



**ENGLISH 09**

**Global Pre-Intermediate Units 8.9.10.**

**SESIÓN 1**

**Objective:**

At the end of this unit, ss. will be able to ask and give information about future real possibilities, they should also be able to make hypothesis and talk about unlikely situations in the present or future. Additionally, students will interact effectively to have telephone conversations.

<p><b>Oral task:</b> Group work.</p> <p><b>Task.</b> You are part of a tour company. Different tour companies are having a competition to see who can provide the best weekend tour to a group of 30 international tourists. Each company is being considered for the task of providing the best possible tour. The winning company wins a lucrative business contract.</p> <p>Each company must decide on an itinerary that includes all of the details of the tour, such as accommodation, meals, sightseeing, transportation, etc. The tour group will arrive on Saturday morning at 7 am and will depart on Sunday at 9 pm.</p> <p>Each company presents their itinerary to their competitors. Everybody should make notes about the other tours. And the end of each presentation, competitors will challenge the presenting company on things like timing, choice of restaurants, attractions, hotel, transportation, etc. E.g. "If you give tourists 3 hours for shopping, they will get exhausted and won't visit the main square afterwards".</p> <p>When all the groups have had a chance to present, have a vote to see which company wins the contract.</p>	<p><b>Written Task</b> Individual work. (Students will need to do some research beforehand).</p> <p><b>Task:</b> Students of English often dream of getting a scholarship to an English speaking country. The most demanded countries are The U.K., The U.S.A. and Canada. But what if students applied for a scholarship in less demanded countries? Wouldn't it be more likely to get a chance? The Language Center at FESI is open to students' proposals. The best project will be given a 6 month- scholarship.</p> <p>Do some research about one of the countries or entities listed, and send your project to the Language Center. Describe what a candidate would need to do in order to succeed. How would a student benefit from being there? Why would this choice be better than others?</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Hong Kong (Asia)</td> <td style="width: 50%;">Jersey (Europe)</td> </tr> <tr> <td>Samoa (Oceania)</td> <td>Malaysia (Asia)</td> </tr> <tr> <td>Philippines (Asia)</td> <td>South Africa (Africa)</td> </tr> <tr> <td>Bahamas (Caribbean)</td> <td>New Zealand (Oceania)</td> </tr> </table>	Hong Kong (Asia)	Jersey (Europe)	Samoa (Oceania)	Malaysia (Asia)	Philippines (Asia)	South Africa (Africa)	Bahamas (Caribbean)	New Zealand (Oceania)
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	NOTION	FUNCTION	VOCABULARY	USE OF ENGLISH	SKILLS	PRODUCTION
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<p><b>W E E K 1</b></p>	<p>Emphasis on objects*</p>	<p>Focusing on actions in formal speech and writing.</p>	<p><b>Extend your vocabulary</b>  <b>House and home</b>  She lives in that big <b>house</b>.  [A <b>house</b> is a building that people live in.]  The flat is the <b>home</b> of a large family.  [Someone's <b>home</b> is the place where they live.]</p> <p>SB p. 90  WB p. 60, 62.</p>	<p>That house <b>was built</b> more than 50 years ago.  Hong Kong airport <b>was designed</b> by a British architect, Norman Foster.  The airport <b>was finished</b> in 1998.  The airport <b>is used</b> by thousands of passengers every day.  Many valuable object <b>were taken</b> from the inside the Egyptian pyramids in the early 20<sup>th</sup> century.  Nowadays, tourists <b>are not allowed</b> to go inside most of the pyramids.</p> <p>SB p. 90, 91, 146, 147.  WB p. 58</p>	<p><b>Speaking</b>  SB p. 90  Speaking </p> <p><b>Listening</b>  SB p. 37 Listening Track 1.16 </p> <p><b>Pronunciation</b>  SB p. 90.  Pronunciation ex. 1-3. Tracks 2.39, 2.40.  WB p. 62 Track 1.24 </p> <p><b>Reading &amp; Writing</b>    </p> <p>SB p. 91  Reading and Writing ex. 1,2.</p>	
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\*Teacher must provide enough practice for students to assimilate this notion.

