



ENGLISH 6

Global Elementary Units 8, 9, 10

Objective:

Students will be able to use the present continuous and the present simple to contrast facts, habits and routines to activities happening at the moment or around the moment of speaking. They will also talk about their transport preferences and ask and give directions.

ORAL TASK	WRITTEN TASK
<p>“FESI Announcements” Pairs. Ss will make a radio announcement to inform FESI ss about changes in the transport and to provide them with indications of alternative ways to move around.</p> <p>Task: The bus service in the lines FESI- La Raza, FESI- Rosario and FESI- Suburban Train are not operating today because they’re repairing the vehicles. Make a radio announcement to spread the word and provide your peers with directions to get to the different destinations.</p>	<p>“The best way to get around town” Individual. Ss will write a report to describe transport trends around the world.</p> <p>Pre-task: Ss are required to do research about transport habits around the world. Teacher will assign a different city or town to each student.</p> <p>Task: What’s the latest trend in transport in your town? Do people in your country use an unusual transport? How do people in your city or town move around? What transport do you recommend to tourists? The traveling website “Depatadeporro.com” wants to know. Write a report to share the information with the rest of the world.</p>

	NOTION	FUNCTION	VOCABULARY	USE OF ENGLISH	SKILLS	PRODUCTION
W E E K 1	Ongoing actions	Describing and enquiring about what people are doing at the moment of speaking.	<p>Recycle:</p> <ul style="list-style-type: none"> - Action verbs in the present participle form: cooking, going, etc - Daily routines - Parts of the day & days of the week. - Places - Prepositions: at, in - Expression “I think (that)” <p>Time expressions</p> <ul style="list-style-type: none"> - right now, in this moment 	<p>My mother works in the morning. I think she’s in her office and she’s drinking coffee in this moment.</p> <p>A: What is your best friend doing right now? B: I think that she’s sleeping. It’s early and she wakes up late.</p>	<p>Speaking </p> <ul style="list-style-type: none"> - SB page 101 Speaking & Writing Ex. 2 - Talking pictures* <p>* Use images from the SB or bring your own.</p>	

	NOTION	FUNCTION	VOCABULARY	USE OF ENGLISH	SKILLS	PRODUCTION
W E E K 1	Transport	Talking about people's preferences and habits regarding transportation	<p>Methods of transport By bicycle/bike, by boat, on foot, by metro/subway, by motorcycle/motorbike, by train, by bus, by car. <i>SB page 90</i> <i>WB page 53</i></p> <p>Collocations about transport - Take the train/ bus/ metro - Travel by train/ bus/ car/ metro - Go on foot. - Get/ go to school/ work/ home. <i>SB page 90</i></p> <p>Frequency adverbs - Every week, day, night - Always, sometimes, never.</p>	<p>My parents go to work by car and my brother and I take the bus or the metro.</p> <p>A: How do you go to school? B: I usually go by bus, but sometimes I travel by car.</p> <p>A: Do you travel by bike? B: I hardly ever travel by bike. I take the bus and the metro every day.</p> <p><i>SB page 90 Vocabulary Ex. 2 & 3</i></p>	<p>Reading  Railway records <i>WB page 56</i></p> <p>Speaking  Questionnaire <i>SB page 91 Speaking.</i></p>	
	At the Present Time	Talking about activities happening around the moment of speaking.	<p>Verbs in the present participle form.</p> <p>Verbs in the past tense</p> <p>Time expressions Now, at the moment, these days, nowadays, this morning/ week/ month/ year.</p> <p>Phrasal verbs Go up/ down</p> <p>Recycle: - Daily routines - Days of the week and parts of the day - Conjunctions: so, therefore, because, so, but. - Question words: what, how, why</p>	<p>I'm having exams this week; therefore I'm studying in the afternoons.</p> <p>This week Julian is going to work by bike because his car broke down last Sunday.</p> <p>More people in my city are now using the bike and not the bus or metro. It's free and fast.</p> <p>Some biology students are planting trees and plants around the school because they're working on a reforestation project this month.</p> <p><i>WB page 52/ SB page 91</i></p>	<p>Listening  The /ŋ / sound. <i>SB page 91 Pronunciation Ex. 1- 2. Track 3.22-3.23</i> <i>WB page 55 Pronunciation 1 Track 1.24ⁿ</i></p> <p>Reading & Listening   Pedal Power <i>SB pages 90, 91 Reading EX 1-3. Track 3.211</i></p>	

At the Present Time

Talking about activities not happening around the moment of speaking.

Asking about activities and events happening around the moment of speaking.

Verbs in the present participle form.

Verbs in the past tense

Time expressions

Now, at the moment, these days, nowadays, this morning/ week/ month/ year.

Phrasal verbs

Go up/ down

Recycle:

- Daily routines
- Days of the week and parts of the day
- Conjunctions: so, therefore, because, so, but.
- Question words: what, how, why

I'm not going to school this month because I'm recovering from a surgery.

Claudia is on a special diet **nowadays**. **She isn't eating any vegetables or fruit.**

My group and I aren't taking the 7 am class this week because the teacher is sick.

The majority of students in my school aren't taking the bus to the suburban train, they're walking instead.

WB page 52/ SB page 91

A: Hello neighbor! **Are you taking the bus today?**

B: No, I'm not. I'm driving my car

A: **Why are you driving?**

B: Because the mechanic finally fixed my car.

A: The CETRAM Rosario is closed, **how are you going to work these days?**

B: I'm traveling by train and going on foot. I take the suburban train and then I walk to work. And you, **what transport are you using?**

A: I'm taking three different buses.

SB page 93 Grammar Ex. 3



Writing

A Descriptive Paragraph: Transport in my city these days.

Use WB page 53 Vocabulary 1B as model.



