



Objetivo: At the end of this lesson students will be able to report experiences and events to give their news and say what's new with them. They will also be able to start conversations and confirm information as well. Students will also employ paralinguistic elements to convey surprise, annoyance and interest as well.

ORAL TASK	WRITTEN TASK
<p>"It's a lovely day today, isn't it?" Pairs Ss role-play two persons having a conversation to get to know each other.</p> <p>Task Student A: Your best friend left the country four years ago to study in a foreign university. He's come back to visit, but he didn't come alone; he has brought his girlfriend/boyfriend with him to meet his friends and family. Your friend's got an appointment so he asked you to hang out with his significant other because he doesn't speak a word of Spanish. Make conversation with your friend's partner.</p> <p>Student B: You've come to meet your boyfriend/ girlfriend's country, family and friends. Unfortunately, your significant other has an appointment today and has asked his best friend to hang out with you in the meantime. Talk to the friend, ask him about your partner, enquire about how they met and the things they have lived and done together.</p>	<p>"What's new?" Individual. Ss write a website entry to give their news to their friends and community. Use <i>SB pg 52 Giving your news</i> as reference.</p> <p>Task You're an exchange student from another country who has come to Mexico to study university at UNAM, you've been in Mexico for three weeks and some good and bad things have already happened to you. Write a website entry for your school to give your news to your friends and school community back home. Talk about your experiences and activities, the food, the people, the places, your classmates, etc.</p>

	NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	SKILLS								
WEEK 1	Contrastive stress	Using paralinguistic elements when speaking to contrast two different or similar things.	Recycle - Present and past tenses.	In the first picture, the woman has one nose, but in the second picture she has two noses. The paintings in the first room were nice , but the ones in the last room were really nice .	- Adjectives to describe paintings - Comparatives & superlatives - Useful phrases to talk about paintings SB pg 42	Speaking Pronunciation: contrastive stress. <i>SB pg 42 Speaking & Pronunciation</i> Listening <i>WB pg 33 Pronunciation. Track 1.12</i>								
	Experiences and Life Events	Talking about events that happened at specific and unspecific moments in the past.	Testing - Past simple vs present perfect simple. SB pg 42, 138/ WB pg 29	Nassir and Ken have been best friends for more than ten years. They first met in music school in 1998, but became friends when they started playing in the National Orchestra in 2000. The boys have played all around the world and they've also written the music for some theatrical plays. They're very talented and creative and they make great music together.	- Positive adjectives to describe people: Creative, fun, religious, forgetful, etc SB pg 51 Language Focus	Speaking <i>SB pg 51 Speaking</i>								
		Talking about experiences in a period of time that continue up to the present.	Testing - Present perfect - For & since SB pg 42, 138/ WB pg 29	Since Nassir and Ken finished music school, they have worked for Corazon films and Pixar and they have also had their own recording studio for three years.	- Word formation: adjectives ending in suffixes : - ive, -ful, -ous	Reading <i>SB pg 42, 43 Reading</i>								
		Talking about finished actions that are relevant for present or future matters.	Teaching - Present perfect simple SB pg 42, 138/ WB pg 29	Ken! I've lost my glasses! I can't see anything without them; I can't play without my glasses.	<table border="1"> <thead> <tr> <th>Noun/ Verb</th> <th>Adjective</th> </tr> </thead> <tbody> <tr> <td>attract</td> <td>attractive</td> </tr> <tr> <td>forget</td> <td>forgetful</td> </tr> <tr> <td>religion</td> <td>religious</td> </tr> </tbody> </table>	Noun/ Verb	Adjective	attract	attractive	forget	forgetful	religion	religious	Speaking <i>SB pg 43 Vocabulary & Speaking ex. 6</i>
		Noun/ Verb		Adjective										
attract	attractive													
forget	forgetful													
religion	religious													
Asking about finished actions that are relevant for present or future matters.	Have we completed the set of songs for the movie? We're meeting the people from Corazon films this evening.	Listening <i>WB pg 33 Listening. Track 1.11</i>												



