Objective:
At the end of this session, students will be able to discuss job preferences, they will be able to talk about work obligations and they also should talk confidently about leisure activities.

Oral Task
Small groups
Task:
Pre-task. SB p. 57 Speaking 1 & 2.
There are many job complaints because people often feel dissatisfied at work. Work in small groups and create your ideal job.
Determine what employees can or can’t do, as well as their job duties.
Present your project to the class.

Written Task
Individual / Whole class
Task:
Weird Activities Gallery
Write a fun and creative paragraph describing something you enjoy doing and another one about an activity you can’t stand. Illustrate both paragraphs with pictures of yourself performing the activities.
Stick your paragraphs and pictures on the classroom walls. Invite the class next to yours to visit your gallery.

<table>
<thead>
<tr>
<th>NOTION</th>
<th>FUNCTION</th>
<th>VOCABULARY</th>
<th>USE OF ENGLISH</th>
<th>SKILLS</th>
<th>PRODUCTION</th>
</tr>
</thead>
</table>
| W E E K 1 | Job duties | Talking about possessions, relationships or characteristics. | Jobs
Builder
Journalist
Disc jockey
Doctor
Lawyer
Manager in a fast food restaurant
Musician
Nurse
Police officer
Politician
Security guard
Shop assistant
Teacher
Waiter | Sara has a part-time job
I have a sister.
Luis doesn’t have a car. | Reading
SB p. 55
Reading and Speaking Ex. 1 & 2. | ORAL |
|            | Expressing possession (Have got) | SJ p. 54   WB p. 36 | She hasn’t got an updated CV.
Have you got any money? | Speaking
SB p. 54 Speaking ex. 1 & 2. |
|            | Expressing necessity or obligation | | When you apply for a job, you have to fill out a form. | |
|            | Talking about actions and events | | My best friend had a car accident.
I have a headache.
We hardly ever have dinner in front of the TV. | |
|            | Talking about life experiences SB p. 55, 140 | I have met interesting people at UNAM cultural events. SB p. 55 WB p. 33 | | |
| WEEK 1 | Talking about work issues | At work

- Bonus
- Breaks
- Employ
- Hire
- Job security
- Interview
- Training
- Wage

SB p. 54    WB p. 36

Work expressions

- To call in sick
- To be on company time
- To take time off

*Dress down day*

SB p. 56    WB p. 36

| Job duties | Talking about rules and things that are necessary | Talking about work issues |

- Stating what is not allowed

SB p. 56    WB p. 36

- Stating what is not necessary

SB p. 56    WB p. 36

- Saying that something is possible or allowed

SB p. 56    WB p. 36

| Distinguishing Job & work | Speaking

- Do you like your *job*?
- What kind of *work* do you do?
- There isn't much *work* in this area and the *jobs* available are mostly low paid.

SB p. 54    WB p. 36

You are on company time and you **must respect** that.

You **have to work** this Saturday.

You **mustn’t wear** jeans to work.

You **don’t have to wear** a jacket and tie.

You **can take** next Friday off.

SB p. 56, 140    WB p. 33

| Listening | Vocabulary ex. 2

SB p. 56

Listening & vocabulary Tracks 1.63 – 1.66

Ex. 1-3

Pronunciation | Pronunciation ex. 1-2. Track 1.67 & 1.68

SB p. 57

Pronunciation ex. 1-2. Track 1.67 & 1.68

WB p. 37
<table>
<thead>
<tr>
<th>WE K 1</th>
<th>Leisure activities</th>
<th>Free time activities</th>
<th>Listening &amp; Speaking</th>
<th>WRITTEN</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Talking about pleasant and unpleasant activities</td>
<td><strong>With friends</strong></td>
<td>SB p. 58</td>
<td>SB p. 59</td>
</tr>
<tr>
<td></td>
<td><strong>Chat</strong></td>
<td><strong>On the phone</strong></td>
<td>Listening Ex. 1-3</td>
<td>Writing Ex. 1-3</td>
</tr>
<tr>
<td></td>
<td><strong>Do</strong></td>
<td><strong>Exercise</strong></td>
<td>Track 1.69</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Go for</strong></td>
<td><strong>A walk</strong></td>
<td><strong>Listening</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Collect</strong></td>
<td><strong>Stamps</strong></td>
<td><strong>WB p. 37</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Coins</strong></td>
<td>Listening Track 1.16</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Watch</strong></td>
<td><strong>A film</strong></td>
<td><strong>Pronunciation</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>The news</strong></td>
<td><strong>SB p. 59 Pronunciation ex. 1,2. Track 1.70</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Play</strong></td>
<td><strong>Chess</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Sport</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Cook</strong></td>
<td><strong>A meal</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Dinner</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Read</strong></td>
<td><strong>Books</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>The newspaper</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SB p. 34</td>
<td></td>
</tr>
</tbody>
</table>
Objective: By the end of the session, students should be able to talk about leisure activities that they have or haven’t experienced. They should also be able to talk and write about job skills and qualifications.

