

## SCHEME OF WORK LEVEL A1+

**Course Aim:** To help students improve their speaking skills through important global topics.

We reimagined our Active8 books and connected the existing day to day topics to the 17 Sustainable Development Goals (SDGs), set by the United Nations in 2015. These goals aim to make the world better by 2030, focusing on people, planet, prosperity, peace, and partnerships.



“The content of this publication has not been approved by the United Nations and does not reflect the views of the United Nations or its officials or Member States”. <https://www.un.org/sustainabledevelopment>

Overall learning outcomes:

**By the end of this course, students will be able to better:**

1. Understand, use basic phrases and expressions and communicate simple needs, referencing concepts from SDG 2030 e.g., discussing food, water, and basic resources.
2. Engage in short, familiar conversations on personal and social topics like health and wellness etc
3. Recognize vocabulary i.e., for fundamental human rights and equality, promoting SDG 5 (Gender Equality).
4. Engage in short conversations about familiar topics (e.g., introducing oneself, asking for directions).
5. Improve pronunciation of common words and phrases
6. Understand what is said clearly, slowly and directly in simple everyday conversation with support
7. Communicate in basic and routine tasks requiring a simple and direct exchange of information on familiar and routine matters
8. Use basic sentence patterns and communicate through simple phrases, groups of a few words and formulae about themselves and other people, what they do, places and possessions
9. Ask and answer simple questions about personal information and everyday life

| A1 DAY 0 THEME - Diagnostic day and Starter Unit  |  |
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| <p>SESSION 0 ( 90 minutes)</p> <p>Aims:</p> <ol style="list-style-type: none"> <li>1. Diagnostic speaking test</li> <li>2. Diagnostic game</li> </ol> | <p>SESSION 0 ( 90 minutes)</p> <p>Aims:</p> <ol style="list-style-type: none"> <li>1. Getting to know you first lesson ( Diagnostic Pack)</li> <li>2. Diary recording</li> </ol> |

Diagnostic material folder Teacher pack

First lesson

A1

DAY 1 'MY WEEK' ( SDG 3) – 'IT'S A BEAUTIFUL DAY' ( SDG 13)

Learning outcomes:

1. I can understand how weekly routines contribute to a healthy lifestyle
2. I can discuss morning routines that promote well-being (e.g., balanced meals, exercise).
3. I can use simple language to discuss about daily weather patterns
4. I can talk about simple daily routines to help protect environmental changes
5. I can use daily routine and weather vocabulary

SESSION 1 – MY WEEK ( 90 minutes)

SESSION 2 – IT'S A BEAUTIFUL DAY ( 90 Minutes)

Aims ( language/ communicative skills/awareness)

1. To Understand how weekly routines contribute to a healthy lifestyle
2. To get to know each other and be better able to talk about their daily life.
3. To Use vocabulary to talk/communicate aspects of lifestyle
4. To Watch and discuss a video about healthy vs unhealthy lifestyles
5. Talk about personal lifestyles and those of friends and family
6. Practise Present Simple negative to talk about habits.
7. Diary recording

Aims ( language/ communicative skills/awareness)

1. To recognize, understand, and use basic vocabulary related to weather (e.g., sunny, rainy, windy).
2. To practice constructing simple sentences about the weather
3. To engage in conversations about daily weather patterns, using new vocabulary and share preferences on weather and seasons
4. To watch and discuss a video about the weather in Bali
5. To express simple ideas and thoughts about how weather patterns may change and discuss local weather
6. To develop awareness of environmental changes and begin to understand basic concepts of climate action.
7. Diary recording

A1+

DAY 2 'BIG HAPPY FAMILIES ' ( SDG 4) & 'MAKE A COLLAGE' ( SDG 10)

### Learning outcomes:

1. I can use basic vocabulary about families and family members
2. I can express basic ideas about family roles in education
3. I can recognize and appreciate diverse family structures
4. I can discuss diverse family structures to foster inclusivity.
5. I can create and present a collage of an influential/ family member/ friend

| SESSION 1 BIG HAPPY FAMILIES ( 90 MINUTES)   | SESSION 2( 90 MINUTES) PROGECT MAKE A COLLAGE  |
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| <b>Aims ( language/ communicative skills/awareness)</b> <ol style="list-style-type: none"> <li>1. To learn and use basic vocabulary about family members (e.g., mother, father, sister, brother, etc.).</li> <li>2. To practice constructing simple sentences about their family structure</li> <li>3. To engage in dialogues about family, asking and answering questions about family members.</li> <li>4. To express basic ideas about family roles in education and daily life</li> <li>5. To recognize and appreciate diverse family structures.</li> <li>6. To discuss, at a basic level, how family members support education and personal growth.</li> </ol> | <b>Aims ( language/ communicative skills/awareness)</b> <ol style="list-style-type: none"> <li>1. To create and present a collage about a person and discuss this persons contribution i.e, their family, city, community</li> <li>2. Diary recording</li> </ol> |