W E E K 1	Expected Events and Scheduled Tasks	Talking and asking about events that happened before they were expected or scheduled, and expected or scheduled ones that haven't happened up to now.	Testing - Present Perfect Simple - Yet/ already SB pg 44, 138/ WB pg 29, 30	On the phone... Ken: Hey! Has the meeting started yet? Nassir: I don't know, I haven't arrived to the office yet, I'm in the elevator. Where are you? K: I've already arrived but I'm getting some coffee across the street. N: Have you arrived already! Buy your coffee later and go in, now! The meeting started five minutes ago.	- Expressions with what:* What for?, So what?, You've, what?, Now what?, ... Or what?, What about ...?, You're, what? SB pg 44/ WB pg 32 * Point out and make emphasis on intonation and stress to show surprise, anger, etc.	Reading <i>SB pg 44, 45 Reading</i>  Speaking <i>SB pg 45 Speaking.</i>  Writing A website entry  <i>SB pg 52 Reading & Writing skills</i>
	Start a conversation*	Opening a conversation Confirming information	Teaching - Question tags (simple tenses) SB pg 50	Today's a beautiful day, isn't it? The last song was really great, wasn't it? You work at the supermarket, don't you? We have met before, haven't we?	- Phrases to start a conversation Have you heard...?, Do I know you from somewhere?, etc. SB pg 50	Listening <i>SB pg 50 Listening</i>  Speaking <i>SB pg 50 Speaking</i> 

* The textbooks do not provide with sufficient materials and activities to teach and practice this notion, teacher is advised to create his own.



Objective: By the end of the session students will be able to make deductions showing different degrees of certainty. They should also be able to refer to people who are unknown or unspecified.

ORAL TASK	WRITTEN TASK															
<p>Oral/ two groups.</p> <p>Task: You are going to conduct a survey to create a class Average Man or Woman.</p> <p>Write questions using the categories in the box. Then add two more questions of your own.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 5px 0;"> <tr> <td style="padding: 2px;">Age</td> <td style="padding: 2px;">children</td> <td style="padding: 2px;">contacts on mobile phone</td> <td style="padding: 2px;">foot size</td> <td style="padding: 2px;">height</td> </tr> <tr> <td style="padding: 2px;">Hours of sleep/night</td> <td colspan="2" style="padding: 2px;">hours study English/week</td> <td colspan="2" style="padding: 2px;">married</td> </tr> <tr> <td colspan="5" style="padding: 2px;">Minutes exercise/week</td> </tr> </table> <p>Ask students in the other group your questions and note their answers. Then combine your notes so you have information about the whole class.</p> <p>Calculate your results. What is the class Average Man or Woman like? Give a short presentation based on your statistics.</p>	Age	children	contacts on mobile phone	foot size	height	Hours of sleep/night	hours study English/week		married		Minutes exercise/week					<p>Individual / Written</p> <p>Task: In your class you have been talking about the advantages and disadvantages of using tables rather than books at school. The school principal is going to listen to students' opinion before spending a school budget either on books for the library or tablets for the students.</p> <p>Your teacher has asked to write an essay stating your opinion on this question.</p> <p>Essay question: It might be better for schools to spend money on tablets for their students rather than books.</p> <p>Notes. Write about:</p> <ol style="list-style-type: none"> 1. Effect on student concentration. 2. Cost of repair and replacement. <p>Write your essay using the notes and give reasons for your point of view. (Write 130- 150 words).</p>
Age	children	contacts on mobile phone	foot size	height												
Hours of sleep/night	hours study English/week		married													
Minutes exercise/week																

	NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	SKILLS
W E E K 2	Deductions	Expressing certainty about something because there is strong evidence.	Modal verbs of deduction Must + Verb in Simple Form	Come and sit down. You must be tired after the journey. He must live near here because he comes to work on foot. We don't know where he lives, but we're sure is not far away.	Crime Be { Innocent Guilty Against the law	Listening & Reading SB p. 46 Listening & Reading ex. 1-5. Track 1.49 Speaking SB p. 47 Speaking ex. 1 and 2. Track 1.50
		Saying that something is probable, but not certain.	May +Verb in Simple Form Might + Verb in Simple Form Could + Verb in Simple Form	We'll try to get there early but we may arrive late if there's a lot of traffic. The exam results are coming out soon. It might be this week, or it might be next week. Don't put it up there. It could fall off and hit someone.	Commit { A crime A murder Go to { Prison To be in { Find { Evidence Plant { Have { A motive An alibi Catch { A suspect Arrest {	
		Saying that something is not possible.	Can't + Verb in Simple Form	Whose letter is this from? It can't be from Rodrigo, he never writes letters. They haven't lived here for very long. They can't know many people. SB p. 46, 47, 138 & 139. WB p. 30.	SB p. 46/ WB p. 32. Strange vs. foreigner SB p. 47/ WB p. 32	
	????????	Referring to an unknown person or a person who is not specific.	Somebody Used in affirmative sentences. Somebody *In questions where the speaker expects a particular answer. Anybody Used in negatives.	If somebody had all those characteristics they would be a natural ideal. Will somebody help me? (The speaker expects the answer to be yes.) I heard a noise but there isn't anybody at the door.	Usual and unusual Average-height Average-weight Average-looking Uncommon Typical Common	Speaking & Vocabulary SB p. 48 Speaking & Vocabulary ex. 1-2.



W E E K 2			<p>Anybody Used in questions</p> <p>Is anybody going to attend the lecture? (The speaker doesn't know what the answer will be).</p>	<p>Weird Funny Bizarre Odd</p> <p>SB p. 48 WB p. 32</p>	<p>Listening & Reading SB p. 48 Listening & Reading ex. 1-4</p>
		<p>Anybody *Also means "it doesn't matter who" in affirmative sentences.</p> <p>Anybody can come to the meeting (It doesn't matter who).</p>			
		<p>Nobody It means "no people" in affirmative sentences.</p> <p>Nobody answered her request for help.</p>			
		<p>Everybody Means "every person" in affirmative sentences.</p> <p>Everybody must book an appointment beforehand.</p>			
		<p>*All these pronouns are used with singular verbs, but they is used to refer back to them. SB p. 48, 49, 138 & 139. WB p. 31</p> <p>Somebody sent me these flowers, and they left this note. Everybody enjoyed the concert. They stood up and clapped.</p>			
	Catching up	Conveying a short written message in an informal context.	<p>Present simple Here are some pics of Jim and the girls.</p>	<p>Informal abbreviations</p> <p>ASAP As soon as possible BTW By the way DJ Disc jockey FYI For your information LOL Laughing out loud PC Personal computer</p>	<p>Writing </p> <p>WB p. 36 & 37. Writing</p>
			<p>Present continuous Sandra is studying for her end- of-year exams.</p>		
			<p>Passive voice Everybody's invited to a party on Saturday night.</p>		
			<p>Future with Will There'll be live music in the shape of the Celtic Band.</p>		
			<p>Future continuous Karla will be cooking her special pasta.</p>		
<p>Past simple Later we all went into town for a drink.</p>					
<p>Past continuous When you called, I was doing nothing.</p>					



Objetivo: At the end of this session students will be able to use modal verbs to describe rules and obligations, necessities, restrictions and prohibitions, as well as permissions at various degrees and in different contexts and situations. They will also be able to describe processes and regulations followed in the kitchen and when dealing with meals.

