



**ENGLISH 07**

**Global Pre-Intermediate Units 1.2.3.4**

**Objective:**

At the end of this unit, ss. will be able to ask and give personal information and facts about themselves and others in a global context in order to communicate and get to know people better.




<p><b>Oral Task</b>  <b>Task:</b> A very important person in giving a lecture in your school. You are in charge of introducing him/her before he/she speaks. Prepare a complete description of his/her professional background, skills, nationality, spoken languages, or further outstanding information that the audience might expect to hear.</p>	<p><b>Written Task</b>  <b>Pre-task:</b> WB. page 8 Writing about people, ex. 1 -3  <b>Task:</b> You are helping to write a website for your school, college or company. Make notes about a classmate or colleague. Use the suggestions below and your own ideas.  <i>Name, job title/subject, work/studies and interests/free time activities</i></p>
---	--

	NOTION	FUNCTION	VOCABULARY	USE OF ENGLISH	SKILLS	PRODUCTION
W E E K 1	General facts about items and people	Asking and giving information about everyday objects	<p><b>Everyday objects:</b>            Smart phone, tablet, USB, laptop, headphones, lipstick, mirror, blush, wallet, purse, digital camera, ID card and charger.            SB. Page 6, Vocabulary</p> <p><b>Personal information:</b>            Date of birth, place of birth, marital status, school background, languages, interests, likes/dislikes            SB. Page 7</p>	<p>45% of the male population <b>prefers</b> smart phone purchase, but only 34% of females prefer this.</p> <p>69% of users <b>use</b> their tables more frequently on weekdays</p> <p>2% of people <b>don't have</b> a tablet connected to a cellular network</p> <p>The most popular tablet activity <b>is not</b> watching movies</p> <p><b>Are</b> ID cards obligatory?  <b>Do</b> all countries <b>have ID</b> cards?  <b>What is</b> a biometric <b>ID</b> card?  <b>What did</b> people <b>use</b> ID cards for?</p> <p>SB p. 6, 7.            WB p. 3</p>	<p><b>Listening</b> </p> <p><b>The identity (ID) card</b>            SB Page 7, Reading ex. 1            Track 1.01</p> <p><b>Speaking</b> </p> <p><b>Spelling personal information</b>            SB Page 7, Pronunciation 1            Track 1.02</p>	<p style="text-align: center;"><b>ORAL</b> </p> <p style="text-align: center;">Pair work</p> <p>Ask each other about your favorite personal item.</p> <ol style="list-style-type: none"> <li>1.- What's your favorite item?</li> <li>2.- Why is it your favorite item?</li> <li>3.- When did you get it?</li> <li>4.- How often do you use it?</li> <li>5.- How did you get it?</li> </ol> <p>Report your classmate's information to the class</p>



**ENGLISH 07**


**Global Pre-Intermediate Units 1.2.3.4**

<p style="text-align: center;">W E K 1</p>		<p>Asking and giving information about people's general facts.</p>	<p><b>Adjectives to describe people</b>        Height: tall, short, of medium height, pretty short/tall.        Weight: slim, fat, heavy, stocky etc.        Age: old, young, middle-aged, in her twenties, etc.        Features: beard, scar, moustache, etc.        Skin: white, fair, pale, etc.        Hair: straight, long, blonde, short, etc.        Eyes: big, small, green, hazel, etc.</p> <p><b>Adjectives to describe personality</b>        Talkative, moody, picky, outgoing, easygoing, grouchy, selfish, kind, tight-fisted, vain, nosy, bossy, clumsy, careless        SB p. 8</p> <p><b>Phrasal verbs:</b>  <i>Hang around</i>  <i>Get together</i>  <i>Ask somebody out</i>  <i>Fall out with somebody</i>  <i>Get on with</i>  <i>Take after</i>  <i>*These phrasal verbs are not in the book, so the teacher must teach the meaning of them.</i></p>	<p>A: <b>What do you look like?</b>        B: I'm pretty <b>short</b>, but I'm fit...        A: <b>What are you like?</b>        B: I'm <b>very talkative</b> and <b>outgoing</b>...</p> <p>A: What does he/she look like?        B: <b>She looks like a film star</b>. She's really pretty...        A: What is he/she like?        B: She's kind and easygoing...</p> <p>I am <b>a little picky when I eat out</b>        My sister <b>never stops talking</b>. She is very talkative.</p> <p>I <b>get on well</b> with my brother in law. He is an easygoing man.        SB p. 8</p>	<p><b>Listening</b>         SB. Page 8 ex. 1 &amp; 2        Track 1.03-1.06</p>	<p style="text-align: right;"><b>ORAL</b> </p> <p>SB. Page 9, Speaking ex. 1 – 3</p> <p style="text-align: right;"><b>WRITTEN</b> </p> <p>Students write a detailed description of themselves on a piece of paper but do not write their name on it. Then, they fold it and put it in a bag where all the pieces of paper are scrambled. They take another student's description and read it to the class. They have to guess who the person described is.</p>