Speaking

Making Conversation

SB page 93 Speaking

<p>W E E K 1</p>	<p>The Present Time: Facts, habits & routines vs. activities happening at the moment or around the moment of speaking.</p>	<p>Contrasting things that are generally true and habitual actions to events happening now or around the moment of speaking.</p>	<p>Recycle:</p> <ul style="list-style-type: none"> - Conjunctions - Action verbs in the present participle form: cooking, going, etc - Simple past tense - Daily routines - Parts of the day & days of the week. - Places - Prepositions: at, in - Time expressions: Now, at the moment, these days, nowadays, this morning/ week/ month/ year. - Methods of transport - Collocations about transport <p>Big Numbers 135, 800, 55000, 103458. <i>SB Vocabulary & Reading Ex. 1,2 WB 54</i></p> <p>Words to describe quantities The majority Most people A large/ small number of</p> <p>Extend vocabulary Come and go <i>SB page 92 WB page 54</i></p>	<p>I always traveled by bus or metro, but now I'm driving because I got a new car. It's fast and nice.</p> <p>Most people in our country go to work by metro, but nowadays a lot of people are using the bike instead because it's healthy and it doesn't pollute the environment.</p> <p>The Line 2 of the metro isn't working this week because they're repairing it. However, they're offering free bus transport to metro users.</p> <p>The Safe Transport in FESI usually starts at 8 pm, but there aren't any buses in line. I think it's not working today.</p> <p><i>SB page 93 Grammar</i></p>	<p> </p> <p>Reading & Listening <i>SB page 92 Vocabulary & Reading. Ex 3 Track 3.25</i></p> <p></p> <p>Listening <i>SB page 92 Listening Ex. 1, 2 Track 3.26</i></p> <p></p> <p>Speaking Making conversation <i>SB page 93 Speaking</i></p> <p>Writing A report <i>WB page 57</i></p> <p></p>	<p></p> <p>Written A report WB page 58 Writing</p>
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<p style="text-align: center;">W E E K 1</p>	<p style="text-align: center;">Directions</p>	<p style="text-align: center;">Asking and giving directions.</p>	<p>Words related to transport Line Stop' Get on Get off Change line/transport</p> <p>Words & Phrases to give directions. Turn left/ right It's on the left/ right Go straight on It's straight ahead. Walk up/ down Go down/ up Walk/ Drive to</p> <p>Phrases to ask for directions How do I get to...? How can I get to...? I'm looking for... I'm trying to get to...</p> <p>Places in town Street, avenue, Restaurant, school, post office, etc.</p> <p><i>SB page 98</i></p>	<p>A: Excuse me, how do you get to the Bellas Artes museum? B: Take the metro line 2 and get off at the Bellas Artes stop. Go out the metro and walk to Alameda Central. A: Thanks!</p> <p>A: Excuse me, we're looking for the library. B: Ok. Go straight on. It's on the right. A: Thank you very much.</p> <p><i>SB page 98</i></p>	<p>Reading  English Place Names <i>SB page 99 Reading</i></p> <p>Listening  Conversation in London <i>SB page 98 Listening Track 3.41</i></p> <p>Speaking  How do I get to...? <i>SB page 98 Speaking Ex. A</i></p>	<p style="text-align: center;"></p> <p style="text-align: center;">Oral Directions SB page 98 Speaking Ex. B.</p>
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ENGLISH 6
Global Elementary Units 8, 9, 10

Objective:

Students will use adjectives to describe feelings, places, people, food, situations and else to compare and contrast them as well as identifying their similarities and differences. They will also state the purpose of objects and actions.

ORAL TASK	WRITTEN TASK
<p>“Report: Language Students Profiles”. Teams Students will elaborate a report to describe English students at FESI.</p> <p>Pre- task: Prepare a 6 question-survey to find out what language students think about the English language, the language skills, the courses and teachers at FESI, and also why they decided to learn English and the reasons why they chose the courses at Iztacala.</p> <p>Task: What are FESI English students like? 1. Carry out a survey to find out more about them and their opinions and preferences. 2. Use the answers to make a report and present your findings to the class. Take the report on SB page 100 as an example.</p>	<p>“Hi _____!” Individual Students will write an e- mail to let a friend/ family member know what life is like in another country/ city.</p> <p>Task: You’re living in another city/ country now and life is different from your hometown. Write an e-mail to a friend or family member telling them about your life now and how it’s similar or different to your old lifestyle. Consider the place, people, food, weather, transport, etc. And mention some good and bad experiences you’ve had too. Use SB page 101 Grammar as an example.</p>

	NOTION	FUNCTION	VOCABULARY	USE OF ENGLISH	SKILLS	PRODUCTION
W E E K 2	Feelings & States	Describing how people feel.	<p>Adjectives to describe feelings & states Happy, excited, relaxed, optimistic, enthusiastic, calm, joyful, great Sad, unhappy, depressed, lonely, miserable, blue, gloomy, bored Scared, afraid, shocked, anxious, worried, hysterical, nervous Angry, irritated, annoyed, mad. Hungry, thirsty, homesick <i>SB page 94/ WB page 54</i></p> <p>Emphasizers Really, very, extremely A little (bit)</p>	<p>A: How are you today?* B: I’m a little nervous, I have an important exam today.</p> <p>A: Why are you sad?* B: Because I had a fight with a friend.</p> <p>A: Are you angry?* B: No, I’m not. I’m hungry!</p> <p>A: How does Grecia feel?* B: She feels calm. The presentation went well.</p> <p><i>*The book doesn’t provide with materials to practice this notion.</i></p>	<p>Listening </p> Feelings SB page 94 Vocabulary & Listening Ex 1 & 2 Track 3.31- 3.36	