ORAL TASK	WRITTEN TASK
<p><i>How do I...?</i> Pairs. Role-Play Pre-task Go over the concepts “how’s”, “do’s” and “don’ts” with ss. Some of them may not know what these words mean. Task Student A & B: You’re hosts in a home improvement or cooking show. Prepare a 4-minute segment for today’s program. Tell your audience about the how’s, the do’s and don’ts of the dish or project you’ll be doing today.</p>	<p><i>Apartment care guidelines</i> Individual. Creative task Task You have gone on vacation and you asked a friend/ relative/ neighbor to look after your house and pets while you’re away. Write an e-mail explaining him what needs to be done and how to do it; give him some advice about how to deal with different situations he might face while helping you.</p>

	NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	SKILLS
W E E K 3	Rules & Obligations	Talking about obligations and rules.	Testing - Must vs Have to SB pg 55, 140/ WB pg 38	Robots must protect humans and they have to protect themselves too.		
	Necessities	Talking about what needs to be done.	Teaching - Need to - Needn't SB pg 55, 140/ WB pg 38	Robot owners need to register their robots at the RRC.	- Vocabulary related to robotics Robot, bot, system, android, etc - Nouns ending in (- ics) & (-ology): Electronics, psychics, psychology, biology, etc SB pg 54/ WB pg 41	 Reading & Listening SB pg 54 Reading. Track 1.61
		Talking about what doesn't need to be done.		Robot owners needn't pay a fee for the registration process.		
		Asking about what needs to be done.		Excuse me, does my robot need to have a name to register it?		
	Permissions	Talking about what is permitted to do.	Testing - Can SB pg 55, 140/ WB pg 38	Children can bring their robots to school.		
			Teaching - May SB pg 55, 140/ WB pg 38	Robots may use public transport.		
			Teaching - To be allowed to* SB pg 140	Children are allowed to have their robots with them during examinations.		
		Asking about what's possible or permitted in different degrees of politeness.	Teaching - Can vs May SB pg 55, 140/ WB pg 38	Teacher, can my robot come to class with me?		
			Teaching - To be allowed to* SB pg 140	Miss Lautner, may my robot come to class with me?		
	Prohibitions & Restrictions	Stating what's prohibited and what is not possible.	Testing - Can't vs mustn't SB pg 55, 140/ WB pg 38	A robot mustn't hurt a human being and they can't damage other robots.		
Teaching - May not SB pg 55, 140/ WB pg 38			Employees may not enter the laboratory when the red light's on.			
						 Writing SB pg 55 Writing
						 Reading WB pg 42, 43 The Small Print
						 Writing Explaining how to do something WB pg 44 Writing



W E E K 3			Teaching - To not be allowed to* SB pg 140	Robots aren't allowed to drive without a human passenger.					
	Advice & Suggestions**	Describing what is recommended to do.	Testing - Should - Ought to Teaching - You'd better SB pg 62	You should keep your robot in a dry place, water and humidity can damage it. You ought to call the technician in case you have any trouble with your robot. You'd better take your bot to the repair shop. I think it has broken down.	- Useful phrases to give suggestions and recommendations: The best thing..., be careful with..., take care..., mind... SB pg 62	Listening SB pg 62 Listening  Speaking SB pg 62 Speaking 			
			Testing - Should not Teaching - You'd better not + infinitive without to SB pg 62	Humans shouldn't sleep with their robots; it's better to keep them in their boxes at nights. You'd better not use pirate spare parts when repairing your bot, it can be dangerous.					
Phrasal Verbs	Talking about processes and regulations in the kitchen.	Teaching -Separable phrasal verbs: 1. Verb + pronoun + particle 2. Verb + particle + noun 3. Verb+ noun+ particle SB pg 61, 140/ WB pg 39, 40	You have to chop up all the vegetables before you start cooking. If you mess the dish up, you can start again. Heat the frying pan up before you start frying the chicken.	- Separable phrasal verbs: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Bring, keep, look, tidy, put, make, pick, mix, cut, chop, come, eat, heat, wash, take, mess</td> <td style="padding: 2px; text-align: center;">+ up</td> </tr> <tr> <td style="padding: 2px;">Put, try</td> <td style="padding: 2px; text-align: center;">+ on</td> </tr> </table> Put together, try out, take back, tell off. SB pg 60, 61/ WB 39, 40 - Vocabulary related to cooking and the kitchen: Heat, fry, cooker, oven, mixer, spoon, eggs, flour, etc.			Bring, keep, look, tidy, put, make, pick, mix, cut, chop, come, eat, heat, wash, take, mess	+ up	Put, try
Bring, keep, look, tidy, put, make, pick, mix, cut, chop, come, eat, heat, wash, take, mess	+ up								
Put, try	+ on								

* The textbooks do not contain any teaching or practicing materials for this grammar item, teacher is required to create his own.