**ENGLISH 07**




**Global Pre-Intermediate Units 1.2.3.4**

		<p>Talking about people you know</p>	<p><b>Family and friends:</b>  <b>SB. Page 10, Vocabulary</b>  acquaintance, classmate, colleagues, friend, neighbor, co-worker  Unit 1 WB. Page 5, Vocabulary 2A</p> <p><b>Expressions with touch</b>  He's often <b>in touch with</b> important people  I <b>lost touch with</b> a lot of my school friends many years ago.  We're <b>out of touch</b> now.  See you soon. Let's <b>keep in touch</b>.  SB p. 10, 11.  WB p. 5</p> <p><b>Frequency adverbs</b>  Always  Often  Sometimes  Hardly ever  Never</p> <p><b>Expressions of frequency</b>  Every day  Twice a week  On Saturdays  At weekends</p>	<p>People <b>often</b> keep in touch with friends...  I <b>sometimes</b> meet colleagues from work at weekends.  She goes to the cinema <b>once a week</b>.  We go out for a meal <b>every Saturday night</b>.</p> <p>SB p. 11 &amp; 133</p>	<p><b>Listening</b> </p> <p>SB p. 10 Vocabulary &amp; Listening Ex. 1-4.  Listening &amp; Reading Ex. 1.  Listening &amp; Speaking Ex. 2-4</p>	
--	--	--------------------------------------	---	--	---	--



**ENGLISH 07**






**Global Pre-Intermediate Units 1.2.3.4**

<p><b>W E E K 1</b></p>	<p>Activities happening around the moment of speaking</p>	<p>Talking about current activities and temporary situations.</p>	<p><b>Extend your vocabulary – expressions with <i>place</i></b></p> <p><i>The festival <b>takes place</b> in October</i>  <i>I felt <b>out of place</b> there, I didn't know anybody</i></p> <p>SB p. 12</p> <p>WB Page 5, Extend your vocabulary 3 Expressions with <b><i>place</i></b></p> <p><i>A fun run takes place in our town every year to raise money for charity. I always go to watch, but I'm not really a runner, so I've never taken part...</i></p>	<p>CCTV cameras <b>are watching</b> you.          We <b>are putting</b> in two more cameras now.          We <b>agree</b> with CCTV cameras.</p> <p>SB Page 13, Grammar, ex. 1-3</p> <p>WB Page 4, Grammar 5 Present continuous</p>	<p></p> <p><b>Speaking and Reading</b>  <b>CCTV</b>          SB Page 12, ex. 1-4          Track 1.01</p> <p></p> <p><b>Speaking</b>  <b>Spelling personal information</b>          SB Page 7, Pronunciation 1          Track 1.02</p>	<p></p> <p><b>PRONUNCIATION</b></p> <p>SB Page 13, Pronunciation ex. 1-3          Track 1.10</p>
---	---	---	---	---	---	---



**ENGLISH 07**

**Global Pre-Intermediate Units 1.2.3.4**

<b>W E E K 1</b>		Common social expressions.	<b><u>Useful phrases</u></b> SB Page 14, Useful phrases  How are you? Nice to meet you Have a good weekend Excuse me Thank you very much! See you tomorrow I'm sorry How's everything? How's it going?  *The teacher can extend the list	<b><u>Grammar</u></b>  SB Page 17, Grammar ex. 1 & 2  <i>Are you married? No, I'm single.          What do you do? I'm a teacher.</i>  <i>A: Excuse me, can you help me?          B: I'm sorry, I am trying to work right now.</i>  SB Page 133, Present continuous ex. 5  <i>A: Where are you working at the moment?          B: In a hotel in Italy. My boyfriend is living in Italy at the moment too.</i>  <i>A: Do you speak Italian?          B: Not very well, but I am taking classes now and I am learning the language quite quickly. We aren't planning to go back to England for a while.</i>	 <b><u>Listening</u></b>  SB Page 14 Listening Track 1.11-1.14   <b><u>Reading</u></b>  SB Page 15, Reading ex. 1 & 2  <b><u>Reading</u></b>  WB Page 7, Reading: A mobile global population, ex. 1 - 5	<b>ORAL</b>   SB Page 14, Speaking ex. A & B  <b>ORAL</b>   SB Page 17, Speaking  <b>WRITTEN</b>   SB Page 16 Writing skills: looking for errors in your work, ex. 1 & 3  SB Page 16, Preparing to write  <u>Writing about names</u>  <i>My full name is Alejandro Gustavo Donoso Jimenez, people call me Alex for short, my nickname is Chacho, I was named after my grandfather, I have a sister called Andrea and a brother called Pable, I have a dog whose name is Pepe.</i>



**ENGLISH 07**

**Global Pre-Intermediate Units 1.2.3.4**

**Objective:**

At the end of this unit, ss. will be able to talk about food, containers, drinks, measures and quantities in different contexts such as a restaurant, and a kitchen.





<p><b>Oral task:</b>  <b>Task:</b> You are taking part in a competition called: “The best recipe in my country”. People from different countries are participating, so you need to show a very good recipe if you want to win \$1000. Include the following guideline:           Ingredients, measures, procedure, kitchen utensils, description of the dish, taste. Try to convince the diners that your recipe is the best.</p>	<p><b>Written Task</b>  <b>Pre-task:</b> Make notes about your favourite restaurant. Think about the dishes they serve and the style and taste of the food. SW. Page 17, Preparing to write ex. 5   <b>Task:</b> Your best friend wants to have a very special dinner in a fancy restaurant because he/she is having a date with her boyfriend/ girlfriend. Unfortunately, he/she does not know a good restaurant. He/she asks you to send him/her a description of your favourite restaurant. Describe the style of food and some dishes. Use adjectives to make the restaurant sound interesting.</p>
---	---

