



**Objetivo:** At the end of this session the students will be able to recognize and choose the correct verb forms to talk about actions and states, in order to describe habitual or current events as well as facts and ongoing actions. They will evaluate and illustrate the status of their mother tongue and other languages in their country by means of preparing oral and written reports.

ORAL TASK				WRITTEN TASK		
<p><i>Mexico, a world of "Spanishes" and other national languages.</i> Teams/ Pairs <b>Pre-task:</b> SB pg 15 Speaking. Discuss the questions with your team. <b>Task:</b> What's the status of your mother tongue and other national languages in your country? Make an oral report about the conclusions you have reached. Organize your speech as you would organize a written report.</p>				<p><i>A report.</i> Individual. <b>Pre-task:</b> SB pg 16 Preparing to write. Use this activity to prepare your writing task. <b>Task:</b> Write a report on the current status of the English language in your country. Mention what people do with it and the reasons why they learn it. Include cultural aspects of it in your report. Use the report text on SB pg 16 as a reference.</p>		
NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	SKILLS	
WEEK 1	Greetings	Greeting people in situations with different degrees or politeness and formality.	Oh, hiya Mandy! How ya doin'? Hey! What's up? Hi, there! How's it going? Morning! How do you do? Good morning! How are you?	-Formal & informal greetings SB pg 6; WB pg 5  -Different meanings of <i>Good morning</i> SB pg 6, 7	<b>Listening</b> Intonation WB pg 6 Pronunciation 1. Track 1.02  <b>Listening</b> SB pg 6 Listening & Vocabulary. Track 1.01	
	Actions & States	Describing things that happen, are happening now or around now.	<b>Teaching</b> - Active verbs  <b>Recycle</b> - Present simple & continuous (+/-) SB pg 6,7; WB pg 3	- I'm a book worm; I usually read a book a month, this month I'm reading <i>The Hobbit</i> . - The sun usually comes out at 6 a.m., it's 7 a.m and it's coming out now. It's cold.	-Action verbs Go, walk, talk, watch, look, eat, etc  -Stative verbs Be, agree, appear, believe, like, love, etc.	<b>Speaking &amp; Listening</b> Pronunciation SB pg 6 Pronunciation.  <b>Reading &amp; Listening</b> SB pg 6 Reading. Track 1.02
		Describing things that do not happen, aren't happening now or around now.	<b>Teaching</b> - Stative verbs  <b>Recycle</b> - Present simple (+/-) SB pg 6,7; WB pg 3	- Some people like cats, others love dogs. I prefer snakes. Am I crazy? - Carlos is a magician, he loves card tricks and making illusions.	-Action & stative verbs with change in meaning Think, have, see, taste SB pg 6; WB pg 3, 4	<b>Speaking</b> SB pg 7 Speaking
		Describing states that are not real.	<b>Teaching</b> - Stative verbs  <b>Recycle</b> - Present simple (+/-) SB pg 6,7; WB pg 3	- I don't like onions and mustard; I also don't want any tomatoes in my sandwich, please. - Some people don't agree with the President's actions.		
	Talking about actions and states.	<b>Testing</b> - Active verbs vs state verbs.  <b>Recycle</b> - Active & stative verbs - Present simple & continuous. (+/-) - Active & passive voice: present & past simple (+/-) SB pg 8,9; WB pg 4	- I'm a Spanish native speaker and I'm learning French and English at school. I'm learning English because I like English music and I want to get a certification, so I can apply for a scholarship. I'm studying French because I love it.  - Clara is a lawyer and she's an English student. She's taking legal English classes at the moment because she's working in an international law firm now.	-English for specific purposes Medical, legal, scientific, aviation, business, technical. SB pg 8; WB pg 5  - Phrases to describe language skills & purposes SB pg 8 Useful phrases; pg 9 Useful phrases. Languages	<b>Reading</b> SB pg 15 Global English  <b>Listening</b> WB pg 7 Pronunciation 2. Track 1.03  <b>Listening</b> SB pg 8 Listening. Track 1.05  <b>Speaking</b> SB pg 9 Speaking.	
Accounts & Reports	Reporting events and matters related to a specific topic or subject after a period of analysis, observation, discussion, etc.	- Active & passive voice: present & past simple (+/-) SB pg 8,9; WB pg 4	- Persian is also spoken in parts of Afghanistan - In addition to Persian, there are over 60 other languages or dialects in Iran SB pg 16	- Discourse markers: Addition In addition, as well, as well as, also. SB pg 16	<b>Writing</b> A report SB pg 16 Reading, Language Focus, Writing skills.	



**Objective:** By the end of the session, students will be able to get specific information by asking questions accurately. They should also be able to make recommendations and state a point of view.