** The Global Intermediate Student's Book contains few resources to introduce, model and practice this notion, teacher is advised to complement materials.



Objective: By the end of the session, students will be able to talk about permission and obligation in the past. They should also be able to describe events, making emphasis on duration and action completion.

ORAL TASK	WRITTEN TASK
Whole class/ Oral Task: Your class is taking part in a debate. Talk about the responsibilities and permissions you had as a child, and discuss to what extent the qualities listed below are important when one becomes a parent. <ul style="list-style-type: none"> • A sense of humor • Patience • Strictness • The ability to listen • A sense of fairness Your teacher will give a special prize to the group which states more sensible opinions.	Individual/ Written Task: Your school committee has organized a forum on Bullying. The purpose is to raise awareness among students and give suggestions to reduce this problem rates. Make a contribution to the forum writing an essay taking into account these questions: Bullying has been increasing in the last fifteen years. Do you agree? What can be done at your school to stop it? Write a 130 - 150 words in your essay. The best five essays will be published in the school paper. The authors will be invited to present their ideas in the forum.

	NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	SKILLS
WEEK 4	Duties	Talking about obligation in the past.	Recycling ☺ + Had to + Verb in simple form (Had to is the past form of Have to and Must)	How many hours did you have to work when you were in college? Ten was the minimum. I had to work very long hours doing a repetitive task.	Government collocations Civil servant Town hall Red tape Government department Political party Prime minister Pay a fine Complete a form	Speaking SB p. 56. <u>Vocabulary & Speaking</u> ex. 1 & 2.
		Talking about lack of obligation in the past.	Recycling ☺ + didn't have to + verb in simple form	When Victor worked at a call center, he didn't have to get up early because he worked in the afternoon shift.		
	Permission	Talking about permission in the past.	Recycling ☺ + was/ were allowed to + verb in simple form	We wanted to complain to the manager but we weren't allowed to speak to him.		SB p. 56 & 57. WB p. 40.
			Recycling ☺ + could + verb in simple form SB p 56, 57, 140 & 141. WB p. 38 & 39.	I could use my laptop on the plane, but I wasn't allowed to use my phone. My husband phoned the school but he couldn't speak to the headmaster.		
	Finished actions	Talking about finished actions which happened recently and are still relevant.	Recycling Present Perfect Simple Affirmative form ☺ + have / has + verb in past participle form	The teacher has lost control of the class. Even though he has taught there for ten years.	Collocations with Control To be { Beyond somebody's control In control of Out of control Under control To lose control	Vocabulary & Pronunciation SB p. 58. <u>Vocabulary & pronunciation</u> ex. 1-4. Track 1.66 Reading SB p. 58 & 59. <u>Reading</u> ex. 1-4.
			Recycling Present Perfect Simple Negative form ☺ + haven't / hasn't + verb in past participle form	How are you doing in your new course? Everything is going well. I haven't had any problem so far.		
Recycling Present Perfect Simple Question Wh + Have/ has + ☺ + Verb in Past Participle Form + Complement?			How much of that book have you read ? I've finished three chapters.	Listening SB p. 59. <u>Grammar</u> ex. 2. Tracks 1.68 – 1.71		