	NOTION	FUNCTION	VOCABULARY	USE OF ENGLISH	SKILLS	PRODUCTION
W E E K 2	Feelings & States	Describing and asking about changes in mood and state.	<p>Adjectives to describe feelings & states</p> <p>Extend vocabulary Get+ adjective Get angry, sad, happy, etc. <i>SB page 94</i></p> <p>Emphasizers Really, very, extremely</p> <p>Relative pronoun: when</p> <p>Everyday life situations Watch a programme on tv, meet people, take an exam, have a class, talk to the teacher, have breakfast, go to parties, etc</p>	<p>I get angry when my sister takes my clothes. I get happy when I see my friends.</p> <p>Johana gets hungry when she watches food ads. Or cooking shows.</p> <p>A: Do you get nervous when you take an exam? B: Yes, I do. I get really nervous.</p> <p>A: Does Johana get mad when you take her clothes? B: Yes, she does. She gets really angry.</p> <p><i>SB page 94 Language Note</i></p>	 <p>Speaking <i>SB 94 Vocabulary & Listening Ex. 3</i></p>	
W E E K 2	Culture Shock	Stating similarities between two or more people, places, food, situations and objects. ¹	<p>Recycle: Adjectives to describe people, food, activities, places and objects.</p> <p>Adjectives to describe feelings & states</p> <p>As...as</p> <p>Verb to be affirmative form in the simple present and simple past tenses.</p>	<p>I'm really happy here, the town is as big as our hometown and Germans are as kind as Mexicans.</p> <p>I felt homesick sometimes during my stay in Warsaw because Mrs. Jonassen's food was as delicious as mom's food.</p> <p>At first the weather was as hot as in Mexico during the summer.</p>		

¹ The textbooks do not provide with resources to teach or practice this notion, teacher 's required to bring his own materials.

WEEK 2	Culture Shock	Stating differences between two or more people, places, food, situations and objects. ²	<p>Recycle: Adjectives to describe people, food, activities, places and objects.</p> <p>Adjectives to describe feelings & states</p> <p>As...as</p> <p>Verb to be negative form in the simple present and simple past tenses.</p>	<p>The food here isn't as delicious as Mexican food and people aren't as kind as they are back home.</p> <p>I enjoyed Canada and The USA, but the Canadians weren't as fun as the Americans.</p> <p>The weather in Europe isn't as nice as it is in South America.</p>		 <p>ORAL</p> <p>Here & There Answer the following question:</p> <p>Why did you choose to study English at FESI and not in another school or language center? Justify your answer by comparing the English courses at FESI with other places. Take into consideration: the length of the courses, the type of course, the teachers, the facilities, etc.</p>
WEEK 2	Culture Shock	Comparing and contrasting people, places, food, situations objects.	<p>Adjectives to describe people, food, activities, places and objects. Nice, kind, honest, generous, caring, respectful... Delicious, warm, spicy, good... Fun, interesting, expensive, cheap... Hot, cold, warm, snowy, rainy... Big, small, old, new, modern...</p> <p>Comparative Adjectives Happier, taller, hotter than More interesting than</p> <p>Emphasizer Much</p>	<p>Mexicans are warmer than English people. However, I've met very kind people in England.</p> <p>The winter is much colder in Canada than in Mexico. I've never been so cold!</p> <p>I feel better than when I first arrived here. I'm happier and more relaxed. I've gone to fabulous places and met very interesting people.</p> <p>Buildings in big cities are higher than in small towns.</p> <p><i>WB page 52</i></p>	  <p>Reading & Listening Culture Shock <i>SB page 94- 95 Reading Ex. 2-3. Track 3.37</i></p>  <p>Speaking Culture Shock SB page 94 Ex. 4 & 5</p>  <p>Writing E-mails <i>SB page 95 Writing</i></p>	
WEEK 2	Infinitive of Purpose	Stating the purpose of objects.	<p>Preposition TO</p> <p>Everyday life objects Camera, credit card, passport, phrase book, suitcase, toothbrush, wallet, purse, umbrella, cell-phone, map, computer, jacket, car, etc. <i>SB page 97</i></p>	<p>You need a passport to travel to other countries.</p> <p>Chris doesn't use his computer to do homework or school work, he uses it to play games.</p> <p>Use your dictionary to look for words you don't know.</p> <p><i>SB page 97</i></p>	  <p>Writing & Speaking Making definitions <i>SB page 97 Vocabulary & Speaking. Ex. 2- 4</i></p>   <p>Listening & Speaking Weak & Strong forms <i>SB page 97 Pronunciation Track 3.38- 3.39</i></p>	

² The textbooks do not provide with resources to teach or practice this notion, teacher 's required to bring his own materials.

<p>W E E K 2</p>	<p>Infinitive of Purpose</p>	<p>Stating the reasons why a person does or did something.</p>	<p>Preposition TO</p> <p>Verbs in the infinitive form</p> <p>Concepts: Migration, immigrant, emigrant. <i>SB page 96</i></p>	<p>I'm from Chicago and I travel to the US every summer to see my family and friends.</p> <p>Clarissa studies English to get her degree and to have better job opportunities.</p> <p>I went to Paris for the summer to learn some French and travel around the country.</p> <p>My grandparents had a party last month to celebrate their 40th wedding anniversary.</p> <p><i>SB page 96, 97</i> <i>WB page 53</i></p>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p> </p> <p>Reading & Speaking Global Migration <i>SB page 96 Reading & Speaking.</i></p> <p>Reading Why did you go? <i>SB pages 96, 97</i></p> <p>Listening Tips for long flights <i>WB page 55 Listening Track 1.26</i></p> <p>Writing A report <i>SB page 100 Reading, Writing skills; Language Focus.</i></p> </div> <div style="width: 45%; text-align: right;"> <p></p> <p></p> <p></p> </div> </div>	<div style="text-align: center;">  <p>WRITTEN</p> <p>Why did you migrate? You're an emigrant. Write a report stating the reasons why you decided to migrate. Use the text Why did you go? In SB page 97 as an example.</p> </div>
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ENGLISH 6
Global Elementary Units 8, 9, 10

Objective:

Students will use adjectives and superlatives to describe the appearance and personality of different people. They will also describe and compare different rites of passage from different countries. At the end of the lesson, students will be able to write a speech to introduce a person.

ORAL TASK

“Modern Role Models”. Pairs.