<p><b>W E E K 1</b></p>	<p>Past events</p>	<p>Describing past events and giving detail by using prepositions.</p>	<p><b>Animals</b>  Budgie, Cat  Dog, Goldfish  Hamster, Horse  Mouse, Rabbit  Snake, Spider</p> <p>SB p. 92  WB p. 61</p> <p><b>Prepositions of movement</b>  Across, Along, Down, In, Into,  Out of, Past, Through, Up</p> <p>SB p. 93  WB p. 60</p>	<p>Ernie jumped <b>out of</b> the truck and walked <b>across</b> the highway.  He went <b>across</b> a bridge, and <b>through</b> some fields.  He ran <b>past</b> some sleeping dogs.  He climbed <b>up</b> a tree to sleep and climbed <b>down</b> again the next morning.  He walked <b>into</b> the family home one week later.</p> <p>SB p. 93  WB p. 60</p>	<p><b>Speaking</b>  SB p. 92  Vocabulary and Speaking ex. 1-3 </p> <p><b>Reading</b>  SB p. 92  Reading Ex. 1-6  Track 2.44 </p>	
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**ENGLISH 09**

**Global Pre-Intermediate Units 8.9.10.**

**SESIÓN 2**

**Objective:**

At the end of this unit, ss. will be able to ask and give information about future real possibilities, they should also be able to make hypothesis and talk about unlikely situations in the present or future. Additionally, students will interact effectively to have telephone conversations.

<p><b>Oral task:</b> Group work.</p> <p><b>Task.</b> You are part of a tour company. Different tour companies are having a competition to see who can provide the best weekend tour to a group of 30 international tourists. Each company is being considered for the task of providing the best possible tour. The winning company wins a lucrative business contract. Each company must decide on an itinerary that includes all of the details of the tour, such as accommodation, meals, sightseeing, transportation, etc. The tour group will arrive on Saturday morning at 7 am and will depart on Sunday at 9 pm. Each company presents their itinerary to their competitors. Everybody should make notes about the other tours. And the end of each presentation, competitors will challenge the presenting company on things like timing, choice of restaurants, attractions, hotel, transportation, etc. E.g. "If you give tourists 3 hours for shopping, they will get exhausted and won't visit the main square afterwards". When all the groups have had a chance to present, have a vote to see which company wins the contract.</p>	<p><b>Written Task</b> Individual work. (Students will need to do some research beforehand).</p> <p><b>Task:</b> Students of English often dream of getting a scholarship to an English speaking country. The most demanded countries are The U.K., The U.S.A. and Canada. But what if students applied for a scholarship in less demanded countries? Wouldn't it be more likely to get a chance? The Language Center at FESI is open to students' proposals. The best project will be given a 6 month- scholarship. Do some research about one of the countries or entities listed, and send your project to the Language Center. Describe what a candidate would need to do in order to succeed. How would a student benefit from being there? Why would this choice be better than others?</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Hong Kong (Asia)</td> <td style="width: 50%;">Jersey (Europe)</td> </tr> <tr> <td>Samoa (Oceania)</td> <td>Malaysia (Asia)</td> </tr> <tr> <td>Philippines (Asia)</td> <td>South Africa (Africa)</td> </tr> <tr> <td>Bahamas (Caribbean)</td> <td>New Zealand (Oceania)</td> </tr> </table>	Hong Kong (Asia)	Jersey (Europe)	Samoa (Oceania)	Malaysia (Asia)	Philippines (Asia)	South Africa (Africa)	Bahamas (Caribbean)	New Zealand (Oceania)
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	NOTION	FUNCTION	VOCABULARY	USE OF ENGLISH	SKILLS	PRODUCTION
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<p>W E E K 2</p>	<p>Possibilities</p>	<p>Talking about future real possibilities.</p>	<p><b>Extend your vocabulary</b> <b>Words that mean <i>trip</i>:</b> Trip Drive (noun) Flight Journey Ride (noun) Tour</p> <p>SB p. 94, 95. WB p. 60</p>	<p>If you <b>go</b> on a 10-day tour of New Zealand, you <b>won't regret</b> it. If we <b>take</b> the train, we'll <b>enjoy</b> the journey more. He <b>might take</b> you to the airport if he has time. We <b>can go</b> for a drive in your convertible car if the weather is nice. If you <b>don't have</b> a ticket, you <b>can't get</b> on the bus.</p> <p>SB p. 146, 147. WB p. 58</p>	<p><b>Reading</b> SB p. 94 </p> <p><b>Listening</b> SB Page 94, ex 1 &amp; 2  Track 2.46-2.48</p> <p><b>Reading &amp; Speaking:</b> SB Page 95, ex. 1 &amp; 2. Track 2.49 </p>	<p><b>Speaking</b> SB p. 95 Grammar ex. 3.</p> 
<p>W E E K 2</p>	<p>Hypothetical situations</p>	<p>Talking about unlikely and unreal situations in the present or future.</p>	<p><b>Adjectives and prepositions</b> Interested in Bored with Worried about Fond of Good at Afraid of</p> <p>SB p. 96 WB p. 61</p>	<p>I'm bored with beach holidays. If I <b>were</b> on vacation, I <b>would visit</b> a nice market in Morocco.</p> <p>Patty, you're really good at cooking. If I <b>were</b> you, I'd <b>run</b> my own cookery school.</p> <p>I've always been fond of gardening. I'd <b>grow</b> my own vegetables if I <b>had</b> more free time.</p> <p>The children <b>could</b> each <b>have</b> their own rooms if we <b>moved</b> to a bigger place.</p> <p>If you <b>could</b> study or work in another country, what country <b>would</b> you <b>prefer</b>?</p> <p>What <b>would</b> you <b>do</b> if your son or daughter <b>told</b> you they <b>wanted</b> to travel on their own?</p> <p>SB p. 97, 146 &amp; 147. WB p. 59</p>	<p><b>Reading</b> SB Page 96.  Reading ex. 1-3.</p> <p><b>Pronunciation and Speaking</b> SB p. 97  Pronunciation and Speaking ex. 1-3. Track 2.50 WB p. 62 Pronunciation 1 Track 1.24 Pronunciation 2 Track 1.25</p> <p><b>Listening</b> WB p. 62 Listening Holiday homes Track 1.26. </p>	<p><b>Speaking</b> SB p. 96 Speaking </p>