	NOTION	FUNCTION	VOCABULARY	USE OF ENGLISH	SKILLS	PRODUCTION
--	--------	----------	------------	----------------	--------	------------



**ENGLISH 07**












**Global Pre-Intermediate Units 1.2.3.4**

<p><b>W E E K 2</b></p>	<p>Description s of meals and their preparation</p>	<p>Saying how to make a dish and saying how food tastes</p>	<p><b><u>Vocabulary</u></b></p> <p>Food and drinks, food verbs (cook, serve, mix, stir, spread, smash, etc.) kinds of meals (breakfast brunch, lunch, supper and dinner), adjectives to describe food (crispy, salty, sweet, spicy, crunchy, sour, etc.)</p> <p>SB. Page 18, Vocabulary</p> <p><b><u>Taste</u></b>  <i>This chocolate has a very sweet taste</i>  <i>It <b>tastes</b> sweet / bitter / delicious / awful</i>  <i>It <b>tastes</b> like chicken</i>  <i>This water <b>tastes</b> of apples</i></p> <p>Taste + adjective  Taste + like / of + noun</p> <p>SB. Page 18, Extend your vocabulary  SW Page 11, Vocabulary 1A &amp; 1B  SW Page 11, Vocabulary <i>taste</i></p>	<p><b><u>Grammar</u></b></p> <p>It's <b>a dish of</b> pasta and meat. We are making two dishes like this.  There is <b>some</b> meat in the dish.  I like coffee. Can I have a coffee, please?  We have <b>some</b> meat but we don't have <b>any</b> vegetables.</p> <p>SB Page 19, Grammar, ex. 1, 2  SW Page 10, Grammar 1A, 1B, 2A, 2B</p>	<p></p> <p><b><u>Vocabulary and Speaking</u></b>  SB Page 18, ex 1 &amp; 2  Track 1.15</p> <p></p> <p><b><u>Reading: Tastes comforting</u></b>  SB Page 18, ex. 1-5</p>	<p></p> <p><b><u>Speaking</u></b>  SB Page 19, Speaking, ex. 1, 2</p> <p></p> <p><b><u>PRONUNCIATION</u></b></p> <p>SB Page 21, Pronunciation  ex. 1, 2  Track 1.17</p>
---	---	---	--	--	---	---



**ENGLISH 07**

**Global Pre-Intermediate Units 1.2.3.4**

<p>W E E K 2</p>	<p>The secrets in the kitchen</p>	<p>Talking about the different kinds of kitchens</p>	<p><b><u>Vocabulary</u></b></p> <p><b>Useful language:</b> bowl, glass, oven, spoon, fire, kettle, saucepan, toaster, frying pan, mug sink.        Useful phrases: This kitchen looks like it's in ...        There are ... in this kitchen and ... in that kitchen        I think this picture is more interesting.        I prefer ...</p> <p>SB Page 21, Vocabulary and Speaking, ex. 1 &amp; 2</p> <p>SW Page 11, Vocabulary 2A <i>In the kitchen</i>        SW Page 12, Vocabulary 2B, 3A, 3B</p>	<p><b><u>Grammar</u></b></p> <p>Do you eat <b>too much food</b> at mealtimes? Put it in the oven for <b>a few minutes</b>.        If you want <b>a lot of juice</b> from a lemon...  <b>Too much salt</b> in a soup?</p> <p>SB Page 20, Grammar, ex. 1-3</p> <p><b><u>Grammar Reference</u></b></p> <p>SB Page 134, Countable / Uncountable nouns, some, any</p> <p>SB Page 134, A lot of, a little, (not) enough, much, many</p> <p>SB Page 135, Countable / Uncountable nouns, some, any        SB Page 135 A lot of, a little, (not) enough, much, many</p>	<p><b><u>Listening</u></b>         SB Page 21 Listening Track 1.18 </p> <p><b><u>Reading and Speaking</u></b></p> <p>SB Page 20, Reading: <i>Ten secrets from the world's top kitchens</i>, ex. 1-4</p> <p><b><u>Listening</u></b>         SB Page 21, Listening, ex. 1-3 Track 1.18</p> <p><b><u>Listening</u></b>         SW Page 13, Listening Clean drinking water. Track 1.06</p> <p><b><u>Reading</u></b>         SW Page 14-15, Reading: <i>The world's best diets</i>, ex. 1-5</p>	<p><b><u>Pronunciation</u></b>         SW Page 13, Pronunciation 1</p> <p><b>WRITTEN</b>         SW Page 16, Writing: <i>Describing food and drink</i>, ex. 1-4</p>
<p>W E E K 2</p>	<p>The people behind the drinks</p>	<p>Talking about the purpose of preparing drinks</p>	<p><b><u>Vocabulary</u></b></p> <p>A glass of, a cup of, a mug of, a bottle of, a carton of, a can of</p> <p>SB Page 22, Speaking and Vocabulary, ex. 1</p>	<p><b><u>Grammar</u></b></p> <p>He <b>wanted to make</b> a new drink. It was <b>difficult to understand</b>.        SB Page 23, Grammar, ex. 1-3        SW Page 11, Grammar 4 The infinitive of purpose</p> <p><b><u>Grammar Reference</u></b></p> <p>SB Page 134, The Infinitive with <b>to</b> and The infinitive of purpose.</p> <p><b><u>Grammar Reference</u></b></p> <p>SB Page 135, The Infinitive with <b>to</b> and The infinitive of purpose.</p>	<p><b><u>Reading</u></b>         SB Page 22 &amp; 23, Reading: <i>The people behind the drinks</i>, ex. 1-4</p> <p><b><u>Listening</u></b>         SB Page 22, Reading: <i>The people behind the drinks</i>, ex. 2-3</p>	<p><b><u>Pronunciation</u></b>         SW Page 13, Pronunciation 2</p> <p><b><u>Speaking</u></b>         SB Page 22, Speaking and Vocabulary, ex. 2</p>





