

Progressive ENGLISH¹





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ON THE COVER

The Dunes of Sossusvlei in the Namib-Naukluft national park. The park is located in Namibia, in the Namib dessert. The dunes at Sossusvlei are among the highest in the world, and the Namib dessert is considered one of the oldest in the world.

Progressive ENGLISH 1

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Progressive English Level 1
John Hughes and Martin Milner

***World English Level Intro: Real People, Real Places,
Real Language, Third Edition***
John Hughes and Martin Milner

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English I	Category	Subcategory	Learning Goals
	Listening (L)	Listening for gist	L1: Understands the letters in the English alphabet and recognizes differences in individual phonemes when listening. Understands the main idea in a conversation through basic expressions, such as greetings and basic vocabulary. Understands simple questions about personal information, such as, name, age, nationality, physical traits, habits, and skills.
		Listening for detail	
	Speaking (S)	Fluency	S1: Communicates with others using greetings and short phrases about personal information and concrete events. Provides basic information – size, origin, opinion – about familiar animals, places, objects, and food. Asks simple questions and answers with short phrases, prepared in advance. Participates in short conversations.
		Using Functions	
		Pronunciation	
	Reading (R)	Scanning	R1: Identifies basic words and phrases about personal information which appear frequently in ID cards, register forms, signs, or agendas. Recognizes meaning from information in texts. Understands the general idea in short texts with personal information and descriptions, habits, routines, and food.
		Skimming	
	Writing (W)	Spelling	W1: Shares personal information in writing such as the one found in standard register forms. Produces short phrases and sentences with attention to spelling and punctuation (e.g., writing a question mark at the end of a question, or using commas while writing a list). Writes short and basic descriptions of people, objects, places, and routines; and uses text features to convey meaning.
		Punctuation	
		Layout	
		Coherence and Cohesion	

*Conceptos Básicos del Recurso Sociocognitivo de Lengua y Comunicación, Lengua Extranjera (Inglés). Aprendizajes de Trayectoria. SEP 2023.

Students are encouraged to use their socio-cognitive resources **SCR** in English to communicate in everyday situations in a practical way. Relevant **SCR** activities have been labeled in this edition.

Level 1 Scope and Sequence

		Lesson	Vocabulary	Grammar	Listening
BLOCK I		1	Greetings, adjectives, alphabet, classroom language	<i>V. to be</i> affirmative, negative and interrogative Personal pronouns; <i>Have</i>	Personal introductions, interview, conversations
		2	Jobs, countries, nationalities, numbers, public places, personal items, numbers	<i>V. to be</i> negative and interrogative; Definite and indefinite article	Conversations about jobs, countries, and cities
		3	Parts of the house, furniture, places at school	<i>There is / There are</i> Singular / Plural nouns Prepositions of place	Conversations about houses and apartments
		4	Clothes, school, and personal items	Demonstratives Possessive adjectives	Conversation about objects
BLOCK II		5	Family members, public places, months, years, seasons	Possessive's Possessive Pronouns <i>Wh-</i> questions and <i>because</i>	Conversation about personal possessions
		6	Daily activities, free time activities, parts of the day	Simple Present affirmative, negative and interrogative	Conversation and interview about daily activities and free time. A radio show
		7	Activities and routines	Adverbs of frequency Imperatives	Dialogue about a special day
		8	Activities, sports, public places	<i>Go, play, do</i> <i>Wh-</i> and <i>yes / no</i> questions	Dialogue about sports
BLOCK III		9	Time and days of the week	Prepositions of time Linkers	Dialogue about activities and time Quiz about rules in countries
		10	Clothes, skills and abilities Permission and requests	<i>Can</i> – affirmative, negative, interrogative	Conversation about abilities and requests
		11	Food	Countable and uncountable nouns	Plans for a meal
		12	Meals and diet	Quantifiers	Conversations about healthy diet and meals

New Mexican School Progressions purpose and suggested vocabulary

1. Understand the use of <i>v. to be</i> (affirmative, negative, and interrogative) and personal pronouns to give information about oneself and others. <i>Professions, occupations, countries, nationalities, numbers.</i>	5. Understand the use of <i>there is / there are</i> (affirmative, negative, and interrogative) and prepositions of place to mark the existence of people or things at a specific place. <i>Parts of the house and furniture; places at school.</i>
2. Identify classroom language to communicate in the classroom by giving and following instructions. <i>Classroom language and instructions, alphabet, and spelling.</i>	6. Understand the use of possessive pronouns to promote the value of honesty by recognizing what belongs to oneself or not. <i>Clothing and personal items.</i>
3. Understand the use of <i>v. to be</i> and <i>have / has</i> to describe people, places and things using adjectives and articles to provide detail. <i>Adjectives, personal objects, public places, or animals.</i>	7. Analyze and comprehend that possessive adjectives and possessive's are used to highlight family relationships or indicate ownership. <i>Family.</i>
4. Understand the use of demonstrative articles (<i>this, that, these, those</i>) to point at someone or something near to us indicating location and number (singular, plural). <i>School items.</i>	8. Select <i>Wh-</i> questions to participate in interviews and use the conjunction <i>because</i> to give reasons. <i>Public places, dates, days of the week, months, years.</i>

