



Objetivo: At the end of this lesson students will be able use different tenses and verbs to report and repeat what other people said, asked, requested or commanded. They will also be able to report events and people's actions.

| ORAL TASK | WRITTEN TASK |
|---|---|
| <p><i>A bad review</i> Pairs Students will record a short video to give a bad review to a place/ event.</p> <p>Task You've just had a bad experience at a hip hotel/restaurant/ music festival/ night club or bar. You're really upset and you want people to know how awful your experience was. Record an <i>Instagram</i> or <i>Periscope</i> video so you can instantly tell all your friends and followers about it.</p> | <p><i>A bad review</i> Individual. Students will write a review to complain about an event or a place.</p> <p>Pre-task Work with WB pg 55 Preparing to write, Ask ss to make a similar chart.</p> <p>Task You've gone to a popular hotel/restaurant/ music festival/ nightclub or bar, and it was disappointing. You don't want other people to have the same problems you had. Write a review about the event/place for your Facebook friends and followers; say what you were told would happened, what really happened and what you think.</p> |

| | NOTION | FUNCTION | GRAMMAR | USE OF ENGLISH | VOCABULARY | SKILLS |
|---------------------------|--------------------------------|--|---|---|--|---|
| W E E K 1 | Reported speech | Repeating what someone said or asked. | <p>Testing - Reported Speech SB pg 70, 71, 142/ WB pg 48</p> | Claudia told us that she didn't agree with the new dressing code. She said she wouldn't wear the new uniform because it was really uncomfortable. | <p>- Ways of speaking Say, tell, shouting, yelling, whispering, eavesdropping, mumbling, etc SB pg 70/ WB pg 50</p> <p>- Word use Listen, hear and overhear. SB pg 70/ WB pg 51</p> | <p>Listening SB pg 70 Vocabulary & Listenir. Track 2.06</p> |
| | | | <p>Testing - Reported questions SB pg 70, 71, 142/ WB pg 48</p> | Andreas asked if we wanted to eat out and where we would like to go. We must answer before 7 so he can make reservations. | | <p>Reading SB pg 70, 71 Reading</p> |
| | | Reporting what a person said and the way they spoke. | <p>Teaching - Reported Speech: ways of speaking. SB pg 70</p> | I was at the electronics shop the other day and a lady yelled that she wasn't satisfied with the product and that she wanted her money back. | | <p>Listening and Speaking SB pg 71 Listening & speaking. Track 2.07</p> <p>Listening WB pg 51 Listening. Track 1.16</p> |
| | Reported requests and commands | Repeating what someone requested or commanded. | <p>Teaching - Reported requests Ask + object + infinitive SB pg 73, 142/ WB pg 48, 49</p> | My neighbors were having a party yesterday and Mr. Sleman asked them to keep it quiet or he would call the police. | <p>- Words related to electronic equipment A battery, a cable, headphones, etc. SB pg 72/ WB pg 51</p> <p>- Words and phrases related to surveillance Agents in disguise, hidden cameras, tap a phone, secret messages. SB pg 73</p> | <p>Speaking SB pg 72 Speaking</p> |
| | | | <p>Teaching - Reported commands Tell + object + infinitive SB pg 73, 142/ WB pg 48, 49</p> | The police arrived five minutes later and told the partying neighbors to turn the volume down. | | <p>Listening SB pg 73 Listening. Track 2.08</p> |
| | | | Before they left, one of the officers told my neighbors not to bother the Slemans again. Turns out the officer is their grandson. | <p>Listening SB pg 75 Listening. Track 2.11-2.14</p> | | |

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| Reported actions and events. | Reporting what people did and how events happened. | Teaching -Reporting verbs WB pg 55 | Yolanda was upset because the restaurant charged us the service, she asked the waiter to remove the charge, but he refused to do it. He said he couldn't do anything about it. | - Reporting verbs Ask, recommend, demand, inform, recommend, refuse, accept, WB pg 55 | Reading & Writing <i>Posting a review</i> WB pg 54, 55 |
| Reviews and opinions | Writing a positive or negative review about a place or event. | Teaching - Linking words: contrast WB pg 54. | Despite reading a negative review on the new restaurant downtown, I ate there last week. | - Linking words: Contrast But, although, despite, however, instead WB pg 54 | |

WEEK 2

Objective: Students will define people and things; they will also provide detailed descriptions of someone or something.