Students will give a presentation to introduce a person they consider to be a role model from the XXI Century.

Pre- task: Write the following names on the board: Mark Zuckerberg, Emma Watson, Malala Yousafzai and make students reflect on the following questions.

- a) What remarkable people under 40 years old do you know?
- b) Who do you consider to be a good role model for young people?
- c) Why is he/she a good role model? What’s he/she like?
- d) What important things has he/she done?

Task:

Who are the XXI Century’s role models? Give a presentation about a person you consider to be a good role model for young people in the present days.

WRITTEN TASK

“I’m very pleased to welcome...”. Individual.

Students will write a speech to introduce a speaker to their schoolmates.

Pre-task: Work with activities SB page 112 Preparing to write.

Task:

The English Department is going to have a cycle of conferences about language learning. They have invited teachers and researchers from other countries to speak at the conferences.

The students from the English courses are going to introduce the speakers and your teacher chose you to present one of the speakers.

Write a speech to introduce the person to your school.

	NOTION	FUNCTION	VOCABULARY	USE OF ENGLISH	SKILLS	PRODUCTION
W E E K 3	The Highest Degree	Stating which celebration or rite of passage is at the upper or lower limit of a quality.	<p>Superlatives Ex: The tallest, the most important <i>WB page 59</i></p> <p>Life Events Graduation, wedding, etc. <i>WB page 61/ SB page 104</i></p>	<p>The best thing about a wedding is the party.</p> <p>The first haircut is the most important rite of passage for Mongolians.</p> <p>I've gone to all my cousins' graduation parties, the best one was Elisa's.</p> <p><i>SB page 104, 105</i></p>	  <p>Reading & Listening Rites of Passage SB page 104 Ex. 1, 2 Track 3.46.</p>  <p>Speaking Rites of Passage SB page 104 Ex. 3.</p>	
W E E K 3	The Highest Degree	Stating which person, place, situation, etc in a group is at the upper or lower limit of a quality.	<p>Rites of passage³ The first haircut, quinceañera, <i>SB page 104</i></p> <p>Recycle: -Simple present and past tenses -Present Perfect: life experiences, achievements.</p>	<p>Pozole is the most delicious Mexican dish I've ever eaten.</p> <p>For me, the listening section is the hardest part of the final English exam.</p> <p>Did you know that the hottest place on earth is the Lut Desert in Iran.</p> <p>I think that the most interesting subject in my major was Phonetics.</p> <p><i>WB page 59</i></p>		 <p>Oral</p> <p>Rites of Passage SB page 105 Speaking. Ss will give a short presentation about a rite of passage they consider important.</p>

³ It's recommended that both teacher and students do research on the matter previously.

<p>W E E K 3</p>	<p>Descriptions: Personality⁴</p>	<p>Describing what a person is like.</p>	<p>Question What are you like?</p> <p>Adjectives to describe personality Nice, polite, kind, rude, impolite Shy, friendly, outgoing, introvert, easy- going. Honest, responsible, irresponsible, hard- worker, smart, respectful, loving, lazy,</p> <p>Idioms to describe personality To be a pain in the neck To have eyes like a hawk To have one's head in the clouds To have nerves of steel To have a big mouth To be a couch potato To be down to earth To be a social butterfly</p> <p>Recycle: - Verb to be - Comparatives & Superlatives. - Very, really, extremely, a little (bit), not very</p>	<p>A: What are you like? B: I'm not very outgoing, but I'm really friendly.</p> <p>A: What's Jenny like? B: She's kind and polite, but she isn't outgoing.</p> <p>My sister Clara is very friendly and outgoing. She goes to a lot of parties and knows lots of people. She's a social butterfly.</p> <p>A: What's your boyfriend like? B: He's very talkative and outgoing, he's really smart and loving too. He's very down to earth.</p> <p>A: Salvador is really irresponsible. B: He isn't irresponsible, he's lazy. A: You're right, he's a couch potato.</p> <p>A: Who's the craziest person you know? B: My cousin Camila.</p>		
<p>W E E K 3</p>	<p>Descriptions: People's profiles</p>	<p>Providing a detailed description of a person.</p>	<p>Recycle: Grammar - Simple present and simple past tenses - Present perfect tense: life experiences & achievements</p> <p>Vocabulary -Adjectives to describe appearance & personality. - Comparatives & superlatives</p>	<p>Rita Levi Montalcini is one of the most famous scientists in the world. She was born in Turin, Italy and studied medicine at the Turin Medical School</p> <p>She has won a Nobel Prize and she's older than other Nobel winners. She's the oldest living person to have a Nobel Prize.</p> <p>Rita has taught in a number of Universities all over the world and has won many prizes.</p>	<p>Reading  A speech SB page 112 Ex. 1, 2</p> <p>Writing  Writing a speech SB page 112 Writing skills; Language focus.</p>	

⁴ The textbooks do not provide with materials to teach or practice this notion, teacher must bring his own.

