


## Pre A1 - LESSON PLANNING

Student: Judith Medina

Classes per week:


Position:

Level: Pre A1

Curriculum:  Pre A1 Full Curriculum

Current week:

### Decompress:

Here's the template:  Needs analysis/Decompress template

Notes on Client (Changes on new curriculum, suggestions, needs another curriculum, etc.):

Remember to notify your leader when decompress is completed, or contact directly with Jaime via Slack

### Week 1 - Talking about yourself

**Aims:** Introducing yourself and others, talking about your interests & describing yourself and others

| TOPIC & CONTENT | LANGUAGE FOCUS | PRODUCTION | MATERIALS / SKILLS |
|-----------------|----------------|------------|--------------------|
|-----------------|----------------|------------|--------------------|

Date/teacher: January 24th, Edgar

Jan 23, 2025 Bernardo **DNH**

Lesson 1: Introducing yourself and others.

- Grammar: Alphabet and pronunciation; Verb to be
- Structure of sentences
- Vocabulary: introducing yourself

- Client is able to introduce herself/himself to others.

<https://www.youtube.com/watch?v=iloCBoEpEDQ>

Comments/ Suggestions for next lesson:

Date/teacher: Feb 7, 2025 Bernardo dnh

January 28th, Edgar **DNH**

Lesson 2: Talking about your interests.

- Grammar: Structure of sentences
- Vocabulary: hobbies

- Client is able to express likes and dislikes.

<https://gurlalji.blogspot.com/2018/01/subject-verb-objects-vo.html>  
<https://es.liveworksheets.com/yg762156ze>

Comments/ Suggestions for next lesson:

Date/teacher: Feb 13, 2025 / Miguel

Lesson 3: Describing yourself and others.

- Grammar: Adjectives
- Vocabulary: adjectives

- Clients are able to describe people themselves and people they know

<https://platzi.com/tutoriales/1501-ingles-facil-speaking/7392-what-is-an-adjective-and-some-examples/>

Comments/ Suggestions for next lesson:

## Week 2 - Activities and Routines

**Aims:** To describe daily and business routines.

| TOPIC & CONTENT | LANGUAGE FOCUS | PRODUCTION | MATERIALS / SKILLS |
|-----------------|----------------|------------|--------------------|
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Date/teacher: Feb 15th, 2025/María Luisa

Lesson 4: Work activities

- Grammar: simple present verbs
- Vocabulary: action verbs

- Client is able to describe their activities at their job

[https://www.vocabulary.cl/Lists/Daily\\_Routines.htm](https://www.vocabulary.cl/Lists/Daily_Routines.htm)

Comments/ Suggestions for next lesson:

Date/teacher: Feb 20th Jared **DNH** Feb 22nd, María Luisa

Lesson 5: Work routines

- Grammar: Adverbs of sequence
- Vocabulary: adverbs

- Client is able to describe their daily work activities sequentially

<https://test-english.com/writing/a1/writing-about-my-daily-routine/2/>

Comments/ Suggestions for next lesson:

Date/teacher: March 13th, Edgar+Alex (New candidate)

Mar. 1st Brian **DNH**

Lesson 6: Frequency of work activities

- Grammar: adverbs of frequency
- Vocabulary: adverbs

- Clients are able to describe how frequently they perform their work activities.

<https://www.youtube.com/watch?v=4-w4y0ocCAA>

Comments/ Suggestions for next lesson:

### Week 3 - Relationships

**Aims:** To describe the people who are around as well as their relation with the Client.

| TOPIC & CONTENT | LANGUAGE FOCUS | PRODUCTION | MATERIALS / SKILLS |
|-----------------|----------------|------------|--------------------|
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Date/teacher: March 29th, Karen DNH

March 20th, Marisol DNH March 21st Jared DNH

March 22nd, María Luisa

March 26th, Alex DNH

|                          |   |   |   |
|--------------------------|---|---|---|
| Lesson 7: Family members | <ul style="list-style-type: none"><li>Grammar: family members</li><li>Vocabulary: nouns</li></ul> | <ul style="list-style-type: none"><li>Client is able to identify and describe their family members.</li></ul> | <a href="https://portalacademico.cch.unam.mx/ingles1/people-i-love/family-members">https://portalacademico.cch.unam.mx/ingles1/people-i-love/family-members</a> |
|--------------------------|---|---|---|

Comments/ Suggestions for next lesson:

Date/teacher: April 4th, Marisol

|                   |  |   |   |
|-------------------|--|---|---|
| Lesson 8: Friends | <ul style="list-style-type: none"><li>Grammar: Pronouns</li><li>Vocabulary: descriptive adjectives</li></ul> | <ul style="list-style-type: none"><li>Client is able to talk about their friends and their interests.</li></ul> | <a href="https://www.eslprintables.com/vocabulary_worksheets/friendship/Friends_Characters_descript_543078/">https://www.eslprintables.com/vocabulary_worksheets/friendship/Friends_Characters_descript_543078/</a> |
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Comments/ Suggestions for next lesson:

Date/teacher: April 9th, Edgar

5 abr 2025 Karen DNH

|                             |   |  |   |
|-----------------------------|---|--|---|
| Lesson 9: Work relationship | <ul style="list-style-type: none"><li>Grammar: possessive adjectives</li><li>Vocabulary: adjectives</li></ul> | <ul style="list-style-type: none"><li>Client is able to identify and describe the different types of work relationships.</li></ul> | <a href="https://learnenglish.britishcouncil.org/business-english/podcasts-for-professionals/relationship-building">https://learnenglish.britishcouncil.org/business-english/podcasts-for-professionals/relationship-building</a> |
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Comments/ Suggestions for next lesson:

### Week 4 - Office

**Aims:** To identify and describe the people and settings related to the Client's office.

| TOPIC & CONTENT | LANGUAGE FOCUS | PRODUCTION | MATERIALS / SKILLS |
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Date/teacher:

April 10th, Edgar **DNH**

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| Lesson 10: Describing the office       | <ul style="list-style-type: none"> <li>Grammar: prepositions of place</li> <li>Vocabulary: office items</li> </ul> | <ul style="list-style-type: none"> <li>Client is able to identify and describe the items around the office.</li> </ul> | <a href="https://www.inenglishwithlove.com/blog/travel-esl-vocabulary">https://www.inenglishwithlove.com/blog/travel-esl-vocabulary</a> |
| Comments/ Suggestions for next lesson: |  |  |   |

Date/teacher:

|  |  |  |   |
|--|--|--|---|
| Lesson 11: Going to the office         | <ul style="list-style-type: none"> <li>Grammar: prepositions of time</li> <li>Vocabulary: commute</li> </ul> | <ul style="list-style-type: none"> <li>Client is able to point out the time when arrives/leaves work/school</li> </ul> | <a href="https://www.woodwardenglish.com/lesson/basic-prepositions-of-place/">https://www.woodwardenglish.com/lesson/basic-prepositions-of-place/</a> |
| Comments/ Suggestions for next lesson: |  |  |   |

Date/teacher:

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|--|--|--|---|
| Lesson 12: Office staff                | <ul style="list-style-type: none"> <li>Grammar: jobs and occupations</li> <li>Vocabulary:</li> </ul> | <ul style="list-style-type: none"> <li>Client is able to identify and describe the occupations and job positions at their office.</li> </ul> | <a href="https://www.teach-this.com/general-activities-worksheets/jobs-work">https://www.teach-this.com/general-activities-worksheets/jobs-work</a> |
| Comments/ Suggestions for next lesson: |  |  |   |

### Week 5 - Small Talk

**Aims:** To be able to hold small talk while expressing interests.

| TOPIC & CONTENT | LANGUAGE FOCUS | PRODUCTION | MATERIALS / SKILLS |
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Date/teacher:

|                               |  |  |   |
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| Lesson 13: Likes and dislikes | <ul style="list-style-type: none"> <li>Grammar: like + infinitive /ing</li> <li>Vocabulary: hobbies</li> </ul> | <ul style="list-style-type: none"> <li>Client is able to express their likes and dislikes</li> </ul> | <a href="https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Likes_and_dislikes/Do...Does..!">https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Likes_and_dislikes/Do...Does..!</a> |
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|  |  |  | <a href="#">ike\$ _pv1318249lg</a> |
| Comments/ Suggestions for next lesson: |  |  |                                    |

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|--|---|--|---|
| Date/teacher:                          |   |  |   |
| Lesson 14: Hobbies and free time       | <ul style="list-style-type: none"> <li>Grammar: hobbies vocabulary</li> <li>Vocabulary: Leisure activities</li> </ul> | <ul style="list-style-type: none"> <li>Client is able to describe their favorite activities</li> </ul> | <a href="http://iteslj.org/questions/hobby.html">http://iteslj.org/questions/hobby.html</a> |
| Comments/ Suggestions for next lesson: |   |  |   |

|   |  |  |   |
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| Date/teacher:                                 |  |  |   |
| Lesson 15: Good and bad topics for small talk | <ul style="list-style-type: none"> <li>Grammar: examples of short conversation</li> <li>Vocabulary: Weather</li> </ul> | <ul style="list-style-type: none"> <li>Client is able to have a short conversation, and proper topics for small talk.</li> </ul> | <a href="https://www.baamboozle.com/game/387662">https://www.baamboozle.com/game/387662</a> |
| Comments/ Suggestions for next lesson:        |  |  |   |

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|---|-----------------------|-------------------|---------------------------|
| <b>Week 6 - Questions</b><br><b>Aims:</b> To clearly ask questions related to daily activities as well as the work environment. |                       |                   |                           |
| <b>TOPIC &amp; CONTENT</b>  | <b>LANGUAGE FOCUS</b> | <b>PRODUCTION</b> | <b>MATERIALS / SKILLS</b> |

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|--|--|--|---|
| Date/teacher:                          |  |  |   |
| Lesson 16: What about you?             | <ul style="list-style-type: none"> <li>Grammar: Asking about other people's interests, BASIC wh questions</li> <li>Vocabulary: Routinary activities</li> </ul> | <ul style="list-style-type: none"> <li>Client is able to inquire about other people's interests</li> </ul> | <a href="https://learnenglish.britishcouncil.org/skills/speaking/a2-speaking/talking-about-personal-interests">https://learnenglish.britishcouncil.org/skills/speaking/a2-speaking/talking-about-personal-interests</a> |
| Comments/ Suggestions for next lesson: |  |  |   |

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| Date/teacher: |  |  |  |
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| Lesson 17: Asking questions at work    | <ul style="list-style-type: none"> <li>Grammar: Yes or no questions</li> <li>Vocabulary: Business</li> </ul> | <ul style="list-style-type: none"> <li>Client is able to formulate questions for work</li> </ul> | <a href="https://www.youtube.com/watch?v=TD5cSLbHSdk">https://www.youtube.com/watch?v=TD5cSLbHSdk</a> |
| Comments/ Suggestions for next lesson: |  |  |   |

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| Date/teacher:                          |  |   |   |
| Lesson 18: Questions and answers       | <ul style="list-style-type: none"> <li>Grammar: Introducing do/does</li> </ul> | <ul style="list-style-type: none"> <li>Client is able to formulate and respond to questions.</li> </ul> | <a href="https://www.teach-this.com/esl-games/review-question-games">https://www.teach-this.com/esl-games/review-question-games</a> |
| Comments/ Suggestions for next lesson: |  |   |   |