ORAL TASK	WRITTEN TASK						
<p>Oral, small groups.</p> <p><b>Task:</b> You are concerned about the indigenous languages that are still spoken in Mexico. Choose an indigenous language and think what is happening now to preserve or threaten the language. What relevant information do you need to know about this language? Create a chart listing your questions and answer them after doing some research on the Internet. Prepare a short presentation and share your findings to the class.</p> <p>Example:</p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 50%;">Questions</th> <th style="width: 50%;">Answers</th> </tr> </thead> <tbody> <tr> <td>How many people use the language?</td> <td></td> </tr> <tr> <td>Where...</td> <td></td> </tr> </tbody> </table>	Questions	Answers	How many people use the language?		Where...		<p>Written, individual.</p> <p><b>Task:</b> Your boss has asked you to think of and evaluate three different activities that employees can do together outside work to help them to get to know each other better and work better as a team. Write an email report to your boss. Present the three activities, think of at least one advantage and disadvantage for each one, and give your personal preference.</p> <p>WB p. 10.</p>
Questions	Answers						
How many people use the language?							
Where...							

	NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	SKILLS
<b>W E E K 2</b>	Enquiries	Asking questions about present events.	<b>Testing/ Recycle</b> Auxiliaries in questions in the present tense - To be - Do & does - Have & has <b>SB pg 11; Wb pg 4</b>	A: Where's Amman? B: It's in Jordan.  A: Is it a modern city? B: No, it isn't. It's very old.  A: Does it have an international airport? B: No, it doesn't have one.  A: How many times have you been there? B: I've gone to Amman only once.	WH question words: What, where, when, how, why, who, whom, whose.  - Auxiliaries in present and past tenses.  - Collocations to describe places: International airport, tourist attraction, ancient monuments, modern architecture, cultural events, designer boutiques. <b>SB pg 11; Wb pg 6</b>  - Useful phrases to talk about cities <b>SB pg 11 Useful phrases</b>	<b>Listening</b> SB pg 10 Listening. Track 1.07 1.08  WB pg 6 Listening. Track 1.01  WB pg 7 Pronunciation 3. Track 1.04  <b>Speaking</b> Sb pg 11 Speaking.
		Asking questions about past events	<b>Testing/ Recycle</b> Auxiliaries in questions in the past tense - To be - Did - Had <b>SB pg 11; Wb pg 4</b>	A: When was Amman the Arab Capital of Culture? B: In 2002  A: Did you have a good time there? B: Yes, it was amazing. I really enjoyed it.  A: What were you doing when the fire started? B: We were shopping for books.  A: Had you gone to Amman before it was the Capital of Culture? B: Yes, I had. I first went there in 2000.		
		Asking questions about different matters	<b>Testing/ Recycle</b> Modal verbs in questions - Can, Will <b>SB pg 11; Wb pg 4</b>	A: Can you take photographs at the event? B: I'm not sure. I'll ask.  A: Will you attend the event with us? B: Sure!		



	Getting specific information about someone or something.	<b>Teaching Object Questions</b> When a question word is the object of a present or past simple question, use <i>do/does</i> or <i>did</i> . SB p. 12, 132 & 133. WB p. 5	<b>What</b> do Australian people like doing in their free time? <b>Where</b> did many of the early Australian settlers come from?	<b>Culture</b> Aborigine Settlers Cultural value Knowledge Roughly SB p. 12	<u>Reading &amp; speaking</u> SB p. 12 & 13. Reading & speaking ex. 1-5.		
		<b>Teaching Subject Questions</b> When a question word is the subject of a present or past question, do not use <i>do/does</i> or <i>did</i> . SB p. 12, 132 & 133. WB p. 5	<b>Who</b> designed the Sidney Opera House? <b>Which</b> European explorer arrived in Australia first?	<b>Presenting advantages &amp; disadvantages of something</b> Another good thing about A further benefit of Other advantages of Another downside of A further disadvantage of Other drawbacks of WB p. 9	<u>Writing &amp; speaking</u> SB p. 13 Writing & speaking ex. 1-3.  <u>Writing</u> WB p.9 Writing a report comparing options.  <u>Reading &amp; speaking</u> SB p. 15 Reading ex. 1-2. Speaking  <u>Reading</u> WB p. 8. Reading. Ex. 1-4.		
	Discriminating the literal and the idiomatic meanings of phrasal verbs	<b>Teaching</b> Phrasal verbs with idiomatic and literal meanings. <b>SB pg 10</b>	A: Did you <b>look up</b> the festival schedule? B: Yes, I did. And I printed it too.  A: Let's <b>look around</b> and eat something. B: Please! I'm starving!	Phrasal verbs with look: <table border="1" style="margin-left: 20px;"> <tr> <td>Look +</td> <td>At, after, for, up, around</td> </tr> </table> <b>Sb pg 10; WB pg 6</b>	Look +	At, after, for, up, around	<u>Vocabulary</u> WB p. 6 Vocabulary 3
	Look +	At, after, for, up, around					
<b>Recommendations</b>	<b>Recommending something to someone.</b>	<b>Teaching</b> <b>Should</b>	You <b>should go</b> to a pub with live music. You <b>shouldn't miss</b> the caves.	<b>Replying to a recommendation</b> That's good That's great That sounds good That sounds great I think I'll do that I don't think I'll do that That's a good idea but... That isn't a good idea	<u>Listening</u> SB p. 14 Listening ex. 1-2. Track 1.10-1.11  <u>Speaking</u> SB p. 14 Speaking		
		<b>Recommend something</b>	I really <b>recommend</b> the organized tour.				
		<b>Suggest doing something</b>	<b>I suggest walking</b> down the harbor.				
		<b>Could</b>	You <b>could try</b> the student union in Chambers Street.  SB p. 14				



