas:** activate background knowledge about culture/places.
- Skim for **overall impression** before focusing on details.

Methodologies

- **Descriptive text analysis:** identify categories (appearance, hobbies, lifestyle).
- **Content-based learning (light CLIL):** festivals, traditions, daily routines.
- **Compare/contrast texts:** city vs. countryside, two people's daily lives.

Communicative Activities

- **Class magazine/blog:** Students read and write simple cultural or personal descriptions.
- **Guess who/where:** One student describes, others guess person/place.
- **Cultural jigsaw:** Each group reads about a different custom and reports back.
- **Poster reading walk:** Students circulate and read each other's short texts.

4 Understand main points of short texts on everyday topics

(lifestyle, hobbies, sports, weather)

Learning Strategies

- Identify **topic words** that repeat.
- Read first/last sentence for gist.
- Summarize with one main sentence.

Methodologies

- **Skimming practice:** timed reading for gist.
- **Pre-reading predictions:** based on pictures/titles.
- **Extensive reading:** simple graded readers on everyday themes.

Communicative Activities

- **Weather forecast task:** Read a forecast, then tell the class "Today it's...".
- **Hobby match-up:** Match short texts to pictures of hobbies.
- **True/false quiz:** Create T/F statements based on the text.
- **Weekend diary exchange:** Students read each other's short "plans" and identify main points.

LISTENING

1 Follow short, simple social exchanges delivered clearly and slowly

Learning Strategies

- Listen for **key words** (hello, thanks, bye, please).
- Predict likely phrases in social contexts (shop, café, school).
- Pay attention to **intonation and gestures**.
- Use **repair strategies**: *Sorry?*, *Can you repeat?*

Methodologies

- **Situational listening**: Practice with authentic mini-dialogues.
- **Role-play + listening models**: First listen, then act it out.
- **Task-Based Learning (TBL)**: Students complete a task (buying, greeting, thanking).

Communicative Activities

- **Dialogue ordering**: Learners listen and arrange cut-up lines in correct order.
- **Shop/café role-play**: Customer and shop assistant practice short exchanges.
- **Find your partner**: Students each have half a dialogue → must find the matching partner.
- **Class “greeting carousel”**: Students greet and say goodbye to several classmates in a circle.

2 Understand, in interviews or conversations, what people say about their free time, likes, and dislikes (spoken slowly and clearly)

Learning Strategies

- Focus on **signal phrases**: *I like / I love / I don't like / I hate / My favourite....*
- Identify **keywords**: football, music, reading, cinema, swimming.
- Note down **yes/no** or **like/don't like** quickly instead of writing full sentences.

Methodologies

- **Lexical approach**: Teach “likes/dislikes” phrases as chunks.
- **Listening for gist + detail**: First, what hobby? Then, what reason?
- **Interview tasks**: Students listen to/perform mini-interviews.

Communicative Activities

- **Class survey**: Students ask 3–4 classmates about hobbies and report results.
- **Interview role-play**: One student is a reporter, the other answers about free time.
- **Guess who?**: Students listen to a description of hobbies/likes → guess the person.
- **Hobby bingo**: Teacher calls out hobbies; students mark what they hear.
- **Matching game**: Match people's short audio clips with the correct hobby picture.

WRITING

1 Write short diary entries (daily routines, outings, hobbies, people, places)

Learning Strategies

- Use **sentence frames**: *I get up at..., I went to..., I like...*
- Include **time expressions** (morning, afternoon, last weekend).
- Keep sentences short and concrete.
- Encourage **daily practice** to build fluency.

Methodologies

- **Process writing**: Brainstorm → draft → revise → final diary entry.
- **Controlled** → **freer writing**: Fill-in-the-blank diary template → write independently.
- **Visual prompts**: Use photos, pictures of routines, or calendar pages.

Communicative Activities

- **Show & tell diary**: Students read short excerpts aloud to the class.
 - **Peer diary swap**: Exchange entries and ask 1–2 comprehension questions.
 - **Daily routine timeline**: Students draw a timeline of their day and write 1–2 sentences for each part.
 - **Hobby diary**: Write about hobbies during the week, then share with a partner.
-

2 Produce short, simple texts on familiar topics with connectors (“and”, “but”, “because”, “then”)

Learning Strategies

- Memorize **basic connectors** and practice using them in short sentences.
- Use **mind maps** or **story plans** to organize ideas.
- Keep paragraphs short: one idea per sentence.
- Encourage **self-checking**: Did I use at least one connector?

Methodologies

- **Sentence-combining exercises**: Join two simple sentences with connectors.
- **Guided writing**: Teacher provides prompts; students extend sentences using connectors.
- **Task-based writing**: Write about hobbies, weekend activities, or daily routines.

Communicative Activities

- **Connector challenge:** Students expand short sentences using connectors (e.g., *I like pizza. I don't like pasta. → I like pizza but I don't like pasta.*).
- **Chain story:** Students write one sentence, then pass it on; next student adds a sentence using a connector.
- **Personal blog post:** Students write 4–5 sentences about themselves or a hobby using connectors.
- **Weekend plan comparison:** Write a short paragraph about their weekend plans and compare with a partner.

SPEAKING

1 Ask and answer simple questions about work, free time, pastimes, and routines

Learning Strategies

- Learn **question and answer structures**: *What do you do?*, *What do you like doing?*, *When do you usually...?*
- Use **short, complete sentences** and simple vocabulary.
- Practice **turn-taking** phrases: *And you?*, *What about you?*

Methodologies

- **Dialogic approach:** Model Q&A dialogues.
- **Controlled practice:** Substitution drills to personalize questions.
- **Task-based learning (TBL):** Real-life tasks (interview a classmate about hobbies).

Communicative Activities

- **Partner interview:** Ask and answer questions about daily routines.
- **Class survey:** Collect info from classmates and report back.
- **Routine bingo:** Listen for classmates' answers and mark corresponding routines on a bingo card.

2 Talk about daily life, routines, leisure activities, weekend or holiday plans

Learning Strategies

- Use **time expressions**: *usually*, *every day*, *on weekends*, *last weekend*.
- Learn **hobby and activity vocabulary**.
- Build **short paragraphs orally**: topic sentence + supporting detail.

Methodologies

- **Picture prompts:** Describe a day/week using images.
- **Guided storytelling:** Students answer prompts about their weekend or holiday plans.
- **Role-play:** Plan a weekend outing with a partner.

Communicative Activities

- **Daily schedule game:** Students describe their routine; classmates guess the person.
 - **Weekend planner:** Pair work to discuss and plan a weekend trip.
 - **Hobby sharing:** Students describe hobbies and ask follow-up questions.
-

3 Give basic descriptions and opinions, including simple opinions and preferences

Learning Strategies

- Use **opinion phrases:** *I like..., I don't like..., My favourite is..., I think...*
- Use **because** to give a reason for preference.
- Practice **comparisons:** *better, more interesting, more fun.*

Methodologies

- **Lexical chunks approach:** Teach ready-made opinion phrases.
- **Dialogues + substitution drills:** Personalize opinions.
- **Mini-debates:** Simple topics: food, sports, hobbies.

Communicative Activities

- **Would you rather...? game** for expressing preferences.
 - **Opinion line:** Move along a line to show agreement/disagreement.
 - **Partner comparison:** Compare hobbies, free-time activities, or routines.
-

4 Participate in short conversations in routine contexts; make/respond to requests, invitations, suggestions, apologies

Learning Strategies

- Memorize **polite expressions:** *Can you...? Would you like...? Sorry, I can't. That's fine.*
- Pay attention to **intonation** and body language for politeness.
- Practice **common short exchanges** before freer conversation.

Methodologies

- **Role-play + situational practice:** Everyday situations (shops, cafés, classroom, friends).
- **Dialogue repetition:** Drill patterns, then personalize.
- **Task-based mini-conversations:** Students negotiate and complete a simple task.

Communicative Activities

- **Help desk:** Ask for and offer help in class scenarios.
- **Invitation game:** Make, accept, or politely decline invitations.
- **Apology chain:** Practice apologizing and responding politely.
- **Problem-solving task:** Plan a class event or weekend trip, requiring requests, suggestions, and agreement.

MEDIATION

1 Use very simple language to summarize or paraphrase a message/text

Learning Strategies

- Focus on **key information**: who, what, when, where.
- Replace **original words with simple synonyms**.
- Use **short sentences**: one idea per sentence.
- Practice **linking ideas with basic connectors** (*and, then, but, because*).

Methodologies

- **Controlled → freer practice:** Teacher provides sentences to rephrase → write short summaries.
- **Reading/listening for gist:** Identify main points before summarizing.
- **Guided paraphrasing:** Model how to change words without changing meaning.

Communicative Activities

- **Message relay:** One student reads a short message; others summarize orally for the next student.
- **Paraphrase challenge:** Students rewrite a short paragraph using simpler language.
- **Text-to-speech summary:** Listen to a short text and summarize in 2–3 sentences.
- **Partner summary swap:** Students summarize each other's weekend plans or hobbies.

2 Handle disagreement/difficulty using simple phrases

Learning Strategies

- Memorize **polite disagreement phrases**: *I don't agree, I think..., but..., Maybe we can..., I'm not sure about that.*
- Use **calm intonation** and neutral expressions.
- Combine **opinion + reason**: *I don't agree because...*

Methodologies

- **Role-play practice**: Everyday situations where opinions differ (food, hobbies, sports, plans).
- **Dialogue scaffolding**: Provide phrases and sentence frames for polite disagreement.
- **Task-based mini-discussions**: Complete a task that requires negotiating or expressing difference of opinion.

Communicative Activities

- **Opinion debate (simple)**: Students express and defend simple opinions using set phrases.
- **Agree/disagree line**: Class moves to “agree” or “disagree” side, then explain reasoning in simple language.
- **Problem-solving pairs**: Plan a weekend or activity; one student suggests, the other politely disagrees or proposes an alternative.
- **Dialogue completion**: Fill in the blanks with polite disagreement phrases.

UNIT 4

READING

1 Understand texts describing people, places, everyday life, and culture (simple language)

Learning Strategies

- Skim first for **topic and gist**.
- Focus on **keywords and adjectives** describing people, places, routines.
- Use **visual cues** (pictures, headings) to aid comprehension.

Methodologies

- **Content-based learning**: Short texts about festivals, daily routines, local culture.
- **Guided reading**: Highlight key information, then answer comprehension questions.
- **Compare/contrast**: Look at two descriptions and discuss similarities/differences.

Communicative Activities

- **Guess who/where**: Listen/read description, guess person or place.
- **Class magazine/blog**: Students read/write short descriptive texts.
- **Cultural jigsaw**: Groups read different texts and share with classmates.

2 Understand main points of short texts on everyday topics (lifestyle, hobbies, sports, weather)

Learning Strategies

- Identify **repeated topic words**.
- Read **first and last sentence** for gist.
- Summarize each paragraph in **one sentence**.

Methodologies

- **Skimming exercises:** Timed reading for gist.
- **Pre-reading predictions:** Look at headings/pictures to predict content.
- **Extensive reading:** Graded readers on hobbies, sports, daily routines.

Communicative Activities

- **Weather forecast summary:** Read/listen to a forecast → tell the class main points.
- **Hobby match-up:** Match text with the correct picture of an activity.
- **True/False or multiple-choice quiz:** Based on short texts.

3 Identify specific information in simpler materials (letters, brochures, short news articles)

Learning Strategies

- Scan for **names, dates, times, numbers**.
- Ignore unknown words if not essential for the task.
- Focus on **wh- question words** in exercises (who, when, where).

Methodologies

- **Reading-for-detail tasks:** Complete tables or answer wh- questions.
- **Information-gap reading:** Students share info from different texts to complete the task.
- **Jigsaw reading:** Groups piece together an event description.

Communicative Activities

- **Holiday brochure task:** Find the hotel/flight/activity that matches the criteria.
- **Event quiz:** Answer “who, when, where” questions from a short article.
- **Letter reconstruction:** Reassemble mixed-up letters or emails.

4 Find specific, predictable information in everyday materials (advertisements, prospectuses, menus, reference lists, timetables)

Learning Strategies

- Scan for **keywords, numbers, dates, locations**.
- Use **headings, tables, bullet points** to locate info quickly.
- Practice reading **vertically/horizontally** in lists and menus.

Methodologies

- **Scanning tasks:** Timed info retrieval.
- **Authentic materials:** Menus, timetables, adverts.
- **Task-based learning:** Find info and make decisions (e.g., choose a restaurant or bus).

Communicative Activities

- **Menu hunt:** Find the cheapest vegetarian option.
- **Timetable challenge:** Which bus/train goes to X at 8am?
- **Advertisement search:** Find contact info, price, or opening times.
- **Treasure hunt:** Students move around the class scanning different materials for answers.

5 Understand very simple formal emails and letters (booking confirmations, enquiries, online purchases)

Learning Strategies

- Look for **key sections:** greeting, main message, closing.
- Focus on **numbers, dates, times, names**.
- Recognize **common formal phrases:** *Dear Sir/Madam, Yours faithfully, Please confirm.*

Methodologies

- **Guided reading:** Highlight key info in sample emails.
- **Functional literacy approach:** Focus on practical comprehension.
- **Controlled → freer tasks:** Fill-in-the-blank emails → read/answer comprehension questions.

Communicative Activities

- **Booking info extraction:** Read a hotel/flight confirmation → answer questions.
- **Email matching:** Match emails with scenarios (booking, enquiry, order).
- **Partner info check:** One student reads a simple email; partner answers questions orally.

LISTENING

Learning Strategies

- **Listen for key phrases and words** rather than every word (e.g., “Hello”, “How are you?”, “Thanks”, “See you”).
 - **Predict likely responses** in common situations (greetings, shops, café, classroom).
 - **Use context clues** (tone, gestures, situation).
 - **Repair strategies:** *Sorry?, Can you repeat that?, I don't understand.*
-

Methodologies

- **Communicative Language Teaching (CLT):** Practice with real-life short exchanges.
 - **Role-play practice:** Model simple interactions, then let students act them out.
 - **Task-Based Learning (TBL):** Complete tasks that require listening to short exchanges (buying, greeting, thanking).
 - **Listening + speaking integration:** Listen first, then repeat/act out dialogues.
-

Communicative Activities

1. **Dialogue ordering:** Students listen to a short conversation and put lines in the correct order.
2. **Shop/café role-play:** One student is a customer, the other a shop assistant/waiter; practice greetings and simple exchanges.
3. **Find your partner:** Each student has half a dialogue; they must listen and find the matching partner.
4. **Greeting carousel:** Students rotate, greet, and say goodbye to classmates using short exchanges.
5. **Listen & act:** Teacher or audio gives a short instruction; students respond physically or verbally.
6. **Conversation dice:** Roll dice with prompts (greeting, asking about weekend, thanking) and complete the short exchange.

