

Aim: Students request general and specific information, ask for agreement, show surprise and give suggestions using questions.

ORAL TASK

Second time meetings.

Pairs. Students role play people meeting for the second time. They have a conversation to get to know each other better and learn more about their personal lives.

Task

Student A & B

You're two people meeting for the second time. Unfortunately, you didn't have the chance to talk much the first time you met. You're meeting again today, so use this opportunity to make conversation and get to know each other better. You must find out at least two really personal details about your classmate. Choose one of the following situations and use the prompts in your conversation. Be careful when dealing with delicate matters.

Situations:

- Two college dormitory roommates.
- Two apartment roommates.
- Two people who met a party and are now going on a date.
- Two students on the fifth day of classes.
- A person who's just moved into a new apartment building and an old time resident.

Prompts:

- You come from two different countries/ regions that hate one another.
- You have different beliefs. One of you is very religious and the other is an atheist.
- You've got completely different lifestyles. One of you has a full time job in a big company and the other is a freelancer.
- You've got different personalities and interests. One of you loves spending time at home and tranquility and the other loves parties and the fast life.

	NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	SKILLS
	Accuracy	Editing a text for accuracy.*	Verb forms and tenses, word use and order, spelling, punctuation, style.	I think it's easy to solve your problem. You just have to <i>make</i> some research [ww] SB p 10	<i>*Teacher is advised to use this notion as a diagnostic test.</i>	→ Writing SB p 10
NEW		Requesting information about past, present or future events.	TESTING -Direct questions: questions with auxiliaries (all tenses) LB 1.1 p 128, 129	-When do you feel most alive? -Would you prefer to live with a view to the ocean or of a city? -Have you ever traveled abroad? -Who do you live with? SB p 9 / WB p ?		
		Requesting information in a subtle and polite manner.	TEACHING -Indirect questions LB 1.1 p 128, 129	-I'd like to know what your opinion about same sex marriage is. -Could you tell me how old you are, please? -I was wondering if you took the money I left on the table. SB p 9, 14 / WB p ?		
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I N G S A N D P E O P L E	Conversations and meeting people.	Using appropriate intonation in polite enquiries.			<ul style="list-style-type: none"> ● Personality traits: idiomatic expressions SB p 8/ WB p? ● Adverts: vocabulary and phrases used in adverts. SB p 14 	→ Speaking SB p 8, 9 → Listening SB p 8
		Enquiring specifically about subjects and doers.	TESTING -Subject vs. object questions (all tenses) <i>LB 1.1 p 128, 129</i>	-Who started the fight? Who did you see? -What happened next? What did they do? -Who's coming with us? Who will you ride with? <i>SB p 9/ WB p ?</i>		
		Asking for specific information.	TEACHING - Questions with prepositions: formal and informal style (all tenses). <i>LB 1.1 p 128, 129</i>	-What are you working on? (informal) -What was Rio de Janeiro like?(informal) -In which magazine did you read it? (formal) -To whom did you tell the story? (formal) <i>SB p 9/ WB p ?</i>		
			TEACHING -Short questions <i>LB 1.1 p 128, 129</i>	A: I'm going out for a moment B: Where to? A: The store B: What for? <i>SB p 9/ WB p ?</i>		
		Confirming what we already know. Asking otherS to agree with us.	TESTING -Tag questions (all tenses) Not in textbook	A: You're a teacher at FESI, aren't you? B: Yeah, I am. You were my student in level 10, weren't you?		
		Starting a conversation by looking for a reaction or information.				
		Showing surprise or criticism.	TEACHING - Negative questions (all tenses) Not in textbook	A: Didn't you hear me? I asked you not to close the door. B: Sorry. I had my earphones on.		
		Persuading and suggesting.	Not in textbook	A: Don't you think this will look great in the living room? B: Not really. I think it will clash with everything else.		

Aim: Students produce spoken and written language by activating their schemata on the different uses of Present Perfect, integrating a wider range of time expressions to state their view about lifestyles and experiences.