<p>W E E K 2</p>	<p>Telephone protocol</p>	<p>Using appropriate phrases in telephone conversations</p>	<p><b>Useful phrases</b>  Hello, my name is...  Hello, this is ...  Hello, is that Mr. ...  No, I'm afraid he isn't here.  I'm calling about...  You need to speak to...  I'll put you through.  Can I take a message?  I'm sorry, but the line is busy.  Do you want to hold?  No, that's all right.  I'll call back.</p> <p>SB p. 98</p>	<p>A: <b>Hello</b>, Greenway Holidays.  B: Hi, <b>my name's</b> Pablo Alonso. I'm calling about the English learning holiday.  A: <b>You need to speak to</b> Mrs. Knight. <b>I'll put you through.</b>  B: Thank you.  A: <b>Just a moment, please.</b></p> <p>A: Hello?  B: <b>Hello, is that Mrs. Knight?</b>  A: <b>No, I'm afraid she isn't here.</b>  B: <b>Can't you give me information about</b> the English leaning holiday'  A: <b>I'm sorry, I can't. Can I take a message?</b>  B: <b>No, that's right. I'll call back.</b></p>	<p><b>Listening</b>   SB p. 98  Listening. Tracks 2.51- 2.54  Language focus  Ex. 1-3. Track 2.55</p>	<p>  <b>Speaking</b>    SB p. 98  Speaking A &amp; B.</p>
<p>W E E K 2</p>	<p>Descriptions</p>	<p>Describing a town.</p>	<p><b>Descriptive language</b>  It's a small/ medium sized/ large town/ city/ village.  It's historical/ modern/ touristy/ a bit quiet/ quite lively.  It's in the north/ in the south-east/ in the center of ...  It's on the coast/ near the capital city.  There are lots of shops/ no historical buildings.  There's a medieval castle/ no shopping center.  There's a lot/not much/ nothing to do (at night).</p> <p>SB p. 100.</p>	<p>Let me tell you a bit about my town. It's called <i>Rajec</i> and <b>it is in the north of</b> Slovakia, near the Mala Fatra mountains. <b>It is not a large town but it is very old and beautiful.</b>  The worst thing about <i>Rajec</i> is that <b>it is a bit quiet and there isn't much to do</b> at night. <b>There is no cinema, and there are not many bars and restaurants.</b></p>	<p><b>Reading</b>   SB p. 100</p> <p><b>Writing</b>   SB p. 100  Writing skills: giving more information.  Preparing to write.  Writing.</p>	



**SESIÓN 3**

**Objective:** By the end of the session, students will be able to give advice on health issues and they should also be able to speak about treatment experiences.