**ENGLISH 07**

**Global Pre-Intermediate Units 1.2.3.4**

**Objective:**

At the end of this unit, ss. will be able to talk about art, music and retell stories to communicate and describe their preferences.

<p><b>Oral task:</b></p> <p><b>Pre-task:</b> Look up some information about two pieces of art, e.g a painting, a sculpture, a photograph, a statue, a self-portrait, etc. Write the most important information about them (the author, the origin, the cost, the description, etc.).</p> <p><b>Task:</b> You work in an art museum and it's your first day as a guide. You were asked to search for some information about a piece of art. Today, you just have to describe a piece. Your boss will be there, so try to make a good impression on him as you may get a better salary depending on how well you do it.</p> <p><u>Useful vocabulary:</u></p> <p>This looks like...        The picture at the top / bottom shows...        Maybe / perhaps it's in...</p>	<p><b>Written task:</b></p> <p><b>Pre-task:</b> Look up some vocabulary to fairy tale stories and bring it to the class.</p> <p><b>Task:</b> Work in small teams of three or four and make up a Fairy Tale Story. Write it down on a big piece of paper and present it to the class. Use the vocabulary you looked up previously and the past tenses. You can also linking words such as: first, second, then, before, after, after that, so, finally, in the end, etc.</p>
--	---

NOTION	FUNCTION	VOCABULARY	USE OF ENGLISH	SKILLS	PRODUCTION
--------	----------	------------	----------------	--------	------------



**ENGLISH 07**




**Global Pre-Intermediate Units 1.2.3.4**

<p><b>W E E K 3</b></p>	<p>Information of Pieces of Art</p>	<p>Describing pieces of art and important objects in your family by using useful vocabulary and useful phrases.</p>	<p><b>Vocabulary</b>        Cave art, old manuscript, painting, photograph, sculpture, self-portrait, sketch and statue.        SB. Page 30, Vocabulary, ex. 1</p> <p><b>Useful phrases</b>        This picture shows        I think this is a picture of        It looks as if + clause...        This if from + time / place        I (really) like / don't like this picture...        SB Page 30, Useful phrases</p> <p><b>Extend your vocabulary – discover</b></p> <p><b>Words in the same family:</b>        Discover –verb        Discovery – noun        Discovered – adjective        Undiscovered – adjective        SB Page 30, <i>Extend your vocabulary –discover</i></p> <p><b>Vocabulary</b>        SW Page 20, Extend your vocabulary 1 discover</p>	<p><b>Grammar</b></p> <p>The Venus de Milo <b>is a statue of the</b> goddess of love.        Leonardo Da Vinci <b>Painted</b> ‘The Mona Lisa’.        Some workers <b>discovered</b> a huge sculpture of the Aztec moon goddess.</p> <p>The Vase with Flowers <b>cost</b> \$1.4 million on March 10, 1991.        A man from Philadelphia <b>was shopping</b> at a flea market when he <b>saw</b> a wooden picture frame he liked.</p> <p>SB Page 31, Reading, ex. 30</p>	<p><b>Reading:</b> <i>Discovered! True stories of how valuable works of art were found in unexpected places</i>        SB Page 30 – 31, Reading, ex. 1 &amp; 2</p>	<p><b>Speaking</b></p> <p>Important objects and Art pieces.</p> <p>SB Page 30, Speaking, ex. A &amp; B</p>
---	-------------------------------------	---	---	---	--	--