**Objetivo:** At the end of this session students will be able to associate past tenses with their functions in order to discriminate which tense or tenses are appropriate to convey stories and make detailed narrations about past events. They will also be able to make generalizations and provide examples to support their arguments, as well as learn the concept of folk tale.

ORAL TASK	WRITTEN TASK
<p><b>Creative task: Don't let the oral tradition die</b>            Teams (3-4)  <b>Pre-task</b>            1. Discuss the topic oral tradition* with students.            2. Teams select a popular folk tale or story widely known.  <b>Task</b>            It's said that the oral tradition is dying, prove the opposite. Choose a story or folk tale, narrate it and act it out for your group, but don't mention what story you're role-playing. Can they guess it?            All members of the team are required to play the role of narrators and actors. Stories shouldn't last more than 8 minutes.</p>	<p><b>Folk tales and stories</b>            Pairs/ Individual  <b>Pre-task</b>            1. Class discussion. Ss will discuss the following questions:            What are traditional folk tales are there in your country?            What's your favorite? What's it about?            2. Carry out SB pg 28 Preparing to write  <b>Task</b>            Editorial UNAM is planning on publishing a compilation of popular Mexican folk tales and stories translated into English to promote language learning and culture. Contribute to the collection by writing a story. The selected writings will win an Editorial UNAM gift certificate for \$5, 000.</p>

	NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	SKILLS
<b>WEEK 3</b>	Narrations	Talking about completed actions in the past	<b>Recycle</b> - Past simple & continuous (+/-)	Barack met his wife Michelle in 1989 at a law firm in Chicago. He asked her out on a date but she refused at first. She later said yes.	- Concepts: a) Ghostwriting b) To be a sucker for something  - Time expressions for past tenses  - Present participles (-ing form of verbs)  - Verbs in past tenses  - Subordinate conjunctions: when, while  - Object & subject pronouns  - Vocabulary related to clothes, weather, places, and people's personality and physical appearance.	  <b>Speaking &amp; Listening</b> SB pg 18 Speaking Track 1.12   <b>Listening</b> SB pg 18 Listening Track 1.13- 1.14
		Providing background or context to a past event.		He was wearing jeans and a T-shirt, not appropriate clothes for a law firm.		
		Talking about actions in progress or temporary situations in the past.		Michelle was working at a Chicago law firm at the time		
		Talking about ongoing activities interrupted by a completed action in the past.		One day, Michelle was working when a new associate entered her office.		
	Making detailed narrations about past events 1.	<b>Testing/ Recycle</b> - Past simple vs past continuous (+/-) SB pg 19/ WB pg 11	Barack asked Michelle out on a date and after dating for several months they got engaged. Obama asked Michelle to marry him one night in 1990 while they were having dinner at a Chicago restaurant. When the dessert showed up, there was an engagement ring in a box on one of the plates.	 <b>Reading</b> <i>Teacher is required to create his own material to assess this skill.</i>		
Qualities and states	Describing qualities of people, objects or situations.	<b>Teaching</b> -ing adjectives SB pg 19/ Wb pg 13	I saw a boring movie about the Civil War last night. I think historical movies aren't interesting at all.		-ing endings adjectives: Interesting, boring, exciting, etc. SB pg 19/ Wb pg 13	 <b>Speaking</b> Pronunciation SB pg 19 Vocabulary & Pronunciation ex. 2 Track 1.15   <b>Writing</b> Sb pg 19 Writing
	Describing states of people, object or situations.	<b>Teaching</b> - ed ending adjectives. SB pg 19/ Wb pg 13	I was disappointed when I didn't win the swimming competition last week. I was really prepared for it.	- ed ending adjectives: Interested, bored, excited, etc. SB pg 19/ Wb pg 13		