<p>W E E K 3</p>	<p>Descriptions: Appearance</p>	<p>Describing what a person looks like.</p>	<p>Parts of the body & face <i>SB page 106, 107/ WB page 62</i></p> <p>Adjectives to describe appearance - Tall, short, thin, heavy, pretty, medium height, - Handsome, good- looking, etc. - Brown, black, blonde, red, hazel - Short, long, big, small, round, shoulder length, - Curly, straight, wavy, spiky, - Bald, shaved <i>SB page 107</i></p> <p>Nouns to describe a person's appearance Tattoo, piercing, birth mark, scar, dimple, freckle, mole, beard, moustache, sideburn, bangs, a perm,</p> <p>Emphasizers & Modifiers - Very, really, extremely - A little (bit), not very</p> <p>Verbs: - To be - To Have got / haven't got. <i>WB page 60</i></p> <p>Idioms to describe appearance To be easy on the eye To look the picture To have a poker face To be thin on the top To be ugly as sin To be vertically challenged.</p> <p>Recycle: -Comparatives & Superlatives</p>	<p>My head is big and my nose is small.</p> <p>I'm very tall and a little heavy. I have got short curly brown hair and one piercing in my right eyebrow, but I haven't got any tattoos.</p> <p>My friend Francisco is really tall and thin. He has got blue eyes and short dark hair. He has got a beard, but he hasn't got a moustache.</p> <p>Vicente isn't very handsome, but he's easy on the eye. He's tall and a little heavy, he's got blonde hair and blue eyes.</p> <p>Eli and Abril are twins, but Eli is taller. Abril is a little vertically challenged.</p> <p>A: The actor James McAvoy is the most handsome man on earth. He isn't very tall and he's got blue eyes and dark hair.</p> <p>B: I think James McAvoy is ugly as sin.</p>	<p> Listening <i>SB page 106 Vocabulary & Listening Ex. 3 Track 3.48</i></p> <p>Reading  Body Styles <i>SB page 106 Reading.</i></p> <p>Writing  Describing a person <i>SB page 107 Writing</i></p> <p>Reading  Body Piercing <i>WB page 64, 65</i></p> <p>Speaking  Game: Guess Who.</p>	<p> Written</p> <p>Famous Characters</p> <p>Write the description of one of your favorite TV/Movies/ Video games characters, but don't mention who she/he is. Can you guess who your classmates described?</p>
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English 6
Global Elementary Units 8, 9, 10

Objective:

Students will describe people's clothing preferences and habits as well as the outfit they're wearing at the moment to identify and differentiate them from others. They will also talk about the world of advertisement and describe health problems and symptoms

ORAL TASK	WRITTEN TASK
<p data-bbox="86 488 1037 581">"Which one do you ...?" Survey. Teams Students will carry out a survey to find out what products are the most popular ones among FESI's population.</p> <p data-bbox="86 621 1037 808">Pre- task: 1. Teacher brainstorms everyday life products and their different brands. Ex. Bottled water: Bonafont, Epura; Cold medicine: next, desenfriol, tabcin; etc; Cable TV: Izzi, dish, sky... 2. Students form teams and teacher assigns a product to each team so they can prepare a set of questions about it.</p> <p data-bbox="86 849 1037 1003">Task: What brands do FESI students prefer? What are the most and least popular ones? Carry out a survey to find out which everyday life products brands are the most popular ones among the FESI community why they consider them the best ones. Report your findings to the rest of your class.</p> <p data-bbox="86 1044 1037 1065"><i>It's advisable to carry out this task among other level 6 groups.</i></p>	<p data-bbox="1050 488 2003 548">"I'd like to say a few words". Pairs Students will write a speech to thank for an award they were given.</p> <p data-bbox="1050 589 2003 646">Pre-task: Work with activities on WB page 66 Reading, Writing skills and Language Focus.</p> <p data-bbox="1050 686 2003 841">Task: Your ad. has won the "Amateur Advertisement of the Year Award". You can't attend the ceremony because you had surgery last week. Write your thank you speech so they can read it at the ceremony for you. Use the phrases on WB 66 Writing Useful Phrases in your speech.</p>

	NOTION	FUNCTION	VOCABULARY	USE OF ENGLISH	SKILLS	PRODUCTION
W E E K 4	Health problems	Talking about health problems.	<p>Health problems and symptoms -Headache, toothache, stomachache, backache, earache, sore eyes/ throat/arm, a cold, a cough, the flu, a stomach flu.</p> <p>Collocations Broken/ Twisted + body part My arm, eye, neck, etc + hurts</p> <p>Imperatives (not) Take, drink, eat, rest,</p> <p>Medicine -Aspirin, antacid, cough syrup, cold pills, muscle cream, antibiotics, pain killers,</p> <p>Recycle: -Parts of the body and face. - Positive and negative adjectives to describe states and feelings</p>	<p>A: Hello Dr. Martínez B: Hello Mr. Vazquez. What's the problem? B: I don't feel well. I have a terrible stomachache. A: Can I see, please? B: Sure A: Ok, take some antacid with every meal and don't drink coffee or soda. B: Thank you doctor.</p> <p><i>SB page 110 Language Focus</i></p> <p><i>Recycle: Frequency adverbs</i></p>	<p> Speaking Talking pictures <i>SB page 110 Warm up</i></p> <p> Listening <i>SB page 110 Listening Tracks 3.55- 3.56</i></p> <p> Listening <i>SB page 110 Language Focus Track 3.57</i></p> <p> Speaking <i>SB page 110 Speaking</i></p>	
W E E K 4	Clothes & Outfits	Describing a person's dressing preferences and habits.	<p>Clothes & Accessories Dress, pants, shirt, t- shirt, blouse. Necklace, blacelet, watch, etc. <i>SB page 108/ WB pages 62, 63</i></p> <p><i>Expressions</i> <i>an article/piece/item of clothing</i></p>	<p>Jeans are my favorite piece of clothing. I like wearing them because they're comfortable and versatile.</p> <p>Melissa loves fashionable clothes. She wears fancy dresses and elegant high-heels every day.</p>	<p>  Listening & Speaking Pronunciation <i>SB page 108 Pronunciation. Tracks 3.51- 3.53</i></p>	