**ENGLISH 07**

**Global Pre-Intermediate Units 1.2.3.4**

<p>W E E K 3</p>		<p>Retelling stories</p>	<p><b><u>Vocabulary</u></b></p> <p>Peasant, art dealer, flea market</p> <p>SB Page 32, Speaking, ex. 1 &amp; 2</p> <p>Armchair, carpet, coffee table, curtains, lamp, mirror, shelf, sofa, wall, window</p> <p>SB Page 32, Vocabulary, ex. 1 &amp; 2</p> <p>Vocabulary</p> <p>WB Page 20, Vocabulary 2: <i>Furniture and furnishings.</i></p>	<p><b><u>Grammar</u></b></p> <p>Three weeks later a group of French archaeologists <b>arrived</b> by ship.</p> <p>Yorgos <b>was working</b> in his field.</p> <p>While he <b>was walking</b> through the house, the dealer <b>saw</b> a different painting.</p> <p>SB Page 32, Grammar, ex. 1- 3</p> <p><b><u>Grammar</u></b></p> <p>SB Page 136 &amp; 137, Grammar, past Simple and past continuous</p> <p>We <b>were cleaning</b> the windows when it <b>started</b> to rain.</p> <p>They <b>dropped</b> the sculpture while they <b>were carrying</b> it inside.</p> <p><b><u>Grammar</u></b></p> <p>WB Page 18, Grammar 3A, <b>Used to</b></p> <p>As a teenager, I <b>used to</b> listen to really loud music.</p> <p>I <b>didn't use</b> to like classical musical at all.</p> <p>What music <b>did you use to</b> like as a teenager?</p> <p>I <b>used to play</b> 'hide and seek' when I was a child.</p> <p>As a child, I <b>didn't use to</b> play with dolls.</p> <p>When I was 10 years old, I used to eat a lot of candies.</p> <p><b><u>Grammar</u></b></p> <p>WB Page 19, Grammar 3B, <b>Used to</b></p> <p>Before television, people <b>used to listen</b> to the radio for news.</p> <p>People <b>used to go</b> to the cinema to watch news films.</p>	<p><b><u>Reading</u></b></p> <p>SB Page 33, Reading: <i>'The Picture of Dorian Gray'</i>. Ex. 1 &amp; 2</p>	<p></p> <p><b><u>Speaking</u></b></p> <p>SB Page 32, Speaking, ex. 1 &amp; 2</p> <p></p> <p><b><u>Pronunciation</u></b></p> <p>SB Page33, Pronunciation ex. 1 – 3</p> <p>Track 1.35</p> <p></p> <p><b><u>WRITTEN</u></b></p> <p>SB Page 33, Writing, ex. 1-3</p>
----------------------------------	--	--------------------------	---	---	---	---

**Objective:**



**ENGLISH 07**

**Global Pre-Intermediate Units 1.2.3.4**

At the end of this unit, ss. will be able to express their feelings towards music; and they will be able to agree and disagree on films and music as well.

<p><b>Oral task:</b></p> <p><b>Pre-task:</b> SB. Page 40 Preparing to write. Ex. 1 &amp; 2</p> <p><b>Task:</b> You work for an important newscast. You are in charge of the <i>"Entertainment Section"</i> and you have to talk about a concert you attended yesterday night. You also have to give your opinion about it and say whether you recommend it or not. Include as much information as possible: The time it started and it finished, the number of songs were sung, the cost of the ticket, the number of people attended and some other details.</p>	<p><b>Written task:</b></p> <p><b>Pre-task:</b> SW. Page 24 Describing a book. Reading ex. 1 - 4</p> <p><b>Task:</b> Write a blurb for the back cover of a novel you have read. Say why the book is interesting and use adjectives to attract readers. Give a general outline of the story, but remember you don't give away the ending. WB. Page 24, Writing, ex. 5</p>
---	--



**ENGLISH 07**


**Global Pre-Intermediate Units 1.2.3.4**

	NOTION	FUNCTION	VOCABULARY	USE OF ENGLISH	SKILLS	PRODUCTION
WEEK 4	Music through the time	Talking about the history of sound recording	<p><b>Useful language</b>            Classical music, conductor, guitarist, play, concert hall, drummer, orchestra, rock group            SB Page 34</p> <p><b>Useful language</b>            This looks like...            The picture at the top / bottom shows...            Maybe / perhaps it's in...            SB Page 34</p> <p><b>Vocabulary</b>            Play, rewind, fast rewind, stop, pause, reject, audio cassette, CD, DVD player, headphones, MP3 player, record, record player, video cassette, button, plug            SB Page 34, Vocabulary, ex. 1-5</p> <p><b>Vocabulary</b>            The eighties, the nineties, the noughties,            SB Page 35</p>	<p><b>Grammar</b>            People <b>used to listen</b> to music on vinyl discs.            Vinyl records <b>used to be</b> popular.            They <b>didn't use to have</b> CDs.            SB Page 35, Grammar, ex. 1-3</p> <p><b>Grammar Reference</b>            SB Page 136, <b>Used to</b>            He <b>used to</b> listen to cassettes, he didn't use to listen to CD's.            He <b>used to</b> play the violin, but now he plays the guitar.</p> <p><b>Grammar Reference</b>            SB Page 137, <b>Used to</b></p> <p><b>Grammar</b>            WB Page 18, Grammar 3A, <b>Used to</b></p> <p><b>Grammar</b>            WB Page 19, Grammar 3B, <b>Used to</b></p>	<p><b>Reading</b>            SB Page 35, Reading: <i>History of sound recording</i> ex. 1-3</p>	<p><b>Speaking</b>            SB Page 34, Speaking, ex. 1-3</p> <p><b>Written</b>            SB Page 35, Listening and writing, ex. 3.</p> <p><b>Pronunciation</b>            SB Page 35, Pronunciation, ex. 1-3</p>
WEEK 4	Music in films and TV	Talking about how music makes us feel	<p><b>Vocabulary</b>            I was feeling <b>cheerful</b> today because...            ...makes me feel very <b>calm</b>.            Last week I was <b>miserable</b> because...            I'm <b>frightened of</b> ...            ...makes me <b>sleepy</b>.            I'm always anxious when ...</p> <p><b>Angry, bored, excited, happy, relaxed, sad, scared, tense, tired,</b></p>	<p><b>Grammar</b>            How do you feel today?            I <b>feel</b> very happy because I <b>passed</b> an exam.            How do you feel when you listen to classical music?            I <b>feel</b> very relaxed.</p> <p>a) How does winter <b>make you feel</b>?            b) It makes me feel enthusiastic because of Christmas.</p>	<p><b>Listening</b>            SB Page 36, Listening, ex. 1-3</p> <p>Track 1.42</p> <p><b>Listening</b></p>	<p><b>Oral</b>            SB Page 37, Speaking and reading, ex. 1, 2, 4</p>