ORAL TASK

New lifestyle award

Individual. Students share their experiences with younger people in order to provide them with advice and food for thought.

Task

You have just been given the *New Lifestyle Award* at your school due to the important changes you have made to become fitter. A group of high school students is coming to your Campus and they want to hear about your experience. Give an informal talk and share with them the great decisions you have made to achieve your goals. These young people might have never thought about their own way of living and your words could have an impact on them.

	NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	SKILLS
2	Experiences	Discussing lifestyle changes and life experiences.	TESTING Present Perfect <i>LB 1.1 p 128, 129</i>	In the last six months I've learnt how to sail, I've taken art lessons and become a member of an online book club. <i>SB p 12, 13.</i> <i>WB</i>	<ul style="list-style-type: none"> Feelings: adjectives <i>SB p 11</i> Time phrases used along with Present Perfect, Past Simple and both. <i>SB p 12, 13. LB p 128, 129.</i> Word building: nouns (suffixes) <i>SB p 13</i> Recommendations <i>SB p 17</i> 	<ul style="list-style-type: none"> → Reading <i>SB p 12</i> → Speaking <i>SB p 13</i> → Pronunciation <i>SB p 11, 13</i> → Listening <i>SB p 17</i>
	Recent events	Talking about a recent completed action that has a present result.	TESTING Present Perfect (just, already) <i>LB 1.1 p 128, 129</i>	They've just started walking 30 minutes every day. They've already tried some routes so they don't get bored. <i>SB p 12, 13.</i> <i>WB</i>		
	Ongoing situations	Talking about actions or states which began in the past and continue up to now.	TESTING Present Perfect (for, since) <i>LB 1.1 p 128, 129</i>	Since I met up with my old friends again, I've made much more of an effort to stay in touch with a few really precious friends. I've always detested shopping for clothes, ever since my mother used to drag me around the town. <i>SB p 12, 13.</i> <i>WB</i>		
	Finished vs unfinished actions	Contrasting finished past events vs unfinished or repeated actions.	TESTING Past Simple vs Present Perfect <i>LB 1.1 p 128, 129</i>	This trip has been fantastic so far, at least until a few days ago, when things took a turn for the worse. Samuel has just taken delivery of a pair of trousers for work, which he ordered online. <i>SB p 12, 13.</i> <i>WB</i>		

Aim: Students analyse and discuss world issues and what has been done to address them. They share their opinions and points of view supporting their arguments with factual and empirical information.

Note to the teacher: The aim of this lesson is to improve and develop students’ speaking and use of English skills. Under no circumstances should the teacher omit the notion “Opinions and points of view” from the session, nor focus mainly on grammar.

ORAL TASK

Discussion forum

Whole class/ Teams. Students discuss about important world issues in order to analyse the problem and come up with possible solutions.

Pre- task

Decide in advance the topic you’ll discuss and prepare your argument. Remember you must support your point of view with factual and empirical information. Include:

- How long the problem has been around and what consequences has it had.
- What has and hasn’t happened.
- What has been done and is being done to help or solve the issue.

Task

You’re one of the representatives of your country in the United Nations Youth Association which is having a discussion forum today. The topic today is _____. Share your point of view on the matter and propose what can be done to assess the issue.

	NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	SKILLS
I S S U E S	World issues.	Talking indistinctly about ongoing situations or repeated actions that began in the past and continue into the present.	TESTING -Present perfect simple vs. present perfect continuous. LB 2.1 p 130, 131 RECYCLE -Active vs. stative verbs. -Active and passive voice.	Ella’s worked for the company for a year now. or Ella’s been working for the company for a year now (no important difference in meaning) <i>SB p 20- 22</i>	<ul style="list-style-type: none"> ● Issues: suffixes in adjectives: (-ic) vs (-ical) Economic vs economical. SB p 20 ● Verbs of duration: wait, stay, run, play, sit, stand, write, study, stand, etc. ● Verbs and nouns with the same form: project (n) vs project (v) SB p 22 	<ul style="list-style-type: none"> → Reading Sb p 20, 21 → Speaking SB p 22
		Emphasizing that an action has required a great effort or has continued for a long period of time.		I’ve waited in line for two hours. vs I’ve been waiting in line for two hours. (important difference in meaning) <i>SB p 20- 22</i>		
		Highlighting evidence of a recent and longer finished event or an ongoing activity.		I must apologize for the mess; we’ve been making renovations to the house lately, but we haven’t had enough time to put everything back in its place. <i>SB p 20- 22</i>		
		Talking about short duration actions that have been completed and have relevance in the present.		Elena has cut her finger cooking dinner. Could you drive to the pharmacy and get her some gauze or something? We’ve ran out of band-aids. The 9:40 train has already left the station. We’ll have to wait for the next one. Has anyone registered their luggage yet? <i>SB p 20- 22</i>		