Speaking Pronunciation	Reading	Writing	Video	Progression
Introduce yourself and others Describe people Spelling	Alphabet	First and last names		1,2,3
Ask about jobs Talk about cities and countries	<i>Women at Work</i>	Personal information Names of cities and countries		1,2,3
Talk about houses and rooms	A floor plan	Label a floor plan		1,5
Present objects and possessions Contrast individual sounds	Labels in objects	List personal objects	A Day in the Life of a Lighthouse Keeper	1,4,7
Describe your possessions Interview people Word stress	<i>A Family of Explorers</i>	Dialogue about personal belongings Label a family tree	My Name	6,7,8
Talk about a typical day and free time Verbs that end in –s	A daily routine	Information about your typical day Complete an interview		9
Describe a special day Talk about hobbies and interests	Celebrations and special days	Questions and answers about a special day		10,11
Discuss <i>do's</i> and <i>don't's</i> Answer a questionnaire	<i>When Your Hobbie Is Also Your Job</i>	Lists and notes Advice and instructions	Ruben's Elevator	9,10,11
Tell time Interview a partner	A traveler's email	Reply to a message Use <i>and</i> , <i>but</i> , and <i>because</i>		12
Role-play a conversation Intonation	<i>Hybrid Sports</i>	Write the rules for a sport	Around the World in 24 hours	13,14
Discuss a recipe Order a meal	A menu at a restaurant	Write foods from the Eatwell Plate		15
Ask and answer questions about a diet Play a game about meals	<i>Urban Farming</i>	Write instructions Sequence information	A Guerrilla Gardener in LA	16

9. Use ideas in the simple present (affirmative, negative, and interrogative) to communicate onself and others' habits and routines, which can be used to identify actions to improve physical and emotional well-being. <i>Habits and routines, time of day, hobbies.</i>	13. Identify the use of the modal verb <i>can</i> (affirmative, negative, and interrogative) to express physical, cognitive, and social skills and abilities. <i>Physical, cognitive, and social skills.</i>
10. Understand how to use <i>Wh-</i> questions and <i>yes / no</i> questions in the simple present to share specific information. <i>Habits and routines.</i>	14. Identify the use of the modal verb <i>can</i> (affirmative, negative, and interrogative) to express permission or requests. <i>Permission and requests.</i>
11. Distinguish adverbs of frequency (<i>always, usually, often, sometimes, never</i>) to express oneself and others' routines. <i>Routines, public places, and sports; activities expressed with go, play, do.</i>	15. Understand how to use countable and uncountable nouns (singular and plural) in specific situations. <i>Food.</i>
12. Uses prepositions of time (<i>in, on, at</i>) and linkers (<i>and, but, then</i>) to signal the time an event happens and to connect, contrast or expand ideas related to a weekly agenda. <i>Daily activities, days of the week, time.</i>	16. Understand the use of <i>much, many, a few, a little</i> and <i>some</i> to talk about the Eatwell Plate. <i>Food.</i>

Myself and Others



Look at the photo and answer the questions.

1 Who are these people?
Are they happy?

2 How are you today?
Are you happy?

BLOCK I PROGRESSIONS

- 1** Use *v. to be* and personal pronouns to give information about yourself or others.
- 2** Identify classroom language to give and follow instructions.
- 3** Use *v. to be* and *have / has* with adjectives and articles to describe people, places and things.
- 4** Use demonstrative articles to point at someone or something near us.
- 5** Use *there is / there are* and prepositions of place to state existence and location.
- 6** Use possessive pronouns to indicate ownership.

Two friends take a selfie at a concert in Pula, Croatia.

LESSON 1

PROGRESSION 1,2,3 Meet and Introduce People

Vocabulary

A  2 Listen and repeat.

Greetings

INFORMAL	FORMAL
 <p>Hi! How's it going?</p> <p>Great! And you?</p> <p>OK!</p>	 <p>Good morning. How are you?</p> <p>I'm well, thank you. And how are you?</p>

B Greet your classmates informally.

C Greet your teacher formally.

D  3 Listen and repeat.

Introductions

INFORMAL	FORMAL
 <p>Hi, Asif. This is my friend, Emily.</p> <p>Hello, Emily. My name's Asif.</p> <p>Hi, Asif. How's it going?</p>	 <p>Hello, my name's Elsa.</p> <p>Nice to meet you, Elsa. I'm Alan.</p> <p>Nice to meet you, too, Alan.</p>

REAL LANGUAGE

Informal greetings and responses

Hi! How's it going?
Great! / Fine. / OK.

Formal greetings and responses

Good morning / afternoon / evening.
How are you?
Fine, / I'm well, thank you.

E In pairs, write and practice a formal conversation using these words.

A: Hello / name's Hello, my name's ...

B: Nice / meet / My name's _____

A: Nice / meet / too _____

F In groups of three, practice an informal conversation using these words.

A: Hi / This / friend

B: Hello / name's

C: Hi