ORAL TASK	WRITTEN TASK
<p>Individual            Task preparation. Students will need to gather information beforehand.  <b>Task:</b> What did people do to get over common illnesses some decades ago? What kind of remedies did people use those days?            Interview some older people and ask about their ailments, prepare a brief speech and present it to the class. The best speech will be published in the school newspaper next week.</p>	<p>Individual  <b>Task:</b> You are a health &amp; fitness expert and you give suggestions to the audience in an online forum. A person from the audience is posting this situation:            “My seven-year-old child loves fast food and unhealthy snacks. How can I get him to have a more healthy diet?”            Write an online response to this person giving advice.            You might use these useful phrases:            - Instead of...you could ...            - Don't ..., ... instead!            - Alternatively, you could ...            - Most importantly you should ...</p> <p style="text-align: right;">SB p. 112.</p>

	NOTION	FUNCTION	VOCABULARY	USE OF ENGLISH	SKILLS
<b>W E E K 3</b>	Ailments	Talking about health issues.	<p><b>Feeling ill</b></p> <p>What's the matter?            What's wrong?            A blocked nosed            Cough, Fever            Headache, Sneeze            A sore throat,            Stomach ache            Toothache</p> <p>SB p. 102/ WB p. 66</p>	<p>A: <b>What's wrong?</b> You don't look very well.            B: I think <b>I've caught a cold. I've got a sore throat</b> and a <b>blocked nose</b>.</p> <p>A: I don't feel very well.            B: Oh dear, <b>what's the matter? I've got a terrible headache</b> and I feel sick.</p>	<p><b>Pronunciation</b> </p> <p>SB p. 102            Pronunciation ex. 1-4            Tracks 2.62-2.64</p>

		Giving advice on health issues	<p><b>Pieces of advice</b>  Eat hot chicken soup  Eat foods with vitamin A.  Hot water with lemon and honey in it.  Drink water with a spoonful of salt.  Drink plenty of water.  Breathe hot steam  Eat garlic, Take cold medicine  Stay in bed, Stay dry  Read in good light.  Wear tight or loose clothing.  SB p. 103</p> <p><b>Medical treatment</b>  Break a bone  Have an operation  Stay in hospital  Visit the dentist  Go for a check-up  Take tablets  Cause drowsiness  Consult a doctor</p> <p>SB p. 104/ WB p. 66</p>	<p><b>Breathing hot steam</b> works. Go for a sauna.  <b>You should eat</b> garlic. It works, I promise.  <b>You shouldn't do</b> any exercise. <b>You should stay</b> in bed. Don't go out.  <b>You should stay</b> dry. Don't wash your hair or go out in the rain.  <b>You must always read</b> in good light.  <b>You mustn't go</b> swimming after an hour you've eaten.  <b>You really ought to wash</b> your hands.  <b>Contact lens wearers ought to take</b> their glasses in case they want to sleep.</p> <p>SB p. 103/ WB p. 65</p> <p>To keep your teeth healthy, <b>you should visit the dentist</b> regularly.  <b>We recommend</b> that <b>you go for a check-up</b> every six months.  <b>You should take no more than 8 tablets</b> in 24 hours.  If your symptoms continue, <b>you should consult a doctor.</b></p>	<p><b>Listening</b>   SB p. 103  Listening ex 1-4.   Track 2.65.</p> <p><b>Pronunciation</b>   SB p. 104  Pronunciation ex. 1-3  Tracks 2.66-2.67</p>
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W E E K  3	Ailments	Talking about things that were or weren't possible in the past.	<p><b>Medicine</b>  Anaesthesia, Antibiotics  Bacteria, Death rate, DNA  Microscope, Wheelchair  Pollution, Rabies, Sanitation  Thermometer, Vaccines  Women in labour</p> <p>SB p. 105/ WB p. 66</p>	<p>Before the invention of the refrigeration, people <b>couldn't keep</b> fresh food for very long before it went bad.</p> <p>Fruit growers <b>could store</b> their fruit for a few weeks in a cool place, but to keep it for longer, they <b>had to cook</b> it in sugar to make jam.</p>	<p><b>Reading &amp; Listening</b>   SB p. 104  Reading ex. 1-4 Track 2.68</p>
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		Talking about obligation in the past.		<p>Traditionally, fish was salted or smoked so that people <b>didn't have to eat</b> it straight away.</p> <p>Before 1900 if doctors wanted to know what was inside a person's body, they <b>had to open</b> it.</p> <p>SB p. 105/ WB p. 65</p>	
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W E E K  3	Anecdotes & explanations	Talking about actions that happened before an event in the past	<p><b>Sports. Collocations with do, go or play</b></p> <p>Play { Football Baseball Basketball Golf</p> <p>Go { Swimming Skiing Cycling</p> <p>Do { Martial arts Boxing</p>	<p>Ramzan continued but the other swimmers <b>had stopped</b>.</p> <p>He didn't win the race because the officials <b>had helped</b> him.</p> <p>A Pakistan swimmer made history in 1952. When all the other swimmers <b>had finished</b>, he continued going. He swam an extra 100 meters.</p> <p>Maurizio took his car to the garage <b>because it had broken down</b>.</p> <p>James didn't get the message <b>because</b> his computer <b>had crashed</b>.</p>	<p><b>Reading</b> SB. P. 106-107. Reading ex. 106.</p> <p><b>Speaking</b> SB p. 107 Speaking ex. 1-2.</p> 
			<p><b>Sports</b></p> <p>Dive                      Kick Goal                        Ride Hole                        Run Individual                Throw Wear</p> <p><b>Extend your vocabulary</b></p> <p>win beat</p> <p>SB p. 106, 107. WB p. 67</p>	<p>At the first modern Olympic games in 1896, the U.S. <b>won</b> the most medals, with Greece.</p> <p>American, Tom Burke <b>won</b> the first Olympic 100 meters final, <b>beating</b> German, Fritz Hoffmann by 0.2 seconds.</p> <p>In the final of the first Cricket World Cup in 1975, the West Indies <b>beat</b> Australia by 17 runs.</p> <p>SB p. 148 – 149./ WB p. 65-66.</p>	