A1 +

### DAY 3 MEET ME AT THE MALL( SDG 12) – FASHION PROJECT

### Learning oucomes

1. I can use shopping related vocabulary and phrases
2. I can ask and respond to questions at a shopping Mall
3. I can crtically understand the importance of reusing, recycling and responsible buying
4. I can collaborate and create a fashion show
5. I can understand sustainable fashion and express personal style

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| SESSION 1 ( 90 minutes) MEET ME AT THE MALL ( SUSTAINABLE CHOICES IN FASHION)  | SESSION 2: FASHION PROJECT   |
| <p><b>Aims ( language/ communicative skills/awareness</b></p> <ol style="list-style-type: none"> <li>1. To Learn and use basic shopping-related vocabulary and phrases.</li> <li>2. Practice describing fashion items and discussing their qualities</li> <li>3. Participate in interactive activities to ask and respond to questions in a shopping context.</li> <li>4. Engage in discussions about sustainable choices in fashion, emphasizing reuse and recycling</li> <li>5. Understand the concept of sustainable fashion and its impact on responsible consumption</li> <li>6. Develop awareness of the importance of reusing and recycling clothes to support SDG 12.</li> <li>7. Diary recording</li> </ol> | <p><b>Aims ( language/ communicative skills/awareness</b></p> <ol style="list-style-type: none"> <li>1. To create a fashion show and present in the classroom</li> <li>2. Diary recording</li> </ol> |
| <p><b>A1+ DAY 4 'FREE TIME'( SDG 3) – ' HOW OFTEN DO YOU EXERCISE' SDG 11</b></p> <p><b>Learning outcomes:</b></p> <ol style="list-style-type: none"> <li>1. I can use vocabulary for free time activites</li> <li>2. I can use express personal preference for leisure time activites and engage in conversations about free time</li> <li>3. I can critically understand the valus of physical activity, health,and well being</li> <li>4. I can work well with others</li> <li>5. I can use appropriate language from the lessons</li> </ol>  |  |
| SESSION 1 FREE TIME ( 90 MINUTES)  | SESSION 2 ( 90 MINUTES) HOW OFTEN DO YOU EXERCISE  |

### Aims ( language/ communicative skills/awareness)

1. To Learn how to use vocabulary for free time activities ( play, ride , walk, exercise)
2. To Practice asking and answering simple questions about favourite activities using “like to...” and “prefer to...” phrases.
3. To Express personal preferences for leisure activities and engage in conversations about free time with others
4. To Practice asking and answering questions related to free-time preferences.
5. To Understand the value of physical activity and its importance to health and well-being.
6. To Raise awareness of SDG 3 by discussing the role of active leisure in maintaining good health
7. Diary recording

### Aims ( language/ communicative skills/awareness)

1. To Learn and practice adverbs of frequency (e.g., “always,” “usually,” “sometimes,” “never”) to talk about exercise habits.
2. To Use basic questions like “How often do you...?” to discuss routines and habits.
3. To Ask and answer questions about exercise routines and habits using frequency adverbs.
4. To Engage in pair and group activities to exchange information about personal exercise habits.
5. To Understand the importance of regular physical activity for health and well-being, in line with SDG 3.
6. To Raise awareness about community spaces, like parks, that support active and healthy lifestyle
7. Diary recording

**A1+**

**DAY 5 ‘TRADITIONAL FOOD’ (SDG 2) – ‘MY FRIDGE.COM’ (SDG 12)**

### Learning outcomes:

1. I can use vocabulary for traditional foods from various countries
2. I can use functional language related to food preference
3. I can talk and share information traditional food from my country
4. I can critically understand and appreciate the importance of traditional food from different countries
5. I can understand the importance of reducing food waste and mindful eating
6. I can work well with others

SESSION 1 (90 MINUTES) TRADITIONAL FOOD

SESSION 2 ( 90 MINUTES) MY FRIDGE.COM – FOOD SURVEY

### Aims ( language/ communicative skills/awareness)

### Aims: ( language/communicative skills/ awareness)

1. To learn vocabulary for traditional foods from various countries (e.g., “rice,” “pasta,” “tacos,” “couscous”)
2. To practice simple phrases to describe food preferences, like “I like,” “My favourite food is,” and “In my country, we eat...”.
3. To engage in pair and group activities to share traditional foods from each student’s country or culture
4. To discuss food diversity, balanced meals, and favourite foods.
5. To appreciate the importance of traditional foods and food diversity in promoting balanced nutrition (SDG 2).
6. To raise awareness of responsible consumption (SDG 12) by valuing traditional foods and avoiding food waste
7. Diary recording