**ENGLISH 07**





**Global Pre-Intermediate Units 1.2.3.4**

		<p><b>blue, melancholic</b></p> <p>SB Page 36, Vocabulary, ex. 1 &amp; 2</p> <p>WB Page 21, Vocabulary 5A feelings, Vocabulary 5B feelings</p> <p style="text-align: center;"><b><u>Vocabulary</u></b></p> <p style="text-align: center;">Using –just</p> <p><b>Just</b> turn it off!      It <b>just</b> makes me bored,      He is <b>just</b> like his father.</p> <p>SB Page 37, Extend your vocabulary</p> <p>WB Page 20, Extend your vocabulary using <b>just</b></p> <p>Vocabulary</p>	<ul style="list-style-type: none"> <li>• Music has always been an important part of film and television.</li> <li>• If you want an audience to feel scared then use violins, played very quickly and on a high note.</li> <li>• Gentle music on a guitar, piano or violin is good for love scenes.</li> <li>• Choral music (people singing) can make an audience feel sad.</li> <li>• When the character of Robin Hood appears in the programme you can hear trumpets.</li> <li>• The orchestra usually plays in front of a large screen showing the film.</li> </ul> <p>SB Page 36, Listening, ex. 2</p>	<p>SB Page 37, Read and listen, ex. 3</p> <p style="text-align: center;">Track 1.43</p> <p style="text-align: center;"></p> <p style="text-align: center;"><b><u>Reading</u></b>      'HIGH FIDELITY'</p> <p>SB Page 37, Read and listen, ex. 3</p>	
--	--	---	---	--	--



**ENGLISH 07**








**Global Pre-Intermediate Units 1.2.3.4**

<p>W E E K 4</p>		<p>Expressing agreeing and disagreeing with films</p>	<p><b><u>Vocabulary</u></b>        Kinds of films        SB Page 38, Warm up, ex. 1-3        SW Page 21, Vocabulary 6 films</p> <p><b><u>Useful language</u></b>  <b>Costumes, martial arts, in black and white</b>        SB Page 38, Warm up, ex. 1-3</p> <p><b><u>Useful phrases</u></b>        I think this one is a / an ...        I've seen / I've never seen        This could be from India / Germany        SB Page 38, Warm up, ex. 1-3</p> <p><b><u>Language focus</u></b>  <b>Born, infant, melody, musical, nursery, pregnancy, rhyme, singing, tune, womb</b>        SB Page 38, Language focus</p> <p><b><u>Language focus</u></b>  <b>I agree</b>        Absolutely. / Definitely        I <b>don't agree</b> (at all).        Well, maybe but ...        You're <b>absolutely right</b>.        That's what I think soo.        Oh please!        That's right.        I <b>sort of agree / disagree</b> but ...        Exactly.        SB Page 38, Language focus:        agreeing and disagreeing, ex. 1 &amp; 2</p>	<p><b><u>Grammar</u></b></p> <p>What kinds of films do you like?</p> <p>a) I like action films.        b) <b>So do I.</b> / I like <b>them</b> too.</p> <p>a) I love going to concerts.        b) I love <b>it, too</b>.</p> <p>a) Do you like horror films?        b) No, I really hate <b>them!</b></p> <p>a) I <b>think</b> musical films are very nice.        b) I <b>don't agree at all</b>, they are absolutely boring!</p> <p>a) I don't like drama films.        b) <b>Neither do I.</b> / I <b>don't like them either</b>.</p>	<p></p> <p><b><u>Listening</u></b>        SB Page 38, Listening, ex. 1 &amp; 2        Track 1.44-1.46</p> <p></p> <p><b><u>Reading</u></b>        SB Page 39, Reading, ex. 1-3</p>	<p></p> <p><b><u>Oral</u></b>        SB Page 38, Warm up, ex. 1-3</p> <p><b><u>Oral</u></b></p> <p></p> <p>SB Page 39, Speaking</p>
----------------------------------	--	---	--	--	--	---



**ENGLISH 07**

**Global Pre-Intermediate Units 1.2.3.4**

<b>W E E K  4</b>		Writing a film, a book and a concert review	<p><b>Language focus</b>          Adjectives: <b>moving, powerful, talented, tender and expressive</b>          SB Page 40, Language focus: adjectives</p> <p><b>Vocabulary</b>  <b>Orchestra, concert hall, statue, shelves, armchair</b>  <b>Frightened, cheerful, anxious, excited</b></p> <p><b>Describing a concert</b></p> <ul style="list-style-type: none"> <li>• The concert was given by</li> <li>• It was a live / open air / sell-out concert.</li> <li>• It took place in a stadium / a concert hall / a field.</li> <li>• The hall was full / packed / half empty.</li> <li>• The audience cheered / clapped / shouted.</li> <li>• The music was brilliant / powerful / moving.</li> <li>• I feel excited / moved / happy.</li> </ul>	<p><b>Grammar</b></p> <p>How much <b>did you pay</b> for a painting ?  <b>I didn't pay</b> anything          When we <b>arrived</b> at the cinema, our friends <b>were waiting</b> for us.          My grandfather <b>found</b> a valuable manuscript while he <b>was working</b> in his attic.</p> <p>SB Page 41, Grammar, ex. 1 &amp; 2</p>	<p><b>Reading</b> </p> <p>SB Page 40, Reading, ex. 1 &amp; 2</p> <p><b>Reading</b> </p> <p>WB Page 22 , Reading El Sistema, ex. 1-4</p>	<p><b>Written</b>           SB Page 40, Writing skill sentences, ex. 1, 2, 3</p> <p>   <b>Oral and writing</b>          SB Page 41, Speaking and writing, ex. 1 &amp; 2</p> <p><b>Written</b>           SB Page 40, Preparing to write, ex. 1 &amp; 2</p> <p><b>Written</b>           SB Page 40, Writing</p> <p><b>Written</b>          WB Page 23, Writing: Describing a book, ex. 1-4</p>
---------------------------------------	--	---	---	---	---	---