W E E K 4		Describing a person's past dressing preferences and habits.	<p>Verb Wear <i>SB page 108</i></p> <p>Words to describe clothes Comfortable, uncomfortable, stylish, fancy, elegant, fashionable, unfashionable, casual, designer, formal, informal, light, warm, loose, fitted, skinny, sporty, versatile</p>	<p>When I was a child I didn't like skirts and dresses, I always wore sporty clothes and sneakers.</p> <p>My brother Carlos loved wearing hats as a child, he usually worn a black winter hat. He sometimes wore our grandfather's hat.</p> <p><i>Recycle: Simple past tense, frequency adverbs</i></p>	<p>Listening  History of fashion <i>SB page 109 Listening. Track 3.54</i></p> <p>Speaking  The most useful clothing item <i>SB page 109 Listening Ex. 4</i></p>	
W E E K 4		Identifying a person by what he/she is wearing at the moment.	<p>Colors Red, blue, green, yellow, orange, pink, brown, white, black, purple, fuchsia, lilac.</p> <p>Extend your vocabulary Light + color Dark + color. <i>SB page 109/ WB page 63</i></p> <p>Recycle: Weather conditions</p>	<p>Today, I'm wearing casual clothes because I'm not working.</p> <p>Carolina is wearing a light purple skirt and dark gray shoes. Her outfit is very stylish today.</p> <p>There are 12 people in my class. Two persons are wearing white clothes and only three are wearing shoes.</p> <p>It's cold so all my classmates are wearing jackets or coats.</p> <p><i>Recycle: Frequency, current activities, conjunctions: so, because;</i></p>	<p>Speaking  <i>SB page 108 Vocabulary Ex. 3</i></p>	<p>Writing</p> <p>You're an au-pair/ couch surfer and your hosts are picking you at the airport. Send them a text message describing your appearance so they can recognize you when you arrive.</p>
W E E K 4	Reference to singular or plural subjects	Making reference to a subject or subjects previously mentioned	<p>One, ones <i>WB page 60</i></p> <p>Recycle - Clothes - Colors - Everyday life objects - Food</p> <p>Which one(s)? <i>SB page 109...</i></p>	<p>People started using buttons around 2000 ac in the South of Asia. The first ones were for decoration.</p> <p>Persians created the first high heels, but Medieval Europeans wore the first modern ones.</p> <p>Casa de Toño's pozole is tasty, but the most delicious one is my grandma's.</p> <p><i>SB page 109</i></p> <p><i>Recycle: Simple past tense, simple present tense, 's possessive.</i></p>	<p> </p> <p>Listening & Reading Audio <i>SB page 109 Listening Track 3.54 & Audioscript 3.54 SB page 157</i></p> <p>Listening  <i>Wb page 63 Pronunciation & Listening.</i></p>	

<p>W E E K 4</p>		<p>Determining which one or ones from within a group of similar or different subjects.</p>		<p>A: Could you pass me my bag, please? B: Which one is your bag? There are 4 here. A: The blue one.</p> <p>A: I bought ice- cream, which would you like, mango or strawberry? B: Strawberry!</p> <p><i>SB page 109</i></p>		
<p>W E E K 4</p>	<p>Advertisements</p>	<p>Making an advertisement</p>	<p>Words related to advertising and cinema <i>SB page 111 Language Focus</i></p> <p>Recycle: - Adjectives to describe objects - Comparatives, superlatives.</p>	<p>The best things in life are priceless, for everything else use MasterCard.</p> <p>Pain away, the most effective painkiller in the market. Cheaper with better taste than others. You can say the pain goodbye.</p> <p><i>Recycle: Preposition To: infinitive of purpose, action verbs, modal verb can (possibilities)</i></p>	<p>Reading  English advertising goes to the movies. <i>SB page 111 Reading</i></p> <p>Speaking  <i>SB page 111 Speaking</i></p> <p>Writing  Making an outline. Use the text as sample template <i>SB page 105 Speaking</i></p>	<p> Oral</p> <p>Amateur Advertisement Pairs. Make a tv or cinema ad for a medicine or clothing item.</p>



English 6
Global Elementary Units 8, 9, 10

Objective:

Students will talk about their preferences regarding leisure and free time undertakings to compare and contrast the different activities. They will also use the simple future tense “be going to” to talk about plans and intentions regarding leisure and entertainment.

ORAL TASK	WRITTEN TASK
<p>“Health Awareness Day” Students will carry out an awareness campaign to inform young students about different health tips. Pre-task: Carry out a class discussion about the topic “Important health habits for young people”. Set example: Brushing your teeth three times a day. Write ss ideas on the board Task: The English Department is going to have a health awareness day for students from a secondary school near FESI. Make a poster and prepare a four-minute talk to inform your audience about important health habits. Choose one of the following topics for your talk:</p> <ul style="list-style-type: none">- Self- hygiene- Sexual health- Emotional and mental health- Eating habits, sleeping habits, etc.	<p>“Fundraising Party” Pairs. Students will write an e-mail to inform their classmates about a fundraising party. Task: One of your classmates had an accident and he needs help to pay his medical bills. Your group decided to throw a party the next week to raise money and help. Some students from your group are going to sell drinks and food, some bands are going to play and there are going to be artistic performances too. Write an e-mail to students from other groups to tell them about the party. Mention the different plans you have and why you organized the event.</p>

	NOTION	FUNCTION	VOCABULARY	USE OF ENGLISH	SKILLS	PRODUCTION
W E E K 5		Talking about, and describing leisure and free time activities.	<p>Leisure & Free Time Activities</p> <ul style="list-style-type: none"> - Do puzzles, sports, nothing - Read books, comics, newspapers, magazines - Play video games, board games, cards, sports <p><i>WB page 68</i></p> <p>Extend vocabulary</p> <p>Fun vs Funny <i>SB page 114/ WB page 69</i></p>	<p>In my free time, I often read books or go to the park with my dogs.</p> <p>I never do puzzles for leisure, they aren't fun.</p> <p>Sebastian always plays videogames in his free time.</p> <p>When we were in high school, my friends and I played cards during the break.</p> <p><i>Recycle: frequency adverbs, simple past tense.</i></p> <p><i>SB page 114</i> <i>WB page 68</i></p>	<p>Speaking</p> <p><i>SB page 114 Vocabulary & Speaking Ex 3</i></p> 	 <p>Oral Traveling Plans</p>
W E E K 5	Leisure & Free Time Activities	Describing leisure and free time activities.	<p>Doing puzzles is difficult sometimes.</p> <p>Walking is relaxing and healthy.</p> <p>Watching TV is not very interesting.</p> <p><i>SB page 115</i></p>	<p>Listening</p> <p>Masters of fun <i>SB page 114, 115 Reading. Ex 1, 2. Track 3.58</i></p> 	Carry out SB page 117 Speaking Ex. 1-3 Encourage ss to use the structure “-ing + noun” in their speech.	
W E E K 5		Describing people's preferences about free time and leisure activities	<p>- ing form + noun</p> <p>Going to the movies, watching tv, playing cards, reading, having coffee with friends...</p> <p>Adjectives to describe activities</p> <p>Difficult, easy, hard, relaxing, stressing, healthy, unhealthy, expensive, cheap, safe, dangerous, fun, boring, funny, entertaining, etc</p> <p>Expression</p> <p>To not mind</p>	<p>A: What do you like doing in your free time?</p> <p>B: I love reading novels and watching noir films. And you?</p> <p>A: I like watching documentaries and movies, but I hate watching TV for leisure.</p> <p>A: Celeste loves playing games, she doesn't mind playing videogames or board games.</p> <p>B: I love playing videogames and board games too.</p> <p><i>Recycle: Verb patterns (love, like, don't mind, hate)</i></p>	<p>Speaking</p> <p><i>SB page 115 Grammar Ex. 2, 3</i></p> 	