**ENGLISH 9**

**Global Pre-Intermediate Units 8, 9, 10**

**SESIÓN 4**

**Objective:**

At the end of this session, students will be able to report what other people said, they should also be able to define people or things by providing information about them.

<u>Oral Task</u>	<u>Written Task</u>
<p>Individual</p> <p><b>Task:</b> The local government is promoting sports among the population in the city by sharing sportspeople’s experiences.</p> <p>Interview a sportsperson who you think could be an example to be followed. You might include the following questions and add your own.</p> <ul style="list-style-type: none"> <li>• How long have you played sports?</li> <li>• What first created your interest?</li> <li>• Why do you like it so much?</li> <li>• What advice on sports can you give to the coming generations?</li> </ul> <p>Create a nice poster with pictures related to the topic, and present it at the “Sports forum” reporting what the interviewee told you. The best five posters will get a \$500.00 prize each.</p>	<p>Small groups</p> <p><b>Task:</b> A well-known newspaper is looking for crossword puzzle designers. Work with your colleagues and design your puzzle about a topic the readers might be interested in. Write clear definitions for the words you choose and give it to some readers to solve it. The most creative designers will get the job.</p>

NOTION	FUNCTION	VOCABULARY	USE OF ENGLISH	SKILLS
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Thoughts and comments.

Reporting what other people said.

**Say, tell and ask**

Reporters always **ask** questions about your private life.

The manager usually **tells** us who will be in the team a few days before a match.

Some people **say** that sportspeople are paid too much, but they have a very short career.

SB p. 108, 109.

WB p. 67

**Tell** always takes an object (me, him, her, us, etc.)

The doctor **told me** that I couldn't eat any more red meat.

He **told me** that I also needed to do some exercise.

**\*Say** never takes a direct object.

We **say** something (to somebody).

I **said** I was fine.

The doctor **said** that I wasn't very fit.

**\*Ask** can take an object, but it doesn't have to.

I **asked** the doctor "What's the matter with me?"

He **asked me** about my eating habits and I told him that they were not very healthy.

In reported statements, the verb goes one tense back.

Direct speech	Reported speech
"I <b>drink</b> two cups of coffee a day."	He said he <b>drank</b> two cups of coffee a day.
"I'm <b>exercising</b> more."	He said he <b>was exercising</b> more.
"We've <b>bought</b> some sport outfits".	He said they <b>had bought</b> some sport outfits.
"I <b>went</b> swimming"	He said he <b>had gone</b> swimming.
"I'll <b>see</b> you later"	He said he <b>would see</b> me later.
"I'm <b>going to join</b> a gym"	He said he <b>was going to join</b> a gym.