WRITING

1 Ask for or exchange information in short emails, letters, or text messages

Learning Strategies

- Use **simple, formulaic structures**:
 - Greetings: *Hi..., Dear...*
 - Requesting info: *Can you tell me...?, Could you please...?*
 - Closing: *Thanks, Best wishes, See you soon.*
- Keep messages **short and focused**.
- Include **one question per sentence** for clarity.
- Encourage **checking key details** before sending: Who? What? When? Where?

Methodologies

- **Genre-based approach**: Analyse short examples of emails, letters, or texts.
- **Controlled → freer writing**: Fill-in-the-blank templates → write own messages.
- **Task-based learning**: Complete real-life tasks (ask about a product, opening hours, or plans).

Communicative Activities

- **Email swap**: Students write a short message asking about a hobby, timetable, or event, then exchange with a classmate to reply.
- **Text-message game**: Short SMS dialogue completion.
- **Information exchange pair task**: Students ask and answer questions to complete a class info chart (e.g., favourite hobbies, weekend plans).
- **Role-play**: Simulate asking for info at a hotel, shop, or online ordering scenario.

2 Review short, simple texts to correct basic punctuation

Learning Strategies

- Focus on **capitalization, full stops, commas, question marks, and exclamation marks**.
- Read text **aloud** to spot natural pauses and sentence boundaries.
- Check **consistency** in greetings and closings.

Methodologies

- **Controlled error correction**: Provide texts with punctuation mistakes for students to correct.
- **Peer review**: Students check each other's short texts.
- **Dictation + editing**: Teacher reads a short text; students write and then check punctuation.

Communicative Activities

- **Punctuation race**: Groups correct a text as quickly as possible.

- **Peer editing:** Exchange short messages and review punctuation.
- **Text reconstruction:** Mix up sentences from a simple email or note; students reorder and punctuate correctly.
- **Dictate & punctuate:** Teacher reads a short informal email; students write and punctuate it.

SPEAKING

1 Describe personal and familiar topics (family, living conditions, education, job/study experiences)

Learning Strategies

- Use **sentence frames**:
 - *I live in..., My family is..., I studied at..., I work as...*
- Keep sentences **short and concrete**.
- Organize descriptions by topic (family → home → school/work).

Methodologies

- **Scaffolded writing/speaking:** Start with prompts, expand to full sentences.
- **Visual support:** Family photos, maps, school/work images.
- **Portfolio approach:** Maintain a personal “About me” page or profile.

Communicative Activities

- **Show & tell:** Students describe family, home, or hobbies to the class.
- **Profile swap:** Write and read each other’s descriptions, then ask follow-up questions.
- **Family tree activity:** Create a family tree and present it orally.

2 Ask and answer simple questions about work, free time, pastimes, and routines

Learning Strategies

- Practice **question structures**: *What do you do?, What do you like doing?, When do you usually...?*
- Use **short, complete answers** and turn-taking phrases: *And you?, What about you?*

Methodologies

- **Dialogic practice:** Model Q&A dialogues.
- **Controlled → freer practice:** Substitution drills to personalize questions.
- **Task-based interviews:** Students gather information from classmates.

Communicative Activities

- **Partner interviews:** Ask about routines and hobbies, then report to the class.
 - **Class survey:** Collect and compare classmates' free-time activities.
 - **Routine bingo:** Listen for answers and mark on bingo cards.
-

3 Express opinions, agree and disagree

Learning Strategies

- Use **simple opinion phrases:** *I like..., I don't like..., I think...*
- Combine opinion + reason: *I like football because it's fun.*
- Use **polite disagreement phrases:** *I don't agree, Maybe we can..., I think..., but...*

Methodologies

- **Lexical chunks approach:** Teach set phrases for expressing opinions and disagreement.
- **Mini-debates:** Simple topics (food, hobbies, free-time activities).
- **Role-play dialogues:** Practice agreeing/disagreeing politely.

Communicative Activities

- **Would you rather...?** game to express preferences.
 - **Opinion line:** Move to "agree" or "disagree" side, explain briefly.
 - **Pair comparison:** Compare hobbies or weekend plans, express agreement or disagreement.
-

4 Give basic descriptions and opinions in short presentations

Learning Strategies

- Prepare **short rehearsed scripts** for familiar topics.
- Use **visual aids** to support speaking.
- Focus on **simple connectors:** *and, but, because, then.*

Methodologies

- **Guided presentation practice:** Plan, practice, and present.
- **Peer feedback:** Classmates ask 1–2 comprehension questions.
- **Task-based speaking:** Describe a personal experience or hobby.

Communicative Activities

- **Mini-presentations:** Describe a hobby, family member, or daily routine.
 - **Show & tell with visuals:** Bring a photo or object to talk about.
 - **Class profile board:** Each student posts a short description; others read and ask questions.
-

5 Use telecommunications to exchange news, make plans, and arrange to meet

Learning Strategies

- Learn **polite phone/chat phrases:** *Hello, it's..., Can we meet...?, See you then.*
- Keep messages **short and clear.**
- Practice **confirming information:** *So we meet at 5 pm, right?*

Methodologies

- **Role-play phone/chat scenarios:** arrange meetings or share news.
- **Controlled dialogues:** Students repeat phrases, then personalize.
- **Task-based learning:** Complete a plan using chat or phone dialogue.

Communicative Activities

- **Arrange a meeting role-play:** One student calls or messages another to agree on time/place.
 - **Information relay:** Student A receives info via chat, tells Student B.
 - **Mini-class news broadcast:** Share simple news or events with a partner via chat or oral message.
-

6 Ask for and provide personal information

Learning Strategies

- Memorize **key questions and answers:** *What's your name? Where do you live? What do you do?*
- Practice **polite forms:** *Could you tell me...?, My name is....*
- Use **short answers** for clarity.

Methodologies

- **Role-play dialogues:** Introduce oneself and ask about others.
- **Information-gap tasks:** Complete forms or charts with classmates' information.

- **Pair practice:** Rotate partners for repeated exposure.

Communicative Activities

- **Find someone who....:** Students ask questions to find classmates matching statements.
- **Personal information bingo:** Complete a card by asking/answering questions.
- **Interview task:** Collect classmates' info and report back in 1–2 sentences.

MEDIATION

Learning Strategies

- **Memorize simple phrases for polite disagreement or difficulty:**
 - *I don't agree.*
 - *I'm not sure about that.*
 - *Maybe we can...*
 - *I think..., but...*
 - **Combine opinion + reason:** *I don't agree because...*
 - Use **neutral intonation** and polite body language.
 - Practice **asking for clarification:** *Sorry? Can you repeat that?*
-

Methodologies

- **Role-play practice:** Simulate situations where opinions differ (food, hobbies, weekend plans, shopping).
 - **Dialogue scaffolding:** Provide sentence frames for disagreement.
 - **Task-based mini-discussions:** Students complete a task that requires negotiation or expressing different opinions.
 - **Controlled → freer practice:** Drill key phrases, then apply in short debates or problem-solving tasks.
-

Communicative Activities

1. **Opinion debate (simple topics):** Students express preferences and defend their choices politely.
2. **Agree/disagree line:** Students physically move to “agree” or “disagree” side and give a short explanation.
3. **Problem-solving task:** Plan a class activity; one student proposes an idea, the other suggests an alternative politely.
4. **Dialogue completion:** Fill in blanks with appropriate disagreement phrases.
5. **Partner discussion cards:** Each card presents a scenario requiring a polite disagreement (e.g., “I think cats are better than dogs”).

UNIT 5

READING

1 Understand simple personal letters, emails, or posts about familiar subjects (friends, family)

Learning Strategies

- Skim first for **who, what, when, where**.
- Focus on **familiar vocabulary** and phrases.
- Ignore unknown words unless essential.
- Look for **context clues**: greetings, closings, repeated words.

Methodologies

- **Guided reading**: Highlight key info in sample letters/emails.
- **Controlled comprehension tasks**: Answer wh- questions (who, what, when, where).
- **Task-based learning**: Write short replies or messages after reading.

Communicative Activities

- **Email exchange**: Students read a short email and reply with 1–2 sentences.
 - **Postcard reading**: Identify sender, recipient, and main message.
 - **Find the info**: Read a letter and extract specific details (age, hobby, city).
-

2 Identify specific information in simpler material (letters, brochures, short news articles)

Learning Strategies

- Scan for **names, dates, numbers, places**.
- Focus on **keywords related to the task**.
- Use **titles, headings, and bullet points** to locate information quickly.

Methodologies

- **Information-gap reading**: Students complete a table or chart with details from the text.
- **Jigsaw reading**: Each group reads part of a text and shares info with others.
- **Reading for detail tasks**: Timed exercises to find specific facts.

Communicative Activities

- **Brochure challenge**: Which hotel offers swimming and breakfast?
- **Event quiz**: Answer “who, when, where” questions from a short news article.

- **Letter reconstruction:** Put mixed-up sentences from a letter in the correct order.

3 Understand most of what people say about themselves in personal ads or posts (likes and preferences)

Learning Strategies

- Identify **key phrases for likes/dislikes**: *I like...*, *My favourite...*, *I don't like...*.
- Pay attention to **adjectives and verbs** related to hobbies or interests.
- Match **words to categories** (food, music, sports, leisure).

Methodologies

- **Reading + categorizing**: Highlight likes/dislikes and classify them.
- **Matching exercises**: Match posts with pictures or headings.
- **Predictive reading**: Guess what hobbies or preferences might be mentioned before reading.

Communicative Activities

- **Class survey**: Read a post and ask classmates: “Who likes football?”
- **Guess the person**: Listen or read a description and identify which classmate or character it fits.
- **Preference bingo**: Listen for likes/dislikes and mark them on bingo cards.

4 Exploit recognition of known words or signs to deduce meaning of unfamiliar words or signs

Learning Strategies

- Look for **cognates** and familiar roots.
- Use **context and surrounding words** to infer meaning.
- Identify **visual or situational clues** (pictures, headings, icons).

Methodologies

- **Skimming and scanning exercises**: Focus on context clues.
- **Guess-the-word activities**: Provide short texts with one unknown word per sentence.
- **Picture + text correlation**: Match unknown words to images.

Communicative Activities

- **Word detective:** Highlight unknown words, guess meaning, and compare with a partner.
- **Context clues game:** Students deduce meaning from short dialogues or posts.
- **Sign interpretation:** Look at menus, signs, or advertisements and guess what they mean.

5 Find specific information in practical, concrete, and predictable texts (travel guidebooks, recipes)

Learning Strategies

- Scan for **ingredients, times, locations, prices.**
- Use **headings, lists, and bullet points** to locate info quickly.
- Focus on **familiar verbs and nouns** in predictable contexts.

Methodologies

- **Skimming + scanning tasks:** Students answer factual questions quickly.
- **Controlled reading:** Fill-in-the-blank worksheets with guidebook or recipe info.
- **Task-based learning:** Plan a trip or follow a recipe using the text.

Communicative Activities

- **Recipe challenge:** Read a short recipe and answer: “How long does it take? What ingredients do I need?”
- **Travel plan task:** Read a guidebook extract and decide which places to visit.
- **Menu hunt:** Find the price or description of a dish.

LISTENING

1 Follow short, simple social exchanges delivered clearly and slowly

Learning Strategies

- **Listen for key words and phrases:** greetings, farewells, thanks, simple questions (*How are you?, What's your name?*).
- **Predict likely responses** in familiar contexts (shop, café, classroom, park).
- Pay attention to **intonation and pauses** to understand meaning.
- Use **repair strategies:** *Sorry? Can you repeat that?, I don't understand.*

Methodologies

- **Communicative Language Teaching (CLT):** Short, authentic interactions.

- **Role-play:** Model dialogues, then students act them out.
- **Task-Based Learning (TBL):** Complete tasks requiring listening to short exchanges (greetings, asking for info).
- **Listen + speak integration:** Listen first, then repeat or act out dialogues.

Communicative Activities

1. **Dialogue ordering:** Listen and arrange conversation lines in correct order.
2. **Find your partner:** Each student has half a dialogue and must find their match.
3. **Greeting carousel:** Rotate and practice greetings and farewells with classmates.
4. **Role-play:** Shop or café scenario, practicing short exchanges.
5. **Listen & act:** Teacher gives short instructions; students respond physically or verbally.

2 Understand simple directions on how to get from one place to another

Learning Strategies

- Focus on **direction words and phrases:** *turn left/right, go straight, next to, opposite, across from.*
- Listen for **landmarks:** *church, bank, school, bus stop.*
- Use **mental mapping:** Visualize the route while listening.
- Check **sequence words:** *first, then, after that, finally.*

Methodologies

- **Guided listening:** Teacher reads directions while students follow on a simple map.
- **Map-task activities:** Students give directions to classmates using maps or floor plans.
- **Controlled → freer practice:** Fill-in-the-blank direction exercises → give directions orally.

Communicative Activities

1. **Map race:** Students listen to directions and mark the route on a map.
2. **Partner directions:** One student gives directions, the other follows on their map.
3. **Landmark hunt:** Listen to a description and locate landmarks on a map or classroom layout.
4. **Tourist role-play:** One student is a tourist, another a guide giving directions.
5. **Direction bingo:** Listen for key phrases (*turn left, go straight, opposite the bank*) and mark them on a card.

WRITING

Learning Strategies

- Use **simple vocabulary** for people, places, jobs, or studies.
 - Link ideas with **basic connectors**: *and, but, because, then, also*.
 - Keep **one idea per sentence**, gradually combining sentences for coherence.
 - Include **details** like time, location, or feelings to make descriptions richer.
-

Methodologies

- **Controlled → freer writing:**
 1. Start with sentence frames: *I work in..., My school is..., There is...*
 2. Expand by adding connectors: *I work in a hospital and I like it because it is interesting.*
 3. Move to independent writing: Describe any familiar environment.
 - **Process writing:** Brainstorm → draft → revise → final text.
 - **Model texts:** Analyze short examples of descriptions and identify linking words.
-

Communicative Activities

1. **Show & Tell:** Students describe their workplace, classroom, or favorite place to a partner.
2. **Photo description:** Describe a picture of a place or person using 3–4 linked sentences.
3. **Class environment tour:** Each student describes a part of the classroom or school.
4. **Partner interview:** Ask questions about daily routines or work/study experience and write a short paragraph based on answers.
5. **Linked sentence chain:** One student writes a sentence about a place/person, the next adds another sentence using a connector.

SPEAKING

Describe personal and familiar topics (people, places, possessions)

Learning Strategies

- Use **basic adjectives**: big, small, nice, old, new, interesting.
- Use **possessive structures**: *my, your, his, her*.
- Organize descriptions logically: appearance → location → function/use.

Methodologies

- **Controlled practice:** Sentence frames: *My house is..., My friend is..., I have....*
- **Modelling and repetition:** Teacher demonstrates descriptions; students repeat and personalize.
- **Guided writing/speaking:** Short descriptive tasks with support words/phrases.

