

Intercultural
ENGLISH Communication

Beginner Level

purposes

STUDENT'S

Workbook

ENGLISH

Pre—

A1

BEGINNER



SPEAKING

Express your ideas
with confidence.



LISTENING

Understand words
and real messages.



READING

Explore diverse
texts and cultures.



WRITING

Create clear and
meaningful texts.



Dalia Mendoza Herrera

At the **Pre-A1 level: "Beginner". Basic Communication and Self-Introduction.** Through Learning Purpose 1: Basic Communication and Self-Introduction (Pre-A1 – Starter), learners develop the ability to introduce themselves and others using very basic words and phrases, interact in simple classroom contexts, and understand essential instructions related to their immediate environment. **Language Content:** • **Use very basic words and phrases. Basic vocabulary (name, age, country, student) + Subject pronouns (I, you, he, she) + Verb to be (affirmative) + Simple questions (What is your name?) + Numbers (1–20) + Countries and nationalities + Verb to be (negative and interrogative) + Demonstratives (this, that) + Articles (a, an) + Classroom expressions (Open your book, listen, repeat) + Basic adjectives (big, small, good) + There is / There are (introductory).**

Vocabulary: • *Related to personal information such as name, age, student, country, nationality, first name, last name, class, group, school, and friend; numbers from 1 to 20 (one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty); countries and nationalities (Mexico/Mexican, USA/American, Spain/Spanish, Canada/Canadian, Brazil/Brazilian); essential classroom language (book, notebook, pencil, pen, teacher, student, board, desk, chair, listen, repeat, write, read, open, close); and basic adjectives used for simple descriptions (big, small, good, bad, tall, short, happy, sad, new, old), supporting initial communication in familiar contexts.*

(During the two-week Preparatory course, students will work through Learning Purpose 1: Basic Communication and Self-Introduction (Pre-A1 – Starter).



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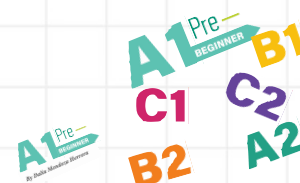
READING

Explore diverse texts and cultures.



WRITING

Create clear and meaningful texts.



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USE

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MODULE 1 – SPEAKING & SELF-INTRODUCTION

(Pre-A1)

Purpose. Develop oral expression through student-centered activities, promoting active participation, interaction, and short presentations using basic structures and contextualized vocabulary.

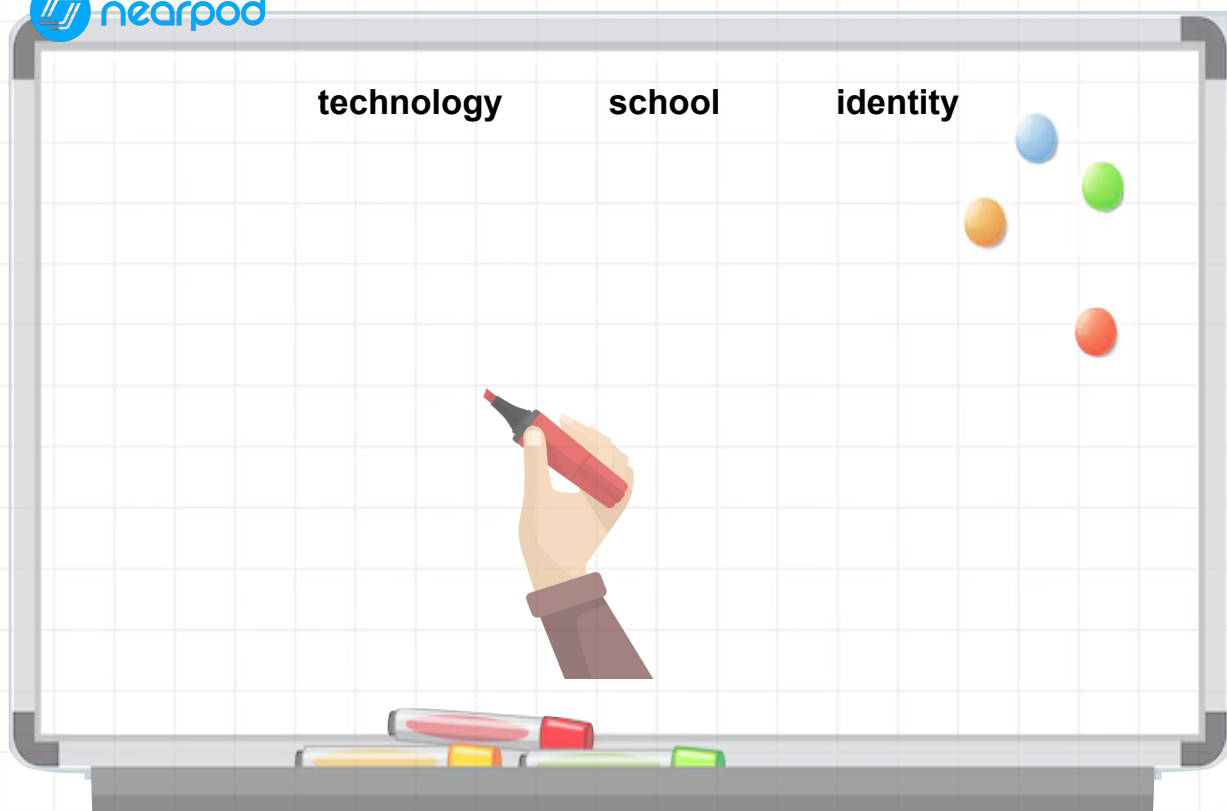
1. BEGINNING

LEARNING TECHNIQUE BrainStorming

Session 1: Activating Prior Knowledge

Activity: “What do you know?”