**ENGLISH 07**

**Global Pre-Intermediate Units 1.2.3.4**

**Objective:**

At the end of this session, students will have discussed and shared their ideas, intentions, hopes and ambitions to talk about the future. They will also make arrangements to meet with others.








<u>Oral Task</u>	<u>Written Task</u>
<p><b>Task:</b> You have to work on a project about life in the 2050. You and your partners are extremely busy this week so make the necessary arrangements to meet them some day after classes.</p>	<p><b>Task:</b> You're going to attend a conference in another town as part of your job responsibilities. Write an e-mail to a colleague arranging to meet him at the conference.          WB page 32 Writing ex. 5 (see for more details)</p>

	NOTION	FUNCTION	VOCABULARY	USE OF ENGLISH	SKILLS	PRODUCTION														
W E E K 5	Hopes & Plans	Talking about desires and future plans	<p><b>Adjectives &amp; synonyms to describe what is expected from people and situations in the future.</b></p> <table style="width: 100%; border: none;"> <tr> <td style="padding-right: 20px;">Good-looking</td> <td>Terrible</td> </tr> <tr> <td>Wonderful</td> <td>Happy</td> </tr> <tr> <td>Clever</td> <td>Bad</td> </tr> <tr> <td>Terrible</td> <td>Intelligent</td> </tr> <tr> <td>Beautiful</td> <td>Miserable</td> </tr> <tr> <td>Smart</td> <td>Good</td> </tr> <tr> <td>Awful</td> <td>Tense</td> </tr> </table> <p>SB p. 42          WB p. 26</p>	Good-looking	Terrible	Wonderful	Happy	Clever	Bad	Terrible	Intelligent	Beautiful	Miserable	Smart	Good	Awful	Tense	<p>Samantha <b>wants to meet</b> a clever boy.          She'd <b>like to date</b> someone smart.          I <b>hope to have</b> a rich husband.          I'd <b>like to be</b> well-off.          I <b>hope we have</b> more time to do the things we enjoy.          Dan <b>is planning to</b> go abroad and get a well-paid job.          He's <b>looking forward to getting</b> a good job.          SB p. 43, 138*          WB p. 25</p> <p>*Verb patterns: hope, want, to be looking forward to, would like, plan.</p>	<p><b>Reading</b> </p> <p>SB p. 42          Reading ex. 1</p> <p><b>Speaking</b> </p> <p>SB p. 42          Reading ex. 2 &amp; 3</p>	<p><b>ORAL</b> </p> <p>SB p. 43          Speaking ex. 1, 2 &amp; 3.</p>
Good-looking	Terrible																			
Wonderful	Happy																			
Clever	Bad																			
Terrible	Intelligent																			
Beautiful	Miserable																			
Smart	Good																			
Awful	Tense																			



**ENGLISH 07**

**Global Pre-Intermediate Units 1.2.3.4**

		Talking about future plans, intentions and arrangements	<p><b>Global issues</b>          Disease          Carbon emissions          Climate change          Crime          Homelessness          Hunger          Natural disasters          Environmental problems          Floods          Earthquakes          Pollution          Poverty          War          SB p. 44          WB p. 27</p>	<p>He's <b>going to train</b> to be a doctor          They're <b>going to work</b> for an NGO          I'm <b>meeting</b> friends this evening          We're <b>working</b> overtime on Friday.</p> <p>SB p. 45, 138          WB p. 25 Grammar 2</p>	<p><b>Listening &amp; Speaking</b>           SB p. 44          Speaking &amp; Listening ex. 1-4  <b>Pronunciation</b>           SB p. 44          Vocabulary &amp; Pronunciation          Ex 1, 2 &amp; 3.          WB p. 28 Pronunciation 1          Word stress</p> <p><b>Reading</b>           SB p. 45          Reading &amp; Speaking</p>	<p><b>WRITTEN</b> </p> <p>WB p. 32          Writing Making          arrangements Ex. 1-4</p>
W E K 5	Prediction & Ability	Making predictions: talking about ability in the future	<p><b>Phrases with get</b>          Get tired          Get to (a place)          Get pregnant          Get interested in          Get all the information</p> <p><b>Phrasal verbs with get</b>          Get around          Get away          Get back          Get together          Get up          SB p. 47 Vocabulary          WB p. 27</p>	<p>I'm sure <b>there will be</b> more homeless people in the future.          I think <b>there will be</b> a nuclear accident.</p> <p>Computers <b>will be able to translate</b> from any language to any other instantly.          We <b>won't be able to stop</b> pollution.          Women <b>won't be able to have</b> children.          SB p. 47, 138          WB p. 25</p>	<p><b>Reading &amp; Listening</b>            SB p. 46          Reading ex. 1 -4</p> <p><b>Speaking</b>           SB p. 46 Reading ex. 5</p>	