		<p>Emphasizing a completed action or result.</p>		<p>The Town Hall has put together a fundraising event for the “Animals Matter 2” campaign. It has been going on for only three hours and \$10, 000 have already been raised. <i>SB p 20- 22</i></p>		
	<p>Opinions and points of view.</p>	<p>Giving opinions and supporting points of view.</p>	<p>TEACHING -Discourse markers.</p>	<p>A: Have you heard? There’s a new law about computer games. They want to limit the kind of violent things that can happen in the games, so kids don’t see so much. B: Really? Well, that makes sense. I do think that violence in those games can make kids more aggressive. A: Well, according to one article I read, kids are less aggressive if they play these games. B: How come? A: Apparently, the games give them a chance to use up some of their energy. So they’re calmer in real life. B: That’s hard to believe. In my experience, playing those games makes kids more aggressive. So I’m favour of some kind of control. A: I agree to a certain extent, but I think kids can separate life from computer games. B: I think we’ll have to agree to disagree.</p>	<ul style="list-style-type: none"> ● Phrases to: <ol style="list-style-type: none"> a) Give opinions b) Agree c) Partially agree d) Disagree <p>SB p 26</p> <ul style="list-style-type: none"> ● Discourse markers: Supporting points of view <p>SB p 27</p> <ul style="list-style-type: none"> ● Opinion adjectives <p>SB p 27</p>	<p>→ Speaking SB p 26 & 27</p>

Aim: Students make emphasis on actions and objects by using passive constructions in a variety of situations and tenses. They will also produce formal written language to complain about an issue.

WRITTEN TASK

A complaint letter

Individual. Students write a formal letter to complain about a dissatisfying situation.

Task

There's just been an armed robbery at the convenience store you work for. The CCTV system was just replaced by a new one last week. When you and your co-worker checked the surveillance tape, you found out that one camera was not working properly. You dialed the customer service center right away and they told you they were too busy to assist you, and that they would check the camera by the end of the coming week. You complained immediately but the person on the phone asked you to put it in writing.

Plan your letter of complaint, write it down and send it to the company.

SB p 25.

	NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	SKILLS
4	Focus of a text	Focusing attention on the person or thing affected by the action.	TESTING The Passive Present Simple SB LB p 130, 131	Antisocial behavior is defined as conduct that causes or is likely to cause alarm or distress to other people. SB p 24	<ul style="list-style-type: none"> Surveillance: Verbs and noun phrases related to surveillance. SB p 23 	→ Speaking SB p 23 & 24 → Listening SB p 23 → Pronunciation SB p 24 → Reading SB p 24
			TESTING The Passive Present Continuous SB LB p 130, 131	His bank accounts are being monitored by the police. SB p 24		
			TESTING The Passive Past Simple SB LB p 130, 131	Noisy neighbors who consistently played loud music in their apartment were fined yesterday and ordered to pay \$350 court costs. SB p 24		
			TESTING The Passive Present Perfect SB LB p 130, 131	A spokesman for the government, which has been recently criticized for being "too soft on crime", said the CCTV cameras would improve passenger safety. SB p 24		
			TESTING The Passive Future Will SB LB p 130, 131	If we don't stick to the laws, there's a real danger that the evidence we obtain will not be accepted in court. SB p 24		
			TEACHING The Passive Modals SB LB p 130, 131	Most of what we do could be done by the clients. He should be sentenced to life imprisonment. SB p 24		