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|---|-----------------------|-------------------|---------------------------|
| <b>Week 7 - Getting to know each other</b><br><b>Aims:</b> To accurately describe routines and persons. |                       |                   |                           |
| <b>TOPIC &amp; CONTENT</b>  | <b>LANGUAGE FOCUS</b> | <b>PRODUCTION</b> | <b>MATERIALS / SKILLS</b> |

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|--|---|---|---|
| Date/teacher:                          |   |   |   |
| Lesson 19: Asking for preferences      | <ul style="list-style-type: none"> <li>Grammar: practice small talk</li> <li>Vocabulary: common preferences.</li> </ul> | <ul style="list-style-type: none"> <li>Client is able to inquire about preferences</li> </ul> | <a href="https://learningenglish.voanews.com/a/how-to-talk-about-preferences/4605975.html">https://learningenglish.voanews.com/a/how-to-talk-about-preferences/4605975.html</a> |
| Comments/ Suggestions for next lesson: |   |   |   |

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| Date/teacher:                          |  |   |   |
| Lesson 20: Describing other people     | <ul style="list-style-type: none"> <li>Grammar: practice adjectives / verb to be</li> <li>Vocabulary: physical appearance</li> </ul> | <ul style="list-style-type: none"> <li>Client is able to describe someone's physical appearance and personality.</li> </ul> | <a href="https://www.baamboozle.com/game/1079721">https://www.baamboozle.com/game/1079721</a> |
| Comments/ Suggestions for next lesson: |  |   |   |

|               |  |  |  |
|---------------|--|--|--|
| Date/teacher: |  |  |  |
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| Lesson 21: Frequency of routines       | <ul style="list-style-type: none"> <li>Grammar: practices adverbs and prepositions of time</li> <li>Vocabulary: frequency adverbs</li> </ul> | <ul style="list-style-type: none"> <li>Client is able to describe their routine.</li> </ul> | <a href="https://test-english.com/explanation/a1/adverbs-frequency/">https://test-english.com/explanation/a1/adverbs-frequency/</a> |
| Comments/ Suggestions for next lesson: |  |   |   |

### Week 8 - Evaluation preparation

**Aims:** Content review

| TOPIC & CONTENT | LANGUAGE FOCUS | PRODUCTION | MATERIALS / SKILLS |
|-----------------|----------------|------------|--------------------|
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Date/teacher:

Lesson 22: Evaluation prep

Content from week 1-3

Comments/ Suggestions for next lesson:

Date/teacher:

Lesson 23: Evaluation prep

Content from week 4-5

Comments/ Suggestions for next lesson:

Date/teacher:

Lesson 24: Evaluation prep

Content from week 6-7

**Client's comments about evaluation/next curriculum:**

### Lesson 25: Final speaking evaluation

**Date/consultant:**

**Observations:**

**Next curriculum (learner's path):**

## Pre A1 - LESSON PLANNING

Student: Judith Medina

Classes per week:

Position:

Level: Pre A1

Curriculum:  Pre A1 Full Curriculum

Current week: 1

Needs analysis from 28th July 2022:

| Pronunciation  | Vocabulary   | Grammar  | Listening  |
|--|--|--|--|
| She wants to focus on pronunciation because she doesn't know which teachers are saying | She wants to focus on basic vocabulary. She feels there are many basic words she doesn't know yet. | She thinks that the curriculum is going a little 'fast' for her.   | She feels a little uncomfortable and stressed when teachers speak only in English. |
| Speaking   | Reading  | Writing  | Other:   |
| She wants to focus on spelling and the alphabet.                                       |  | She would write according to what she hears. Maybe she requires more exercises about spelling or dictation | She likes being corrected, particularly pronunciation                              |

### Week 1 - Talking about yourself

Aims:

- Introducing yourself and others
- Talking about your interests
- Describing yourself and others

| TOPIC & CONTENT | LANGUAGE FOCUS | PRODUCTION | MATERIALS / SKILLS |
|-----------------|----------------|------------|--------------------|
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Date/teacher: 28th/Jul/22 Alex Cruz 8/3 Maja — choosing the new program

Lesson 0: Decompress

Comments/ Suggestions for next lesson:

Date/teacher: Edgar 08/04

Lesson 1: Introducing yourself and others

- Grammar: Alphabet and pronunciation; Verb to

- Client is able to introduce herself/himself to others.



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| Comments/ Suggestions for next lesson: |    |  |  |

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| Date/teacher: 8/5th DENISSE <b>DNH Edgar 8/8</b> |   |   |  |
| Lesson 2: Talking about your interests           | <ul style="list-style-type: none"> <li>Grammar: Structure of sentences</li> </ul> | <ul style="list-style-type: none"> <li>Client is able to express likes and dislikes.</li> </ul> |  |
| Comments/ Suggestions for next lesson:           |   |   |  |

|  |   |   |  |
|--|---|---|--|
| Date/teacher: <b>24/August Julio</b>     |   |   |  |
| Lesson 3: Describing yourself and others | <ul style="list-style-type: none"> <li>Grammar: Adjectives</li> </ul> | <ul style="list-style-type: none"> <li>Clients are able to describe people themselves and people they know</li> </ul> |  |
| Comments/ Suggestions for next lesson:   |   |   |  |

|   |                       |                   |                           |
|---|-----------------------|-------------------|---------------------------|
| <b>Week 2 - Activities and Routines</b> |                       |                   |                           |
| <b>Aims:</b>                            |                       |                   |                           |
| <b>TOPIC &amp; CONTENT</b>              | <b>LANGUAGE FOCUS</b> | <b>PRODUCTION</b> | <b>MATERIALS / SKILLS</b> |