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| WRITTEN TASK | ORAL TASK |
| Individual There is a Creative Technology Fair at your school in which you want to participate. Design an innovative gadget that you could sell or swap. Make a detailed description of your invention, explain how it works and in case you want to swap it, state what you would ask for in return. The most creative inventors will be benefited with a \$5,000 prize. | Small groups Get in small groups and exchange your written tasks. Pick the gadget that you like the most, the one that you think will make you get the prize. Present its features to the audience and judges in an interesting way. |

| | NOTION | FUNCTION | GRAMMAR | USE OF ENGLISH | VOCABULARY | SKILLS | | | | | | | | | | | | | | | | | |
|----------------------------------|-----------------------|--|---|---|---|---|-----------|---------|----------|---------|-----------|------|--------------|---------------|--------|--------|----------|--------|------------|----------|--------|------------|-----------------------|
| W E E K 2 | Definitions | Explaining exactly who or what we are talking about. | Testing Defining relative clauses SB p. 78, 79, 144, 145/ WB p. 56. | The money which is not used goes back into the account. That's the customer who left without paying his bill . This is a shop where bartering is allowed . Oscar said something that I couldn't hear clearly . | - Inexact Numbers About, A couple of, Loads of, Around, Sixish, So | Writing SB p. 78 Writing ex. 1-3. Reading SB p. 78 & 79. Reading ex. 1-4. Speaking SB p. 79 Speaking ex. 1 & 2. | | | | | | | | | | | | | | | | | |
| | Detailed descriptions | Giving extra information about someone or something. | Testing Non- defining relative causes * Commas are used before and after the relative clause. SB p. 80, 81, 144 & 145. WB p. 57. | The company, which is used in Tokyo , has become a huge success. They gave her a present for her birthday, which was a real surprise . The bank managers, who were trying to leave the country , have been arrested. | - Extend your vocabulary: <i>Mania</i> <i>Beatlemania, Discomania</i> SB p. 80/ WB p. 60 - Word building: Trade <table border="1" style="display: inline-table; vertical-align: top;"> <tr> <th>Noun</th> <th>Adjective</th> </tr> <tr> <td>economy</td> <td>economic</td> </tr> <tr> <td>Finance</td> <td>financial</td> </tr> <tr> <th>Verb</th> <th>Noun (thing)</th> <th>Noun (person)</th> </tr> <tr> <td>supply</td> <td>supply</td> <td>supplier</td> </tr> <tr> <td>invest</td> <td>investment</td> <td>investor</td> </tr> <tr> <td>employ</td> <td>employment</td> <td>employer/ employee</td> </tr> </table> | Noun | Adjective | economy | economic | Finance | financial | Verb | Noun (thing) | Noun (person) | supply | supply | supplier | invest | investment | investor | employ | employment | employer/ employee |
| Noun | Adjective | | | | | | | | | | | | | | | | | | | | | | |
| economy | economic | | | | | | | | | | | | | | | | | | | | | | |
| Finance | financial | | | | | | | | | | | | | | | | | | | | | | |
| Verb | Noun (thing) | Noun (person) | | | | | | | | | | | | | | | | | | | | | |
| supply | supply | supplier | | | | | | | | | | | | | | | | | | | | | |
| invest | investment | investor | | | | | | | | | | | | | | | | | | | | | |
| employ | employment | employer/ employee | | | | | | | | | | | | | | | | | | | | | |
| W E E K | Detailed descriptions | Making a description of a place more interesting. | Teaching Somewhere + subject + verb WB p. 64 & 65. | Somewhere you can stroll around on foot would be a plus. | - Extreme adjectives Spectacular, Stunning, Wonderful, Sandy, Unspoiled, World-famous, Huge | | | | | | | | | | | | | | | | | | |
| | | | Teaching Somewhere + preposition + noun | We're looking for somewhere in a city . | | | | | | | | | | | | | | | | | | | |

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| 2 | | | WB p. 64 & 65. | | |
| | | | Teaching Somewhere + adjective WB p. 64 & 65. | Somewhere warm and sunny would also be a bonus. | |

WEEK 3

Objetivo: Students will express their wishes and desires for present matters to be different. They will also appraise and employ countable and uncountable nouns in descriptions of everyday life situations. By the end of the session, students will give their opinion about a specific topic.