SB p. 108, 109, 148, 149.

WB p. 66

**Reading & Listening**



SB p. 108. Reading & Listening ex. 1-3

Tracks 2.69, 2.70.

**Reading**



SB p. 111 Reading ex. 1-2.

**Pronunciation**



WB p. 68 Pronunciation ex. 1,2.

**Listening**



WB p. 68 Track 1.29

<p><b>W E E K 4</b></p>	<p>Definitions &amp; Descriptio</p>	<p>Giving information about a person or a thing.</p>	<p><b>Relative pronouns</b> Who Which That Where SB p. 115</p> <p><b>New words in context</b> Carbon Blog Brunch Email Mouse Text messages Tsunami Virus Windows SB p. 115, 116. WB p. 75</p>	<p>Kerry Maxwell is someone <b>who</b> has written books about new words in English. Tsunami is a Japanese word <b>which</b> is used very frequently in English. Brunch is a meal <b>that</b> people can have at 11 o'clock in the morning. Text messages are short written messages <b>that</b> you send from your mobile phone. I strongly recommend the hotel <b>where</b> we stayed for the congress last year.</p> <p>SB p. 115, 151. WB p. 72.</p>	<p><b>Reading &amp; Listening</b>  SB p. 114 Reading &amp; Listening ex. 1-4. Track 2.73</p> <p><b>Reading</b>  SB p. 115</p>
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**ENGLISH 9**

**Global Pre-Intermediate Units 8, 9 &10**

**SESIÓN 5**

**Objective:**

At the end of this session, students will define and refer to people or things appropriately. They should also be able to talk about events in different settings and tenses.

<u>Oral Task</u>	<u>Written Task</u>
<p>Pairs  <b>Task:</b> You work for a car dealership and this year you're launching a new car. You and your partner have been asked to make the presentation of the car describing its most important features. You'll earn a commission if you sell at least two units this week.</p>	<p>Small groups  <b>Task:</b> You want to publish a magazine article because you need to get some money. The magazine is asking for fantastic articles in order to get more readers. Work with 2 more colleagues and write a fun article about famous people. Create an unbelievable situation, saying what is happening, who are the people involved, why the people are acting like that and what might happen next.            Exchange your article with another group for feedback, listen to their comments and edit your article. Hand it in to be published next week.</p>

	NOTION	FUNCTION	VOCABULARY	USE OF ENGLISH	SKILLS
W E E K 5	References	Talking about a person or thing that has been referred to previously.	<b>Words that mean New</b> Advanced, Cutting edge Modern, Innovative Fresh, Latest Recent, Brand new  SB p. 116/ WB p. 75	We are in <b>trouble</b> at work. Nothing we've tried so far has worked. We need a fresh approach to solve <b>the problem</b> . <b>Steve Jobs</b> was amazingly good at technology and business. <b>The man</b> created really innovative gadgets. Newfoundland is <b>a province</b> in Canada. <b>The province</b> is located in the east of the country.	 <b>Reading</b> SB p. 116 & 117. Reading ex. 1-5.  <b>Speaking</b> SB p. 117 Speaking ex. 1-3.
		Referring to a specific person or thing, or to the only one of their type.		Have you talked to <b>the</b> teacher? You need to tell him that <b>the</b> internet café is closed and we weren't able to print out our report.  <b>The</b> Fine Arts Palace is a beautiful landmark in my city.  New Zealand is a country in the Pacific Ocean. It consists of two islands, <b>the</b> North Island and <b>the</b> South Island.  SB p. 116, 117, 150, 151. WB p. 73.	 <b>Pronunciation</b> WB p. 77 Pronunciation ex. 1 & 2. Tracks 1.30 & 1.31   <b>Listening</b> WB p. 77. Listening ex. 1 & 2. Tracks 1.32.   <b>Reading</b> WB p. 78, 79.
W E E K 5	Farewells	Finishing a conversation and saying goodbye	<b>Ending a conversation</b> Sorry to rush off Talk to you later, Ok? Anyway All right Well, I have to go Nice to talk to you Well, I think that's it Goodbye Bye  SB p. 122	(In the elevator) A: Phew. Isn't it hot? B: Hmm. Sorry? A: I said, isn't it hot? B: Yes. Yes. Very hot. A: I can't remember a summer like this since... since the nineteen seventies. 1976 it was. B: I don't really remember, I was quite young then. A: I guess you were. I was in love then... B: Oh look. This is my floor A: Oh. B: Well. I have to go. Nice to talk to you. A: Yes, yes. B: Goodbye.	<b>Listening</b> SB p. 122 Listening ex. 1,2 Tracks 2.79, 2.80  Language focus ex. 2.81, 2.82   <b>Speaking</b> SB p. 122. Speaking ex. A, B.