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|--|---|--|--|
| Date/teacher: 25/August Julio          |   |  |  |
| Lesson 4: work activities              | <ul style="list-style-type: none"> <li>Grammar: simple present verbs</li> </ul> | <ul style="list-style-type: none"> <li>Client is able to describe their activities at their job</li> </ul> |  |
| Comments/ Suggestions for next lesson: |   |  |  |

|                           |  |   |  |
|---------------------------|--|---|--|
| Date/teacher: 08/30 Edgar |  |   |  |
| Lesson 5: work routines   | <ul style="list-style-type: none"> <li>Grammar: adverbs of sequence</li> </ul> | <ul style="list-style-type: none"> <li>Client is able to describe their daily work activities sequentially</li> </ul> |  |

Comments/ Suggestions for next lesson:

Date/teacher: 31 Aug '22 - kiva

Lesson 6: frequency of work activities

- Grammar: adverbs of frequency

- Client is able to describe how frequently they perform their work activities.

Comments/ Suggestions for next lesson:

**Week 3 - Relationships Aims:**

**TOPIC & CONTENT**

**LANGUAGE FOCUS**

**PRODUCTION**

**MATERIALS / SKILLS**

Date/teacher: 9/14th Vero

Lesson 7: family members

- Grammar: family members

- Client is able to identify and describe their family members.

Comments/ Suggestions for next lesson:

Date/teacher: 9/15 Eka (DNH) - 9/19 Roberto

Lesson 8: friends

- Grammar: pronouns

- Client is able to talk about their friends and their interests.

Comments/ Suggestions for next lesson:

Date/teacher: 9/21 Roberto 9/20 Brian (DNH)

Lesson 9: work relationship

- Grammar: possessive adjectives

- Client is able to identify and describe the different types of work relationships.

Comments/ Suggestions for next lesson:

**Week 4 - office****Aims:**

| TOPIC & CONTENT | LANGUAGE FOCUS | PRODUCTION | MATERIALS / SKILLS |
|-----------------|----------------|------------|--------------------|
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Date/teacher: 9/26 Eka

Lesson 10: describing the office

- Grammar: prepositions of place

- Client is able to identify and describe the items around the office.

Comments/ Suggestions for next lesson:

Date/teacher: 10/03 Roberto 9/30th Eka (DNH) / (The LP is still available - 28 Sept '22 - kiva - We only covered the Warm up &amp; Homework review. The rest of the class was dedicated to pronunciation)

Lesson 11: going to the office

- Grammar: prepositions of time

- Client is able to point out the time when arrives/leaves work/school

Comments/ Suggestions for next lesson:

Date/teacher: 10/14 Roberto

Lesson 12: office staff

- Grammar: jobs and occupations

- Client is able to identify and describe the occupations and job positions at their office.

Comments/ Suggestions for next lesson:

**Week 5 - small talk****Aims:**

| TOPIC & CONTENT | LANGUAGE FOCUS | PRODUCTION | MATERIALS / SKILLS |
|-----------------|----------------|------------|--------------------|
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Date/teacher:

|  |   |  |  |
|--|---|--|--|
| Lesson 13: likes and dislikes          | <ul style="list-style-type: none"> <li>Grammar: like + infinitive /ing</li> </ul> | <ul style="list-style-type: none"> <li>Client is able to express their likes and dislikes</li> </ul> |  |
| Comments/ Suggestions for next lesson: |   |  |  |

|  |   |  |  |
|--|---|--|--|
| Date/teacher:                          |   |  |  |
| Lesson 14: hobbies and free time       | <ul style="list-style-type: none"> <li>Grammar: hobbies vocabulary</li> </ul> | <ul style="list-style-type: none"> <li>Client is able to describe their favorite activities</li> </ul> |  |
| Comments/ Suggestions for next lesson: |   |  |  |

|   |   |  |  |
|---|---|--|--|
| Date/teacher:                                 |   |  |  |
| Lesson 15: good and bad topics for small talk | <ul style="list-style-type: none"> <li>Grammar: examples of short conversation</li> </ul> | <ul style="list-style-type: none"> <li>Client is able to have a short conversation, and proper topics for small talk.</li> </ul> |  |
| Comments/ Suggestions for next lesson:        |   |  |  |

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|----------------------------|-----------------------|-------------------|---------------------------|
| <b>Topic 6 - questions</b> |                       |                   |                           |
| <b>Aims:</b>               |                       |                   |                           |
| <b>TOPIC &amp; CONTENT</b> | <b>LANGUAGE FOCUS</b> | <b>PRODUCTION</b> | <b>MATERIALS / SKILLS</b> |

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|--|--|--|--|
| Date/teacher:                          |  |  |  |
| Lesson 16: what about you?             | <ul style="list-style-type: none"> <li>Grammar: Asking about other people's interests, BASIC wh questions</li> </ul> | <ul style="list-style-type: none"> <li>Client is able to inquire about other people's interests</li> </ul> |  |
| Comments/ Suggestions for next lesson: |  |  |  |

|                                     |  |  |  |
|-------------------------------------|--|--|--|
| Date/teacher:                       |  |  |  |
| Lesson 17: asking questions at work | <ul style="list-style-type: none"> <li>Grammar: yes or no questions</li> </ul> | <ul style="list-style-type: none"> <li>Client is able to formulate questions for work</li> </ul> |  |

Comments/ Suggestions for next lesson:

Date/teacher:

Lesson 18: questions and answers

- Grammar: introducing do/does

- Client is able to formulate and respond to questions.

