



SESSION 1 - WELCOME UNIT

A2 LEVEL

The **first** of three interactive, communicative, task-based English lesson of about 50 minutes in length that includes a pre-task, task cycle, review, and optional extension activity.

TASK OUTCOME

Students will conduct interviews with their classmates in order to find out personal information. Then, they will complete a "Class Passport."

MATERIALS and PREPARATION CHECKLIST

- ☐ Assign the "Session 1" of the Welcome Unit learning path
- ☐ Have photos/images of people on hand (optional)
- ☐ Print "[Class Passport Worksheet](#)" and "[List of Countries and Nationalities](#)" (optional)

Hot tip:
Save the environment
- print double sided!

DEVELOPMENT OF THE SESSION

Pre-task (15 min)

Materials: "[Maps](#)" activity, "[List of Nationalities](#)"

1) Greet students with different registers and elicit responses from the students. Pose an opening question: "**Who do you know that is not from here?**" to get students speaking. Affirm any imperfect attempts and guide them towards a more accurate option if need be.

"Hi! Hello! Good morning!"

"Who do you know that is NOT from here?"

"My friend is from Guadalajara."

"Elan is from Valdeoro."

"My grandma is from Romania."



SESSION 1 - WELCOME UNIT

A2 LEVEL



*"This is Marco. He's Italian.
Where is he from?"*

"He's from Italy."

*"This is Luisa. She's from
Spain. What's her
nationality?"*

"She's Spanish."

*"What's your name?
What's your nationality?"*

*"My name is Yuri. I'm
Japanese."*

2) Hand out the printed "[List of Nationalities](#)" for support and use the "[Countries around the World](#)" activity in the session's learning path to introduce countries from around the world. You might show some pictures of random people and give them a name and a nationality. If you don't have pictures on hand, you can draw people or use flashcards.

As the students discover countries and nationalities, they can answer questions about what they think the person in the photo's nationality is.

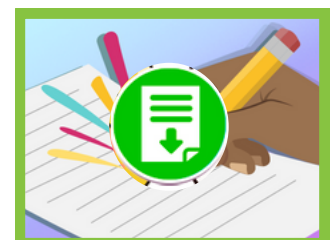
Additionally, you can write some sentences on the board with the photos/pictures to support the language in use.

Finally, ask the students to choose a fake name and nationality. Then, ask them questions.

Task cycle (25 min)

Materials: "[Class Passport](#)" worksheet, Smile and Learn biography readings

3) Hand out the printed "[Class Passport](#)" worksheet and invite students to use their imagination to write their own invented name and nationality.



Then, students move around the room interviewing their classmates and filling in the information of their peers' names and countries in their passport.



SESSION 1 - WELCOME UNIT

A2 LEVEL

Finally, students pick 1-2 classmates they “met” and prepare to introduce them. They share orally with the class.

“This is Alex. He’s from Brazil.”

“This is James. He’s from the United Kingdom.”

4. When students have finished interviewing classmates, individually, in pairs or as a whole class, choose a biographical reading about a famous person from the learning path of the session. They can choose from [Nikola Tesla](#), [Marie Curie](#), [Jennifer Lopez](#), [Maryam Mirzakhani](#) or [Margarita Salas](#).



Students can write the name and nationality of the person they read about on the “[Class Passport](#)” worksheet and, optionally, an interesting fact about them.



Language focus (5 min)

Materials: Photos, “[Countries and nationalities](#)” list (optional)

5. Note common errors you heard during the mingle (e.g., I from Argentina → missing “am”).

Before finishing the session, the teacher can conduct a choral drilling or quick correction game with the class. They might use the photos and lists with countries and nationalities and ask students to provide a new name/nationality for each photo.



SESSION 1 - WELCOME UNIT

A2 LEVEL

Extension activity towards the final outcome (optional)

Materials: none

6. In the final task of this unit, students will put on their own international fair, taking on the names and nationalities they choose.

To prepare for this task and to encourage authentic cultural awareness, you might ask your students to start thinking of a country that interests them. Ask them to research it and find an image or object associated with that country, like a toy, flag or photo. They can share their findings at the final “International Fair.”

This can also be an especially interesting task for fast finishers or students with special interests.



SESSION 1 - WELCOME UNIT

A2 LEVEL

ADDITIONAL MATERIAL

Reading comprehension practice

Students can complete more biographical reading passages about other famous people they didn't choose for the task cycle.



"Countries Around the World" activity

Students can travel around the world and keep learning about new countries and nationalities.



"Flags from Around the World" video

Students can keep learning about new countries and nationalities as well as test their attention to detail with fun, interactive video challenges.



Adaptation Tips

- Use different discussion formats: think-pair-share, group discussion, etc.
- Adapt the structures if necessary: use "She's/he's" "This is" or both according to what's best for your class.
- Choose the countries and nationalities vocabulary that best suits your class, its needs and its context.
- You can support language by writing on the board: Hello / Hi / Good morning - I'm (name) - I'm from (country). - I'm (nationality).
- When interviewing, students can move around randomly, or rotate in an orderly fashion, as if they were "speed-dating."