## Review of narrative tenses (Part 1)

	NOTION	FUNCTION	VOCABULARY	USE OF ENGLISH	SKILLS
W E K 5	Habits, routines & facts	Talking about habits, routines and things that are always true.	<b>Transport</b> Coach Engine Exhaust Horse-drawn carriage Motorbike Rowing boat Tracks Underground Wheels Wings	Robert usually <b>goes away</b> two or three times a year. Elena <b>doesn't drink</b> tea very often. The café <b>opens</b> at 7.30 in the morning. SB p. 132	<b>Speaking</b>  SB p. 118. Vocabulary & speaking ex. 1-4  <b>Pronunciation</b> SB p. 118  Pronunciation tracks 2.74 & 2.75  <b>Reading</b>  SB p. 118, 119. Reading ex. 1-4 Track 2.76  
	Actions happening now	Talking about actions happening at the time of speaking.		Jessica is in her car. She's <b>driving</b> to work Pablo and Karla had an argument. They're <b>speaking</b> to each other now. SB p. 132	
	Temporary situations	Talking about activities happening for a certain period of time.		Dan's <b>working</b> on the night shift this month. Some friends of mine <b>are building</b> their own house. They hope to finish it next summer. SB p. 132	
	Arrangements	Talking about arrangements with a date and time.		I'm <b>meeting</b> my friends this evening. Manuel <b>is traveling</b> to the Netherlands next week. SB p. 138	
	Finished actions	Talking about completed actions in the past.		<b>Did you go</b> out last night? SB p. 136 Yes, I <b>went</b> to the cinema, but I <b>didn't enjoy</b> the film very much.	
	Situations in progress in the past	Talking about activities in the past	I <b>was checking</b> my email last night. SB p. 136		
	Interrupted activities	Talking about actions that happen in the middle of something else.	Samuel phoned while we <b>were having</b> dinner. I hurt my back while I <b>was working</b> in the garden. SB p. 136		
	Life experiences	Asking and giving information about people's experiences.	<b>Have you read</b> Hamlet? No, I <b>haven't read</b> any of Shakespeare's plays. SB p. 140		
	Unfinished time	Talking about activities that take place for a period of time that continues until now.	<b>I've done</b> a lot of work today. SB p. 140 Susy <b>hasn't seen</b> Martin recently. She's <b>worked</b> for Samsung electronics <b>since</b> 2008.		
	Finished & unfinished actions	Contrasting actions that are completed and those which are not finished.	<b>Have you taken</b> your car to the mechanic recently? SB p. 140 Yes, I <b>did</b> it a few days ago.		
Expected events	Asking and giving information about events that are expected to happen.	<b>Has it stopped</b> raining <b>yet</b> ? No, it is still raining. Don't forget to pay the electricity bill. <b>I've already paid</b> it.			
Recent events	Emphasizing that the action occurred a short time ago.	Hello. <b>Have you just arrived</b> ? Are you hungry? No, I've <b>just had</b> lunch.			



**ENGLISH 9**

**Global Pre-Intermediate Units 8, 9 & 10**

**SESIÓN 6**

**Objective:** At the end of this session, students should be able to talk and write about a given topic using verbs effectively in different forms and tenses.