Communicative Activities

- **Show & Tell:** Bring an object and describe it.
 - **Picture description:** Describe a photo or classroom scene in 3–4 sentences.
 - **Partner guessing game:** Describe something and partner guesses what it is.
-

2 Express likes, dislikes, and preferences with simple reasons and comparisons

Learning Strategies

- Learn phrases: *I like...*, *I don't like...*, *My favourite...*, *better than...*, *more than...*
- Use **because** to give a reason.
- Make **short comparisons**: *I like cats more than dogs.*

Methodologies

- **Mini-debates:** Simple topics (food, sports, hobbies).
- **Controlled dialogue practice:** Fill-in-the-blank or substitution drills.
- **Task-based surveys:** Ask classmates about likes/dislikes.

Communicative Activities

- **Would you rather...? game.**
 - **Class survey:** Collect and compare preferences.
 - **Preference line:** Move to corners of the classroom to show opinion and give a reason.
-

3 Give short, rehearsed presentations on familiar topics

Learning Strategies

- Use **visual support** (photos, drawings, props).
- Use **linking words**: *and*, *but*, *because*, *then*, *also*.
- Keep presentations **short (1–2 minutes)** and rehearsed.

Methodologies

- **Scripted practice:** Write 3–4 sentence mini-presentations.
- **Peer feedback:** Classmates ask 1–2 comprehension questions.
- **Scaffolded presentation:** Start with sentence frames → expand.

Communicative Activities

- **Show & Tell presentations:** Describe a person, place, object, or hobby.
 - **Mini “about me” talk:** Present family, school, or town.
 - **Picture storytelling:** Describe a sequence of images or daily routine.
-

4 Describe everyday environments (town, school, workplace)

Learning Strategies

- Learn **place vocabulary**: park, street, shop, library, office, classroom.
- Use **prepositions of place**: next to, opposite, near, behind.
- Include **basic adjectives** and simple sentences.

Methodologies

- **Map-based practice:** Describe surroundings using a map.
- **Guided writing/speaking:** Short paragraphs about environments.
- **Controlled repetition:** Describe and then personalize.

Communicative Activities

- **Class map task:** Describe your school or classroom layout to a partner.
 - **Town guide:** Present a simple tour of your town or neighbourhood.
 - **Environmental scavenger hunt:** Describe locations; partner identifies them on a map.
-

5 Ask for and give simple directions

Learning Strategies

- Learn **direction phrases**: *turn left/right, go straight, across from, next to, behind.*
- Use **sequential connectors**: *first, then, next, finally.*
- Include **landmarks** to aid understanding.

Methodologies

- **Map-task activities:** Students give directions using a simple map.
- **Controlled listening & speaking:** Follow and give directions step by step.
- **Task-based learning:** Plan a route or describe how to get somewhere.

Communicative Activities

- **Tourist role-play:** One student is a tourist, the other a guide.

- **Direction relay:** Students give directions in pairs and check accuracy on maps.
- **Map challenge:** Follow instructions from a classmate to locate places.
- **Sequential storytelling:** Describe a route or process using connectors.

MEDIATION

1 Convey the main idea of short, simple texts to a peer

Learning Strategies

- Identify **key points**: who, what, when, where.
- Ignore **unfamiliar words** if they don't affect overall meaning.
- Use **simple paraphrasing**: replace words with familiar synonyms.
- Focus on **short, complete sentences** when reporting.

Methodologies

- **Controlled → freer practice:** Teacher reads a short text; students convey the main idea.
- **Pair work:** Read a notice or message → explain it to a partner.
- **Functional approach:** Emphasize practical communication of essential info.

Communicative Activities

- **Message relay:** Student A reads a short message; Student B reports it to Student C.
- **Peer summary:** Students read a short notice and summarize it orally for a partner.
- **Class information board:** Read and convey main points of school or community messages.

2 Pass on straightforward information to another person

Learning Strategies

- Use **formulaic phrases**: *The bus leaves at..., The classroom is...*
- Focus on **numbers, times, places, and simple instructions**.
- Repeat **important details** to ensure clarity.

Methodologies

- **Role-play:** Teacher or student provides info; partner repeats it to another student.
- **Controlled exercises:** Fill-in-the-blank dialogues for passing information.
- **Task-based learning:** Complete a task that requires relaying info (timetable, schedule).

Communicative Activities

- **Bus timetable game:** Student A reads timetable info → Student B tells Student C when/where the bus leaves.
 - **Classroom instructions relay:** Teacher gives instructions → Student A tells Student B, etc.
 - **Partner info swap:** Students exchange info about events, then report to the class.
-

3 Report slow, clear audio

Learning Strategies

- Focus on **main points first**, details second.
- Take **brief notes** while listening: key names, numbers, locations.
- Use **simple connectors**: *then, after that, finally* to organize information.

Methodologies

- **Guided listening:** Play slow, clear audio; students identify key points.
- **Note-taking practice:** Students jot down essentials and report orally.
- **Controlled repetition:** Play the same audio multiple times to ensure comprehension.

Communicative Activities

- **Audio reporting relay:** Listen to short audio messages → report main points to a partner.
- **Pair summarizing:** One student listens to an audio clip; explains it to a partner who asks questions.
- **Class report:** Listen to a slow story or instructions → each student reports one part in sequence.

UNIT 6

READING

1 Find specific information in practical, concrete, predictable texts (travel guidebooks, recipes)

Learning Strategies

- Scan for **keywords, numbers, dates, locations, ingredients**.
- Use **headings, lists, bullet points** to locate info quickly.
- Ignore unfamiliar words if context provides enough information.

Methodologies

- **Skimming and scanning exercises:** Timed activities to locate details.

- **Controlled worksheets:** Fill-in-the-blank or multiple-choice tasks based on texts.
- **Task-based learning:** Plan a trip or follow a recipe using the text.

Communicative Activities

- **Recipe challenge:** Read a short recipe → answer questions about ingredients or steps.
 - **Travel plan task:** Read a guidebook extract → decide which places to visit.
 - **Menu hunt:** Find a dish, its price, or location on a menu.
-

2 Identify specific information in simpler materials (letters, brochures, short news articles)

Learning Strategies

- Scan for **names, dates, times, events, and places**.
- Focus on **wh- questions**: who, what, when, where.
- Use **titles and bullet points** to locate information quickly.

Methodologies

- **Information-gap tasks:** Complete a table or chart with details from the text.
- **Jigsaw reading:** Groups read different parts and share info with classmates.
- **Reading-for-detail exercises:** Timed scanning activities.

Communicative Activities

- **Event quiz:** Answer “who, when, where” questions from a short news article.
 - **Brochure challenge:** Find a hotel, event, or service that matches criteria.
 - **Letter reconstruction:** Rearrange mixed-up sentences to make a coherent letter.
-

3 Understand short narratives and descriptions of someone’s life in simple language

Learning Strategies

- Look for **key events and sequences**.
- Pay attention to **chronological markers**: *first, then, next, finally*.
- Focus on **names, places, and activities** to track the story.

Methodologies

- **Guided reading:** Teacher or peer highlights main events.

- **Sequencing exercises:** Students arrange sentences or events in order.
- **Predictive reading:** Guess what might happen next before reading the next sentence.

Communicative Activities

- **Life story jigsaw:** Each student reads a part → tell the whole story to a partner.
 - **Timeline task:** Draw a timeline of someone's life from a short narrative.
 - **Partner retell:** Read a text → explain it in your own words to a partner.
-

4 Understand main points in short news items on topics of personal interest (sport, celebrities)

Learning Strategies

- Skim headlines and first sentences for the **main idea**.
- Focus on **familiar vocabulary** and repeated words.
- Ignore details that are **not essential** for understanding the gist.

Methodologies

- **Headline prediction:** Predict content before reading.
- **Skimming practice:** Identify main idea quickly in 1–2 sentences.
- **Controlled comprehension exercises:** Multiple-choice or true/false questions.

Communicative Activities

- **News quiz:** Read a short news item → answer gist questions.
 - **Class survey:** Discuss which news item is interesting and why.
 - **Headline match:** Match headlines to short articles.
-

5 Understand texts describing people, places, everyday life, and culture in simple language

Learning Strategies

- Look for **key nouns and adjectives** describing people, places, or events.
- Identify **relationships and routines** in the text.
- Use **visual cues** like pictures or headings to support comprehension.

Methodologies

- **Content-based learning:** Short texts on festivals, hobbies, daily life.

- **Guided reading:** Highlight key info and answer comprehension questions.
- **Compare/contrast:** Look at two descriptions and discuss similarities/differences.

Communicative Activities

- **Guess who/where:** Listen/read description → guess the person or place.
- **Class magazine/blog:** Write or read short descriptive texts.
- **Cultural jigsaw:** Groups read different texts → share info with classmates.

LISTENING

1 Identify the general topic of discussion in slow, clear conversations

Learning Strategies

- Listen for **keywords and repeated words** that indicate the topic.
- Use **context clues:** setting, participants, visual cues (if any).
- Focus on **main ideas**, not every word.

Methodologies

- **Skimming listening practice:** Listen to short audio and guess the topic.
- **Pre-listening prediction:** Discuss possible topics before listening.
- **Controlled comprehension:** Match audio to topic headings or pictures.

Communicative Activities

- **Topic matching:** Listen to 30-second conversations → match to a topic list.
- **Picture prediction:** Look at an image, listen to a conversation, identify topic.
- **Headline guessing:** Listen to first sentence → predict general topic.

2 Follow short, simple social exchanges delivered clearly and slowly

Learning Strategies

- Focus on **greetings, farewells, thanks, and simple questions.**
- Recognize **common responses:** *I'm fine, thanks, See you later.*
- Pay attention to **intonation and pauses** for meaning.

Methodologies

- **Role-play dialogues:** Model exchanges, then practice in pairs.

- **Task-based listening:** Complete a task requiring understanding of short exchanges.
- **Repetition drills:** Listen, repeat, and personalize.

Communicative Activities

- **Find your partner:** Each student has half a dialogue → complete exchange.
 - **Greeting carousel:** Rotate, greet, and say goodbye.
 - **Role-play scenarios:** Café, shop, or classroom greetings and simple exchanges.
-

3 Understand what people say about free time, likes, and dislikes

Learning Strategies

- Listen for **verbs of preference:** *like, love, enjoy, don't like, hate.*
- Note **activities or hobbies** mentioned.
- Recognize **expressions of frequency:** *usually, sometimes, often.*

Methodologies

- **Controlled listening exercises:** Listen and tick activities people like/dislike.
- **Pair surveys:** Listen, then ask a partner similar questions.
- **Matching tasks:** Match statements about hobbies/preferences to speakers.

Communicative Activities

- **Class survey:** Listen to a short interview → record classmates' preferences.
 - **Hobby bingo:** Tick off activities as they are mentioned.
 - **Guess the hobby:** Listen to a description → identify the activity.
-

4 Recognize agreement or disagreement in slow, clear conversations

Learning Strategies

- Listen for **keywords/phrases indicating agreement or disagreement:**
 - Agreement: *Yes, I think so too, Exactly, Me too.*
 - Disagreement: *I don't agree, Maybe, but..., I'm not sure.*
- Focus on **intonation** (rising/falling) to detect confirmation or contradiction.

Methodologies

- **Dialogues with cues:** Highlight phrases indicating agreement/disagreement.
- **Controlled pair practice:** Students practice short exchanges expressing agreement/disagreement.
- **Task-based discussion:** Solve a simple problem or express preferences, using set phrases.

Communicative Activities

- **Agree/disagree line:** Move to “agree” or “disagree” side and explain briefly.
- **Mini debate:** Give two options → express preference politely, noting agreement/disagreement.
- **Conversation cards:** Each card has a statement → students respond appropriately.

WRITING

1 Write short, basic descriptions of past activities, events, and personal experiences

Learning Strategies

- Use **past simple tense** for regular and common irregular verbs (*went, had, saw, played*).
- Include **time references:** *yesterday, last week, when I was....*
- Use **basic connectors:** *and, then, after that, because* to sequence events.
- Focus on **one event per sentence** to keep clarity.

Methodologies

- **Controlled → freer writing:** Start with sentence frames:
 - *Yesterday I went to...*
 - *Last weekend I visited...*
 - *I had a great time because...*
- **Model texts:** Analyze short examples of diary entries or event descriptions.
- **Guided writing:** Brainstorm ideas, draft sentences, then expand into short paragraphs.

Communicative Activities

- **Partner diary exchange:** Write a short paragraph about a weekend activity → read and ask questions.
- **Event timeline:** Students write 3–4 sentences about a past day, then share in order.
- **Picture description:** Look at holiday/festival photos → describe past activities.

2 Write a simple story (e.g., holiday or imagined future life)

Learning Strategies

- Plan **story structure**: beginning → middle → end.
- Use **basic sequencing words**: *first, next, then, finally*.
- Include **characters, places, and actions** using familiar vocabulary.
- Keep sentences **short and clear**, gradually linking them.

Methodologies

- **Story frames or prompts**: Provide partial sentences or images to guide writing.
- **Collaborative storytelling**: Students build a story together orally, then write it.
- **Process writing**: Plan → draft → revise → final story.

Communicative Activities

- **Holiday story**: Write about a real or imagined holiday and share orally with a partner.
- **Future life story**: Imagine your life in 10 years → write and present a short story.
- **Picture sequence story**: Arrange pictures → write sentences linking them into a story.
- **Story chain**: Each student adds 1–2 sentences to a class story, using connectors.

SPEAKING

State what they like and dislike

Learning Strategies

- Use simple phrases: *I like..., I don't like..., My favourite...*
- Add short reasons: *because it's fun, because it's boring*
- Compare: *I like X more than Y*

Methodologies

- **Controlled drills**: Fill-in-the-blank or substitution exercises.
- **Pair interviews**: Ask and answer questions about likes and dislikes.
- **Model dialogues**: Teacher demonstrates expressions of preferences; students repeat and personalize.

Communicative Activities

- **Preference survey**: Students ask classmates about hobbies, foods, or sports.
- **Would you rather...?** game for likes/dislikes.
- **Class chart**: Collect and display the most popular hobbies/foods.

2 Ask for and provide basic information (quantities, prices, times)

Learning Strategies

- Learn key question forms: *How much...? How many...? What time...?*
- Give concise answers: *It costs..., There are..., It's at...*
- Use numbers, units, and simple currency expressions accurately.

Methodologies

- **Role-play real-life situations:** Shop, café, train station.
- **Controlled dialogues:** Practice asking for quantities, prices, and times.
- **Task-based learning:** Plan a shopping trip or daily schedule.