Comments/ Suggestions for next lesson:

## Topic 7 - getting to know each other

Aims:

TOPIC & CONTENT

LANGUAGE FOCUS

PRODUCTION

MATERIALS / SKILLS

Date/teacher:

Lesson 19: asking for preferences

- Grammar: practice small talk

- Client is able to inquire about preferences

Comments/ Suggestions for next lesson:

Date/teacher:

Lesson 20: describing other people

- Grammar: practice adjectives / verb to be

- Client is able to describe someone's physical appearance and personality.

Comments/ Suggestions for next lesson:

Date/teacher:

Lesson 21: frequency of routines

- Grammar: practices adverbs and prepositions of time

- Client is able to describe their routine.

Comments/ Suggestions for next lesson:

## Week 8 - Review

**Aims:** Review previous lessons

| TOPIC & CONTENT | LANGUAGE FOCUS | PRODUCTION | MATERIALS / SKILLS |
|-----------------|----------------|------------|--------------------|
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Date/teacher:

Lesson 22:

- Review

Comments/ Suggestions for next lesson:

Date/teacher:

Lesson 23:

- Review

Comments/ Suggestions for next lesson:

Date/teacher:

Lesson 24:

- Review

Comments/ Suggestions for next lesson:

## Lesson 25: Final speaking evaluation


### A2 COMPANY OVERVIEW AND DESCRIPTION CURRICULUM - LESSON PLANNING

Student: **Judith Medina**

Classes per week:

Position:

Level:

Curriculum:  A2 Company overview and description Curriculum

Current week:

## Topic 1 - COMPANY OVERVIEW

**Aims:** Explaining the history, mission and values of the company as well as the different locations, offices and facilities and describing the management team.

| TOPIC & CONTENT | LANGUAGE FOCUS | PRODUCTION | MATERIALS / SKILLS |
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Date/teacher:

|  |  |  |                            |
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| Lesson 1: History, mission, vision, values | <ul style="list-style-type: none"><li>Grammar: Past tenses review</li><li>Vocabulary: company history, mission, values</li></ul> | <ul style="list-style-type: none"><li>Client is able to talk about his company history, mission, vision and values</li></ul> | Use diagrams and timelines |
|--|--|--|----------------------------|

Comments/ Suggestions for next lesson:

Date/teacher:

|                                    |   |   |  |
|------------------------------------|---|---|--|
| Lesson 2: Locations and facilities | <ul style="list-style-type: none"><li>Grammar: prepositions of place</li><li>Vocabulary: company facilities</li></ul> | <ul style="list-style-type: none"><li>Client is able to describe their company's facilities</li></ul> |  |
|------------------------------------|---|---|--|

Comments/ Suggestions for next lesson:

Date/teacher:

|                           |   |   |  |
|---------------------------|---|---|--|
| Lesson 3: Management team | <ul style="list-style-type: none"><li>Grammar: present tenses review</li><li>Vocabulary: job positions, tasks, action verbs</li></ul> | <ul style="list-style-type: none"><li>Client is able to describe the management team and their tasks and responsibilities</li></ul> |  |
|---------------------------|---|---|--|

Comments/ Suggestions for next lesson:

## Topic 2 - PROCESSES AND ORGANIZATIONAL STRUCTURE

**Aims:** Explaining the main activities of your job, describing the goals and strategies of each section and explaining

the chain of command of the company

| TOPIC & CONTENT | LANGUAGE FOCUS | PRODUCTION | MATERIALS / SKILLS |
|-----------------|----------------|------------|--------------------|
|-----------------|----------------|------------|--------------------|

Date/teacher:

|                  |   |   |   |
|------------------|---|---|---|
| Lesson 4: My job | <ul style="list-style-type: none"><li>Grammar: present simple and continuous</li><li>Vocabulary: action verbs, adjectives, job responsibilities</li></ul> | <ul style="list-style-type: none"><li>Client is able to describe their job and detail the tasks and duties involved in it</li></ul> | Use LinkedIn job ads<br><br><a href="https://www.linguahouse.com/es/esl-lesson-plans/general-english/describing-jobs">https://www.linguahouse.com/es/esl-lesson-plans/general-english/describing-jobs</a> |
|------------------|---|---|---|

Comments/ Suggestions for next lesson:

Date/teacher:

|                                |  |  |  |
|--------------------------------|--|--|--|
| Lesson 5: Goals and strategies | <ul style="list-style-type: none"><li>Grammar: linking words, sequencers</li><li>Vocabulary: goals, expectations, strategies</li></ul> | <ul style="list-style-type: none"><li>Client can describe the goals of their company as well as strategies how to achieve them</li></ul> |  |
|--------------------------------|--|--|--|

Comments/ Suggestions for next lesson:

Date/teacher:

|                            |  |   |  |
|----------------------------|--|---|--|
| Lesson 6: Chain of command | <ul style="list-style-type: none"><li>Grammar: possessives</li><li>Vocabulary: responsibilities, phrasal verbs - basic</li></ul> | <ul style="list-style-type: none"><li>Client can describe the chain of command in their company and detail their activities</li></ul> |  |
|----------------------------|--|---|--|

Comments/ Suggestions for next lesson:

### Topic 3 - DEPARTMENTS

**Aims:** Explain the main purpose of the departments, describe the management team for the departments and analyze the connection between your department and the rest of the company



| TOPIC & CONTENT | LANGUAGE FOCUS | PRODUCTION | MATERIALS / SKILLS |
|-----------------|----------------|------------|--------------------|
|-----------------|----------------|------------|--------------------|

Date/teacher:

Lesson 7: Departments

- Grammar: Present Perfect
- Vocabulary: departments, duties

- Client details the departments, processes in the company and the duties of each Dept including theirs

Comments/ Suggestions for next lesson:

Date/teacher:

Lesson 8: Management teams

- Grammar: Present Perfect and Past Simple
- Vocabulary: staff, job positions, responsibilities

- Client describes the management teams of each Dept in their company and details their responsibilities

Comments/ Suggestions for next lesson:

Date/teacher:

Lesson 9: My Department

- Grammar: Expressions of cause and consequence
- Vocabulary: cause and consequence, effects

- Client describes own department and connection to other departments in the company

Comments/ Suggestions for next lesson:

#### Topic 4 - PROJECTS AND OPERATIONAL TIMELINES

**Aims:** Designing the strategy when starting a project, explaining project breakdown to a boss/coworker and creating the timeline of a project for past, present and future projects

| TOPIC & CONTENT | LANGUAGE FOCUS | PRODUCTION | MATERIALS / SKILLS |
|-----------------|----------------|------------|--------------------|
|-----------------|----------------|------------|--------------------|

Date/teacher:

Lesson 10: Project strategy

- Grammar: future tenses, modals might/may/will for predictions
- Vocabulary: strategy and forecast

- Clients discuss and detail their project strategy focusing on the future results

Comments/ Suggestions for next lesson:

Date/teacher:

Lesson 11: Project Breakdown

- Grammar: connectors and discourse markers , past, present and future review
- Vocabulary: project stages, projects , basic phrasal verbs

- Client is able to break down the project and explain it to a third party

Comments/ Suggestions for next lesson:

Date/teacher:

Lesson 12: Project Timeline

- Grammar: tenses review - past present and future
- Vocabulary: timelines

- Client is able to describe the complete timeline of the project, focusing on completed, ongoing and future tasks

Comments/ Suggestions for next lesson:

## Topic 5 - MANAGING RELATIONSHIPS

**Aims:** Practicing small talk with suppliers/client and creating rapport through personal storytelling, as well as asking and answering questions about personal and professional life

| TOPIC & CONTENT | LANGUAGE FOCUS | PRODUCTION | MATERIALS / SKILLS |
|-----------------|----------------|------------|--------------------|
|-----------------|----------------|------------|--------------------|

Date/teacher:

Lesson 13: Small Talk

- Grammar: modals review
- Vocabulary: small talk, work and leisure

- Client is able to have a small talk in a business context

Comments/ Suggestions for next lesson:

Date/teacher:

Lesson 14: Storytelling

- Grammar: Past Perfect and narrative tenses
- Vocabulary: storytelling

- Client is able to tell stories from personal and professional experience

Comments/ Suggestions for next lesson:

Date/teacher:

Lesson 15: Rapport

- Grammar: questions forms
- Vocabulary: questions, rapport

- Client is able to share stories, ask and answer personal and professional questions in order to create rapport

Role play

Comments/ Suggestions for next lesson:

## Topic 6 - LISTEN TO AND CLASSIFY A PITCH

**Aims:** Identifying the essential elements of a business pitch and creating your company's pitch while reframing your company's challenges as positives

| TOPIC & CONTENT | LANGUAGE FOCUS | PRODUCTION | MATERIALS / SKILLS |
|-----------------|----------------|------------|--------------------|
|-----------------|----------------|------------|--------------------|

Date/teacher:

Lesson 16: Elements of a pitch

- Grammar: conditionals 0 and 1
- Vocabulary : pitches and persuasion , action verbs

- Client defines the essential elements of a pitch and their purpose

Comments/ Suggestions for next lesson:

Date/teacher:

Lesson 17: My company's pitch

- Grammar: consion, linking words
- Vocabulary: useful expressions
- Skill: being concise

- Client creates and presents a pitch of their company

Comments/ Suggestions for next lesson:

Date/teacher:

Lesson 18: Reframing challenges as positives

- Grammar: reframing, conditionals
- Vocabulary: challenges and highlights

- Client uses the reframing strategies to present their company in the best light

Comments/ Suggestions for next lesson:

## Topic 7 - MEETINGS AND REPORTS

**Aims:** Leading and participating in a meeting, commenting on graphs and charts and what was said, as well as subsequently reporting the findings of a meeting

TOPIC & CONTENT

LANGUAGE FOCUS

PRODUCTION

MATERIALS / SKILLS

Date/teacher:

|  |   |  |  |
|--|---|--|--|
| Lesson 19: Meetings                    | <ul style="list-style-type: none"> <li>• Grammar: imperatives and modals for requests and offers</li> <li>• Vocabulary: meetings</li> </ul> | <ul style="list-style-type: none"> <li>• Client is able to lead and participate in a meeting as well as communicate offers and requests</li> </ul> |  |
| Comments/ Suggestions for next lesson: |   |  |  |

|  |   |   |  |
|--|---|---|--|
| Date/teacher:                          |   |   |  |
| Lesson 20: Commenting on data          | <ul style="list-style-type: none"> <li>• Grammar : describing charts, graphs and data</li> <li>• Vocabulary: useful expressions, phrasal verbs</li> </ul> | <ul style="list-style-type: none"> <li>• Client is able to describe charts, graham data and comment on what is presented on the slides</li> </ul> |  |
| Comments/ Suggestions for next lesson: |   |   |  |

|  |   |   |  |
|--|---|---|--|
| Date/teacher:                          |   |   |  |
| Lesson 21: Reporting on a meeting      | <ul style="list-style-type: none"> <li>• Grammar: reported speech</li> <li>• Vocabulary: reporting,</li> <li>• Skills: writing</li> </ul> | <ul style="list-style-type: none"> <li>• Client is able to report on a meeting both orally and in written form</li> </ul> |  |
| Comments/ Suggestions for next lesson: |   |   |  |

|  |                       |                   |                           |
|--|-----------------------|-------------------|---------------------------|
| <b>Week 8 - Review</b><br><br><b>Aims:</b> Review previous lessons |                       |                   |                           |
| <b>TOPIC &amp; CONTENT</b>   | <b>LANGUAGE FOCUS</b> | <b>PRODUCTION</b> | <b>MATERIALS / SKILLS</b> |

|  |  |  |  |
|--|--|--|--|
| Date/teacher:                          |  |  |  |
| Lesson 22:                             | <ul style="list-style-type: none"> <li>• Review</li> </ul> |  |  |
| Comments/ Suggestions for next lesson: |  |  |  |