<table>
<thead>
<tr>
<th>Oral Task</th>
<th>Written Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual / Whole class.</td>
<td>Individual.</td>
</tr>
<tr>
<td>You and your class are planning an incredible trip for the next spring break. Think of a nice holiday destination you have been to and prepare a short presentation about it. Describe your experience to the class. Suggest another place you haven’t been to, but you would like to visit. Finally, vote for the most appealing place and decide as a class where you are going to travel.</td>
<td>Pre-task. WB p. 40. You are interested in volunteering at different type of events because you might get experience on different fields. Read the advertisement for volunteers to help at an international sporting event. Use the notes to write an email in reply to the advertisement.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NOTION</th>
<th>FUNCTION</th>
<th>VOCABULARY</th>
<th>USE OF ENGLISH</th>
<th>SKILLS</th>
<th>PRODUCTION</th>
</tr>
</thead>
</table>

GLOBAL PRE-INTERMEDIATE UNITS 5, 6, 7

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

ENGLISH 8

Global Pre-Intermediate Units 5, 6, 7
**WEEK 2**

**Leisure activities**

Talking about experiences & actions that happened at unspecified time in the past.

---

**Been vs Gone**

I’ve been to New York and Florida.

Sandi’s on holiday at the moment. She’s gone to Thailand.

Have you been there?

SB p. 60, 62       WB p. 35, 36

---

Dale Johansson has visited more than 50 different amusement parks in 20 countries.

My family and I have been to Disneyland.

Have you ever been to an amusement park?

I’ve never been on a roller coaster.

SB p. 60, 61 & 140.

WB p. 34

---

**Listening & Pronunciation**

SB p. 61

Pronunciation ex. 1 & 2

Listening Track 1.12

**Speaking**

SB p. 61

Speaking ex. 1-3

**Pronunciation**

WB p. 37

Past participles. Track 1.15

**Reading**

WB p. 38 Ex. 1-5

---

**Oral**

SB p. 62

Speaking ex. A & B
**WEEK 2**

**Job issues**

- Asking permission to speak & adding something to the conversation.

**Expressions for turn taking**

Could I just ask a question?
Can I add that ....?
May I ask about...
Can I say something here?
Can I just say that ...
Can I also mention that ...

**Use of English**

Can I just say that...
Can I say something here?
Can I also mention that ...
Can I add that ...
Could I just ask a question ...
May I ask about ...

**Listening**

Listening SB p. 62 Ex. 1 & 2.

**Reading**

SB p. 63 Reading Ex. 1 & 2

**Speaking**

SB p. 63 Speaking.

**Writing**

SB p. 64
Writing skills. Set out a CV

**Written**

Writing a letter of application
WB p. 39 Ex 1-4

---

- Note to the teacher. Even though the session seems not full of contents, it is important to devote enough class time to cover all the Reading and Writing activities on Student’s book and Workbook as well.
Objective: By the end of the session students should be able to make comparisons between different items using comparative and superlative adjectives and adverbs effectively.

**Oral Task (Whole Class)**
Small groups. 3 or 4 students perform as radio program interviewers. The rest of the class gets in small groups to create a job profile for one student to perform as the interviewee. The most self-confident and creative interviewee will get a $5,000 prize.

Task: **Groups.** You are taking part in an interview for a radio program called “The strangest jobs”. Pick one of the following jobs and create a profile for one of the people in your group. Breath sniffer (to test products such as gums or mouthwash), egg smeller (checks broken eggs to see if they are spoiled), gum scraper (the person who scraps off chewing gum from public places), snail picker (picks up snails for eating), crime scene cleaner (cleans unpleasant remains in crime scenes), horse cooler (takes racing horses for a walk to cool down after running in a race), professional sleeper (tests mattresses, beds, pillows, blankets).

Consider these points to create the profile: personality, current hobbies, your family’s and friends’ attitude to your job, best thing about your job, and some advantages of your job over ordinary jobs.