**ENGLISH 07**

**Global Pre-Intermediate Units 1.2.3.4**

**Objective: By the end of this session, students will be able to speculate about future situations, they will extend their understanding of lexis connected to Environmental issues and they will also be able to make offers, decisions and invitations.**





<p><b><u>Oral Task</u></b>          UNAM is concerned about environmental issues and wants to hear its students' views on endangered species. Work in threesomes to prepare and record a speech to the UNAM's rector. The best three spokespersons will be broadcasted on Radio UNAM next month.          Why are so many species becoming endangered?          Choose an endangered species and make a plan to protect it.          What important decisions you'll need to make?          What will happen after your plan starts working?          * (It is advisable that students do some research about endangered species beforehand)</p>	<p><b><u>Written Task Individual</u></b>          The Earth's Day is coming and secondary schools are receiving compositions written by college students. Your ideas can be a model for younger students to follow.          Write a 80 – 90 word text describing how green you are, the environmental problems in your community and the solutions that you propose.</p>
--	---

	NOTION	FUNCTION	VOCABULARY	USE OF ENGLISH	SKILLS	PRODUCTION
--	--------	----------	------------	----------------	--------	------------



**ENGLISH 07**







**Global Pre-Intermediate Units 1.2.3.4**

<p style="text-align: center;"><b>W E E K 6</b></p>	<p style="text-align: center;">Fears &amp; concerns</p>	<p style="text-align: center;">Talking about future predictions and concerns</p>	<p><b>Geographical features</b>          Forest fire          Glacial ice          Global warming          Lake          Melt          River</p> <p><b>Carbon footprint</b>          Energy-saving light bulbs          Household waste          Packaging (paper or plastic          bags, containers)          Recycling</p> <p><b>Ed/ ing adjectives</b>          Amazed      amazing          Bored        boring          Frightened    frightening          Interested    interesting          Surprised    surprising          Tired         tiring          Terrified     terrifying</p> <p>SB p. 48, 49    WB p. 28</p>	<p><b>If we reduce</b> carbon emissions, we'll reduce global warming.</p> <p><b>When</b> this climate change <b>happens</b>, I'll be dead.</p> <p><b>As soon as</b> people <b>reduce</b> their household waste, they'll reduce their carbon footprint.</p> <p><b>After</b> he <b>replaces</b> all the light bulbs at home by energy-saving light bulbs, he'll <b>save</b> \$150 every month.</p> <p>SB p. 49, 138.          WB p. 26</p> <p><b>A surprising</b> number of people are homeless in the city.          During the flood, people were too <b>frightened</b> to leave their homes.</p>	<p><b>Listening</b>           SB p. 48          Vocabulary Ex. 2 Track 1.51          Listening Ex. 1-3 Track 1.52          WB p. 29          Listening Track 1.12</p> <p><b>Speaking</b>           SB p. 49 Grammar ex. 2</p> <p><b>Pronunciation</b>          WB p. 29          Homographs. Track 1.11</p> <p><b>Writing</b>           WB p. 32 Ex 5-6</p>	<p style="text-align: right;"></p> <p><b>Oral</b>          SB p. 49 Speaking Ex. 1-3</p>
---	---	--	--	---	--	---



**ENGLISH 07**

**Global Pre-Intermediate Units 1.2.3.4**

<b>W E E K  6</b>			<b>World population</b> Ageing population Awareness / aware Developed /developing country Elderly Healthcare Pensions Retire  WB p. 30, 31		<b>Reading</b>  WB p. 30, 31	  <b>Oral</b> SB p. 50 Speaking A, B.
<b>W E E K  6</b>	Offers & decisions	Making offers and decisions	<b>Offers</b> Shall I pay the bill? Let me drive you to the airport. <b>Decisions</b> I'll pay for it. I'll take the 6:50 train.  SB p. 50	Offers { I'll carry those books for you. Shall I pay for this? Let me take that for you.  Decisions { I'll take the next train. I <b>won't</b> take the train. I'll take a taxi.  SB p. 50	<b>Listening</b>  SB p. 50 Listening ex. 1-2. Tracks 1.53-1.55  <b>Speaking</b>  SB p. 50 Language focus Ex. 2 & 3.	<b>Written</b> SB p. 52 Writing an email.
	Reasons & explanations	Explaining the reason for making a decision	<b>Phrases for giving reasons</b> I want to... I'm planning to... I hope to.... I'd like to .... It's important for....	I'd like to get a well-paid job. I want to understand blogs and articles in English. I'm planning to get a job as an interpreter. I hope to get a qualification after studying so hard.	<b>Listening</b>  SB p. 51 Tracks 1.57- 1.62  <b>Speaking</b>  SB p. 51 Speaking ex. 1-3.	



UNIVERSIDAD NACIONAL AUTÓNOMA DE MÉXICO  
FACULTAD DE ESTUDIOS SUPERIORES IZTACALA  
DEPARTAMENTO DE IDIOMAS

**ENGLISH 07**

**Global Pre-Intermediate Units 1.2.3.4**