Students say *words* related to:



The teacher organizes them on the board.

 Exercise 1: Vocabulary Activation. Repeat and match aloud:

1. schedule
2. internet
3. notebook
4. app
5. class
6. message
7. school
8. video
9. subject
10. English
11. friend
12. chat
13. teacher
14. student
15. phone



 2. DEVELOPMENT

 Session 2: Reading and Speaking Practice

 Activity: Model Reading

LEARNING TECHNIQUE



Ana

Hello, my name is *Ana*. I am a student and I study at school every day. I like English because it is interesting and useful for communication. I have different subjects like math, science, and English. I use my phone to learn new words and talk with my friends. My teachers help me

understand my lessons. I feel happy in my class because I learn and practice every day with my classmates and teacher.

 Exercise 2: Oral Comprehension



1. What is her name?

2. Is she a student?

3. Where does she study?

4. Does she like English?

5. Why does she like English?

6. Does she have different subjects?

7. What subjects does she have?

8. Does she use her phone?

9. Why does she use her phone?

10. Does she have friends?

11. Do teachers help her?

12. Does she understand lessons?

13. Is she happy in class?

14. Does she practice every day?

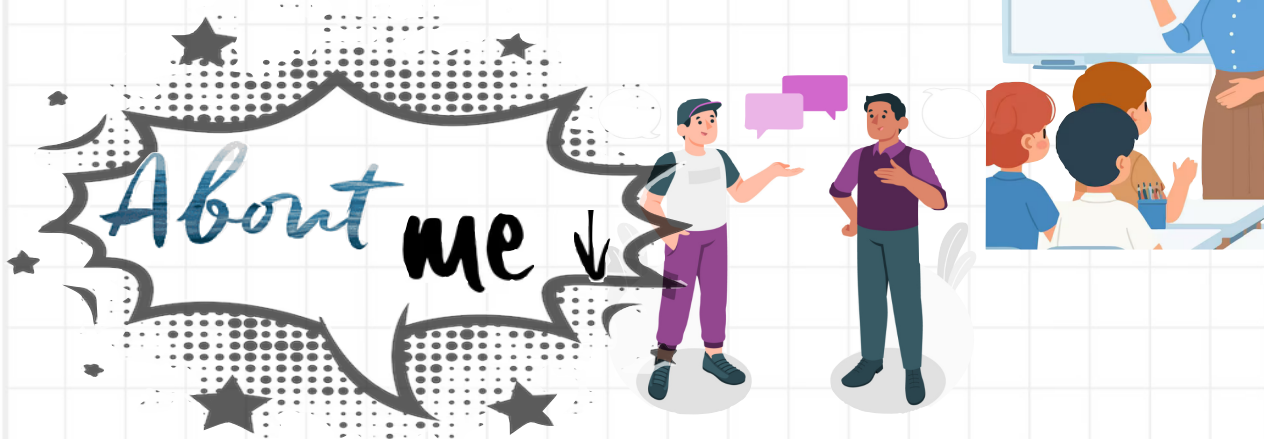
15. Who does she study with?



Roleplay

Session 3: Building Personal Speech

Activity: Guided Speaking Structure



Exercise 3: Complete and Say

1. My name is

2. I am _____ years old

3. I am a

4. I am from

5. I study at

6. I like

7. My favorite subject is

8. I have _____ classes

9. I use my

10. I have _____ friends

11. My teacher is

12. I feel

13. My class is

14. I learn

15. I speak



CERTIFICATE OF COMPLETION

THIS IS TO CERTIFY THAT

Student Name



has successfully completed the **A1 English Level**.

This student can introduce themselves, describe people, places and everyday things, ask and answer simple questions, and communicate in basic English in real situations.



SPEAKING

Communicates using basic expressions.



LISTENING

Understands simple information in daily conversations.



VOCABULARY

Uses vocabulary for everyday life and common topics.



CONFIDENCE

Shows confidence to communicate in English.



Congratulations on your achievement!

*Keep learning,
keep practicing,
and keep shining!*



DATE



Dalia Mendoza Herrera ♥

YOUR TEACHER, **DALIA**

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Traffic Light Rubric

(Pre-A1 – Beginner)

“My First English Presentation”

Based on the communicative activities and oral production tasks of the unit.

Criteria	 Excellent	 Developing	 Needs Support
Vocabulary Use	Uses appropriate vocabulary clearly and correctly.	Uses some vocabulary with minor mistakes.	Uses very limited vocabulary or incorrect words.
Pronunciation	Pronunciation is understandable and clear.	Some pronunciation difficulties appear.	Pronunciation makes comprehension difficult.
Grammar Structures	Correctly uses <i>verb to be</i> , pronouns, and simple structures.	Uses structures with occasional mistakes.	Frequent grammatical mistakes affect communication.
Participation	Participates actively in all activities and interactions.	Participates sometimes with support.	Rarely participates or avoids interaction.
Oral Fluency	Speaks using short complete sentences naturally.	Produces isolated words or incomplete ideas.	Cannot maintain basic oral production.
Classroom Interaction	Answers and asks questions appropriately.	Responds with limited interaction.	Has difficulty understanding or responding.
Final Presentation	Presents complete personal information confidently.	Presentation is incomplete or hesitant.	Presentation is very limited or unclear.