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|--|--|--|--|
| Date/teacher:                          |  |  |  |
| Lesson 23:                             | <ul style="list-style-type: none"> <li>Review</li> </ul> |  |  |
| Comments/ Suggestions for next lesson: |  |  |  |

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|--|--|--|--|
| Date/teacher:                          |  |  |  |
| Lesson 24:                             | <ul style="list-style-type: none"> <li>Review</li> </ul> |  |  |
| Comments/ Suggestions for next lesson: |  |  |  |

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|---|
| <b>Lesson 25: Final speaking evaluation</b> |
|---|

| A1+ LESSON PLANNING  |  |   |   |
|--|--|---|---|
| <b>Student: Judith Medina</b><br>Classes per week: 3<br>Position:<br><b>Level: A1+</b><br>Curriculum: <a href="#">A1+ Beginners Business Curriculum</a><br><b>Current topic: She moved to IND lesson from group --- doing the 2nd part of the curriculum</b> |  |   |   |
| <b>Topic 7 - Business Trip</b><br><b>Aims:</b> Using expressions to describe preferences, discuss prices and inquire about a variety of products and stores, as well as ordering in restaurants.   |  |   |   |
| TOPIC & CONTENT  | LANGUAGE FOCUS   | PRODUCTION  | MATERIALS / SKILLS  |
| Date/teacher: 3/26 Antonio   |  |   |   |
| Lesson 19: <b>Going out</b>  | <ul style="list-style-type: none"> <li>Grammar: WH questions/ questions with HOW much/many</li> <li>Vocabulary: entertainment/going out</li> </ul> | <ul style="list-style-type: none"> <li>Client describes their preferences when it comes to entertainment and inquires about other people's preferences</li> </ul> | <ul style="list-style-type: none"> <li><a href="#">Grammar - interactive exercises</a></li> </ul> Homework: You and your colleague are on a business trip, discuss options on what to do this weekend |

Comments/ Suggestions for next lesson:

Date/teacher: **4/1st Alexis**

Lesson 20: Your free time

- Grammar: Wh question/ can and could for polite requests
- Vocabulary : shopping and prices

- Client inquires about products of interest in a variety of shops and asks for assistance from salespeople

- <https://breakingnewsenglish.com/> (Use Level 0-1)  
Role play: You need to buy new clothes for your business meeting. Role play the dialogue between a customer and salesperson.

Comments/ Suggestions for next lesson:

Date/teacher: 4/8th Roberto (review) 4/7th Eka (review) **4/2nd Sofia**

Lesson 21: Restaurants

- Grammar: modal verbs for requests and offers/ adjectives
- Vocabulary : food and restaurants

- Client inquires about food and orders in a restaurant

- [Listening - restaurants](#)  
FINAL TASK: You are having lunch with your business partner. Role play the dialogue between a waiter and a customer in a restaurant

Comments/ Suggestions for next lesson: **PLEASE CONTINUE WITH THIS LESSON PLAN (SPEAKING AND VOCABULARY PRACTICE) 4/2nd**

### Topic 8 - Appointments

**Aims:** Comparing agendas and scheduling personal and professional appointments using modals and present tenses to express opinions, using expressions of time, as well as organizing ideas using ordinal numbers and sequencers, and checking for understanding with tag questions.

#### TOPIC & CONTENT

#### LANGUAGE FOCUS

#### PRODUCTION

#### MATERIALS / SKILLS

Date/teacher: 5/5 Eka **4/26th Eka (DNH)** 4/21st Eka (DNH)

Lesson 22: Comparing agendas

- Grammar: Present Simple and Continuous/ talking about time
- Vocabulary: time expressions/ agendas

- Client describes their and other people's agenda, and inquires about them

- [Jobs and work activities](#)  
Homework: Send a voice note to your team checking their agendas and confirming yours

Comments/ Suggestions for next lesson:

Date/teacher: 05 /14 Mildred **05/06 Mildred DN H**

Lesson 23: Priorities

- Grammar: modal verbs MUST and HAVE TO/ talking about important tasks
- Vocabulary: ordinal numbers and sequencers / apologizing
- 

- Client discusses important tasks and organizes them in orders of priority

- [Conversation questions- Jobs and Occupations](#)  
Homework: Your PA accidentally set up two appointments on the same day, you need to apologize to one of them and explain your priorities

Comments/ Suggestions for next lesson:

Date/teacher: 5/ 16th Vero Aispuro

Lesson 24: Setting appointments

- Grammar: tag questions
- Skill: intonation in questions
- Vocabulary : setting appointments / accepting and rejecting

- Client compares agendas, sets appointment, accepts or rejects meetings

- [Business meetings in English](#)
- FINAL TASK: Role play a conversation with a colleague to compare your agendas and set an appointment for next week

Comments/ Suggestions for next lesson:

### Topic 9 - Problem solving

**Aims:** Discussing and comparing issues using modal verbs in present and past forms, as well as the present and past forms of be and do, using a variety of sequencers to indicate causality, requesting help and favors politely and offering your assistance to other individuals.