W E E K 5	Leisure & Free Time Activities	Comparing and contrasting free time and leisure activities.		<p>I think swimming is the healthiest and most relaxing activity because you exercise all your body and relax in the water.</p> <p>Reading comics isn't boring, it's more interesting than reading magazines, and collecting comics is one of the most common hobbies around the world.</p> <p>Studies say having fun is one of the most important things in life. Having fun makes people happier and healthier.</p> <p><i>SB page 115 Masters of fun</i></p>	 <p>Reading Masters of fun <i>SB page 114, 115 Reading. Ex 1, 2. Track 3.58</i></p>
W E E K 5	Personal Plans and Future Intentions.	Talking about leisure and entertainment plans and future intentions.	<p>Places in a city/ country Beach, castle, church, monument, museum, restaurant, sports stadium, market, shop, airport, etc <i>SB page 116/ WB page 69</i></p> <p>Future time expressions This afternoon, next Saturday, tomorrow, in two days, etc.</p> <p>English in Use Be + going to + place <i>SB page 117</i></p>	<p>I'm going to Europe next month. I'm going to visit my grandma in the South of France and then travel to Italy and Spain.</p> <p>Mario is going to get married in Iceland next winter. He's going to move there after the wedding.</p> <p>A: Are you going to Bety's party? B: No, I'm not. I'm going to have dinner with my friends this weekend. We're going to an Italian restaurant in Coyoacan.</p> <p><i>Recycle: Simple Future Tense (Be going to)</i></p> <p><i>SB page 117/ WB page 67</i></p>	  <p>Reading & Speaking Malta fact life <i>SB page 116 Reading & Listening. Track 3.59</i></p>  <p>Listening <i>SB page 116 Listening Track 3.60- 3.66</i></p>  <p>Reading & Writing Writing an informal e-mail <i>WB page 74 Reading; Writing skills & Language Focus.</i></p>



Writing an informal e-mail

Carry out WB page 75
Preparing to write & Writing.



English 6
Global Elementary Units 8, 9, 10

Objective:

Students will share their past experiences regarding sports and leisure in order to describe and enquire about events that happened at specific and unspecific moments in the past.

ORAL TASK	WRITTEN TASK
<p>“Playing to learn” Teams Students will prepare a three-minute talk about a habit, sport, game or leisure activity that can help people.</p> <p>Pre-task: Students are required to do research on their preferred sports games and leisure activities. Ask them to look for information about their history and development. Allow students some time to organize and think about the game, sport, etc.</p> <p>Task: The city government is concerned about the population’s health, they’re looking for new ways to inform and encourage people to have a healthier lifestyle; they want people to pass some time a day doing a relaxing or exercising activity. They invite university students to submit 3 minute-video capsules to inform the population about different ways to relax and exercise. The selected videos are going to win \$15, 000 and will be played in the different Metrobus lines, the capsules will be uploaded to YouTube too. Submit your video. Describe the activity and why it’s helpful, mention some facts about its history and what important things it has accomplished.</p>	<p>“My favorite game” Individual Students will write a composition to describe their past experiences regarding sports, leisure and games.</p> <p>Task: A popular leisure website is looking for the 10 most popular leisure activities among the millennial generation. Submit a composition about your favorite game or leisure activity so it can be included in the top 10. The composition must answer the following questions:</p> <ul style="list-style-type: none">• What’s the name of the activity?• Why is it the best?• When did you first play/ do/ practice it?• Have you participated in tournaments or contests? Which ones?• How has it influenced your life? <p>The writers of the best 5 compositions will win two tickets each for any concert of their choice.</p>

	NOTION	FUNCTION	VOCABULARY	USE OF ENGLISH	SKILLS	PRODUCTION
W E E K 6	Finished Events *	Talking about sports and leisure events that took place at a specific moment in the past.	Verb phrases: sports (Verb + -ing/- ball) Football, basketball, Swimming, running, Lacrosse, water polo, <i>SB page 118/ WB page 70</i> Collocations (Play + sport/ game) (Go + sport) (Do + exercise/ discipline) Play soccer, play chess Go skiing, swimming, Do yoga, do gymnastics <i>SB page 118/WB page 70</i>	I played basketball when I was in high school. We won a local championship in 2004 and a national one in 2006. It was wonderful. I traveled to Russia with my grandparents two years ago ; we went to different cities and towns but my favorite one was Moscow, it was very colorful . <i>Recycle: Simple past tense</i>	 Listening <i>SB page 118 Vocabulary Ex. 2 Track 3.68</i>	 Oral Pairs. 1. Students will prepare a set of questions to find out their classmates' backgrounds and personalities. The model in SB page 133 can be used as an outline. 2. Students will share a short report about their findings in order to describe their classmates profiles.
W E E K 6		Correcting information about sports and leisure events that didn't occur at a specific moment in the past.	Words related to sports Team, player, match, game, race, field, court, track, referee, championship, tournament, competition, captain, sponsor, trophy, medal, etc.	I didn't go to California in 2003 , I went there in 2004. The Worldcup wasn't in Mexico in 1968 , it was in 1970. We didn't win the championship in 2006 , it was in 2007.	 Speaking <i>SB page 118 Vocabulary Ex. 3</i>	
W E E K 6		Enquiring when and whether a sports or leisure event happened at a specific moment in the past.	Extend vocabulary (Suffixes - ful/ - less) Painful, painless, Careful, careless Playful, beautiful, wonderful <i>SB page 118/ WB page 70</i> Recycle: free time and leisure activities, time expressions: past, one & ones.	A: Did you go camping to the beach last summer? B: No, I didn't. I went to the beach but I stayed in a hotel. A: Did you win a basketball tournament when you were in high school? B: No, I won a soccer tournament. A: When did you win a basketball tournament? B: I won the basketball tournament when I was in secondary school.	 Listening Music and exercising <i>WB page 71 Listening</i>	