1. To learn and practice vocabulary related to food preferences (e.g., “fruit,” “vegetables,” “snacks,” “spicy,” “sweet”).
2. To use question forms to conduct a survey, such as “What is your favorite food?” and “Do you like...?”.
3. To understand the importance of reducing food waste and mindful eating (SDG 2 and SDG 12).
4. To appreciate the impact of food choices on the environment and community.
5. Diary recording

A1+

#### DAY 6 ‘MY HOME’ ( SDG 11) & ‘ DESIGN A DREAM HOME’( SDG 7)

##### Learning outcomes

1. I can use vocabulary for rooms and objects found in the home
2. I can use basic sentences to describe rooms and objects
3. I can talk and describe my home and give basic information
4. To critically understand how my home living habits can help the environment
5. I can describe my dream home
6. I can collaborate to create/design an environmentally friendly home
7. I can understand the importance of green homes

##### SESSION 1 ( 90 minutes) MY HOME

##### Aims ( language/ communicative skills/awareness)

1. To learn vocabulary for rooms and objects commonly found in a home (e.g., “kitchen,” “sofa,” “bedroom,” “lamp”).

##### SESSION 2 ( 90 minutes) DESIGN A DREAM HOME

##### Aims ( language/ communicative skills/awareness)

1. To learn vocabulary for rooms, objects, and energy-efficient features in a home (e.g., “solar panels,” “bedroom,” “kitchen”).

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| <ol style="list-style-type: none"> <li>To use basic sentences to describe rooms and objects, such as “In the kitchen, there is a fridge.”</li> <li>To engage in pair and group activities to share information about their homes and learn about each other's home environments.</li> <li>To practice describing a room or their ideal home, using vocabulary learned in class.</li> <li>To understand and discuss sustainable living practices (e.g., energy conservation, recycling) as part of SDG 11.</li> <li>To raise awareness of how small home changes can contribute to sustainable communities.</li> <li>Diary recording</li> </ol> | <ol style="list-style-type: none"> <li>To use descriptive language to create and present a dream home, such as “There is a big living room” and “The home has solar panels.”</li> <li>To engage in pair and group tasks to design an energy-efficient dream home.</li> <li>To use language to describe rooms, features, and eco-friendly choices.</li> <li>To understand the importance of energy-efficient homes for sustainability (SDG 7)</li> <li>To discuss and incorporate energy-saving features in their dream home design.</li> </ol> |
| <p><b>A1+ DAY 7 – ‘ MY FIRST MEMEORY ( SDG 10) &amp; WHERE DID YOU GROW UP’( SDG 4)</b></p> <p><b>Learning outcomes</b></p> <ol style="list-style-type: none"> <li>I can use vocabulary about my my childhood and family</li> <li>To talk about a past memory</li> <li>I can understand differnts cultures and the importance of being different</li> <li>I can use basic past tense forms to talk about past experience</li> <li>To recognize different types of schools and how this shapes who I am and who we are</li> <li>I can use appropriate language from the lessons</li> </ol>  |  |
| <p><b>SESSION 1 ( 90 MINUTES) MY FIRST MEMORY</b></p>  | <p><b>SESSION 2 ( 90 MINUTES) WHERE DID YOU GROW UP</b></p>  |
| <p><b>Aims ( language/ communicative skills/awareness)</b></p> <ol style="list-style-type: none"> <li>To use basic past tense forms (e.g., “was,” “had,” “went”) to talk about personal memories.</li> <li>To learn vocabulary related to early life and family (e.g., “birthday,” “friend,” “school”).</li> </ol>   | <p><b>Aims ( language/ communicative skills/awareness)</b></p> <ol style="list-style-type: none"> <li>To use basic past tense forms (e.g., “grew up,” “lived,” “went to school”) to talk about past experiences.</li> <li>To learn vocabulary related to hometowns, education, and communities.</li> <li>To describe one’s hometown and early experiences, fostering an understanding of different backgrounds.</li> </ol>   |