| ORAL TASK | WRITTEN TASK |
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| <p><i>Debate circle.</i> Whole class. Students will debate about the topic they wrote about in the written task stage.</p> <p>Task Does attending a renowned university or coming from a wealthy family mean you will be successful? Can anybody be successful? Is money the same as success? Have a debate about the topic: What is success? Express your opinion, listen to your classmates' and come to a conclusion.</p> | <p><i>An opinion essay: Success</i> Whole class/ Individual. Students will write an essay to express their opinion regarding different current and trending topics.</p> <p>Task Tradition states that being successful means having a lot of money or a very well-paid job, a house, a car, a family and even a pet. Do you agree with that? What's your idea of success? TED talks wants to know what young people think. Tell us your opinion; write an essay to express your point of view on the matter. If your paper is selected, you'll be invited to participate as a speaker at the next TED talk in your country: "Being successful in the 21st century".</p> |

| | NOTION | FUNCTION | GRAMMAR | USE OF ENGLISH | VOCABULARY | SKILLS |
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| W E E K 3 | Countable & Uncountable nouns. | Talking about things in general. | Teaching/testing Nouns with no article. SB pg 82 | Love is all you need. True friendship is a life treasure. | <ul style="list-style-type: none"> - Abstract nouns Love, life, wealth, health, etc. SB pg 82/WB pg 59 - Countable and uncountable nouns - Common uncountable nouns Love, accommodation, advice, furniture, etc SB pg 144/ WB pg 57 - Food and drinks | <p>Reading SB pg 82 Reading Track 2.19</p> <p>Speaking SB pg 83 Speaking</p>   |
| | | Distinguishing countable from uncountable nouns. | Teaching/ testing Countable Nouns - Singular forms - Plural forms - Article+ noun. SB pg 82,83, 144/ WB pg 57, 58 | Beyond physiological and safety needs is the need for love and belonging. | | |
| | | Using uncountable nouns as countable units. | Teaching/testing Uncountable nouns - The+ noun - Noun + some/any - Noun + verb 3 rd person form. SB pg 82,83, 144/ WB pg 57, 58 | A: I just love your sofa. It's so modern and comfy. B: That old thing? It isn't new! There was some furniture in the house when we moved in and that sofa was part of it. | | |
| | | Using countable nouns as uncountable units to refer to something as a substance rather than a single unit. | Teaching - Uncountable nouns as countable ones. SB pg 82,83, 144/ WB pg 57, 58 | A: Two coffees and one tea ? B: No, two teas and one coffee, please. I don't like coffee , but I really love tea . | | |
| | | Changing the meaning of an idea by using the countable or uncountable form of the same noun. | Teaching - Countable nouns as uncountable ones. SB pg 82,83, 144/ WB pg 57, 58 | The bag with the groceries broke and everything fell down. Now there's egg and ice-cream all over the kitchen floor. | | |
| | | | Teaching - Nouns that are countable and uncountable but have different meanings. SB pg 82,83, 144/ WB pg 57, 58 | A: There's a long black hair in my soup! B: Ha,ha,ha. The server has long black hair , it might be his. | | |

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| Wishes | Expressing the desire for present events or things to be different from what they really are. | Teaching Wish + simple past aff. & neg. SB pg 85, 144/ WB pg 58 | I wish all Mexicans had access to social security. | - Extend your vocabulary: funny Amusing, hilarious, etc SB pg 84/WB pg 60 - Regular and irregular verbs in the simple past tense. | Listening SB pg 84 Listening Track 2.20 Speaking SB pg 85 Speaking Reading SB pg 87 Writing <i>An opinion essay</i> SB pg 88 Giving your opinion. |
| | Expressing the desire or need for change. | Teaching If only + simple past aff & neg. SB pg 85, 144/ WB pg 58 | I failed Math again, if only I were good with numbers... | | |
| | Expressing the regret that a situation isn't different from what it is. | | Melisa is late again. If only she didn't arrive late all the time... | | |
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WEEK 4

Objective: Students will analyze the different uses of the modal verb *Would* and they will use it to communicate effectively in a variety of situations. They will also talk about unlikely situations as well as possibilities in the past that didn't happen