Communicative Activities

- **Market role-play:** One student is a seller, another a buyer.
 - **Class timetable:** Ask and answer questions about class or transport schedules.
 - **Price comparison game:** Students ask for prices of items and note the cheapest option.
-

3 Express opinions in a limited way

Learning Strategies

- Use simple opinion phrases: *I think..., I like..., I don't like..., In my opinion...*
- Add basic reasons: *because..., as..., since...*
- Express agreement/disagreement politely: *Me too, I'm not sure, I don't agree.*

Methodologies

- **Controlled dialogues:** Provide sentence frames for opinions.
- **Mini-debates:** Simple topics like sports, food, or hobbies.
- **Guided practice:** Role-play expressing likes/dislikes and agreeing/disagreeing.

Communicative Activities

- **Opinion line:** Move to “agree” or “disagree” sides of the classroom.
 - **Class survey discussion:** Express personal preferences and compare results.
 - **Simple debate:** Choose favorite activity, justify choice, respond to a partner.
-

4 Talk about past personal experiences and recent activities

Learning Strategies

- Use **past simple** for regular/irregular verbs: *went, saw, had, played*
- Include **time references**: *yesterday, last week, last weekend*
- Use **linking words**: *and, then, after that, because* to sequence events

Methodologies

- **Controlled sentence practice**: Fill-in-the-blank past events.
- **Model texts and dialogues**: Short examples describing past activities.
- **Guided storytelling**: Ask students to describe recent experiences in pairs or small groups.

Communicative Activities

- **Weekend diary talk**: Share what you did last weekend with a partner.
- **Past experience survey**: Ask classmates about recent activities and report back.
- **Picture prompts**: Describe what happened in a sequence of images.
- **Class storytelling chain**: Each student adds a sentence about a shared past event.

MEDIATION

1 Help someone understand a simple text (menu, poster) by pointing out key information

Learning Strategies

- Identify **keywords and essential details**: names, numbers, times, prices.
- Focus on **headings, bullet points, or images** as visual cues.
- Use **gestures or pointing** to reinforce explanation.

Methodologies

- **Guided reading**: Teacher models pointing out key info while explaining.
- **Pair work**: One student reads, the other explains key points.
- **Task-based learning**: Use realia (menus, posters, timetables) to locate info and help peers.

Communicative Activities

- **Menu explanation**: Student A points out items and prices → Student B asks questions.
- **Poster tour**: Students explain information from a poster to a partner.

- **Information relay:** Each student reads a part of a text → explains key points to another student.

2 Use very simple language to summarize or paraphrase a message/text

Learning Strategies

- Focus on **main ideas, not every word**.
- Replace unknown or long words with **familiar vocabulary**.
- Use **short sentences and connectors**: *and, then, because*.

Methodologies

- **Controlled paraphrasing:** Teacher models summarizing sentences using simple language.
- **Pair practice:** Read a short text → explain it to a partner in your own words.
- **Stepwise summarization:** Highlight main points → write one-sentence summary → expand to a few sentences.

Communicative Activities

- **Text relay:** Student A reads a notice → Student B summarizes it to Student C.
- **Partner summarizing:** Read a short message → retell it orally in 2–3 sentences.
- **Poster/menu paraphrase:** Look at a menu or timetable → explain main info in simple words.

UNIT 7

READING

1 Understand texts describing people, places, everyday life, and culture

Learning Strategies

- Skim for **general meaning** rather than every word.
- Use **context clues** (photos, titles, familiar vocabulary).
- Compare to personal experience for better comprehension.

Methodologies

- **Pre-reading discussion:** Predict content from pictures/titles.
- **Guided reading:** Teacher highlights useful phrases (e.g., *He lives in...* / *She works as...*).

- **Post-reading reflection:** Students connect text to own life.

Communicative Activities

- **Classmate profile swap:** Read a short bio, then introduce that person to a partner.
 - **City brochure match:** Match descriptions to pictures of cities or landmarks.
 - **Culture card reading:** Read about traditions → share in groups what they learned.
-

2 Find specific information in practical, concrete, predictable texts (travel guidebooks, recipes)

Learning Strategies

- Scan for **numbers, names, times, ingredients, steps.**
- Ignore extra details when looking for specific info.
- Use headings, bullet points, and lists as guides.

Methodologies

- **Task-based search:** Give students practical questions (e.g., “How long does this recipe take?”).
- **Real-life texts:** Use travel guides, menus, simple schedules.
- **Pair work:** One student asks, the other finds and reports info.

Communicative Activities

- **Recipe hunt:** Find how many eggs are needed or how long to cook.
 - **Travel guide quiz:** Teams race to find info (e.g., “Which museum is open on Sunday?”).
 - **Timetable challenge:** Students answer travel-related questions by scanning a schedule.
-

3 Identify specific information in simpler material (letters, brochures, news articles)

Learning Strategies

- Use **wh- questions** (who, when, where, what).
- Highlight key sentences with dates, places, or events.
- Skim first, then scan for details.

Methodologies

- **Jigsaw reading:** Divide text into parts; students find details and share.
- **Comprehension questions:** Short-answer Qs focusing on dates, names, facts.
- **Highlighting task:** Students highlight info based on a prompt.

Communicative Activities

- **Event brochure search:** “When is the concert?” / “Where does it take place?”
- **Letter detective:** Read a personal letter → answer questions about sender, time, place.
- **News snippet matching:** Match short headlines to summaries.

4 Understand short narratives and life descriptions

Learning Strategies

- Focus on **time markers** (yesterday, then, after).
- Use **story sequence words** (*first, then, finally*).
- Identify main characters and events.

Methodologies

- **Story maps:** Fill in “who, what, where, when, what happened.”
- **Guided sequencing:** Teacher provides scrambled events → students reorder.
- **Model + practice:** Read one life story, then students write a simple one about themselves.

Communicative Activities

- **Life story exchange:** Read a short biography, then retell to a partner.
- **Timeline activity:** Put events from a short narrative in order.
- **Guess who game:** Read a short description of someone famous → classmates guess.

LISTENING

1 Identify the general topic of discussion in conversations conducted slowly and clearly

Learning Strategies

- Listen for **keywords** (family, food, travel, school).
- Use **context** (location, speakers, situation) to guess topic.
- Don’t worry about every word — focus on the “big picture.”

Methodologies

- **Pre-listening prediction:** Show a picture or headline → students guess possible topics.
- **First listening:** Ask only “What is the conversation about?” (no details yet).
- **Gist activities:** Provide multiple-choice or topic options.

Communicative Activities

- **Topic match:** Students hear 3 short dialogues and match them to “at a café / at school / at the airport.”
- **Picture prompt listening:** Students listen and point to a matching picture.
- **Category sort:** Listen to different clips → students sort into categories (sports, hobbies, work).

2 Follow short, simple social exchanges delivered clearly and slowly

Learning Strategies

- Focus on **common chunks**: *How are you? / I'm fine. / See you later.*
- Notice **turn-taking signals** (e.g., *Really? / Oh, nice!*).
- Listen for **functional phrases** rather than every detail.

Methodologies

- **Dialogues as models:** Use role-plays with scripted short exchanges.
- **Substitution drills:** Change one element (e.g., *coffee* → *tea*).
- **Controlled listening:** Pause after each exchange, check comprehension.

Communicative Activities

- **Role-play chains:** Students pass greetings or questions around in pairs (e.g., “Hi, how are you?” → “I’m fine, thanks. And you?”).
- **Missing line game:** Teacher plays a dialogue with one missing line → students guess the response.
- **Dialogue jumble:** Cut up short social exchanges → students reorder after listening.

WRITING

1 Write a simple story (e.g., about a holiday or imagined future life), using basic language and clear sequencing

Learning Strategies

- Plan using a **timeline** (first – next – then – finally).

- Use **simple past** for past stories and *will / going to* for future.
- Keep sentences short and chronological.

Methodologies

- **Story frames:** Teacher gives prompts → students fill in (e.g., “Last summer I went to ___, I stayed in ___, I saw ___”).
- **Picture stories:** Sequence of images → students write captions → expand into a story.
- **Model-text analysis:** Highlight sequencing words in a sample text.

Communicative Activities

- **Holiday postcard writing.**
- **“My life in 2050” mini-essay.**
- **Collaborative chain story:** Each student writes one sentence → together it forms a story.

2 Produce short, simple texts on familiar topics of personal interest, linking ideas with basic connectors

Learning Strategies

- Learn and practice **basic connectors** (*and, but, because, then*).
- Use short paragraphs with **one idea per paragraph**.
- Keep vocabulary personal (family, hobbies, school, food).

Methodologies

- **Connector substitution:** Give students sentences to combine (e.g., “I like pizza. I don’t like burgers.” → “I like pizza but I don’t like burgers.”).
- **Writing scaffolds:** Provide sentence starters and connectors.
- **Peer modeling:** Students compare texts to notice how connectors improve flow.

Communicative Activities

- **“My weekend” diary entry** using *and, but, then*.
- **Two truths and a lie (written form):** Students write 3 connected sentences about themselves.
- **Mini blog post / social media post** with connectors.

3 Write short, basic descriptions of past activities, events, and personal experiences

Learning Strategies

- Use **simple past verbs** (went, played, saw, ate).
- Focus on **who, where, when, what**.
- Add short **feelings or opinions** (“It was fun / exciting / boring”).

Methodologies

- **Guided questions:** Teacher provides prompts (e.g., “Where did you go? Who with? What did you do?”).
- **Substitution writing:** Change details in a model text.
- **Sentence expansion:** Turn notes into full sentences.

Communicative Activities

- **“My best weekend” paragraph.**
- **Class memory wall:** Students write about a school trip → post on wall.
- **Experience swap:** Students write about a past event, swap, and guess whose story it is.

SPEAKING

1 Express opinions in a limited way / Agree and disagree

Strategies

- Learn simple opinion phrases: *I think..., I like..., In my opinion...*
- Use **agree/disagree phrases**: *I agree / I don't agree / Me too / Not really.*

Methodologies

- **Opinion cards:** Give prompts like “Pizza is the best food” → students practice agree/disagree.
- **Model dialogues:** Highlight how to politely agree/disagree.

Communicative Activities

- **Would you rather...?** quick questions (*Would you rather live by the sea or in the city?*).
- **Class surveys:** “Do you like X?” → collect opinions → report back.

2 Ask for and provide basic information (quantities, prices, times)

Strategies

- Practice **wh- and how questions**: *How much is...? What time does...? How many...?*
- Learn typical responses with numbers and short phrases.

Methodologies

- **Role-play shops/markets**: Use realia or flashcards with items + prices.
- **Dialogue substitution**: Fill in missing prices, times, or numbers.

Communicative Activities

- **Shopping role-play** (student A = shopkeeper, student B = customer).
- **Bus/train timetable quiz**.
- **Find someone who...** with times (e.g., *Find someone who usually eats dinner at 7 o'clock*).

3 Express likes, dislikes, and preferences with reasons and comparisons

Strategies

- Use frames: *I like ___ because... / I prefer ___ to ___ because...*
- Practice comparisons with *better, bigger, cheaper*.

Methodologies

- **Sentence starters with prompts**: “I like ___ because it’s ___.”
- **Comparison tables**: Students compare food, transport, holiday types.

Communicative Activities

- **Class “Top 3” lists** (music, movies, sports).
- **Preference polls** (which is better: cats or dogs? summer or winter?).
- **Show & tell** about favorite things.

4 Ask and answer questions about events (where/when/who/what it was like)

Strategies

- Review **past simple question forms**: *Where did you go? Who was there?*

- Use short opinion responses: *It was fun / boring / interesting.*

Methodologies

- **Event interview:** Pair students → ask about a holiday, birthday, trip.
- **Guided Q&A practice:** Teacher gives event photos → students ask each other about them.

Communicative Activities

- “Find someone who...” **past event version** (*Find someone who went to the cinema last weekend*).
- **Experience swap interviews.**
- **Mini oral presentations** about a personal event.

5 Deal with everyday situations (travel, lodging, shopping, eating)

Strategies

- Learn **survival English chunks**: *Can I have...? How much is a ticket to...? I'd like... Where is...?*
- Use role-play scenarios to practice.

Methodologies

- **Dialogues in context** (airport, hotel, restaurant).
- **Task-based learning:** Students complete a mini-mission (buying a ticket, ordering food).

Communicative Activities

- **Restaurant role-play** (waiter + customer).
- **Hotel check-in simulation.**
- **Travel planning task** (choose transport + hotel + restaurant from teacher handouts).

UNIT 8

READING

1 Find specific, predictable information in everyday materials (ads, menus, timetables, etc.)

Strategies

- Teach **skimming and scanning** for key details (price, time, location).
- Use **highlighting techniques** (circle times, underline prices).

Methodologies

- **Matching tasks:** Students match ads to customer needs.
- **Information-gap tasks:** One student has a menu, the other has questions.

Communicative Activities

- **Timetable race:** Find the earliest/cheapest train.
- **Restaurant hunt:** “Where can I get a pizza for less than €10?”
- **Ad matching:** Students get role cards (e.g., “You want a cheap camera”) → find the right ad.

2 Understand the main information in short, simple descriptions of goods (brochures, websites)

Strategies

- Teach **product description vocabulary**: size, price, color, functions.
- Focus on **keywords** (battery, waterproof, cheap, new).

Methodologies

- **Guided reading tasks:** Students fill a product comparison chart.
- **Pre-teach vocabulary with visuals** before reading.

Communicative Activities

- **Shopping role-play with brochures:** One student wants to buy, the other “sells” using the brochure.
- **Product hunt:** Teacher gives descriptions → students find matching product.
- **Compare & choose:** Students read short texts and decide which product is best for them.

3 Follow simple recipes (with pictures for key steps)

Strategies

- Teach **imperatives** (cut, mix, boil).
- Use **sequencers** (first, next, then, finally).

Methodologies

- **Picture sequencing:** Match recipe steps to pictures.
- **Gap-fill activities:** Fill missing verbs in a recipe.

Communicative Activities

- **Recipe race:** Students follow instructions to put pictures in order.
- **Class recipe book:** Students bring/write simple recipes with photos.
- **Cooking show role-play:** One explains steps, others listen/follow.

4 Deduce meaning of unfamiliar words/signs from context in routine everyday texts

Strategies

- Teach **cognates**, prefixes, suffixes, and context guessing.
- Practice with **signs, posters, short notices**.

Methodologies

- **Highlight familiar words:** Students identify known vocabulary in a text.
- **Prediction tasks:** Cover words → students guess meaning from context.

Communicative Activities

- **Sign hunt:** Match signs to places (e.g., “No entry” → street, “Cash only” → shop).
- **Context guessing game:** Students guess meanings of unknown words in short ads.
- **Odd one out:** Show 4 words/signs, students identify the different one.

LISTENING

1 Identify the general topic of discussion in conversations conducted slowly and clearly

Strategies

- Teach students to **listen for keywords, repeated words, and intonation**.
- Use **pre-listening prediction tasks** (“Look at these pictures. What might the people be talking about?”).

Methodologies

- **Top-down listening:** Focus on general meaning, not every word.

- **Visual support:** Use pictures, gestures, or situation-setting.