<b>WEEK 3</b>	Stories	Talking about finished events and completed actions at a specific moment in the past, and events that took place before others or a specific moment in the past.	<p><b>Recycle</b> - Past simple &amp; past perfect simple (+/-) SB pg 21</p>	<p>Carlos and I got married last Saturday afternoon. We had a small party with our closest friends and family and I finally met Carlos' father.</p>	<p>- Personal relationships: Friend, acquaintance, grandfather, great-grandfather, colleague, boss, fiancée, ex-wife/husband, stepbrother/ sister/ mother/ father/ son/ daughter, grandchild, half- brother/ sister, in- law(s) SB pg 20/ WB pg 13</p> <p>- Expressions to describe events in human relationships: To lose touch, to get on well, to keep in touch, to have a lot in common, to put up with sth, to fall out with sb. SB pg 20/ WB pg 13</p> <p>- Idiomatic expressions related to family life: Blood is thicker than water Like father, like son., etc SB pg 21 Pronunciation ex. 3. Track 1.19</p>	<p><b>Reading</b> SB pg 20, 21. Reading. Tracks 1.16-1.17</p> <p><b>Speaking/ Listening</b> SB pg 21 Pronunciation. Track 1.18., 1.19.</p>
			<p><b>Testing</b> - Past simple vs past perfect simple (+/-) SB pg 21</p>	<p>I hadn't met Carlos' dad until our wedding day because they had fallen out with each other. Apparently, they had a big fight before Carlos moved to the city 8 years ago and hadn't talked since then. They started talking about two months ago and Carlos invited him to the wedding.</p>		<p><b>Speaking/ Listening</b> WB pg 15 Pronunciation 2. Track 1.07</p>
			<p><b>Teaching</b> - Rhetorical language functions in writing and speaking SB pg 26</p>	<p>Generally speaking he believed that people have obligations rather than rights, for example to one's family and one's elders.</p>		<p><b>Listening</b> SB pg 26 Listening Track 1.24</p> <p><b>Speaking</b> SB pg 26 Speaking</p>
		Making detailed narrations about past events 2.	<p><b>Testing</b> - Past tenses: past simple vs past continuous vs past perfect simple (+/-)</p>	<p>Nolbu and Hungbu's father was a very rich man. One day, he got very sick and called for his children, but only one, Nolbu, showed up. He took care of his father while he was fighting the illness, he stood by his side every day and every night until the end came. Nolbu hadn't forgotten about the times his father had looked after him or all the good times they had had. When their father died, Nolbu inherited his house and land, but Hungbu received nothing.</p>	<p>- Conjunctions: And, but, so, when, while, however, because</p>	<p><b>Writing</b> A narrative SB pg 28 Reading, Writing skills</p>
			<p><b>Teaching</b> - Complex sentences SB pg 28</p>			

\* Oral tradition is cultural material and tradition transmitted orally from one generation to another. The messages or testimony are verbally transmitted in speech or song and may take the form, for example, of folktales, sayings, ballads, songs, or chants. In this way, it is possible for a society to transmit [oral history](#), [oral literature](#), [oral law](#) and other [knowledge](#) across generations without a [writing system](#). ([https://en.wikipedia.org/wiki/Oral\\_tradition](https://en.wikipedia.org/wiki/Oral_tradition))



**Objective:** By the end of the session, students will be able to describe familiar situations and events that happened regularly in the past.