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| | | | | WRITTEN TASK | |
| | | | | Small groups/ Written Task: You and your colleagues have a blog in English for speakers of other languages. Your readers want to learn how to apologize in English. Write creative messages for the following situations and post them on your blog. Explain how different things might be if you hadn't made these mistakes. | |
| | | | | <ul style="list-style-type: none"> Your company has decided not to renew an employee's temporary contract. You have broken your flat mate's favorite cup but can't fix it right now. A good friend has invited you to her first public concert, but you can't go. | |
| | | | | Present your blog to the class | |

| | NOTION | FUNCTION | GRAMMAR | USE OF ENGLISH | VOCABULARY | SKILLS |
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| WEEK 4 | Possibilities | Talking about hypothetical situations in present or future. | Testing Modal verb: Would SB p. 90, 92, 146 & 147/ Wb p. 66 | I wish my father were here, he would know what to do. How would I know which way to go? | - Collocations with <i>Lose & Lost</i> Lose your mind, A lost cause, Lose sight of something Sb p. 91/ WB p. 69 | Speaking SB p. 90 Speaking Reading Sb p. 90 Reading ex. 1-3. |
| | Regular past actions | Talking about actions that happened regularly in the past. | | You could never rely on Pablo. It didn't matter how many times you reminded him to do something, he would always forget. | | |
| | Offers & requests | Making offers | | Would you like to eat with us tonight? | | |
| | | Making polite requests | | Would you mind lending me a hand? Would you open the door for me? | | |
| | Pieces of advice | Giving advice | You look very tired today. I would leave work early. | | | |
| Unlikely situations | Talking about imaginary situations, or events that are not expected to happen. | Testing Second conditional sentences SB p. 92, 93, 146 & 147/ WB p. 66 & 67. | I'd take it easy for a while if I were you. If my father was still alive, he'd be very proud. I'd give up my job if I didn't like it. If you needed help, who would you ask? | - Collocations with <i>Make and Do</i> Make decisions, Make a mistake, Do nothing, Do a favor. SB p. 94/ WB p. 70 - Phrases to express <i>With or without a plan</i> By mistake, By chance, On purpose SB p. 94/ WB p. 70 | Reading SB p. 92. Reading ex. 1-4. Listening SB p. 93 Listening ex. 1-3 Track 2.24. Speaking Sb p. 93 Speaking. Reading SB p. 94 & 95. Reading ex. 1-2. Pronunciation SB p.95 Pronunciation ex. 1-3. Track 2.25 | |

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| Impossible conditions | Talking about possibilities in the past that didn't happen. | Testing Third conditional sentences SB p. 94, 94, 146 & 147/ WB p. 67 | They would've been here hours ago if they'd followed my directions. If I hadn't seen it with my own eyes, I wouldn't have believed it. If the hotel had been full , where would you have stayed ? | Writing SB p. 95_Writing p. 95 ex 1-2 WB p |
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WEEK 5

Objetivo: Students will discuss and analyze past events in order to elaborate hypotheses about them. They will also employ different paralinguistic elements to show sympathy towards a speaker.

| ORAL TASK | WRITTEN TASK |
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| <p><i>That's fascinating!</i> Whole class/ Pairs. Role-Play. Students will role play lecturers and their audience in a talk where hypothesis about the past will be discussed.</p> <p>Task Students A& B (Lecturers): You're part of the team of experts that studied the time capsule from the year 2020. Today, you're giving a lecture at the Planet Blue University. Prepare your lecture; talk about what was found in the capsule and the different hypotheses that have been made around them. Answer your audience's questions. Class: You're university students and general public who have attended the lecture. Listen to the experts and comment on what they say. Participate by sharing what you have heard about the capsule and the objects in it.</p> | <p><i>What could that have been?</i> Individual. Creative writing. Free composition. Students will write an opinion essay to express their point of view on a specific matter.</p> <p>Task It's the year 2500 and a time capsule from the year 2020 has been unearthed in your town. The capsule contains lots of different and interesting things from the XXI century: clothes, toys, some pictures, different electronic devices, etc. Unfortunately, nobody knows what they are or how they were used since civilization was almost destroyed, and all records and databases were lost in the Atomic World War III in 2099. The planetary government has asked experts in ancient history to study the objects and to elaborate hypotheses about their origins and uses. Collaborate with the project by writing and submitting your opinion on the matter. Write about 3 different objects.</p> |