Communicative Activities

- **Topic guess:** Play a short conversation → students choose topic from a list (e.g., shopping, traveling, studying).
 - **Picture match:** Students listen and select the picture matching the discussion.
 - **What's the topic?:** Teacher reads a short exchange, students guess the main theme.
-

2 Follow short, simple social exchanges delivered clearly and slowly

Strategies

- Highlight **typical phrases** used in greetings, small talk, and short interactions.
- Use **dialogue completion** to practice common exchanges.

Methodologies

- **Controlled role-plays:** Teacher models, students repeat and adapt.
- **Dialogues with missing parts:** Students fill in gaps while listening.

Communicative Activities

- **Find someone who...:** Students move around asking short questions (e.g., “Do you like pizza?”).
 - **Mini-dialogue practice:** Students listen, repeat, and then role-play with a partner.
 - **Guess the response:** Teacher plays part of a social exchange → students choose the correct reply.
-

3 Recognize agreement or disagreement in slow, clear conversations

Strategies

- Teach **intonation cues** (“Yes!” = agreement, “Hmm, I don’t think so” = disagreement).
- Provide **key phrases**: “I agree”, “That’s true”, “I don’t agree”, “Really?”.

Methodologies

- **Listen and signal:** Students raise thumbs up for agreement, thumbs down for disagreement.
- **Noticing task:** Highlight and replay parts with agreement/disagreement.

Communicative Activities

- **Agree/Disagree listening game:** Teacher plays conversations → students mark A (agree) or D (disagree).
- **Opinion corners:** Students listen to a statement → they move to “agree” or “disagree” corner.
- **Pair practice:** One student makes a statement → the other responds with agreement or disagreement.

4 Follow a series of clear, simple instructions related to familiar activities (sports, cooking, etc.)

Strategies

- Teach **sequencers** (first, then, next, finally).
- Encourage **listening + doing** (TPR – Total Physical Response).

Methodologies

- **Listen-and-do tasks:** Students physically follow instructions.
- **Sequencing activities:** Students arrange pictures/steps as they listen.

Communicative Activities

- **Classroom TPR:** Teacher gives commands (e.g., “Open your book. Stand up. Walk to the door.”).
- **Cooking show audio/video:** Students put recipe steps in order.
- **Sports coach role-play:** One student gives instructions (“Throw the ball, then run”), others follow.
- **Treasure hunt:** Students follow a set of oral instructions to find something in class.

WRITING

1 Write short, basic descriptions of past activities, events, and personal experiences

Strategies

- Use **time expressions** (yesterday, last week, two days ago, when I was a child).
- Practice **past simple verbs** (regular + irregular).

- Model short paragraphs before asking students to write.

Methodologies

- **Guided writing:** Teacher provides sentence starters or prompts (“Last weekend I...”, “I went to...”).
- **Substitution tables:** Students choose words to form correct sentences.
- **Peer sharing:** Students read each other’s descriptions and ask questions.

Communicative Activities

- **My weekend diary:** Students write 4–5 sentences about their last weekend, then share with a partner.
- **Picture sequence writing:** Students look at a comic strip and write what happened.
- **Postcard writing:** “Write a postcard to a friend about your holiday.”
- **Memory share:** “Write about the best day at school you remember.”

2 Write short, simple descriptions of everyday aspects of their environment (e.g., people, places, a job or study experience) using linked sentences

Strategies

- Teach **linking words**: and, but, because, also.
- Encourage **adjectives** (tall, small, friendly, big, interesting).
- Provide **models of descriptions** (e.g., “My town is small but beautiful. There are many cafés.”).

Methodologies

- **Scaffolded writing:** Students build sentences from word banks.
- **Compare-and-contrast writing:** Describe two places, people, or jobs.
- **Collaborative writing:** Groups write one description together.

Communicative Activities

- **Classroom description:** Students write 3–4 sentences about the classroom, then compare with a partner.
- **My friend / my teacher:** Write a short description of a person using prompts (appearance, character, likes).
- **Town guide project:** Students describe their hometown in 5–6 sentences with photos or drawings.
- **Daily routine description:** “Write about your typical school/work day.”

SPEAKING

1 Ask and answer questions about events (where, when, who, what it was like)

Strategies

- Use **wh- question frames** (“Where did you go?”, “When was it?”, “Who was there?”, “What was it like?”).
- Practice **question-answer pairs** in dialogues.
- Use **scaffolding** with timelines and event pictures.

Activities

- **Event interview:** Students interview each other about a holiday, party, or weekend.
 - **Guess the event:** One student describes, others guess (e.g., “It was last month, many friends came, we danced...”).
 - **Photo talk:** Students bring or choose a picture and answer event questions about it.
-

2 Respond to simple statements and questions in an interview context

Strategies

- Practice **short, clear answers**.
- Provide **sample interview role-plays** (job, school, club, travel).
- Model typical interview phrases: “Yes, I do.” / “I like it because...”

Activities

- **Mock job interview:** Students play roles (interviewer & applicant).
 - **School reporter:** Students interview each other for a “class newspaper.”
 - **Speed interviews:** Rotate partners and ask simple prepared questions.
-

3 Give simple instructions using sequential connectors (first, then, next, finally)

Strategies

- Teach **sequencing adverbs** with visual aids (numbered steps, arrows).
- Start with **everyday tasks** (making tea, brushing teeth, using a bus).
- Encourage **imperatives** (“Open”, “Take”, “Put”).

Activities

- **Cooking demo:** Students explain how to make a sandwich.
 - **Origami / drawing game:** One student gives instructions, the other follows.
 - **Treasure map game:** Students guide a partner to find an object in class.
-

4 Explaining why they prefer one thing over another

Strategies

- Teach **preference structures**: “I prefer X because...”, “I like X more than Y because...”.
- Give **sentence starters** to support explanations.
- Practice with **guided comparisons** (coffee vs. tea, summer vs. winter).

Activities

- **Would you rather...?** Students choose and explain.
 - **Class survey:** Students ask each other preferences and note reasons.
 - **Pair debates:** “Which is better, cats or dogs?”
-

5 Order food or drink in a restaurant or café

Strategies

- Teach **useful phrases**: “Can I have...?”, “I’d like...”, “How much is...?”
- Model **short dialogues** between customer & waiter.
- Use **menus** as realia.

Activities

- **Role-play café/restaurant:** Students act as waiters and customers.
 - **Menu design project:** Students create menus and use them in role-plays.
 - **Class café:** Set up a mini “restaurant” in class for practice.
-

✦ **Integration idea:** You could combine all these objectives into a “**Day Out**” project where students:

- Plan an event (ask & answer questions).
- Conduct a short “reporter interview.”
- Give instructions for getting to the event.

- Compare preferences (where to go, what to do).
- End with ordering food at a “restaurant.”

MEDIATION

Objective

Pass on straightforward information (e.g., bus timetables, classroom instructions) to another person using simple phrases.

◆ Strategies

- **Chunk language** into ready-made phrases:
 - “The bus leaves at...”
 - “You need to...”
 - “The next stop is...”
 - Use **visual aids** (timetables, schedules, instructions) so learners rely on comprehension + production.
 - Encourage **paraphrasing** with simple words if they forget exact phrases.
 - Teach **checking phrases**: “So, at 5 o’clock?” / “Yes, that’s right.”
-

◆ Methodologies

- **Task-based learning (TBL)**: Students receive different pieces of info and must communicate it to complete a task.
 - **Information gap activities**: One student has a timetable, the other has missing details — they must share.
 - **Role-play situations**: Passing instructions between teacher–student, traveler–traveler, or colleague–colleague.
-

◆ Communicative Activities

1. Timetable Relay

- Student A has a bus timetable with missing times.
 - Student B has the complete timetable.
 - A asks B for missing info, then tells C (third student) the whole timetable.
-

2. Classroom Messenger

- Teacher gives Student A a simple instruction:
 - “Tell your partner: ‘Open your book on page 12 and do exercise 3.’”
 - Student A passes it on.
 - Check accuracy — did the message get through correctly?
-

3. Event Planner

- Student A has a schedule of a school trip (meet at 9:00, lunch at 12:30, museum at 2:00).
 - They must tell Student B the plan using sequencing words.
 - Student B repeats back to confirm understanding.
-

4. Lost & Found Directions

- Student A gets a map with directions (e.g., “Go straight, then turn left”).
 - They pass this information to Student B, who must draw or follow the path.
-

5. Telephone Game (adapted)

- Instead of whispering nonsense, use **real short instructions** (e.g., “The train leaves at 10:15 from platform 3”).
- Last student says the info aloud — compare with the original.

SDG

Objective

Talk about healthy and unhealthy food choices in simple terms, share their own eating habits, and suggest simple ways to have a healthier diet.

◆ Strategies

- Build a **food vocabulary bank** with visuals (fruits, vegetables, fast food, snacks, drinks).
- Introduce **healthy/unhealthy adjectives**: *good for you, bad for you, fresh, fatty, sugary, healthy, unhealthy*.
- Model **simple structures**:
 - “I usually eat ...” / “I don’t often eat ...”
 - “It’s healthy/unhealthy because ...”
 - “You should eat more ...” / “You shouldn’t eat too much ...”

- Encourage comparisons: “Pizza is tasty, but it isn’t very healthy. Salad is healthier.”
-

◆ Methodologies

- **CLIL approach:** combine English with a basic health/food pyramid theme.
 - **Communicative approach:** focus on personal sharing (habits, preferences).
 - **Task-based learning:** have learners prepare suggestions for a healthy menu.
-

◆ Communicative Activities

1. Food Sorting Race

- Give students word/picture cards of food items.
 - In pairs, they sort into *healthy* vs. *unhealthy*.
 - Then they explain: “Carrots are healthy. Chips are unhealthy.”
-

2. My Plate, My Habits

- Students draw or list what they usually eat in a day.
 - Share in pairs: “For breakfast, I usually eat ...”
 - Partner suggests: “That’s healthy” / “Maybe eat less ...”
-

3. Healthy Swap Game

- Teacher gives examples of unhealthy meals (*burger + cola + fries*).
 - Students suggest small changes:
 - “You could drink water instead of cola.”
 - “Eat salad instead of fries.”
-

4. Class Health Survey

- Students ask each other simple questions:
 - “How often do you eat fruit?”
 - “Do you drink fizzy drinks every day?”
 - They collect answers and share: “Three students eat fruit every day.”
-

5. Design a Healthy Menu

- In groups, students design a simple healthy menu for a day (breakfast, lunch, dinner).
- Present to the class using simple sentences: “For breakfast, you should eat yogurt and fruit.”

UNIT 9

READING

1 Understand simple personal letters, emails, or posts about familiar subjects

Strategies

- Focus on **topic identification** first: friends, family, hobbies.
- Teach students to **scan for key details**: names, dates, places.
- Pre-teach **common phrases** in emails and letters: *Dear ..., Best wishes ..., I like ..., I went ...*

Methodologies

- **Pre-reading prediction**: Look at subject lines, pictures, or first sentences → predict content.
- **Skimming & scanning**: Look for answers to simple questions.

Communicative Activities

- **Email scavenger hunt**: Students find specific info in sample emails.
- **Reply writing**: Read a short post → write a simple response.
- **True/False questions**: After reading a short letter.

2 Identify specific information in simpler materials (letters, brochures, short news articles)

Strategies

- Teach **highlighting or underlining key info** (times, prices, places, dates).
- Encourage **note-taking in bullet points**.

Methodologies

- **Matching tasks**: Match questions to sections of a brochure or article.
- **Gap-fill exercises**: Omit numbers, dates, or places → students find them in the text.

Communicative Activities

- **Info relay:** Student A reads a brochure → Student B fills in a table.
 - **Tourist info hunt:** Brochures with activities → students answer “What time does the museum open?”
 - **Mini quiz:** Students extract 5 key facts from a short news article.
-

3 Understand most of what people say about themselves in personal ads or posts

Strategies

- Focus on **likes, dislikes, hobbies, and preferences**.
- Pre-teach **frequent expressions**: *I love..., My favourite..., I enjoy..., I'm looking for...*

Methodologies

- **Highlighting key words** for hobbies, interests, and personality traits.
- **Reading for gist first**, then scanning for details.

Communicative Activities

- **Find someone like me:** Students read posts and match them to classmates.
 - **Profile summary:** Students summarize a post in 3–4 sentences.
 - **Guess the person:** Read a short post → classmates guess who it is.
-

4 Understand a short factual description or report in their own field (simple language)

Strategies

- Teach **key vocabulary and phrases** related to their field of study/work.
- Encourage **skimming for main points** before reading details.

Methodologies

- **Guided reading:** Teacher highlights structure (title, main idea, supporting info).
- **Fact extraction:** Students find dates, figures, names, and outcomes.

Communicative Activities

- **Report matching:** Students match 3 short field-related reports to their main points.

- **Simplified summary writing:** Students summarize in one or two sentences.
- **Peer teaching:** One student reads a report → explains it in simple words to another student.

LISTENING

1 Catch the main point in short, clear, simple messages and announcements

Strategies

- Focus on **keywords and repeated words**.
- Pre-teach **common announcement phrases**: “Attention please...”, “The next...”, “Today’s schedule...”.
- Encourage **predicting content** from context or visuals.

Methodologies

- **Top-down listening:** Teach students to get the gist without understanding every word.
- **Picture or text support:** Students match announcements to images or schedules.

Communicative Activities

- **Announcement match:** Play short recordings of announcements → students choose the correct picture.
- **True/False statements:** After listening, students identify correct information.
- **Class summary:** Students pass on the main point to a partner.

2 Understand straightforward announcements (cinema programmes, transport delays)

Strategies

- Focus on **time, location, and key nouns** (movie title, bus number, train time).
- Teach **listening for numbers and dates**.

Methodologies

- **Highlight and note-taking:** Students underline key details while listening.
- **Controlled listening:** Replay recordings to allow multiple exposures.

Communicative Activities

- **Timetable quiz:** Listen to bus/train announcements → fill in a blank timetable.

- **Cinema programme task:** Students match movies with times or halls.
 - **Role-play travel desk:** One student gives an announcement → partner notes the info.
-

3 Follow the outline of simple information in predictable situations (guided tours, etc.)

Strategies

- Teach **sequential connectors**: first, next, then, finally.
- Focus on **location vocabulary**: left, right, next to, opposite, near, behind.

Methodologies

- **Picture sequencing:** Students follow a guided tour with images.
- **Pre-teach vocabulary with maps or diagrams.**

Communicative Activities

- **Mini guided tour:** Teacher or student reads short descriptions → students point on map or picture.
 - **Treasure map listening:** Students follow oral instructions to locate objects.
 - **Partner relay:** Student A reads instructions → Student B acts them out.
-

4 Understand basic instructions involving times, dates, numbers, and routine procedures

Strategies

- Highlight **numbers, times, dates, and simple verbs**.
- Encourage **writing down key information** while listening.

Methodologies

- **Step-by-step listening:** Students follow instructions in a task (classroom or everyday).
- **TPR (Total Physical Response):** Listen and act.