ORAL TASK	WRITTEN TASK																		
<p><b>Small groups/written and oral</b></p> <p>You and your group are survey takers at a candy factory. Its target consumers are children and they want to launch some products based on what kids used to enjoy some years ago. They also want to know what ads were appealing to them, so that the company could advertise the new products in an effective way.</p> <p>Ask the sample group (your classmates) what candy they used to like and which they didn't. Ask them about the ads they found interesting (it doesn't matter the product advertised), and the time they would spend watching TV and listening to the radio as well.</p> <p>Draw a graphic showing your findings and present them to tour boss.</p>	<p><b>Individual/written</b></p> <p>You work for a publishing company and you are going to write a mini saga about a legendary place. Be as creative as you can in order to get your readers' attention. Your readers will vote for the best mini saga and it will be published this month.</p> <p>You might use the ideas in the table to help you.</p> <table border="1" style="width: 100%;"> <thead> <tr> <th>Places</th> <th>People</th> <th>Phrases</th> </tr> </thead> <tbody> <tr> <td>A tower</td> <td>A very poor woman and her father</td> <td>Once upon a time...</td> </tr> <tr> <td>A mysterious city</td> <td>A cruel king</td> <td>There used to be...</td> </tr> <tr> <td>A cemetery</td> <td>A lonely millionaire</td> <td>People used to say...</td> </tr> <tr> <td>A castle</td> <td>Two twin brothers</td> <td>Nobody knew where...</td> </tr> <tr> <td>An old house</td> <td>A lonely actor</td> <td>It was a mystery / a legend</td> </tr> </tbody> </table> <p>Check the reference on SB p. 25 Writing.</p>	Places	People	Phrases	A tower	A very poor woman and her father	Once upon a time...	A mysterious city	A cruel king	There used to be...	A cemetery	A lonely millionaire	People used to say...	A castle	Two twin brothers	Nobody knew where...	An old house	A lonely actor	It was a mystery / a legend
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	NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	SKILLS
<b>W E E K 4</b>	Polite Descriptions	Making descriptions weaker	Teaching Modifiers to make adjectives and adverbs weaker. <b>A bit, fairly, a little, quite, rather.</b> SB p. 22 – 23.	Mr. Rodríguez speaks a <b>bit</b> slow, but I like it because I understand what he says. This bag is a <b>little</b> heavy, so I think I can carry it. My room is <b>fairly</b> big, But I'd prefer a bigger one. Ana lives <b>quite</b> near me, so we often see each other. Rogelio is <b>rather</b> shy. He doesn't talk very much.	<b>Extreme Adjectives</b> Ancient Astonished Delighted Enormous Exhausted Filthy Furious Miserable Terrible  SB p. 22, 23 WB p. 12 & 14	<b>Speaking &amp; listening</b>  SB p. 22 Speaking & Listening Ex. 1-5. Track 1.20 <b>Pronunciation</b>  SB p. 23 Vocabulary & Pronunciation Ex. 3. Track 1.21 Reading & Speaking SB p. 23 Ex. 1-3 Track 1.22 <b>Pronunciation</b>  WB p. 15 Pronunciation 3 Track 1.08
	Emphasizing	Making descriptions stronger	Teaching Modifiers to make adjectives and adverbs stronger. <b>Extremely, really, terribly, very.</b> SB p. 22-23.	The story is <b>extremely</b> well-known. Everyone was <b>really</b> excited. After standing in lines the whole day, I was <b>terribly</b> tired. It's been a <b>very</b> nice day, hasn't it? I bought some <b>extremely</b> cheap books at the weekend.		<b>Listening</b>  SB p. 24 Vocabulary ex. 2. Track 1.23  <b>Reading</b>  SB p. 24 & 25. Reading ex. 1-4
	States and lifestyles in the past	Talking about habitual actions and states in the past.	Teaching <b>Used to</b> Affirmative form  <b>Used to</b> Negative form  <b>Used to</b> Interrogative form SB p. 24 & 25 WB p. 12	I <b>used to live</b> I the countryside. This building is now a bookstore. It <b>used to be</b> a cinema.  I <b>didn't use to read</b> a lot, but I do now. She <b>didn't use to go away</b> those days.  Did you <b>use to eat</b> a lot of candy when you were a child? Where <b>did you use to go</b> camping?	<b>Prepositions</b> Above Against Around Beneath Beside Beyond Within  SB p. 24 WB p. 14	



<b>W E E K  4</b>		Talking about actions that happened regularly in the past, adding a sense of melancholy.	<p>Teaching <b>Would</b> Affirmative form</p> <p><b>Would</b> Negative form</p> <p><b>Would</b> Interrogative form *Would is not common in questions with this use. SB p. 24 &amp; 25 WB p. 12</p>	<p>Robert was a very kind man. He <b>would</b> always <b>help</b> you if you had a problem. When we were children, we lived by the sea. In summer, if the weather was fine, we <b>would</b> all <b>get up</b> early and go for a swim</p> <p>My neighbor was so mean. She <b>wouldn't share</b> what she had with somebody else.</p>	<p><b>Ways of talking about meaning</b> Mean Represent Symbolize</p> <hr/> <p>SB p. 24      WB p. 14</p>	
	Narrations	Describing events and experiences using different tenses and expressions.	<p><b>Narrative tenses</b> Present simple Present continuous Past simple Used to Past continuous Past perfect</p> <p>WB p. 18 &amp; 19.</p>	<p>A friend of mine <b>lives</b> in Alberta, Canada. He <b>works</b> as a forest ranger. At the moment, <b>I'm spending</b> some weeks at his place. <u>Last month</u> we <b>traveled</b> to the Niagara falls and we <b>had</b> fun the same way we <b>used to do</b> when we <b>were</b> younger. <u>In those days</u> we <b>were planning</b> to live abroad and <u>now</u> his dream has come true.</p>	<p><b>Time expressions</b> A few weeks later A long time ago At the time In those days Last night One day The following year</p> <p>WB p. 18 &amp; 19.</p>	<p><b>Reading</b> </p> <p>WB p. 18. Reading ex. 1-3.</p> <p><b>Writing</b> </p> <p>WB p. 18. Writing p. 4 &amp; 5 WB p. 19 Language focus ex. 6 &amp; 7, Preparing to write ex. 8 and Writing.</p> <p><b>Speaking</b> </p> <p>SB p. 27 Speaking ex. 1 &amp; 2.</p>