| | NOTION | FUNCTION | GRAMMAR | USE OF ENGLISH | VOCABULARY | SKILLS | | | | | | | | | |
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| WEEK 5 | Hypotheses about the past. | Expressing different degrees of certainty about what happened in the past. | Teaching Past modals of deduction (Modal + Have + past participle) SB p 96,97, 146/ WB p 68, 69 | The fossils the Chilean team of paleontologists could have belonged to the biggest mammoth that has ever been found. | - Modals of probability - Expression: "Finders keepers, losers weepers." | Reading & Speaking SB p 96 Reading and Speaking. Listening SB p 96 Listening Track 2.26 | | | | | | | | | |
| | | | Teaching Past modals of deduction (Modal + not +have+ past participle) SB p 96,97, 146/ WB p 68, 69 | The mammoth might not have died of natural causes. The team found traces of puncture wounds on some of the bones. | - Vocabulary related to jewellery, containers, precious metals and jewels. Bracelet, bowl, silver, diamond. SB p 97/ WB p 70 | Speaking SB p 97 Speaking | | | | | | | | | |
| | Logic and Order of Ideas. | Using discourse markers to make ideas clear and organized*. | Teaching Discourse markers SB p 100 Writing skills | I'd put pictures of animals, plants and trees into the capsule. In this way, future generations will be able to see how they were when it was possible to see them in daily life and not only in a museum. | - Discourse markers <table border="1"> <tr> <td>Exemplify</td> <td>For example</td> </tr> <tr> <td>Result</td> <td>For this reason</td> </tr> <tr> <td>Sequence</td> <td>First of all</td> </tr> <tr> <td>Addition</td> <td>Moreover</td> </tr> <tr> <td>Contrast</td> <td>However</td> </tr> </table> SB p 100 | Exemplify | For example | Result | For this reason | Sequence | First of all | Addition | Moreover | Contrast | However |
| Exemplify | For example | | | | | | | | | | | | | | |
| Result | For this reason | | | | | | | | | | | | | | |
| Sequence | First of all | | | | | | | | | | | | | | |
| Addition | Moreover | | | | | | | | | | | | | | |
| Contrast | However | | | | | | | | | | | | | | |
| Expressing sympathy. | Expressing sympathy towards positive and negative situations. | Teaching Phrases and paralinguistic elements to express sympathy. SB p 98 | A: My grandfather's just died B: I'm really sorry to hear that. Is there anything I can help you with? | - Phrases to show sympathy: Are you all right? Cheer up! What's wrong? Etc. SB p 98 | Listening SB p 98 Listening Speaking SB p 98 Speaking | | | | | | | | | | |

* The aim of this notion is to take ss through the writing process (pre-writing, while writing, post writing), and to teach them how to organize and connect their ideas -both in writing and speaking. Teacher is advised to bring complementary materials to teach and practice this notion.

WEEK 6

Objective: Students will use modifiers in comparisons appropriately to make them more interesting and specific. Students will also produce accurate sentences when using verbs as complements.

| ORAL TASK | WRITTEN TASK |
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| <p>Small groups. The prototype fair is here and you and your group want don't want to miss the chance to win a scholarship to learn a second foreign language. Consider that inventions can be useful and can change our lives. Over time, inventions can also be changed to help us better. Choose an invention and think about the following questions: How did it use to be like? How does it help us in our daily lives today? What do you think it will be like in the future? Create a nice poster and describe interesting features of your prototype. Good luck in the competition!</p> | <p>Individual written There are many people around us who need help our help since they cannot overcome this hard situation by themselves. The scholar committee wants to raise awareness about this social problem among students. Think about the people in your local community or in other places who may need some help. Choose a group of people and plan a charity event to help them. Create a podcast to promote the event. Write a script to use in it. Take into account these questions to help you. What is the charity event about? Where and when is the event? How can people contribute in the event? What are you going to use the funds you gather for?</p> |