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| <ol style="list-style-type: none"> <li>3. To share a personal memory with classmates in a respectful and positive environment.</li> <li>4. To listen to others' memories, fostering empathy and respect for diverse backgrounds.</li> <li>5. To recognize and appreciate the diversity of life experiences and backgrounds (SDG 10).</li> <li>6. To understand that early memories may differ due to cultural and personal factors, promoting inclusivity</li> <li>7. Diary recording</li> </ol> | <ol style="list-style-type: none"> <li>4. To Listen and engage with others' experiences, promoting active listening and respect for diverse background</li> <li>5. To understand how education and memories shape communities (SDG 4 - Quality Education).</li> <li>6. To recognise the importance of diverse educational backgrounds in forming a strong community</li> <li>7. Diary recording</li> </ol> |
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**A1+**

**Day 8 ' I LOVE THIS JOB' ( SDG 8) & ' I AM REALLY TIRED' (SDG 1)**

**Learning outcomes**

1. I can use basic vocabulary related to jobs, feelings of tiredness and common activities
2. I can express myself about how I feel after different activities using simple sentences
3. I can simple present and descriptive phrases to talk about jobs they admire or aspire to.
4. I can discuss and describe different jobs and what people like about them.
5. I can work in pairs and groups to express preferences and reasons for job choices.
6. I can critically understand the importance of choosing the right job for me

**SESSION 3 ( 90 MINUTES) I LOVE THIS JOB**

**Aims ( language/ communicative skills/awareness)**

1. To learn basic vocabulary related to jobs (e.g., 'teacher,' 'doctor,' 'engineer').
2. To use simple present and descriptive phrases to talk about jobs they admire or aspire to.
3. To discuss and describe different jobs and what people like about them.

**SESSION 4 ( 90 MINUTES) I AM REALLY TIRED**

**Aims ( language/ communicative skills/awareness)**

1. To learn and use vocabulary related to feelings of tiredness and common activities (e.g., tired, work, school, sleep)
2. To practice expressing how they feel after different activities using simple sentences
3. To engage in dialogues describing their daily routines and how they feel after each activity.

4. To work in pairs and groups to express preferences and reasons for job choices.
5. To understand the importance of fair wages, job satisfaction, and meaningful work (SDG 8).
6. To discuss how decent work contributes to economic growth and personal happiness.
7. Diary recording

4. To ask and answer questions about common tasks and feelings of tiredness.
5. To develop a basic understanding of work as a means to improve quality of life.
6. To reflect on the importance of balancing work and rest in daily life
7. Diary recording

A1+

### DAY 9 ' THE BIGGEST AND BEST (SDG 16) & 'MY COUNTRY' (SDG 10)

#### Learning outcomes

1. I can use vocabulary related to geography
2. I can use comparative adjectives in context
3. I can compare different countries
4. I can use simple sentences to talk about my country
5. I can ask and answer questions about geography and culture
6. I can understand and respect the different cultures in my classroom
7. I can identify what is it to be a global citizen

#### SESSION 1 - 90 MINUTES ' THE BIGGEST AND BEST'

#### Aims ( language/ communicative skills/awareness)

1. To learn vocabulary related to geography (e.g., country, city, capital, biggest, best).
2. To practice using comparative adjectives in context.
3. To engage in discussions comparing different countries and their governance.
4. To ask and answer questions about geography and culture.
5. To develop an understanding and respect for diverse governance and cultures around the world.
6. Diary recording

#### SESSION 2 – 90 MINUTES ' MY COUNTRY/GLOBAL CITIZENS)

#### Aims ( language/ communicative skills/awareness)

1. To learn, use, revise vocabulary related to countries (e.g., capital, flag, language, culture)
2. To practice using simple sentences to describe basic information about their home country
3. To engage in discussions about their home countries, sharing and respecting different cultures
4. To ask and answer questions about each other's countries.
5. To understanding and respect for the diversity of cultures and backgrounds represented in the classroom

A1+

## DAY 10 'WILDLIFE AND SEASONS' (SDG 13) & 'PRESENT THE WEATHER' (SDG 5)

### Learning outcomes

1. I can use vocabulary related to animals and seasons.
2. I can use simple sentences to describe animals and their habitats in different seasons.
3. I can talk about seasonal weather patterns and their effects on wildlife.
4. I can ask and answer questions about animals and seasons
5. I can understanding of how climate change can change seasonal weather and wildlife
6. I can work with a team to create a wether report