Communicative Activities

- **Classroom task:** “Open your book on page 10, do exercise 3, then write your name.”
- **Schedule follow-up:** Listen to daily timetable → fill in missing details.
- **Telephone instructions:** Student receives info → relays it to a partner.

5 Follow short, simple social exchanges delivered clearly and slowly

Strategies

- Focus on **common greetings, small talk phrases, and basic responses**.
- Encourage **listening for gist first, then details**.

Methodologies

- **Controlled practice dialogues:** Students listen → repeat → act out.
- **Highlighting key phrases:** e.g., “How are you?”, “I’m fine, thanks.”

Communicative Activities

- **Find someone who...:** Students move around asking/answering simple questions.
- **Dialogue matching:** Listen to exchanges → match with correct scenario/picture.
- **Role-play mini-conversations:** Greetings, introductions, thanks.

WRITING

1 Notice and correct frequent spelling errors in familiar words

Strategies

- Teach **common spelling patterns** and exceptions.
- Encourage **self-monitoring** using checklists or word banks.
- Highlight **tricky words**, e.g., *friend*, *because*, *beautiful*.

Methodologies

- **Dictation and correction:** Students write words/sentences → check and correct mistakes.
- **Peer spelling check:** Swap texts with a partner to identify errors.
- **Word sorts:** Group words by spelling patterns.

Communicative Activities

- **Spelling race:** Teacher calls words → students write and correct in pairs.
- **Text detective:** Students find and correct spelling mistakes in a short paragraph.

2 Use a basic checklist to revise simple sentence structure

Strategies

- Provide **sentence-level checklist**: subject-verb agreement, capital letters, punctuation, simple connectors.
- Model **step-by-step revision** on a sample text.

Methodologies

- **Guided revision**: Students edit a short text using the checklist.
- **Peer editing**: Students swap sentences and check each other's work.

Communicative Activities

- **Sentence makeover**: Correct scrambled or incomplete sentences in pairs.
 - **Mini-editing workshop**: Students revise a short story or email and present improvements.
-

3 Review short, simple texts to correct basic punctuation/capitalization

Strategies

- Teach **punctuation rules**: full stops, commas, question marks, capital letters for names and beginnings.
- Highlight common errors in **student-produced texts**.

Methodologies

- **Controlled exercises**: Fill-in-the-blanks for punctuation.
- **Error correction tasks**: Students correct texts provided by teacher or peers.

Communicative Activities

- **Editing relay**: Teams race to correct punctuation in a short paragraph.
 - **Postcard revision**: Students write a postcard and then swap for punctuation review.
-

4 Engage in basic online social communication (social media posts, sharing news, confirming plans)

Strategies

- Teach **short, simple online phrases**:
 - “Hi everyone! I’m going to the park today.”
 - “See you at 5 pm?”
 - “Had a great time yesterday!”
- Emphasize **netiquette and clarity**.

Methodologies

- **Model texts**: Show simple posts or messages.
- **Scaffolded writing**: Provide sentence starters and prompts.

Communicative Activities

- **Social media simulation**: Students write a post and read/share with the class.
- **Text message exchange**: Pair work to plan an outing using simple messages.
- **Class news board**: Students post short updates on class activities.

5 Make short, descriptive online postings about everyday matters, social activities, or feelings using simple key details

Strategies

- Teach **descriptive vocabulary and connectors**: and, but, because, then.
- Focus on **who, what, where, when** for clarity.

Methodologies

- **Guided writing**: Students describe their weekend, a hobby, or a class activity.
- **Model + imitate**: Show an example post → students write a similar one.

Communicative Activities

- **Class blog**: Students write short posts about their day or feelings.
- **Photo captioning**: Students post a picture and describe it in 1–2 sentences.
- **Peer comment**: Students read a classmate’s post and reply with a simple comment or question.

SPEAKING

1 Express likes, dislikes, and preferences with simple reasons and comparisons

Strategies

- Teach **structures**:
 - “I like X because...” / “I don’t like Y because...”
 - “I prefer X to Y.”
 - “X is better than Y.”
- Use **visual support** (pictures of food, hobbies, clothes, etc.).

Methodologies

- **Pair discussion**: Students ask and answer questions about preferences.
- **Controlled practice**: Fill-in-the-blank sentences using “like”, “don’t like”, “prefer”.

Communicative Activities

- **Would you rather...?** Students choose between options and explain reasons.
 - **Preference survey**: Students ask classmates about hobbies or food preferences, then report back.
 - **Class debate (mini)**: “Cats or dogs?” – students give simple reasons for their choice.
-

2 Describe people, places, and possessions using basic descriptive language

Strategies

- Teach **adjectives for appearance, size, colour, personality, and condition**.
- Model **simple sentence structures**:
 - “My house is small but comfortable.”
 - “My brother is tall and friendly.”

Methodologies

- **Guided description**: Provide prompts or pictures.
- **Sentence chaining**: Students link 2–3 sentences with “and”, “but”, “because”.

Communicative Activities

- **Guess who/what**: Student describes a person/place → others guess.
- **Picture description**: Students describe a classroom, a park, or a room.
- **Show and tell**: Students bring a personal object and describe it in simple sentences.

3 Participate in short conversations in routine contexts on familiar topics

Strategies

- Teach **common conversation openings, questions, and responses**:
 - Greetings, introductions, asking about hobbies or plans.
- Encourage **short exchanges rather than long monologues**.

Methodologies

- **Role-play dialogues**: students practice real-life scenarios.
- **Controlled conversation chains**: one question → one answer, rotating partners.

Communicative Activities

- **Find someone who...**: Students ask classmates short questions and note answers.
 - **Mini role-play**: At the café, at the shop, in class – short exchanges.
 - **Conversation cards**: Students pick a topic card and ask/answer questions.
-

4 Respond to simple statements and questions in an interview context

Strategies

- Teach **common interview phrases**:
 - “Yes, I do.” / “No, I don’t.” / “I like... / I prefer...”
- Practice **listening carefully before responding**.

Methodologies

- **Mock interviews**: Teacher or student asks simple questions; student responds.
- **Question bank**: Provide a list of typical questions for practice.

Communicative Activities

- **Partner interviews**: Students ask about hobbies, school, family, and report back.
 - **Speed interviews**: Rotate partners, answer 3–5 questions each.
 - **Job/club application role-play**: Short, simple answers about personal information.
-

5 Ask for and provide basic information & make simple purchases and transactions

Strategies

- Teach **key phrases** for shopping and daily transactions:
 - “How much is this?” / “I’d like...” / “Can I pay by card?”
 - Asking for quantity, time, or directions.
- Use **realia**: price tags, menus, forms.

Methodologies

- **Role-play transactional situations**: shop, post office, café, bank.
- **Task-based learning**: students complete a “shopping task” using prompts.

Communicative Activities

- **Mini-shop role-play**: One student is the shopkeeper, one the customer.
- **Menu ordering game**: Students order food/drinks from a simple menu.
- **Information exchange**: Student A has prices/times → Student B asks and notes answers.

Integration idea: Combine objectives into a “A Day Out” scenario:

1. Describe a place or person (Objective 2)
2. Ask/answer questions about preferences (Objectives 1 & 3)
3. Respond to short interview questions (Objective 4)
4. Order food or buy tickets (Objective 5)

MEDIATION

Objective

Take simple notes at a presentation/demonstration where the subject matter is familiar and predictable, with opportunities for clarification.

◆ Strategies

- Teach students to **listen for key words, numbers, and repeated phrases** rather than every word.
- Encourage **abbreviations and symbols** to speed up note-taking.
- Pre-teach **predictable language** used in presentations/demonstrations:

- “First... then... next...”
 - “The main point is...”
 - “You need to...”
 - Model **checking for understanding**: “Did you say...?” / “So, the next step is...?”
-

◆ Methodologies

- **Guided listening**: Teacher pauses to allow note-taking and clarification.
 - **Scaffolded note-taking**: Provide **partially completed charts or tables**.
 - **Predictable topics**: Focus on familiar subjects (classroom procedures, cooking steps, hobby demonstrations).
-

◆ Communicative Activities

1. Mini-Presentation Notes

- Teacher or a student gives a short demo (e.g., making a sandwich, planting a flower).
- Students take **simple notes** using a checklist or table.
- Afterward, compare notes in pairs and clarify discrepancies.

2. Step Sequencing Activity

- Play a recording of instructions (e.g., “First, turn on the machine. Then, add water...”)
- Students note each step in **bullet points**.
- Check answers together.

3. Information Gap Presentation

- Student A presents a familiar topic (daily routine, hobby, school subject).
- Student B takes notes and must **reconstruct the sequence** or main points.
- Then they **swap roles**.

4. Partner Explanation

- After note-taking, students **use notes to explain** the procedure or presentation to a classmate.
- Encourages **listening + speaking + summarizing skills**.

5. Clarification Practice

- Students practice **asking for repetition or confirmation**:
 - “Sorry, could you repeat that?”
 - “Do you mean...?”
- Integrates **polite clarification** into real note-taking situations.

UNIT 10

READING

1 Understand texts describing people, places, everyday life, and culture using simple language

Strategies

- Pre-teach **key vocabulary** related to people, places, and cultural activities.
- Focus on **recognizing main ideas** rather than every word.
- Encourage **skimming for gist** and **scanning for details**.

Methodologies

- **Prediction:** Look at headings, pictures, or first sentences → predict content.
- **Chunking:** Break the text into short sections to simplify comprehension.

Communicative Activities

- **Picture-story match:** Match short descriptive texts to images.
 - **True/False comprehension:** Read a short paragraph → students mark statements as true or false.
 - **Peer summary:** Students summarize a paragraph in one or two sentences.
-

2 Understand main points of short texts on everyday topics

Strategies

- Identify **signal words** (first, next, then, finally).
- Focus on **general topics**: lifestyle, hobbies, sports, weather.

Methodologies

- **Gist reading:** Students read quickly to find the main idea.
- **Highlighting key information:** Underline important nouns and verbs.

Communicative Activities

- **Headline matching:** Read short texts → choose the correct headline.
 - **Class discussion:** Share main points from a text with a partner.
 - **Bullet point summary:** Write 3–4 points summarizing a short article.
-

3 Identify specific information in simpler materials (letters, brochures, short news articles)

Strategies

- Teach **scanning skills** to locate details: names, dates, places, prices.
- Use **highlighting or note-taking** for quick information retrieval.

Methodologies

- **Matching tasks:** Questions matched to sections of a text.
- **Gap-fill exercises:** Missing info is located in the text.

Communicative Activities

- **Information relay:** One student reads → another completes a table with specific details.
 - **Tourist brochure activity:** Answer questions about opening times, locations, prices.
-

4 Understand a short factual description or report within their own field (simple language)

Strategies

- Focus on **key vocabulary** related to the learner's field.
- Teach **fact vs. opinion** to identify main information.

Methodologies

- **Guided reading:** Highlight headings, key phrases, and numbers.
- **Simplified reports:** Provide short, predictable reports for comprehension.

Communicative Activities

- **Report matching:** Match reports to short summaries.
 - **Peer teaching:** Explain main points from the report in simple language.
 - **Fact-finding quiz:** Students answer questions based on the report.
-

5 Understand simple regulations (safety instructions, etc.)

Strategies

- Teach **imperatives and caution words**: *do not, must, avoid, warning*.
- Use **visual support** like signs, diagrams, or symbols.

Methodologies

- **Instruction following**: Read or listen to simple instructions → check comprehension.
- **Prediction**: Ask students what a sign or instruction might say before reading.

Communicative Activities

- **Safety poster task**: Match text instructions to corresponding images.
- **Role-play scenarios**: “Follow these safety instructions in a classroom or kitchen task.”
- **Instruction relay**: Student reads an instruction → others act it out.

LISTENING

1 Extract key information from short broadcasts (weather, concerts, sports results)

Strategies

- Teach students to **listen for key numbers, dates, times, and names**.
- Pre-teach **common broadcast phrases**:
 - “Tonight’s weather will be...”
 - “The match ended...”
 - “Tickets are available...”
- Encourage **predicting content** from the topic or title.

Methodologies

- **Skimming/listening for gist first**, then for details.
- **Highlighting or note-taking** key information.

Communicative Activities

- **Broadcast bingo**: Students have a grid of possible items (weather conditions, scores, venues) → tick off when mentioned.
- **Information gap**: Student listens → fills a table with times, places, or results.
- **Class summary**: Share the key points with a partner.

2 Understand main points of a simple, well-structured presentation/demonstration

Strategies

- Focus on **sequence markers**: first, next, then, finally.
- Use **visual support** (slides, pictures, props) to help comprehension.
- Pre-teach **topic-specific vocabulary**.

Methodologies

- **Chunking**: Break presentation into short sections.
- **Guided note-taking**: Provide partially completed notes or diagrams.

Communicative Activities

- **Step sequence task**: Listen → complete a process chart.
- **Partner relay**: Student A listens and explains main points → Student B checks accuracy.
- **Mini presentation reproduction**: Students retell the presentation in simple words.

3 Identify the general topic of discussion in slow, clear conversations

Strategies

- Teach students to **listen for repeated keywords and phrases**.
- Encourage **predicting topics** from context (pictures, titles, or initial sentences).

Methodologies

- **Listening for gist**: Focus on overall meaning rather than details.
- **Multiple exposures**: Listen more than once to confirm the topic.

Communicative Activities

- **Topic match**: Listen to short exchanges → match with pictures or titles.
- **Class discussion**: Students summarize the topic in one sentence.
- **Guess the conversation**: Teacher reads short dialogue → students guess the context.

4 Recognize agreement or disagreement in slow, clear conversations

Strategies

- Teach **phrases expressing agreement/disagreement**:
 - “I think so too.” / “I don’t agree.” / “Exactly!” / “I’m not sure about that.”
- Encourage **listening for tone, stress, and key words**.

Methodologies

- **Controlled listening**: Identify which speaker agrees/disagrees.
- **Pair checking**: Compare answers and discuss.

Communicative Activities

- **Agreement/disagreement cards**: Students listen → raise “agree” or “disagree” cards.
- **Role-play**: Short dialogues where students practice agreeing or disagreeing.
- **True/False with opinion**: Listen → decide if statements show agreement or disagreement.

WRITING

1 Make short, descriptive online postings about everyday matters, social activities, or feelings

Strategies

- Teach **simple sentence structures**: “I went to...”, “I like...”, “I feel... because...”.
- Focus on **key vocabulary**: hobbies, daily activities, emotions.
- Model **short online posts** using simple, clear language.

Methodologies

- **Guided writing**: Provide prompts or sentence starters.
- **Scaffolding**: Students complete partially written posts.
- **Peer modelling**: Show examples from classmates or teacher.

Communicative Activities

- **Class blog or social wall**: Students post about their day or feelings in 1–2 sentences.
- **Picture captioning**: Students post a photo and describe it simply.
- **Peer response**: Students read classmates’ posts and comment with short phrases like “I like this!” or “Me too!”