| | NOTION | FUNCTION | GRAMMAR | USE OF ENGLISH | VOCABULARY | SKILLS | | | | | |
|---------------------------|--|--|--|---|--|---|-----------|-----------|----------|----------|---|
| W E E K 6 | | Constructing ideas in which verbs are used as direct objects. | Testing Verb patterns 1. Verb + infinitive with to I don't like traveling; I prefer to stay at home. | - Stereotypes Parts of speech <table border="1" style="display: inline-table; margin-left: 20px;"> <tr> <td>Noun</td> <td>Verb</td> <td>Adjective</td> </tr> <tr> <td>Tolerance</td> <td>Tolerate</td> <td>Tolerant</td> </tr> </table> | Noun | Verb | Adjective | Tolerance | Tolerate | Tolerant | Speaking SB p 102 ex. 1 – 4. Vocabulary and Pronunciation SB p 102 ex. 1-3. Track 2.35 Listening SB p 102 ex. 1-3. Track 2.36 |
| | | | Noun | | Verb | Adjective | | | | | |
| | | | Tolerance | | Tolerate | Tolerant | | | | | |
| | | | 2. Verb + ing with little or no difference in meaning I don't like traveling, I prefer staying at home. | | SB p 102/ WB p 77 & 78. | | | | | | |
| | | 3. Verb + infinitive with to The French managed to conquer England. | | | | | | | | | |
| | | 4. Verb + ing SB p. 102, 148 & 149. They can't resist making jokes about each other. | | | | | | | | | |
| | | Similarities & differences | Comparing features between two people or things. | Testing Comparative adjectives 1. One-syllable adjectives <i>er/est</i> This coffee is very weak. I'd like it to be stronger . | - Adjectives - Comparative adjectives - Expression: <i>I mean</i> It seems very sudden. I mean , she must be a lot younger than you. SB p 105/WB p 78 - Other ways of saying <i>like</i> : Adore, Fancy, Fond, Keen SB p 105 Track 2.38/ WB p 78 | Reading and Speaking SB p 104 & 105 ex. 1-4. Track 2.37 | | | | | |
| | | | | 2. One-syllable adjectives ending with one consonant The divorce left him sadder and wiser. | | | | | | | |
| | 3. Adjectives ending in <i>e</i> We want to move to another city. It would be nicer if we moved to London. | | | | | | | | | | |
| | 4. Adjectives ending in <i>y</i> We were busier than usual in the office today | | | | | | | | | | |
| | 5. Two or more-syllable adjectives Brightly colored packaging made the pens even more appealing to children. | | | | | | | | | | |
| | 6. Irregular adjectives The rooms were awful and the food was worse . | | | | | | | | | | |
| | 7. Less + adjective She's less responsible than her sister. | | | | | | | | | | |
| | | Saying that two people or things are the same | Testing Comparisons As + adjective + as Not + as +adj.+ as. The latest Rowling book is as engaging as the previous one. | | | | | | | | |

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| | Comparing features between actions | Testing Comparative adverbs 1. Same form as adjectives 2. Adverbs ending in /ly More + adverb 3. Two or more - syllable adverbs 4. Irregular adverbs | The baby arrived earlier than expected. This may take longer than we thought. You need to act more responsibly than before. Pat doesn't play tennis much these days. She used to play more often . I know him well; probably better than anybody else know him. | | | | | |
| | | Testing Superlative adverbs She tried her hardest not to show how disappointed she was. He was voted the worst dressed of the year. | | | | | | |
| | | Testing Superlatives 1. One syllable-adjective 2. Adjectives ending in e 3. Adjective ending in y 4. Two or more syllable-adjectives 5. Irregular adjectives 6. The least + adjective | If an animal is badly injured, the kindest thing to do is to kill it painlessly. Brazil is the world's largest producer of coffee. Their house isn't the easiest place to get to. Ana is the most reliable person I've ever met. This part of the garden is the farthest from the house. Max was the least enthusiastic student in the class. | | | | | |
| | | Showing a small or a big difference when comparing people or things | Testing Modifiers SB p 104, 105, 148 & 149/ WB p 76. The film was slightly more interesting than the book. This TV is much more expensive than the one I bought. | | | - Modifiers A bit, A little Slightly, A lot Much, Far SB p 104, 105, 148 & 149/ WB p 76. | | |
| | | ??????? | Becoming familiar with the prepositions that follow certain verbs. Conveying different meanings when using verbs followed by prepositions. | | | Teaching Verbs followed by prepositions SB p 106, 107, 148 & 149. WB p 77. | I dreamt about you last night. Do you dream of being rich and famous? Thank you for reminding me about the meeting. This house reminds me of the one I lived in when I was a child. I don't know what time I'll get home. It depends on the traffic. | - Verbs and Prepositions Apologize for Apply for Believe in Dream of/ about Know about/ of Rely on Remind ☺ of |
| | ??????? | Describing situations in which the subject and the object in a sentence are the same. | Teaching Reflexive pronouns SB p 118, 119, 150 & 151/ WB p 85 | | | Catherine and her lovers were unable to save themselves . I blamed myself for the accident. | - Words related to death: Death, A funeral, A grave, A widow/widower - Reflexive Pronouns Myself, Yourself, Himself, Herself, Itself, Ourselves Themselves SB p 118 & 119/ WB p 87 | Vocabulary & Listening SB p 118 ex. 1-4. Track 2.53 Reading SB p 118 & 119 ex. 1-4. Speaking SB p 119 ex. 1-3. |
| | ??????? | Describing situations in which two or more people do the same thing. | Teaching Reciprocal pronouns SB p 118, 119, 150 & 151/ WB p 85 | | | Henry and Jane fell in love with each other . We are always hurting each other . | - Reciprocal pronoun Each other SB p 118 & 119/ WB p 87 | |