**Objetivo:** Students will be tested on the use of future tenses to talk about plans and intentions, promises and spontaneous decisions, and arrangements. They will also talk and ask about and scheduled activities, timebles and programs. At the end of the lesson students will be able to formulate predictions about different future matters; they will be able to support their ideas with factual information or elaborated opinion arguments.

ORAL TASK	WRITTEN TASK
<p>Creative task: Captain Optimism vs Pessimist Man            Pairs. Role- Play</p> <p><b>Pre- task</b>            1. Class/ Teams discussion. Students discuss the following questions:</p> <ul style="list-style-type: none"> <li>• What does the future hold for the human race? Will it be good or bad?</li> <li>• What do you think will happen to our planet (flora, fauna, climate, resources)? What do you know about it?</li> <li>• What major advancements will the human race achieve in the next 20 years? What do you know about it?</li> <li>• What do you think the future will be like in 20 years? Please explain.</li> </ul> <p><b>Task</b>            Student A: You're Captain Optimism so you have a positive opinion about everything, fight pessimism with your super optimism powers of making predictions about the good things that the future holds for the world and the human race in the next 50 years. Support your arguments; use your notes from the pre-task.</p> <p>Student B: You're a Pessimist Man and you think the future has terrible things waiting for us and our planet. Battle optimism with your negativism super powers; make predictions about the terrible things that will happen in the next 50 years. Support your arguments; use your notes from the pre-task activity.</p>	<p><i>A resignation letter</i>            Individual</p> <p><b>Pre-Task</b>            1. Work with WB pg 28 ex 8 Preparing to write            2. Check WB pg 28 Useful language</p> <p><b>Task</b>            You have decided to quit your job. Write a letter of resignation to your boss in which you explain why you want to leave and what your plans and intentions are. In addition, mention why you are happy or unhappy about the time you've spent in the job and what mentions what your think will happen when you don't work there anymore.</p>

	NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	SKILLS
<b>WEEK 5</b>	Plans and intentions.	Talking about plans, strong intentions and premeditated decisions.	<b>Testing</b> Be going to (+/-/?)	Gina and Caro are going to have a house warming party next week. They've invited their friends and family to meet their new home.	- Time expressions about the future Next week, tomorrow, in two days  - The time  - Prepositions of time At, on, in  - Days of the week, months	<u>Listening</u> WB pg 24 Listening 
	Sudden decisions and promises.	Talking about intentions, promises and spontaneous decisions.	<b>Testing</b> Will (+/-/?)	A: Have you gotten a present for Gina and Caro's house warming party? B: No, I haven't. I'll do it tomorrow afternoon. A: I'll go with you if you want to.		
	Arrangements	Talking about arranged plans.	<b>Testing</b> Present continuous (+/-/?)	A: Why are they having a party on a Thursday night? B: Because they're flying to LA the on Friday afternoon, Caro's sister is getting married on Saturday.		
	Time Tables, programs and schedules.*	Talking when an event or activity is scheduled to happen.	<b>Teaching</b> Present simple (+)	The bus leaves at 7:00 tomorrow morning.		
Talking when an event or activity is not scheduled to happen.		<b>Teaching</b> Present simple (-)	The play doesn't start at 8:00, it starts at 9:00 tonight.			
Asking when an event or activity is scheduled to happen.		<b>Teaching</b> Present Simple (?)	A: What time does your plane depart? B: It takes off at 4:45 am next Saturday morning, so we have to be at the airport two hours			