2 Write short, simple descriptions of everyday aspects of their environment

Strategies

- Teach **descriptive vocabulary**: people (tall, friendly), places (small, busy), objects (new, old).
- Encourage linking ideas with **basic connectors**: “and”, “but”, “because”, “then”.

Methodologies

- **Guided description**: Use prompts such as “Describe your classroom” or “Describe your favourite place in town”.
- **Sentence chaining**: Link 2–3 sentences to form a short paragraph.

Communicative Activities

- **Guess the place/person**: Students describe something → classmates guess.
- **Show and tell**: Bring an object or photo → write a short description.
- **Map or room description**: Describe a room or classroom in 3–4 linked sentences.

3 Review short, simple texts to correct basic punctuation/capitalization

Strategies

- Teach **basic punctuation rules**: full stops, commas, capital letters for names/places, question marks.
- Encourage **self- and peer-checking** using a simple checklist.

Methodologies

- **Controlled editing exercises**: Fill-in-the-blank punctuation or capitalization.
- **Peer correction**: Swap texts and review each other’s punctuation/capitalization.

Communicative Activities

- **Editing relay**: Teams race to correct punctuation in a short text.
- **Postcard revision**: Students write a postcard → check capitalization and punctuation with a partner.
- **Mini proofreading task**: Correct errors in short social media posts or descriptions.

SPEAKING

1 Express opinions in a limited way & agree/disagree with others

Strategies

- Teach **simple opinion phrases**:
 - “I think...”, “I like...”, “I don’t like...”, “I prefer...”, “I agree/disagree.”
- Encourage **short, clear explanations** for opinions.
- Use **visual prompts** or topics familiar to learners.

Methodologies

- **Pair discussion:** Ask/answer simple opinion questions.
- **Controlled debates:** Students express a simple opinion and respond to a partner.

Communicative Activities

- **Opinion polls:** Students vote and give reasons for their choice.
- **Mini-debate:** “I prefer cats/dogs” → each student gives one reason.
- **Agree/disagree cards:** Students hold up cards to show agreement during discussions.

2 Describe people, places, and possessions using basic descriptive language

Strategies

- Teach **adjectives for appearance, size, colour, condition, and personality**.
- Model **simple linked sentences**: “My house is small but comfortable.”

Methodologies

- **Guided description:** Use photos or personal items as prompts.
- **Sentence chaining:** Link ideas using “and”, “but”, “because”.

Communicative Activities

- **Guess who/what:** Describe a person or object → classmates guess.
- **Show and tell:** Students bring an item and describe it in 2–3 sentences.
- **Picture description:** Describe a room, street, or scene.

3 Comparing objects or experiences using simple descriptive language

Strategies

- Teach **comparative structures**:
 - “X is bigger/smaller/faster than Y.”

- “I prefer X to Y because...”
- Provide **visual prompts** to make comparisons easier.

Methodologies

- **Controlled exercises:** Complete comparative sentences.
- **Guided pair work:** Students describe differences between objects/pictures.

Communicative Activities

- **Comparison game:** Show two objects/pictures → students describe differences.
 - **Preference survey:** Compare experiences like “summer vs winter” and justify choice.
 - **Class discussion:** Students compare their hometowns or classrooms.
-

4 Express likes, dislikes, and preferences with simple reasons and comparisons

Strategies

- Use **sentence starters**:
 - “I like X because...”, “I don’t like Y because...”, “I prefer X to Y.”
- Teach **connectors**: and, but, because, then.

Methodologies

- **Pair interviews:** Ask classmates about hobbies, food, or activities.
- **Controlled writing:** Fill-in-the-blank sentences about likes/dislikes.

Communicative Activities

- **Would you rather...?** Students choose between two options and explain.
 - **Preference charts:** Students compare classmates’ preferences and report.
 - **Mini surveys:** Students ask and record answers, then summarize results.
-

5 Give short, rehearsed presentations on familiar topics

Strategies

- Scaffold **structure**: Introduction → 2–3 key points → conclusion.
- Encourage use of **visual aids or personal items**.

Methodologies

- **Guided preparation:** Students plan a short presentation using prompts.
- **Rehearsal:** Practice with peers before presenting to the class.

Communicative Activities

- **Show and tell presentation:** Topic: hobby, family, school, or favorite place.
- **Picture presentation:** Students describe an image in 3–4 sentences.
- **Peer feedback:** Classmates ask one or two simple questions after presentation.

Make and respond to requests, invitations, suggestions, and apologies

Strategies

- Teach **polite phrases**:
 - “Can you...?”, “Would you like...?”, “I’m sorry...”, “Let’s...”, “How about...?”
- Practice **intonation and politeness** in short dialogues.

Methodologies

- **Role-play situations:** Cafés, classrooms, shops, or social settings.
- **Controlled dialogues:** Provide prompts for requests, invitations, and apologies.

Communicative Activities

- **Invitation task:** Students invite classmates to an activity and respond.
- **Apology dialogue:** Students practice short apologies and responses.
- **Suggestion chain:** One student suggests an activity → another responds.

 **Tip:** Integrate objectives into **real-life scenarios** (e.g., classroom, café, leisure activities) to give learners **practical speaking experience**.

MEDIATION

Objective

Take simple notes during a presentation or demonstration with familiar and predictable content, when clarification is possible.

◆ Strategies

- **Listen for keywords and main ideas** rather than every word.
 - Use **abbreviations and symbols** to speed up note-taking (e.g., “b/c = because,” “w/ = with”).
 - Pre-teach **topic-specific vocabulary** that is likely to appear in the presentation.
 - Encourage **asking for clarification** politely: “Could you repeat that?” / “Do you mean...?”
 - Teach students to **predict content** based on visuals, titles, or prior knowledge.
-

◆ Methodologies

- **Guided listening:** Pause the presenter to allow students to take notes.
 - **Scaffolded note-taking:** Provide partially completed notes, charts, or tables.
 - **Chunking:** Break the presentation into sections for easier comprehension.
 - **Repeated exposure:** Play/listen to the demonstration more than once to confirm understanding.
-

◆ Communicative Activities

1. Mini Presentation Notes

- Teacher or a student demonstrates a familiar activity (e.g., making a sandwich, planting a flower).
- Students take **simple notes** using a checklist or table.
- Pair check: Compare notes and clarify discrepancies.

2. Step Sequencing Task

- Listen to instructions or a demonstration.
- Students write **steps in order** using bullet points.

3. Information Gap Presentation

- Student A presents a familiar topic (daily routine, hobby, school subject).
- Student B takes notes and reconstructs the main points.
- Swap roles so both practice listening and note-taking.

4. Partner Explanation

- After note-taking, students **use their notes to explain** the procedure or presentation to a classmate.
- Reinforces **listening + summarizing + speaking skills**.

5. Clarification Practice

- Students practice **asking for repetition or clarification** during the note-taking task.
 - Example phrases:
 - “Sorry, could you repeat that?”
 - “Do you mean...?”
 - “Can you say that again slowly?”
-

Tips:

- Use **familiar, predictable topics** and **visual support** (slides, props, diagrams).
- Focus on **main ideas and sequence**, not on every detail.
- Combine note-taking with **peer explanation** to reinforce comprehension.

UNIT 11

READING

Understand main points of short texts on everyday topics

Strategies

- Teach students to **skim for gist**, focusing on the general idea rather than every word.
- Pre-teach **topic-specific vocabulary**: hobbies, lifestyle, sports, weather.
- Encourage **predicting content** from headings, images, or first sentences.

Methodologies

- **Gist reading**: Students read quickly to understand the overall message.
- **Highlighting key information**: Focus on nouns, numbers, and repeated words.

Communicative Activities

- **Headline matching**: Match short texts to the correct headline.
 - **Main idea summary**: Write 1–2 sentences summarizing the text.
 - **Class discussion**: Share main points with a partner.
-

Identify specific information in simpler materials (letters, brochures, short news articles)

Strategies

- Teach **scanning skills** to locate details such as names, dates, places, and prices.

- Use **highlighting or note-taking** for quick information retrieval.

Methodologies

- **Matching tasks:** Match questions to specific sections of a text.
- **Gap-fill exercises:** Find and insert missing details from the text.

Communicative Activities

- **Information relay:** One student reads → another fills a table with details.
 - **Tourist brochure task:** Answer questions about locations, times, or prices.
 - **Partner quiz:** Students ask and answer questions based on the text.
-

3 Understand short narratives and descriptions of someone's life

Strategies

- Teach **chronological markers:** first, then, next, finally.
- Pre-teach **life-related vocabulary:** family, school, work, hobbies.
- Focus on **identifying main events and characters.**

Methodologies

- **Chunking:** Break the narrative into smaller sections.
- **Guided reading:** Highlight key verbs and nouns to track events.

Communicative Activities

- **Timeline creation:** Students list main events in order.
 - **Retelling activity:** Students retell the story in simple sentences.
 - **Pair comprehension check:** Compare notes and clarify details.
-

4 Understand main points in short news items on topics of personal interest

Strategies

- Focus on **titles, headings, and repeated words.**
- Teach **topic-specific vocabulary:** sport, celebrities, events.
- Encourage **skimming for gist** first, then scanning for details.

Methodologies

- **True/False exercises:** Decide if statements about the news item are correct.
- **Highlighting main points:** Underline key information in short news items.

Communicative Activities

- **News summary:** Students summarize the article in 2–3 sentences.
- **Headline writing:** Students create a headline that matches the news item.
- **Peer quiz:** Students ask a partner 3 simple questions about the text.

☒ **Tip:** Combine **predictable, illustrated texts** with **short output tasks** like summaries, tables, and retelling. This reinforces comprehension and allows learners to **process and share the information**.

LISTENING

1 Identify the general topic of discussion in slow, clear conversations

Strategies

- Teach students to **listen for repeated keywords and phrases**.
- Encourage **predicting topics** from context (pictures, titles, or opening sentences).
- Focus on **gist rather than details**.

Methodologies

- **Skimming audio for main ideas:** Listen once for overall topic.
- **Multiple exposures:** Replay conversation to confirm understanding.

Communicative Activities

- **Topic match:** Listen → choose the correct topic from a list or picture.
- **Headline summarizing:** Students give a one-sentence summary of the conversation.
- **Prediction check:** Guess the topic before listening and confirm afterward.

2 Extract key information from short broadcasts (weather, concerts, sports)

Strategies

- Focus on **numbers, dates, times, names, and locations**.
- Pre-teach **common phrases** in announcements:
 - “Tonight’s weather...”
 - “The match ended...”
 - “Tickets are available...”

Methodologies

- **Listen first for gist**, then for details.
- **Highlight or note-taking** for important info.

Communicative Activities

- **Broadcast bingo**: Students tick off key items mentioned.
- **Information table**: Fill in a table with times, scores, or venues.
- **Class summary**: Share key points with a partner.

3 Follow short, simple social exchanges

Strategies

- Teach **common greetings, introductions, and simple questions**.
- Focus on **intonation and key phrases** for understanding.

Methodologies

- **Role-play listening**: Students listen to a short dialogue and answer questions.
- **Controlled comprehension**: Listen and identify who says what.

Communicative Activities

- **Dialogue reconstruction**: Listen → arrange sentences in order.
- **Question & answer pairs**: Students answer simple questions about the exchange.
- **Peer role-play**: Recreate the conversation in pairs.

4 Understand basic instructions (times, dates, numbers, routine procedures)

Strategies

- Teach **imperatives and instruction phrases**: “Turn to page...”, “First...”, “Next...”.
- Pre-teach vocabulary for **numbers, dates, and time expressions**.

Methodologies

- **Step-by-step listening:** Follow instructions in order.
- **Visual support:** Use charts, maps, or diagrams.

Communicative Activities

- **Classroom instruction task:** Listen → perform simple actions in sequence.
- **Map or schedule activity:** Follow directions using a timetable or map.
- **Partner instruction:** One student gives instructions → the other follows.

☒ **Tip:** Use **short, predictable, and clearly spoken audio**. Combine listening with **visuals, tables, or peer activities** to reinforce comprehension.

WRITING

1 Engage in basic online social communication

Strategies

- Teach **simple greeting and closing phrases**:
 - “Hi [name], How are you?”
 - “See you soon,” “Best wishes”
- Focus on **short, clear sentences** for sharing news or confirming plans.
- Teach **functional language**: confirming, inviting, thanking, and updating.

Methodologies

- **Controlled writing:** Fill in templates for messages or virtual cards.
- **Scaffolded communication:** Provide sentence starters or phrase banks.
- **Modeling:** Show examples of short online messages and responses.

Communicative Activities

- **Virtual card activity:** Students send a short greeting or congratulations to a partner.
- **News sharing:** Write a 2–3 sentence post about something that happened today.
- **Confirming plans:** Students send a simple message arranging a meeting or event.
- **Peer response:** Students reply to each other using simple sentences.

2 Compose simple emails or posts to make a recommendation

Strategies

- Teach **recommendation phrases**:
 - “I recommend...”, “You should try...”, “It’s a good idea to...”.
- Encourage **clear reasoning** with simple connectors: “because”, “and”, “then”.
- Focus on **structure**: greeting → recommendation → reason → closing.

Methodologies

- **Guided writing**: Provide a template or partially completed email.
- **Controlled practice**: Students fill in blanks with recommendations.
- **Peer modeling**: Read and discuss example recommendations.

Communicative Activities

- **Recommendation email/post task**: Recommend a movie, restaurant, hobby, or activity to a classmate.
- **Picture prompt**: Show a place or object → students write a short post recommending it.
- **Peer response**: Classmates ask 1–2 questions about the recommendation.

SPEAKING

1 Ask for and give advice

Strategies

- Teach **simple advice phrases**:
 - Asking: “What should I do...?”, “Can you give me some advice?”
 - Giving: “You should...”, “I think you could...”, “Why don’t you...?”
- Model polite intonation and tone.
- Use **familiar, everyday situations**: school, hobbies, leisure, minor problems.

Methodologies

- **Role-play dialogues** with guided prompts.
- **Controlled practice**: complete sentences with advice verbs/phrases.
- **Peer modeling**: observe teacher/student demonstration first.

Communicative Activities

- **Advice role-play**: One student has a problem, the other gives advice.
- **Problem cards**: Students pick a card and ask for/give advice in pairs.
- **Class discussion**: Share simple advice for common situations.

2 Ask and answer questions about events and experiences

Strategies

- Teach **question words and simple past forms**: what, where, when, who, how, did...?
- Use **chronological markers**: first, then, next, after that.

Methodologies

- **Guided interviews**: Students ask about past experiences using a question sheet.
- **Timeline reconstruction**: Students listen/read and order events.