**Interviewers:** Ask interesting questions to your guest so the audience can learn from their job experience.

**Written Task (Individual)**
Pre-task. WB p. 48 Reading & p. 49 Writing skills.
Task: Mobile phones have become a controversial topic. UNAM wants to know students’ and professionals’ views on the topic.
Write an essay about the advantages and disadvantages of mobile phones. (Write 4 paragraphs: introduction, advantages, disadvantages and conclusion).
The best two essays will be published on the UNAM gazette.
Comparisons

Describing features & Making comparisons

Adjectives and phrases related to happiness
At ease  Outlook
Productive  Content
Satisfied  Dissatisfied
Stressful  Fit
Valid
SB p. 66 & 67
WB p. 42 & 43

Comparative Adjectives
Use er with one-syllable adjectives
Cheap → cheaper  fast → faster
Large → larger  thin → thinner
Adjectives ending in y: change the y to i and add er
Dry → drier  easy → easier
Lucky → luckier  pretty → prettier
Use more + adjective for two or more syllable-adjectives
More serious  more comfortable
Some adjectives have irregular forms
Good → better  bad → worse
Far → further (or farther)

SB p. 66, 67, 142, 143.
WB p. 41.

Comparative Adjectives
Use er with one-syllable adjectives
Cheap → cheaper  fast → faster
Large → larger  thin → thinner
Adjectives ending in y: change the y to i and add er
Dry → drier  easy → easier
Lucky → luckier  pretty → prettier
Use more + adjective for two or more syllable-adjectives
More serious  more comfortable
Some adjectives have irregular forms
Good → better  bad → worse
Far → further (or farther)

SB p. 66, 67, 142, 143.
WB p. 41.

Metaphors for happiness
Lift somebody’s spirits
Someone’s heart sank as/ when...
Feel pretty low
Be on the top of the world
Walk on air
Be or look a bit down

SB p. 66  WB p. 42

She was on the top of the world after getting a CONACYT scholarship.
Victor looked a bit down when he broke up with Karla.
Karla’s heart sank as she read Victor’s message.
## Comparative adverbs

Use **er** with one-syllable adverbs:
- fast → **faster**
- hard → **harder**
- long → **longer**

Use **er** with adverbs that have the same form as adjectives:
- *Early* → **earlier**

(And the adverbs above)

Adverbs ending in **ly**, use more + adverb:
- **more slowly**
- **more easily**
- **more quietly**
- **more carefully**

Use **more** + adverb for two or more syllable adverbs:
- **More** often

**Suffixes to form nouns**

<table>
<thead>
<tr>
<th>happy</th>
<th>ness</th>
<th>happiness</th>
</tr>
</thead>
</table>

---

**Common modifiers** with comparative adjectives and adverbs:
- A bit: show a small difference
- A little
- A lot: show a big difference
- Much

As ... as → to the same degree
- Not as ... as → to a lower degree
- Less ... than → similar to not as ... as

---

The film was a **bit** less interesting than the book.

Harry is **as good mathematician as** Ryan.

People said they lived **better** in warm countries.

Anna is **not as** self-confident as Katia.

Anna is not as self-confident as Katia.

The book was **much** more interesting than I thought.

This may take **longer** than we thought.

We didn’t go **far** this time.

Can you speak **more slowly**? I don’t get what you mean.

The city center was **less** crowded than usual.

Magda is an **economist** for an international bank.
Researchers have examined the **relationship** between money and **happiness** for many years.

Online auctions are among the **biggest** businesses on the internet.

Of all the online auction sites, eBay is probably the **most famous**.

Shopping online is the **most convenient** method.

* After superlatives we normally use **in** with places. What's the longest river **in** the world?

* For a period of time, use **of**. What’s the happiest day **of** your life?

We often use the **Present perfect** after a superlative.

What’s the **most important** decision **you’ve ever had** to make?
Objective: At the end of this session, students will be able to talk and write about technology supporting their opinions, expressing similarities and differences and stating reasons and consequences.

### Oral Task
- **Small groups**
- **Task:** You and your colleagues have seen an announcement offering financial support to run your own business focused on technology. Design a gadget to make people’s life easier. Explain to your audience the benefits of your product as well as the similarities or differences it might have compared to other existing products.