W E E K 4	Unfinished actions	Describing an action that started in the past and continues now, emphasizing how long it has happened for.	<p>Teaching Present Perfect Continuous Affirmative form ☺ + have/ has + been + verb + ing</p> <p>Teaching Present Perfect Continuous Negative form ☹ + haven't/ hasn't + been + verb + ing</p>	<p>Mr. Gilbert has been teaching at a state school for nearly a year. The film <i>The Class</i> is an exhilarating example of how teachers around the world have been inspiring their students for generations.</p> <p>Mr. Gilbert's students haven't been behaving well.</p>		
	Finished actions & Unfinished actions	Contrasting finished and unfinished actions	<p>Teaching Present perfect Simple vs. Present Perfect Continuous. SB p. 58, 59, 140 & 141. WB p. 39</p>	<p>It's nice to see you again. What have you been doing since we last met?</p> <p>How long have you been learning a foreign language?</p> <p>Daniel is traveling round the world at the moment. He has been traveling for three months, and he has visited six countries so far.</p> <p>Nuria is always studying something. She's done three Open University degrees since she first left university, and she's been learning Chinese for the last two years.</p>		



Objetivo: Students will be able to use the passive voice in order to portray and emphasize objects and past events as agents of action. They will also analyze and evaluate the use definite and indefinite articles to describe books and images.

ORAL TASK	WRITTEN TASK
<p><i>Book Club</i> Teams. Role- play Students will talk about book plots to select one to read.</p> <p>Task All students: You're members of a book club that's meeting today to decide what book you will read next. Propose a new book, tell them about a great book pitch you have just read and try to convince them to select it.</p>	<p><i>Book pitch*</i> Individual. Creative writing Students will write a book pitch to explain what happens in a story they wrote.</p> <p>Task You have written a new fiction story where the main character isn't human. Write a pitch about it so you can present it to an editor and have your book published.</p> <p><i>*A book pitch is where a writer explains what his book is about in several sentences; it's similar to a movie pitch.</i></p>

Note to the teacher:
 Unit 10 Part 1 pages 114 and 115, and Workbook pages 86 and 88 will be used to set context and provide vocabulary to develop the teaching-learning process for the notion *Objects and actions as agents*. Teacher is advised to complement the materials.

	NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	SKILLS
W E E K 5	*Objects and actions as agents.	Focusing on actions and objects rather than agents.	<p>Testing - Passive voice: simple present and past tense. SB pg 142/ WB pg 46 Grammar 1B</p>	The Harry Potter Books were written by J.K Rowling some years ago. The story is set in a castle in England where magical arts are thought.	<p>- Vocabulary related to books and reading Book genres: novel, biography, atlas, etc Types of books: hardcover, paperback, notebook, etc SB pg 115/ WB pg 86</p> <p>- Collocations with <i>begin</i> and <i>end</i> In the beginning vs at the beginning SB pg 114/ WB pg 88</p> <p>- Verbs related to books and magazines Borrow, lend, enjoy, etc SB pg 115</p>	<p>Reading** WB pg 52, 53</p> <p>Listening & Reading SB pg 114 Listening & Reading Track 2.46</p> <p>Speaking & Listening Pronunciation SB pg 114 Pronunciation.</p> <p>Speaking SB pg 115 Speaking.</p>
		Stating that objects, and past actions are more important than the agent.	<p>Teaching - Passive voice Present perfect tense SB pg 142/ WB pg 46 Grammar 1B</p>	<p>Harry Potter is a boy that has been accepted in the Hogwarts school of magic for wizards. The books have been translated into more than 176 languages and have been sold in hardback and paperback form.</p> <p>The books narrate Harry's journey against an evil wizard that terrorized the magic world and that hasn't been completely defeated yet.</p> <p>Has your favorite book been translated into many different languages?</p>		
	Definite and indefinite articles.	Mentioning something for the first time.	<p>Teaching - Passive voice: Past perfect tense SB pg 142/ WB pg 46 Grammar 1B</p>	Before going to Hogwarts, Harry lived with his aunt and uncle, he was sent there because his parents had been killed during the fight against Voldemort. when he was a baby.	<p>- Words related to optical illusions Curvy lines, spots, criss- crossed, straight lines, etc SB pg 68</p>	<p>Reading & Listening SB pg 68 Reading & listening. Track 2.02-2.03</p>
		Talking about things in general		<p>The box was pretty dusty, I think it hadn't been opened in a long time.</p> <p>A: Had the comic books been read before you found them? B: No, they hadn't been taken out of the packet.</p>		