* Although students are familiar with the simple past tense grammar, this is the first time they work with this notion, it's advised to pay close attention to the use of time expressions.

WEEK 6	Sports and leisure experiences and achievements.	Talking and asking about experiences and achievements people have had regarding sports and leisure activities.	<p>Verb phrases: sports (Verb + -ing/- ball) Football, basketball, Swimming, running, Lacrosse, water polo, <i>SB page 118/ WB page 70</i></p> <p>Collocations (Play + sport/ game) (Go + sport) (Do + exercise/ discipline) Play soccer, play chess Go skiing, swimming, Do yoga, do gymnastics <i>SB page 118/WB page 70</i></p>	<p>I have never participated in a tournament.</p> <p>My brother's seen the Stars Wars movies more than seven times.</p> <p>A: Have you ever won a medal in a competition? B: No, I haven't. And you? A: Yes, I have won two.</p> <p><i>Recycle: Present Perfect (life experiences and achievements)</i></p>	 <p>Reading Language Play <i>SB page 123 Reading;</i> <i>Language Focus</i></p>
WEEK 6	Events that happened at unspecified moments in the past. *	Talking about events that have happened at an unspecified moment in the past.	<p>Words related to sports Team, player, match, game, race, field, court, track, referee, championship, tournament, competition, captain, sponsor, trophy, medal, etc.</p>	<p>I have played dominoes professionally.</p> <p>Johana has participated in national chess tournaments.</p> <p>My brother and I have played rugby.</p> <p>I have traveled to different countries; I've been to Peru, Canada and The US.</p>	 <p>Speaking <i>SB page 125 Speaking</i></p>
WEEK 6	Events that happened at unspecified moments in the past. *	Talking about events that have never happened at any moment in the past.	<p>Extend vocabulary (Suffixes - ful/ - less) Painful, painless, Careful, careless Playful, beautiful, wonderful <i>SB page 118/ WB page 70</i></p>	<p>I haven't won a sports trophy</p> <p>Juan Carlos hasn't practiced pilates</p> <p>We haven't played cards</p>	<p>Listening Word Bingo <i>SB page 71 Pronunciation</i></p>
WEEK 6	Events that happened at unspecified moments in the past.*	Asking about whether an event has happened or not.	<p>Recycle: free time and leisure activities, time expressions: past, one & ones.</p>	<p>A: Have you won a trophy? B: No, I haven't</p> <p>A: Has Pepe seen the football match? B: No, he hasn't.</p>	

* The textbooks do not provide with resources to teach this notion.

W E E K 6	Events that happened at unspecific moments in the past.*	Enquiring about which sports and leisure events people have experienced.	<p>Verb phrases: sports (Verb + -ing/- ball) Football, basketball, Swimming, running, Lacrosse, water polo, <i>SB page 118/ WB page 70</i></p>	<p><i>A: Which sports have you practiced?</i> <i>B: I've played soccer, baseball and I've practiced karate to.</i></p> <p><i>A: Which classic horror movies have you seen?</i> <i>B: I have seen all Chuky's films, and I think all the classic ones.</i></p>		
W E E K 6	Events at specific moments in the past vs events at unspecific moments in the past.	Talking about events that occurred at specific and unspecific moments in the past.	<p>Collocations (Play + sport/ game) (Go + sport) (Do + exercise/ discipline) Play soccer, play chess Go skiing, swimming, Do yoga, do gymnastics <i>SB page 118/WB page 70</i></p> <p>Words related to sports Team, player, match, game, race, field, court, track, referee, championship, tournament, competition, captain, sponsor, trophy, medal, etc.</p> <p>Extend vocabulary (Suffixes - ful/ - less) Painful, painless, Careful, careless Playful, beautiful, wonderful <i>SB page 118/ WB page 70</i></p> <p>Recycle: free time and leisure activities, time expressions: past, one & ones.</p>	<p>I have played dominoes professionally; I have gone to Russia and China. I went to China in 2008 and I won the second place in the competition.</p> <p>David has gone camping to different Mexican beaches. He went to Michigan in 2013 and he visited Zipolite last year</p> <p>My neighbors and I have played lots of football matches and we have participated in tournaments too. We won the neighborhood kids cup when we were 12.</p> <p><i>SB page 119/ WB page 68</i></p>	  <p>Reading & Listening A ball can change the world <i>SB page 118, 119. Reading Track 3.69</i></p>  <p>Speaking <i>SB page 119 Speaking</i></p> <p>Reading Chess WB page 72</p>   <p>Writing An e-mail to a friend <i>SB page 124 Reading, Writing Skills, Language Focus,</i></p>	 <p>Writing</p> <p>A personal e-mail</p> <ol style="list-style-type: none"> 1. Carry out SB page 124 Preparing to write Ex. 1. 2. Carry out SB page 124 Writing Ex. 1- 4