### Written Task
- **Oral and written, individual.**
- **Task:** You are working for INEGI and you need to report on people's opinions about Technology and current lifestyle. Some people agreed to participate in the survey. Ask them their opinion (positive or negative) and take some notes about the following issues:
  - Online shopping
  - Downloading music illegally
  - Touchscreens
  - Audiobooks
  - E-books
  - Social networks
  - Internet speed

Use your notes to write your report to your boss describing your findings. (80 words).
#### Agreement

**Other ways of saying yes**
- Yep
- Yeah
- Definitely
- That’s right
- Ok
- I’m afraid so

SB p. 72  
WB p. 43

**Responding affirmatively to something**

- Yes
- Affirmative
- Certain
- Sure
- Of course
- Absolutely
- Indeed
- Indeed

**B: Can you help me with my computer? Something happens when I use the printer.**

A: Ok. Tell me what the problem is.

B: Well, when I try to print out a document the computer prints out a different paper.

A: You mean, not the one you want to print?

B: **That’s right.**

A: Did you restart the printer?

B: **Yep,** but nothing happened.

A: Let’s update the printer software. Are you ready to follow the steps?

B: **Definitely.** I’m listening.

A: First, click on the browser icon, then....Did it work?

B: No. Is it a virus or something?

A: **I’m afraid so.**

#### Emphasis on objects

**Talking about technology and the workplace**

<table>
<thead>
<tr>
<th>Phrasal verbs</th>
<th>turn off</th>
<th>log off</th>
<th>pick up</th>
<th>print out</th>
<th>write down</th>
<th>turn down</th>
<th>go down</th>
<th>call in</th>
</tr>
</thead>
<tbody>
<tr>
<td>Turn on</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Log on</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Look up</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plug in</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shut down</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Switch on</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Turn up</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Type in</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Back up</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take off</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SB p. 73, 142.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WB p. 44 &amp; 45</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Do I need a password to log on?** I’m sure I typed in my password correctly.

The whole computer system has **gone down.**

She **picked up** the phone and dialed the technical support number.

The best thing to do is **back up** all the work.

A: Please **turn off** all the computers.

B: I’ve already **turned them off.**

**Listening**

SB p. 72  
Speaking & listening ex. 1, 2, 3. Tracks 2.08-2.12

WB p. 43  
Extend your vocabulary  
Track 1.17

**Pronunciation**

SB p. 72  
Vocabulary & Pronunciation Ex. 1-3. Track 2.13

**Reading & Speaking**

SB p. 73  
Reading & Speaking Ex. 1-3  
Track 2.14
<table>
<thead>
<tr>
<th>Week</th>
<th>Points of view</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Talking about things in common</td>
</tr>
</tbody>
</table>

**Expressions to show what we have/don’t have in common**
- So / neither
- Me + too / neither

SB p. 74  WB p. 45

| A: Hi, are you going to the Technology conference? |
| B: That’s right. |
| A: **Me too**! Could we share a taxi? |
| B: Sure. |
| A: Have you been to San Francisco before? |
| B: No, I haven’t. |
| A: **Neither have I**. |
| B: I know very little about the U.S. because I went to school in England. |
| A: **So did I** what a coincidence! |

**Conjunctions**
- Because
- And
- So

SB p. 75

I think that the most useful technological advance is the internet **because** I can do things like booking tickets.
I think the most important technological advance has been a hard disk recorder for recording TV programs.
**And** thanks to digital TV we have lots more programs to choose from.
**So** there’s much more variety and choice.

**Speaking**
SB p. 74 Warm up Ex. 1-2
Listening
SB p. 74 Listening ex. 1-2
SB p. 46 Reading ex. 5

**ORAL**
SB. P. 74 Speaking ex. 1-3

**Listening**
SB p. 75 Listening ex. 1-2 Tracks 2.16-2.22
Language focus ex. 1-2 Track 2.23

**ORAL**
SB. P. 75 Speaking ex. 1-2
Objective: By the end of the session, students will be able to describe events making emphasis on temporariness and they will also broaden their vocabulary related to time and money.

Oral Task (Pairs)
Student A: You are going on a business trip and you will be away for a week. Your 20 year old child will be at home doing the activities you give to him in a “to do list”. Write the list and give it to your child. (Housework, paying bills, doing the shopping, etc.)
(5 days later…) Call him up and ask him about the things he has completed. Tell him you are staying away for five more days.
Student B: Your mom is a business woman and she’ll be away for a week. You are staying home and she assigned you to complete some activities. After 5 days she calls you up and tells you that she’s coming back in five more days. Tell her about the things you have completed and the ones you haven’t. Explain to her what you have spent the money on and tell her you’ll run out of money before she comes back.