<p>Future events.</p>	<p>Talking about future plans, intentions and arrangements.</p>	<p><b>Testing</b>          Future tenses: be going to vs will vs present continuous vs present simple  <b>SB pg 30, 31/ Wb pg 21</b></p>	<p>earlier.</p> <p>Jenny's really excited because this weekend she's going to the Morelia's International Film Festival. She's going to attend the press conferences there and perhaps she will meet some of the directors and actors who attend the event if she's lucky.          The Festival begins on April 20<sup>th</sup> and ends on April 30<sup>th</sup> so Jenny'll be away for about ten days. I'mm make a party.</p>	<p>- Adjectives to describe feelings and reactions:          Surprised, amused, socked, interested, etc</p> <p>- Adjectives to describe places          Interesting, hot, far, isolated, deserted, fun, crowded, etc.</p> <p>- Verbs and collocations related to travelling          Go to, travel to, arrive in, be in,          Go + - ing go sightseeing</p> <p>- Materials          Cotton, leather, metal, plastic, rubber, wood (wooden), wool (woollen/ woolen)  <b>SB pg 31/ WB pg 23</b></p> <p>- Everyday life objects related to travelling and exploring          Sleeping bag, suitcase, luggage, pocket knife, sunglasses, matches, a hat, a cell- phone, etc  <b>SB pg 31</b></p>	<p><b>Speaking</b>          SB pg 30 Speaking </p> <p><b>Listening &amp; Speaking</b>          SB pg 30 Listening  </p> <p><b>Speaking</b>          SB pg 31 Speaking </p>
<p>Predictions</p>	<p>Making predictions about future events <u>based on strong evidence.</u></p>	<p><b>Teaching</b>          Be going to (+/-)  <b>SB pg 33/ WB pg 20</b></p>	<p>Crowd Farms aren't going to be practical in the next few years because they're too expensive and the current world economic situation is not favorable at all.</p>	<p>- Words related to energy          Coal, geothermal energy, hydropower, natural gas, nuclear/ solar energy, oil, wind power.  <b>SB pg 32/ WB pg 22</b></p>	<p><b>Listening &amp; Speaking</b>            SB pg 32 Listening &amp; Vocabulary Track 1.32</p>
	<p>Making predictions about future event <u>based on opinions.</u></p>	<p><b>Teaching</b>          Will (+/-)  <b>SB pg 33/ WB pg 20</b></p>	<p>I think nuclear fusion will perhaps become our main source of energy, but now it looks impossible to achieve; research and technology have not advanced enough to make it possible, yet. .</p>	<p>- Collocations with <i>problem</i>          To face, To solve, to cause, to find a solution to, to tackle + a problem  <b>SB pg 32/ WB pg 24</b></p> <p>- Expressions of probability          a) Definitely, obviously, certainly, without doubt          b) Perhaps, probably, possibly, maybe</p>	<p><b>Reading</b>          SB pg 32, 33. Track 1.33 </p> <p><b>Creative Writing &amp;Speaking</b>          SB pg 33 Writing </p>
	<p>Making predictions about future events based on strong evidence vs predictions based on opinions.</p>	<p><b>Testing</b>          Be going to vs will (+/-)  <b>SB pg 33/ WB pg 20</b></p>	<p>Oil is going to run out one day, it's a nonrenewable resource and it can't be created artificially so different energy sources will become popular. I think solar energy will probably be the new world energy source.</p>	<p>- Phrases to express opinions          I think...          I don't think...          I'm sure...</p>	<p><b>Writing</b>          A resignation letter          WB pg 27 (Work only with activities in page 27) </p>

\* The textbooks do not provide with materials to teach and practice this notion, teacher needs to create his own.



**Objective:** By the end of the session, students will be able to talk about future possibilities and their probable results. They will be able to offer and ask for products and services; and they should also be able to ask for a position by writing a formal letter.

ORAL TASK	ORAL & WRITTEN TASK
<p>Student A: You are a customer at a clothes store. You want to buy some winter clothing. Ask the sales assistant for different items styles and prices. (e.g. <i>If I take two pairs of shoes, will I get a discount?</i>)</p> <p>Student B: You are a sales person at a clothes store. Offer your customer the trendiest clothes you have. Tell them about special prices and packages. (e.g. <i>If you buy two GAP sweaters, you'll get a third piece for free</i>). Persuade the customer to make the right decision.</p>	<p>You are a student at UNAM. The University wants to know what the students' views are about their working life. Carry out this survey in your class, ask your peers to support their answers and write a report to your major's coordination.</p> <ol style="list-style-type: none"> <li>If you get a bachelor's degree, you'll get a high-paying job.</li> <li>If you get a good job, you'll have little free time.</li> <li>If you get a high-paid job, you won't need to study a Master's.</li> <li>If you get a good job, you won't have to work as hard.</li> <li>If you get a demanding job, you won't be able to start a family.</li> <li>If you get a high- paying job, more people may want to be your friend.</li> <li>If you don't speak a foreign language, you won't be able to get a high-paying job.</li> <li>If you don't get a high-paid job, you'll study another major.</li> </ol>

	NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	SKILLS
<b>W E E K  6</b>		Making the meaning of an adjective stronger or a noun phrase.	<p><b>Teaching So</b> Use So before an adjective</p> <p><b>Such</b> Use Such before a noun phrase Such + adjective + noun</p>	<p>Last night it was <b>so cold</b> that the windows froze. <b>Alaska is so cold, that it's hard to breathe.</b></p> <p>It was <b>such a nice day</b> that we decided to eat outside. It was <b>such a good book</b> that I couldn't put it down.</p>	<p><b>Adjectives to make descriptions</b> Angry Bored Cold Hungry Tired Naïve Humble Welcoming</p> <p><b>Metaphors with Cold</b> Cold blood Give someone the cold shoulder An icy stare Be as cold as ice Leave somebody out in the cold Get a cold reception SB p. 34 &amp; 35 WB p. 23</p>	<p><b>Speaking</b> SB p. 34 Speaking Ex. 1 &amp; 2.</p> <p><b>Reading</b> SB p. 34 &amp; 35 Reading ex. 1-4.</p>
	Expected results	Talking about things that always happen in certain conditions.	<p><b>Testing/ Recycle Zero conditional</b> Affirmative form</p> <p><b>Zero conditional</b> Negative form</p> <p><b>Zero conditional</b> Question</p> <p>SB p. 36, 37, 136 &amp; 137. WB p. 22</p>	<p><b>If the autumn is warmer than usual, people wait to buy warm winter clothing</b></p> <p><b>If shops don't keep</b> ice-cream well below 0°C, it <b>starts to melt.</b></p> <p>What <b>do you do when</b> you <b>get</b> a cold?</p>	<p><b>Verbs that mean Go up</b> Grow Increase Rise</p> <p><b>Verbs that mean Go down</b> Decline Decrease Fall</p>	<p><b>Reading &amp; Pronunciation</b> SB p. 36. Reading &amp; Pronunciation ex. 1-4. Tracks 1.34 &amp; 1.35.</p> <p><b>Listening</b> SB p. 36 Listening ex. 1 &amp; 1. Tracks</p>
	Consequences	<b>Showing a result or a consequence</b>	<p><b>That</b> After an adjective or a noun phrase to talk about a result. SB p. 34, 35, 136 &amp; 137. WB p. 21</p>	<p>This morning I was so tired <b>that</b> I fell asleep at my desk.</p> <p>* <i>That</i> can sometimes be omitted I was so tired I fell asleep.</p>		

Future possibilities	Talking about possible conditions and probable results in the future	<b>Testing/ Recycle</b> <b>First conditional</b> Affirmative form  <b>First conditional</b> Negative form	If my check comes, I'll buy us all dinner. <b>If there is a heavy fine for littering, our streets will be much cleaner.</b>  If you aren't able to take care of your pet, you'll probably have to give it away. If you don't get enough sleep, you'll be totally worn out by the end of the week.	<b>Words to describe statistics</b> Grow by Grow from ____ to ____ Decrease in Go down Go up Increase of Increase by Rise from ____ to ____ Rise of Decrease in  SB p. 36 & 37. Track 1.36 WB p. 23.	1.37 – 1.39.  <b>Reading</b> WB p. 25 Reading ex. 1 & 2.  <b>Writing</b> SB p. 37 Writing ex. 1 & 2.  <b>Pronunciation</b> WB p. 24 Pronunciation Intonation Track 1.10
		<b>First conditional</b> Question  SB p. 36, 37, 136 & 137. WB p. 22	<b>If I go out to get an ice-cream, will you come too?</b>		
		<b>Teaching Request</b> Could + ☺ + Verb in + Comp. Simple Form	Could you tell me how much these jeans are?		
Requests & offers	Making offers and requests at different degrees of politeness.	<b>Request</b> Would + ☺ + mind + Verb Ing Form	Would you mind helping me find a size 8?	<b>Shopping</b> Brand Changing room Fit Receipt Refund Size Storeroom Style  SB p. 38	<b>Listening</b> SB p. 38. Listening ex. 1 & 2. Tracks 1.40 – 1.44.  <b>Speaking</b> SB p. 38. Speaking.
		<b>Request</b> ☺ + wonder + if + ☺ + could SB p. 38	I wonder if I could have a refund.		
		<b>Offer</b> Shall + I + Verb in + Comp. Simple Form	Shall I show you where the changing room is?		
		<b>Offer</b> ☺ + will + Verb in + Comp. Simple Form SB p. 38	I'll ask the manager. I'll get them from the storeroom.		
		<b>Testing/ Recycle</b> <b>Verb Be</b> Vs. <b>Present continuous</b> Vs. <b>Present Perfect</b> Vs. <b>Past simple</b>  SB p. 40	I am from Switzerland. I am a Psychologist. I am interested in animal behavior.  I am currently training to become an animal keeper. I am working as a veterinarian.  I have done research for some years. I have just published an article.  I was employed as a sports shop manager. During that time, I taught the staff about sports equipment and also worked as a tennis coach at a local tennis club.		