	Referring to one from a group of things		I was given two presents on my last birthday, a book about optical illusions and an art set.	- Shapes and colors Triangle, circle, pyramid, etc Dark red, light yellow, bright orange, etc. SB pg 69/ WB pg 50	Speaking Pronunciation SB pg 69 Pronunciation WB page 51 Track 1.17 Speaking SB page 69, 126, 128
	Referring to a subject previously introduced or mentioned		The optical illusions book has more than 1000 images. I love it!		
	Stating there's only one.		The Herman Grid illusion was discovered in 1870		
	Describing the highest degree.		In my opinion, the best optical illusion is the impossible object one.		
	Defining what subject is being talked about.		A: Do you see the green spots in the picture? B: No, I only see the picture but no green spots.		

* Do not use textbooks to teach this item since notions are not presented in isolation. Teacher is required to create his own materials to introduce, model, practice and verify the notion.

** t's recommended to use this activity as introduction to this lesson.



Objective: Students will demonstrate their understanding and mastering of passive voice by identifying the most appropriate situations to produce either active or passive constructions in different tenses.

WRITTEN TASK				ORAL TASK		
<p><i>Making the headlines</i> Individual/ Written and Oral task. Task: Every country has its hidden truths, photographs which have been modified, news that has been manipulated, important information which remained unknown. Young journalists are raising their voice because they want to raise awareness on social and political issues. Make your contribution by writing a blog entry. The best entries will be posted next week and authors will be given a \$3,000 prize.</p>				<p><i>A speech</i> Individual Task: Prepare a speech based on your Making the headlines blog entry, give your reasons for choosing that topic. What do you expect to be different from now on?</p>		
NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY		SKILLS
W E E K 6	Emphasis on Effects	Saying what is happening to the subject in a passive sentence.	Teaching Passive Voice Present Continuous Subject + Be in Present + Being + Verb in Past Participle	I didn't realize that a new ring road is being built round the city. Some valuable buildings in the downtown are being restored at the moment. A great number of bullied children are not being listened by their parents.	Collocations with take Transport { Take the bus Take the metro Take a taxi Take a train Food or Medicine { Take sugar Take drugs Take milk Take a pill Activities { Take a shower Take a walk Take a nap Exams { Take an exam Take a test Control { Take control Take responsibility Take power Images { Take a picture Take a photo SB p. 66/ WB p. 49	Speaking SB p. 66. Speaking  Reading & Listening   SB p. 66 & 67. Reading ex. 1-4. Track 2.01.
		Saying what was being done either to something or somebody at some time in the past.	Teaching Passive Voice Past Continuous Subject + Be in Past + Being + Verb in Past Participle	The room was being painted when the accident happened. The customer was being helped by the salesman when the thief came into the store. There was somebody walking behind us. I think we were being followed .		
		Describing what will happen to the subject in a passive construction.	Teaching Passive Voice Future Subject + Will + Be + Verb in Past Participle SB p. 66, 67, 142 & 143. WB p. 46 & 47.	The factory is not making any money, so that it will be shut next Monday. The work won't be finished by 5:00. The staff needs more time to complete it. Will the package be delivered next week?		
Description and advice	Avoiding repetition and expressing purpose in written speech.	Giving advice You must visit You mustn't miss Make sure you Don't forget to Bear in mind that You might like to It's a good idea to SB p. 76.	Make sure you wear warm clothes in winter so as not to get a cold. It's a good idea to arrive early since the place is often full of tourists. Don't forget to take strong shoes and walk carefully. This place is not what I expected <u>at all</u> . We mustn't visit it again. Campeche is not an expensive place to go on holiday. Accommodation and food are cheap <u>in deed</u> .	Synonyms and pronouns Examples Wonderful amazing Tourists visitors Build construct Emphasis on negative and positive ideas Indeed At all SB p. 75.	 Writing SB p. 76. Reading & writing	