#### TOPIC & CONTENT

#### LANGUAGE FOCUS

#### PRODUCTION

#### MATERIALS / SKILLS

Date/teacher: 05/17 Roberto

Lesson 25: Complaining

- Grammar: prefix UN- and variants/ past simple BE and DO
- Vocabulary: personal and professional issues/ because and because of

- Client discusses their personal professional issues, in the present and past

- Homework: Send a voice note to your boss complaining about an issue

Comments/ Suggestions for next lesson:

Date/teacher: 5/20th Eka → following the suggestion Please go over: **past simple BE and DO / because and because of**

Lesson 26: Problem solving

- Grammar: Expressing your opinion/ giving advice SHOULD and MUST/ FOR vs TO
- Vocabulary: problems and solutions

- Client discusses issues from personal and professional life and possible solutions

- Homework: Role play a dialogue with your colleague discussing an issue at work and proposing possible solutions

Comments/ Suggestions for next lesson:

Date/teacher: Edgar 05/30

Lesson 27: Requesting assistance

- Grammar: offers and requests - modal WOULD/ FOR vs TO/ past simple review
- Vocabulary: problems and solutions/ adjectives

- Client discusses important issues and requests assistance from others

- Homework: Send an email to your boss requesting assistance with the issue at work

Comments/ Suggestions for next lesson:



## Topic 10 - Careers

**Aims:** Inquiring and providing information about past personal and professional experiences, using the past simple tense of regular and irregular verbs, as well as describing timelines and histories of a variety of individuals and companies.

| TOPIC & CONTENT           | LANGUAGE FOCUS  | PRODUCTION   | MATERIALS / SKILLS   |
|---------------------------|---|--|--|
| Date/teacher: Edgar 05/31 |   |  |  |
| Lesson 28: Timelines      | <ul style="list-style-type: none"><li>Grammar: Past Simple regular verbs</li><li>Skill: Pronunciation /ED/</li><li>Vocabulary: adjectives /occupations/ years</li></ul> | <ul style="list-style-type: none"><li>Client describes their past life experiences</li></ul> | <ul style="list-style-type: none"><li></li></ul> <p>Homework: Role play a conversation with your colleague about last week at work</p> |

Comments/ Suggestions for next lesson:

Date/teacher: **06/22nd Vero**

|                            |  |   |   |
|----------------------------|--|---|---|
| Lesson 29: Work experience | <ul style="list-style-type: none"><li>Grammar: Past Simple irregular verbs</li><li>Skill: Pronunciation</li><li>Vocabulary : discourse markers for talking about the past / duties</li></ul> | <ul style="list-style-type: none"><li>Client discusses their past work experience</li></ul> | <ul style="list-style-type: none"><li></li></ul> <p>Homework: Voice note to a headhunter about your work experience</p> |
|----------------------------|--|---|---|

Comments/ Suggestions for next lesson:

Date/teacher: 6/25th Alexis

|                            |  |  |  |
|----------------------------|--|--|--|
| Lesson 30: Company history | <ul style="list-style-type: none"><li>Grammar: Past Simple questions</li><li>Skill: intonation in questions</li><li>Vocabulary : company history</li></ul> | <ul style="list-style-type: none"><li>Client discusses their company history</li></ul> | <ul style="list-style-type: none"><li></li></ul> <p>FINAL TASK: Role play a dialogue with a new partner discussing your companies' histories</p> |
|----------------------------|--|--|--|

Comments/ Suggestions for next lesson: Struggles a lot trying to communicate complex ideas. Remind her to keep it simple and go little by little. (SVO) We started to practice with regular verbs in past. Start next lesson with a short review of regular verbs and time expressions.

## Topic 11 - Goals

**Aims:** Describing goals and objectives, present and future projects related to your personal and professional life using a variety of tenses and sequencers to organize ideas coherently, as well as discussing future plans and engagements.

| TOPIC & CONTENT                            | LANGUAGE FOCUS   | PRODUCTION   | MATERIALS / SKILLS  |
|--|--|--|---|
| Date/teacher: 27th/Jun - Alex Cruz         |  |  |   |
| Lesson 31: Personal and professional goals | <p>Grammar: expressing past and present wants and needs/ future with will and going to</p> <ul style="list-style-type: none"><li>Vocabulary: Verbs for expressing wants and needs/ goals and ambitions</li></ul> | <ul style="list-style-type: none"><li>Client describes personal and professional goals and compares them with others</li></ul> | <ul style="list-style-type: none"><li></li></ul> <p>Homework: Voice note to your boss on your goals for this year</p> |

Comments/ Suggestions for next lesson:

Date/teacher: Edgar

Lesson 32: Setting goals

- Grammar: future with WILL and GOING TO and Present Continuous
- Vocabulary: goals and ambitions

- Client describes their future goals and plans on how to achieve them

- Homework: Write a list of your goals for next year and how you plan to achieve this

Comments/ Suggestions for next lesson:

Date/teacher: 06/30 Roberto

Lesson 33: Future projects

- Grammar: future/ future in the past
- Vocabulary: reporting verbs

- Client discusses their and other people's future projects and reports other people's opinions

- FINAL TASK: You just had a meeting with your biggest partner about their plans for next year. Report this information to your boss.

Comments/ Suggestions for next lesson:

### Topic 12 - Evaluation - Formal

Date/teacher: 7/8thEka

Lesson 34: Eval Prep

- Review Topics 6-8

- This week focuses on resolving client's doubts and perfecting previously learned content

Comments/ Suggestions for next lesson:

Date/teacher: 11th/Jul Alex Cruz

Lesson 35: Eval Prep

- Review Topics 9-11

- This week focuses on resolving client's doubts and perfecting previously learned content

Comments/ Suggestions for next lesson:

Date/teacher: 7/12 Eka

Lesson 36: End of level Evaluation

- Formal Evaluation

**A2 Introduction to professional life**