| SESSION 1 ( 90 MINUTES) WILDLIFE AND SEASONS  | SESSION 2 ( 90 MINUTES) PROJECT/ PRESENT THE WEATHER  |
|---|---|
| <b>Aims ( language/ communicative skills/awareness)</b> <ol style="list-style-type: none"> <li>1. To learn vocabulary related to animals and seasons.</li> <li>2. To practice using simple sentences to describe animals and their habitats in different seasons.</li> <li>3. To engage in discussions about seasonal weather patterns and their effects on wildlife.</li> <li>4. To ask and answer questions about animals and seasons</li> <li>5. To develop an understanding of how climate change impacts seasonal weather patterns and wildlife</li> <li>6. Diary recording</li> </ol> | <b>Aims ( language/ communicative skills/awareness)</b> <ol style="list-style-type: none"> <li>1. To create this project, students work in groups and prepare a weather report which they can either film on video or present to the rest of the class.</li> <li>2. Present the project to the class</li> <li>3. Diary recording</li> </ol> |

A1+

## DAY 11 'HEALTHY EATING' ( SDG 3) & ' DOCTOR, DOCTOR' ( SDG 2)

### Learning outcomes:

1. I can use vocabulary and collocations related to healthy eating
2. I can use simple sentences to describe healthy food choices and balanced diets
3. I can talks about healthy eating habits and food choices
4. I can answer questions about food and its nutritional value

## 5. I can understanding the importance of healthy eating and how to read food labels for nutritional information

| SESSION 1 ( 90 MINUTES) HEALTHY EATING   | SESSION 2 ( 90 MINUTES) DOCTOR, DOCTOR   |
|--|--|
| <b>Aims ( language/ communicative skills/awareness)</b> <ol style="list-style-type: none"> <li>To learn vocabulary related to healthy eating (e.g., fruits, vegetables, protein, grains)</li> <li>To practice using simple sentences to describe healthy food choices and balanced diets</li> <li>To engage in discussions about healthy eating habits and food choices</li> <li>To ask and answer questions about food and its nutritional value</li> <li>To develop an understanding of the importance of healthy eating and how to read food labels for nutritional information</li> <li>Diary recording</li> </ol> | <b>Aims ( language/ communicative skills/awareness)</b> <ol style="list-style-type: none"> <li>To learn collocations related to health and nutrition (e.g., healthy food, balanced diet, eat well)</li> <li>To practice using simple sentences to discuss food and health topics</li> <li>To engage in discussions about food security and access to nutritious food in their countries</li> <li>To ask and answer questions about health-related topics</li> <li>To develop an understanding of food security and the importance of nutritious food for health.</li> <li>Diary recording</li> </ol> |
| <b>A1+ DAY 12 ' ENGLISH AND THE UK' (SDG 4) &amp; BRITISH CELEBRITIES ( SDG 17)</b>  |  |
| <b>Learning outcomes</b> <ol style="list-style-type: none"> <li>I can use vocabulary related to the UK and its culture and British celebrations</li> <li>I can using simple sentences to describe the UK, my home countries, and British Celebrations</li> <li>I can talks about the importance of learning about other nations and cultures</li> <li>I can ask and answer questions about cultural aspects of the UK and my countries</li> <li>I can understand why cultural education is important</li> </ol>  |  |
| SESSION 1 - 90 MINUTES ENGLISH AND THE UK  | SESSION 2 - 90 MINUTES ESDC lesson (Education for sustainable development)   |
| <b>Aims ( language/ communicative skills/awareness)</b>  | <b>Aims ( language/ communicative skills/awareness)</b> <ol style="list-style-type: none"> <li>To encourage students to discover their own biases</li> </ol>   |

6. To learn vocabulary related to the UK and its culture (e.g., flag, capital, landmarks, food).
7. To practice using simple sentences to describe the UK and their home countries
8. To engage in discussions about the importance of learning about other nations and cultures
9. To ask and answer questions about cultural aspects of the UK and their own countries
10. To develop an understanding of cultural education and the benefits of language learning for global citizenship
11. Diary recording

2. To Identify own viewpoint with regards to a controversial topic
3. To demonstrate independent thinking
4. Diary recording

**ESDC lessons help students become engaged global citizens. They tie classroom practice to Global Citizenship Education theory, incorporates an inclusive approach to language learning, and references the Sustainable Development Goals (SDGs), which are a United Nations initiative.**

- The ESDC lessons can be used in any order and at any point during the syllabus.
- They are mapped to CEFR levels but do not follow a grammar or vocabulary syllabus.
- You may want to choose a Lesson which relates to a topic in the syllabus but, equally, you may want to move away from a topic for a while and focus on something different.
- The trigger for using these Lessons may even be a related item in the news or something the students are covering.

**These lessons are in the GCE – ESDC folder, level A1. The topics are:**

1. A Healthy diet
2. Contraversial Topics
3. Global Citizens