<u>Oral Task</u>	<u>Written Task</u>
Individual <b>Task:</b> You want to do your social service because you're about to finish your major. One activity you need to complete is visiting a high school and talk to the students about your major. Tell them: Why did you choose your major? Which choices did you consider before making that decision? Why did you discard the other choices? What do the students might do before making their own choice?	Individual <b>Task:</b> A group of foreign students on an exchange program is planning to visit your town for an afternoon and evening. You have been asked to write a report for the leader of the group. You should give advice on places to go for shopping and entertainment, explaining your choices. (Check the example on SB p. 124)

**Review Narrative tenses (Part 2)**

	NOTION	FUNCTION	VOCABULARY	USE OF ENGLISH	SKILLS
<b>W E E K 6</b>	Activities that happened before an event	Talking about activities that happened before a certain time in the past.	<b>Transport verbs</b> Get in/ on Get off/ to Travel by  WB p. 76	I wasn't sure who she was. <b>I'd seen</b> her before, but I couldn't remember where. When we got home last night, we found that somebody <b>had broken</b> into the flat. <span style="float: right;">SB p. 148</span>	
	Predictions	Talking about predictions or beliefs about the future.		I think <b>there'll be</b> a nuclear accident. <span style="float: right;">SB p. 138</span> I'm sure there <b>will be</b> more homeless people in the future.	
Plans & intentions	Talking about what we have already decided or intend to do in the future.	They're <b>going to work</b> for an NGO. I'm just <b>going to make</b> a quick phone call. <span style="float: right;">SB p. 138</span>			
Emphasis on actions	Saying what happens to a subject.	High-tech cars <b>are made</b> in Germany. A lot of money <b>was stolen</b> in the robbery. <span style="float: right;">SB p. 146</span>			
	Future possibilities	Talking about future possible situations.	If we <b>go</b> by bus, it <b>will be</b> cheaper. We'll <b>enjoy</b> the journey more if we <b>take</b> the train. <span style="float: right;">SB p. 146</span>		

	Hypothetical situations	Talking about activities that we don't expect to happen.		<b>If there was</b> an election tomorrow, who <b>would you vote</b> for? <b>If you found</b> a wallet in the street, what <b>would you do</b> with it?		
	Obligation and necessity	Stating rules and obligations		I <b>must finish</b> this report He <b>has to give</b> a presentation tomorrow. SB p. 140		
	Obligation and necessity	Saying that something isn't necessary, but it is possible or allowed.		Men <b>don't have to wear</b> a tie at work. The customer <b>doesn't have to pay</b> beforehand. SB p. 140		
	Possibility	Saying that something is possible or allowed.		You <b>can buy</b> food in the staff canteen. You <b>can eat</b> your own sandwiches there. SB p. 140		
<b>W E E K 6</b>	Advice	Giving suggestions		You <b>must take</b> an aspirin. SB p. 148 You <b>should go</b> to bed if you don't feel well. You <b>ought not to watch</b> TV without your glasses.		
	Obligation (past)	Talking about past obligation. (Or lack of it).		I <b>had to take</b> tablets for a long time. SB p. 148 Fortunately, I <b>didn't have to stay</b> in hospital long.		
	Possibility (past)	Talking about things that were possible or not possible in the past.		When I was in hospital, I <b>couldn't get</b> out of bed. SB p. 148 We <b>could have</b> visitors in the afternoon.		
	Integrating the notions and functions above			<b>Verb form review</b> SB p. 118, 119, 150, 151. WB p. 74		
<b>W E E K 6</b>	References	Referring to two people or things, saying the same about the two of them.		<b>Both</b> restaurants are very good. (Plural noun and verb) <b>Both games</b> are successful worldwide. <b>Both of</b> these restaurants are expensive. I couldn't decide which of the two shirts to buy. I liked <b>both</b> . SB p. 120, 121, 150		<b>Listening</b>  SB p. 120 Listening ex. 1-3 Track 2.77  <b>Pronunciation</b> SB p. 121 Pronunciation ex. 1-2. Track 2.78  <b>Speaking</b>  SB p. 121

		<p>Saying something negative about two people or things.</p>		<p><b>Neither</b> restaurant is expensive. (Singular noun and verb)          Is your friend British or American? <b>Neither</b>, she's French.  <b>Neither of</b> the restaurants we went to was expensive. (Plural noun or pronoun).          SB p. 120, 121, 150          WB p. 74</p>	<p><b><u>Pronunciation</u></b>          WB p. 77</p> <p>Pronunciation ex. 1 &amp; 2. Tracks 1.30, 1.31, 1.32.</p> <p><b><u>Reading</u></b>           WB p. 78, 79. Reading ex. 1-6</p> <p><b><u>Written</u></b></p> <p>Writing a report          WB p. 80, 81.</p>
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