Communicative Activities

- **Interview a classmate**: Ask 3–4 questions about a recent event.
 - **Partner storytelling**: One student tells an event → partner asks questions.
 - **Experience survey**: Collect information from 3 classmates → summarize.
-

3 Express likes, dislikes, and preferences with simple reasons and comparisons

Strategies

- Teach **expressions**:
 - Likes/dislikes: “I like...”, “I don’t like...”
 - Preferences: “I prefer... to... because...”
- Encourage using **simple reasons and connectors**: because, and, but.

Methodologies

- **Controlled pair work**: Ask/answer about hobbies, food, activities.
- **Sentence completion exercises**: “I like... because...”

Communicative Activities

- **Preference survey**: Students ask classmates about likes/dislikes and report results.
 - **Would you rather...?** game to compare preferences.
 - **Mini discussion**: Compare personal tastes and give reasons.
-

4 Ask and answer questions about plans, intentions, and personal experiences

Strategies

- Teach **future and present continuous forms** for plans:
 - “I’m going to...”, “I will...”, “I’m visiting...”
- Teach **simple question forms**: “What are you going to do...?”, “Are you...?”

Methodologies

- **Pair interviews**: Ask classmates about weekend/holiday plans.
- **Controlled dialogues**: Use prompt cards with questions about plans.

Communicative Activities

- **Plan sharing**: Students ask 2–3 classmates about plans → report to class.
- **Class survey**: Record classmates’ intentions → create a simple chart.
- **Role-play**: Make weekend or holiday plans together.

5 Ask for and provide basic information (quantities, prices, times)

Strategies

- Teach **key question phrases**:
 - “How much is...?”, “What time...?”, “How many...?”
- Teach **numbers, prices, dates, and times** relevant to daily life.

Methodologies

- **Controlled practice**: Fill in dialogues about shopping, travel, or schedules.
- **Role-play**: Realistic transactional situations.

Communicative Activities

- **Market/shop simulation**: Students ask for prices, quantities, or availability.
- **Timetable inquiry**: Ask about bus/train times and answer.
- **Partner information exchange**: One student asks, the other provides details.

MEDIATION

Objective

Handle disagreement or difficulty using simple, clear phrases in everyday contexts.

◆ Strategies

- Teach **polite disagreement phrases**:
 - “I don’t think so.”
 - “I’m not sure about that.”
 - “I see your point, but...”
 - “I agree/disagree.”
 - Teach **phrases for expressing difficulty or asking for clarification**:
 - “I don’t understand.”
 - “Can you repeat that?”
 - “Could you explain that again?”
 - Focus on **intonation and politeness** to maintain social harmony.
 - Encourage **short, manageable responses** rather than extended debate.
-

◆ Methodologies

- **Modeling and repetition**: Teacher demonstrates simple disagreements and clarifications.
 - **Controlled practice**: Fill-in-the-blank dialogues with disagreement phrases.
 - **Scaffolded role-play**: Provide scenario prompts to guide responses.
 - **Peer observation**: Students identify polite disagreement in peers’ conversations.
-

◆ Communicative Activities

1. Opinion Disagreement Role-Play

- Two students express opinions on a familiar topic (e.g., favourite food, sports, hobbies).
- One student politely disagrees using taught phrases.

2. Clarification Practice

- Students listen to a short statement → ask for clarification or repetition.
- Example: “I’m going to the cinema tomorrow.” → “Sorry, what time?”

3. Class Debate Lite

- Teacher gives a simple statement: “Cats are better than dogs.”
- Students take turns agreeing or disagreeing politely.

4. Problem-Solving Dialogue

- Scenario: A partner suggests a plan that doesn’t work.

- Student responds politely with a simple disagreement or alternative.

5. Peer Feedback

- Students give short feedback to classmates' statements using polite phrases:
 - "I don't agree because..."
 - "I see your point, but I think..."

UNIT 12

READING

1 Understand main points of short texts on everyday topics

Strategies

- Teach students to **skim for gist**, focusing on the overall meaning rather than every word.
- Pre-teach **topic-specific vocabulary**: lifestyle, hobbies, sports, weather.
- Encourage **predicting content** from titles, headings, or pictures.

Methodologies

- **Gist reading**: Students read quickly to understand the general message.
- **Highlighting key words**: Identify nouns, verbs, or repeated words that indicate main points.
- **Multiple readings**: First skim for gist, then read for details.

Communicative Activities

- **Headline matching**: Match short texts to correct headlines or pictures.
- **Main idea summary**: Students write 1–2 sentences summarizing the text.
- **Pair discussion**: Share main points with a partner.

2 Identify specific information in simpler materials (letters, brochures, short news articles)

Strategies

- Teach **scanning skills** to locate details such as names, dates, times, places, and prices.
- Encourage **highlighting or underlining** to quickly find key information.

Methodologies

- **Gap-fill exercises**: Students complete missing information from the text.

- **True/False or multiple-choice questions** targeting specific details.
- **Information matching:** Match questions or categories to parts of the text.

Communicative Activities

- **Information relay:** One student reads the text aloud → another fills in a table with details.
- **Tourist brochure task:** Answer questions about locations, opening hours, or prices.
- **Peer quiz:** Students ask and answer questions about the text.

LISTENING

1 Catch the main point in short, clear, simple messages and announcements

Strategies

- Teach students to **listen for repeated keywords and phrases**.
- Encourage **predicting content** from context, such as signs, titles, or images.
- Focus on **gist rather than details**.

Methodologies

- **Skimming audio for main ideas:** Listen once for overall message.
- **Multiple exposures:** Replay audio to confirm understanding.

Communicative Activities

- **Headline summarizing:** Students summarize the message in one sentence.
- **Matching activity:** Listen → match announcements to pictures or short descriptions.

2 Extract key information from short broadcasts (weather, concerts, sports)

Strategies

- Focus on **numbers, times, dates, locations, and important facts**.
- Pre-teach **common announcement phrases**:
 - “The match will start at...”, “Tickets are available...”, “Tonight’s weather...”

Methodologies

- **Listen first for gist, then for details.**
- **Note-taking** for key information.

Communicative Activities

- **Information table:** Fill in times, scores, or venues.
 - **Bingo activity:** Students tick off key items mentioned.
 - **Class summary:** Share key points with a partner.
-

3 Understand what people say about their free time, likes, and dislikes

Strategies

- Teach **key vocabulary for hobbies, leisure, and preferences**.
- Focus on **intonation and emphasis** to identify opinions.
- Encourage listening for **phrases expressing likes and dislikes**: “I enjoy...”, “I don’t like...”, “My favourite is...”

Methodologies

- **Controlled listening:** Short interviews or dialogues on familiar topics.
- **Gap-fill exercises:** Listen → complete sentences with likes/dislikes.

Communicative Activities

- **Partner interviews:** Ask classmates about hobbies → report back.
 - **Opinion survey:** Collect information from 3–4 peers → summarize findings.
-

4 Recognize agreement or disagreement in slow, clear conversations

Strategies

- Teach **simple phrases expressing agreement/disagreement**:
 - “I agree.” / “I don’t agree.” / “That’s true, but...”
- Focus on **intonation and key words** to identify stance.

Methodologies

- **Role-play listening:** Students listen to a dialogue and identify who agrees or disagrees.
- **True/False activity:** Determine whether a statement reflects agreement/disagreement.

Communicative Activities

- **Dialogue reconstruction:** Listen → arrange statements in order and mark agreement/disagreement.
- **Mini debate:** Listen to classmates' opinions and indicate agreement/disagreement politely.

WRITING

1 Write short notes, emails, or text messages to send/reply to invitations or confirm/change arrangements

Strategies

- Teach **common phrases for invitations and arrangements:**
 - Sending: “Would you like to...?”, “I’m inviting you to...”
 - Accepting: “Yes, I’d love to.”
 - Declining/polite refusal: “Sorry, I can’t...”, “Maybe another time.”
 - Confirming/changing: “I can come at 6 pm.” / “Can we change to...?”
- Focus on **clear, short sentences.**
- Provide **context and vocabulary** for social events or routine meetings.

Methodologies

- **Model emails/texts:** Show examples with correct format, greetings, and closings.
- **Controlled practice:** Fill in blanks in templates for replying or confirming.
- **Scaffolded writing:** Use sentence starters for different scenarios.

Communicative Activities

- **Invitation email task:** Students write a short message inviting a classmate to an event.
- **Reply simulation:** Respond to an invitation via email or text message.
- **Role-play:** Arrange, confirm, or change meeting plans with a partner.

2 Exchange information in short emails, letters, or text messages by responding to questions

Strategies

- Teach **simple question and answer phrases:**
 - “Can you tell me...?”
 - “What time...?”
 - “Where is...?”
 - Responses: “It is at...”, “You can find it at...”, “The price is...”
- Emphasize **short, accurate answers.**
- Provide **topic-based vocabulary:** products, activities, schedules.

Methodologies

- **Controlled Q&A emails:** Students answer 3–4 simple questions in writing.
- **Guided practice:** Provide sample questions and key phrases for responses.

Communicative Activities

- **Information exchange task:** Students email each other to find out about a class activity or event.
 - **Partner Q&A:** One student writes questions → the other replies via text/email.
 - **Survey and report:** Collect answers from multiple classmates and summarize briefly.
-

3 Use a basic checklist to revise simple sentence structure

Strategies

- Teach **common sentence structure rules:** subject + verb + object, capital letters, punctuation.
- Encourage **self-checking and peer-checking.**
- Focus on **short sentences with simple connectors:** and, but, because.

Methodologies

- **Checklist use:** Provide a simple list of items to check before submitting:
 - Capital letters at the beginning
 - Full stop at the end
 - Correct verb form
 - Simple connectors
- **Guided revision:** Teacher models checking and correcting sentences.

Communicative Activities

- **Peer editing:** Swap emails/texts → check each other's sentences using the checklist.
- **Self-revision task:** Students revise their own short messages using the checklist.
- **Mini-workshop:** Correct errors in sample emails/texts together as a class.

SPEAKING

1 Agree and disagree with others

Strategies

- Teach **polite phrases for agreement and disagreement:**
 - Agreement: "I agree." / "That's true." / "Exactly."

- Disagreement: “I don’t agree.” / “I’m not sure about that.” / “I see your point, but...”
- Encourage **short, manageable responses**.
- Focus on **intonation and politeness**.

Methodologies

- **Modeling:** Teacher demonstrates agreement/disagreement in short dialogues.
- **Controlled practice:** Fill-in-the-blank exercises with phrases.
- **Scaffolded role-plays:** Use prompts or scenarios for practice.

Communicative Activities

- **Mini debates:** Students express opinions on simple topics (e.g., sports, food).
- **Opinion circles:** Share statements → classmates agree/disagree politely.
- **Dialogue completion:** Fill missing agreement/disagreement phrases in a dialogue.

2 Discuss plans, make arrangements, and talk about evenings/weekends

Strategies

- Teach **future expressions for plans**:
 - “I’m going to...”, “I will...”, “I plan to...”
 - Questions: “What are you doing this evening/weekend?”
- Pre-teach **vocabulary for common activities**: cinema, sports, hobbies, restaurants.

Methodologies

- **Pair interviews:** Ask classmates about plans.
- **Controlled dialogues:** Complete conversations about arranging meetings.

Communicative Activities

- **Plan a weekend activity:** Students discuss and agree on a simple plan.
- **Class timetable task:** Share weekend schedules with a partner.
- **Role-play:** Arrange a meeting or evening activity.

3 Ask and answer questions about plans, intentions, and personal experiences

Strategies

- Teach **question forms**:
 - “What are you going to do...?”
 - “Did you...?”
 - “Have you ever...?”
- Encourage **short, clear answers** using familiar vocabulary.

Methodologies

- **Guided interviews**: Provide a question sheet.
- **Controlled pair work**: Ask/answer in structured format.

Communicative Activities

- **Experience sharing**: Students ask partners about past activities or future plans.
- **Information gap**: Each student has different info → ask questions to complete the picture.
- **Survey**: Collect classmates’ responses → summarize findings.

4 Respond to simple statements and questions in an interview context

Strategies

- Teach **basic responses** for personal information, preferences, and experiences.
- Practice **listening and comprehension** to answer quickly and clearly.

Methodologies

- **Mock interviews**: Teacher or peer asks questions → student answers.
- **Controlled practice**: Fill-in-the-blank answers to sample questions.

Communicative Activities

- **Partner interviews**: Role-play job, school, or hobby interviews.
- **Class survey**: Ask classmates a series of questions → report back.

5 Participate in short conversations in routine contexts on familiar topics

Strategies

- Focus on **familiar topics**: family, hobbies, daily routines, food, sports.

- Teach **conversation management phrases**:
 - “What about you?” / “Really?” / “I see.”

Methodologies

- **Controlled dialogues**: Practice typical short exchanges.
- **Structured pair/group work**: Rotate partners for conversation practice.

Communicative Activities

- **Conversation chains**: Students answer a question, then ask the next student.
- **Role-play familiar situations**: At the café, in a shop, or at school.
- **Information exchange games**: Ask/answer questions to complete a task or worksheet.

MEDIATION

Objective

Handle disagreement or difficulty using simple phrases in everyday contexts.

◆ Strategies

- Teach **polite disagreement phrases**:
 - “I don’t think so.”
 - “I’m not sure about that.”
 - “I see your point, but...”
 - “I agree/disagree.”
 - Teach **phrases for expressing difficulty or asking for clarification**:
 - “I don’t understand.”
 - “Can you repeat that?”
 - “Could you explain that again?”
 - Focus on **intonation and politeness** to maintain social harmony.
 - Encourage **short, manageable responses** rather than extended arguments.
-

◆ Methodologies

- **Modelling and repetition**: Teacher demonstrates short dialogues with disagreement and clarification.
- **Controlled practice**: Fill-in-the-blank dialogues using target phrases.
- **Scaffolded role-play**: Students practice in pairs with scenario prompts.
- **Peer observation**: Identify polite disagreement and clarification in classmates’ dialogues.

◆ Communicative Activities

1. Opinion Disagreement Role-Play

- Two students discuss a familiar topic (e.g., favourite food, sports).
- One student politely disagrees using taught phrases.

2. Clarification Practice

- Students listen to a statement → ask for clarification or repetition.
- Example: “I’m going to the cinema tomorrow.” → “Sorry, what time?”

3. Mini Debates

- Teacher gives a simple statement: “Cats are better than dogs.”
- Students take turns agreeing or politely disagreeing.

4. Problem-Solving Dialogue

- Scenario: A partner suggests a plan that doesn’t work.
- Student responds politely with a simple disagreement or alternative suggestion.

5. Peer Feedback

- Students give short feedback to classmates’ statements using polite disagreement phrases:
 - “I don’t agree because...”
 - “I see your point, but I think...”

This **A2 Language Teaching Toolkit Part 1** was developed and compiled by **Demet Özcan Bayram**, with contributions from AI-assisted educational research and instructional methodology. The content includes comprehensive strategies, methodologies, and communicative activities designed for effective language teaching at the A2 level.