Written Task (Individual)
The bank has approved a $50,000 loan for your school to modernize the facilities. You are part of the school board and you have the right to make decisions and suggestions to improve your school. The loan is divided in two parts. You have already received the first part. Inform the principal what you have spent the money on and what projects are not finished yet.

Useful phrases
We need…
We don’t need…
….is more important than…. Because…
I don’t think …is as important as…
I don’t think… is very important because…
We have decided to spend…on….because…

<table>
<thead>
<tr>
<th>NOTION</th>
<th>FUNCTION</th>
<th>VOCABULARY</th>
<th>USE OF ENGLISH</th>
<th>SKILLS</th>
<th>PRODUCTION</th>
</tr>
</thead>
</table>
| WEEK 5 | Events   | Prepositions of time | The Olympic games take place in summer because most of the time the weather is nice. In 2008 the opening ceremony of the Olympic Games in Beijing began at 8:08 pm on August 8th. There was heavy rain but only at night. Some events were held in the early morning because of the heat. | Speaking | SB p. 78
Vocabulary & speaking ex. 1-4
Teacher’s Resource Disc
Unit 7 Communicative activity
You and your time |
### Week 5

#### Unfinished actions

**Prepositions**
- Covered on p. 79, 144.
- Saying how long something has been happening

<table>
<thead>
<tr>
<th>Preposition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>For</td>
<td>I’ve had this job <strong>since</strong> 2002.</td>
</tr>
<tr>
<td>Since</td>
<td>She’s known him <strong>for</strong> 20 years.</td>
</tr>
<tr>
<td>For</td>
<td>I’ve liked traveling <strong>since</strong> I went on my first school trip.</td>
</tr>
<tr>
<td>For</td>
<td>We’ve wanted children <strong>for</strong> ages.</td>
</tr>
</tbody>
</table>

#### Facts & Opinions

**Expressions with Time**
- Covered on p. 80
- Talking about time-saving inventions

<table>
<thead>
<tr>
<th>Expression</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Convert time into money</td>
<td>We can convert time into money and money into time.</td>
</tr>
<tr>
<td>Give someone your time</td>
<td>You can give someone your time, just like you can give them your money.</td>
</tr>
<tr>
<td>Overtime</td>
<td>I’ll be home late tonight because I’ve got to work overtime.</td>
</tr>
<tr>
<td>Save time</td>
<td>Heating food in the microwave saves time especially in the morning.</td>
</tr>
<tr>
<td>Spend time</td>
<td>Children don’t spend enough time playing outdoors.</td>
</tr>
<tr>
<td>Waste of time</td>
<td>Have you ever thought this job is a waste of time?</td>
</tr>
<tr>
<td>Free time</td>
<td>I don’t get much free time nowadays. I’m either at work or looking after the family.</td>
</tr>
<tr>
<td>Time zone</td>
<td>You usually get jet lag when you travel across several time zones.</td>
</tr>
</tbody>
</table>

#### Reading & Listening

- SB. P. 78 & 79
- Reading ex. 1-3
- Track 2.24

**Listening**
- SB p. 80
- Listening ex. 1-2

**Pronunciation**
- /aI/ /eI/
- SB p. 80
- Pronunciation ex. 1,2.
- WB p. 53

**Speaking**
- SB p. 81
- Speaking ex. 1-3

**Reading & speaking**
- SB p. 81
- Reading & speaking ex. 1-4
<table>
<thead>
<tr>
<th>Expected events</th>
<th>Money &amp; verb phrases</th>
<th>Reading</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talking about events that happened sooner than expected and events that are expected to happen.</td>
<td>Bills</td>
<td>Many European countries have already adopted the Euro.</td>
<td>SB p. 82 &amp; 83. Reading ex. 1-4.</td>
</tr>
<tr>
<td></td>
<td>Mortgage</td>
<td>Has Britain started using the Euro yet?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cash</td>
<td>Don’t forget to pay your electricity bill.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Notes</td>
<td>I’ve already been to the bank but the system went down. I haven’t paid it yet.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cheque</td>
<td>SB. 82, 83, 144.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pension</td>
<td>WB p. 50</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Coins</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pocket money</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Credit card</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Purse</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Currency</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student loans</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Heir</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wallet</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Inheritance</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Earn money</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spend money</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Take out a loan</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Owe money</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pay bills</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SB p. 82, 144.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>WB p. 52</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>*Recently finished actions</th>
<th>*Just</th>
<th><strong>Reading</strong></th>
<th><strong>Pronunciation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Talking about activities that happened a short time ago.</td>
<td>A: Hello. Have you just arrived?</td>
<td>SB p. 83</td>
<td>Pronunciation Ex. 1-4 Tracks 2.31-2.33</td>
</tr>
<tr>
<td></td>
<td>A: Are you hungry?</td>
<td>WB p. 53</td>
<td>Pronunciation Ex. 2 Track 1.22</td>
</tr>
<tr>
<td></td>
<td>B: No, I’ve just had lunch.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A: Do you know where Nora is?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>B: Yes, I’ve just seen her.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| *Definite vs. indefinite time in the past | According to the context provided. | A: Have you traveled a lot? | |
|------------------------------------------|-----------------------------------|--------------------------|-
| Contrasting events that happened at a definite time and those which happened at an indefinite time in the past. | A: Have you traveled a lot? | B: Yes, I’ve been to lots of places. | |
| | A: Really? Have you ever been to Canada? | | |
| | B: Yes, I was there last year. | | |

*These notions are not in the course book, so that the teacher needs to provide their own material.*
Objective:
By the end of the session, Ss. should be able to exchange information in a shopping context. They will also be able to state opinions and describe places and events focusing on actions and objects.

**Oral Task (Pair work)**
**Task:** A friend of you is planning to go to a place that you have already visited. Share your experience describing your visit and the main attractions. Tell your friend what sort of souvenirs you got there.
[Take into account the following questions:
When did you go there?
Where did you stay?
Did you go sightseeing?
What are the main landmarks and tourist attractions?
Why did you like the place?
What did you buy there?]

**Written Task (Whole class)**
**Pre-task:** Choose a country you are interested in and do some research about it. Get in small groups and pick the most representative cities in that country. (Check WB p. 64 Reading ex. 1 for an example).
**Task:** You are a guidebook publisher. This week you’re presenting your new project. Write your guidebook entry with a detailed description of the city. Post all the entries on the walls so that everyone can see how the guidebook will look like. Make changes if necessary and present the whole project to your boss.

<table>
<thead>
<tr>
<th>NOTION</th>
<th>FUNCTION</th>
<th>VOCABULARY</th>
<th>USE OF ENGLISH</th>
<th>SKILLS</th>
<th>PRODUCTION</th>
</tr>
</thead>
</table>
| Requests | Making decisions and requests | Borrow vs. lend | Credit unions are organizations that lend fairly small amounts of money to people in a local community. If people want to borrow money from a credit union, they have to become a member. I don’t have enough money for the bus. Could you lend me some? She borrowed him twenty thousand pesos for the car. He hasn’t paid it back yet. | Reading | SB p. 84  
Reading ex. 1-3  
WB p.54 – 44. | Reading & Vocabulary |
Useful phrases
This stall sells...
I think this market is in...
The stallholder is...
Can I help you?
No. I’m just looking, thanks.
How much is it?
How much is the final price?
I’ll take it. Here you are.
Here’s your change.
No, thanks. I’ll leave it.
That’s very expensive.

SB p. 86

A: Hello. Can I help you?
B: No. I’m just looking, thanks.
A: Ok.
B: Sorry, yes. How much is this book?
A: Two euros.
B: Only two euros. That’s cheap.
A: Yes, I put the price at ten euros. Nobody wanted to buy it. At five euros. Nobody wanted to buy it. So I made it cheaper. Two euros. Do you want to buy it?
B: Oh.
A: What’s wrong?
B: I’m the author.
A: The author?
B: Yes, I wrote it. I’ll take it. For two euros.

Listening
SB p. 86. Listening Ex. 1 & 2.
Track 2.35-2.37
Speaking
SB p. 87
Language focus Shopping Ex. 1 & 2.
Track 2.38.
Speaking Pair work.
### Language Facts

#### Reading glossary
- Angle
- Saxon
- Jute
- Dialect
- Shift
- Roughly

#### Saying what you think
- It is (certainly) true that...
- I (personally) believe that...

The first boats carrying Angles, Saxons, and Jutes from the north of Europe **arrived** in several parts of the British Isles in 449 AD. In 1600, when Shakespeare was **writing**, roughly 4 million people spoke English in Britain. Today, around 400 years later, 400 million people **speak** English as a mother tongue.

I **believe** it is important to realize that there are other things in life as well as work and money. As a result of this, we save time but end up filling it with other things. **It is certainly true that** for many people, especially in big cities, life today is too fast.

### Opinions

**Expressing and supporting opinions through a written text.**

Reading SB p. 87
Reading ex. 1 & 2.

Speaking SB p. 87
Speaking

Writing SB p. 88
Writing skills