			TEACHING Gerund SB LB p 130, 131	I don't like being criticized. They don't mind being woken up in the middle of the night. SB p 24		
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		Focusing attention on the person or thing affected by the action.	TEACHING Infinitive with to SB LB p 130, 131	The candidates want to be given feedback. He is hoping to be released from prison next week. SB p 24		
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Beliefs and opinions	Talking about widely held beliefs or opinions.	TEACHING The passive Reporting verbs: <i>believe, consider, expect, know, say, think.</i> SB LB p 130, 131	The man is believed to be carrying a weapon. SB p 24		
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Complaints	Planning, writing and editing a letter of complaint (Learning to use formal written language)	TEACHING The passive SB p 25	<p>During the last three months, five homes in our area have been burglarized. As you can imagine, we are very concerned about this trend and hope you will help us. It is clear that someone is targeting this neighborhood at specific times.</p> <p>We would like to schedule a neighborhood meeting during which you or your representative could discuss what action should be taken. Most of the families could be represented on any weekday evening. Could you please let us know if this is possible?</p> <p>Thank you.</p> <p>SB p 25</p>	<ul style="list-style-type: none"> Formal phrases to write a letter. SB p 25 	→ Writing SB p 25
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Aim: Students use and develop descriptive narrative stories as means to teach moral lessons or values.

Note to the teacher: The aim of this lesson is to improve and develop students’ writing and use of English skills. Under no circumstances should the teacher omit the notion “How to write a story...”.

WRITTEN TASK

A story with a moral.

Individual. Students write a story in order to teach a moral lesson or to transmit knowledge.

Task

You need to teach a lesson to somebody, but talking and literal explanations haven’t proven to be efficient in this case. Write a story instead. Use it to give the message you want to transmit. Use the prompts in SB p 36 Writing ex 10 A.

Share your story with your classmates and vote for your favorite.

	NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	SKILLS
A N D T H E M O R A L I S	Stories with a moral: anecdotes, fables and folk tales. Stories	Telling stories with the purpose of transmitting knowledge and values rather than making a recount of events.	TESTING/ RECYCLE - Narrative tenses in active and passive voice: A) simple past B) past continuous C) past perfect simple & continuous. <i>LB 3.1 p 132, 133</i>	The Right Person Once there was a wise King who had two young sons. He appointed <i>eminent scholars</i> to teach them all possible arts. <i>Hopefully</i> , they would become not only wise, but also righteous and just. After a few years of teachings, the King fell ill <i>badly</i> . He realised it was time to choose a successor, so he decided to test his sons’ abilities. He called both of them and gave a room to each one. He said, “You must fill this room <i>completely</i> with anything you wish. It can be anything! But there should be no space left behind and you should not seek the advice from anyone!” <i>The next day</i> the king visited the older son’s room. It was <i>entirely</i> filled with hay. The king sighed <i>woefully</i> on the foolishness of his elder son. Then he went to the younger son’s room. But it was kept closed. The King knocked. The second son slowly opened the door and asked his father to get in. The young man closed the door again. There was darkness everywhere and The King began to think his second- born had also failed the test. He nodded in disapproval and when he was getting ready to leave the room, the youngest son lighted a candle and said full of content, “I have filled this room with light”. The King smiled with tenderness and hugged his son <i>proudly</i> . Happily, he’d understood that his	<ul style="list-style-type: none"> Sayings: “What goes around comes around” SB p 33 Gradable and ungradable adjectives for stories: beautiful, gorgeous, cold, freezing, interesting, impressive, etc SB p 35 Verbs usually used in stories: whisper, wander, gaze, crawl, etc SB p 150 Adverbs: A) Manner: He walked <i>slowly</i> towards the door... B) Attitude markers: <i>Apparently</i>, the surest way to... <i>Naturally</i>, I’d been looking forward to... C) Time markers: He <i>eventually</i> left and we... SB p 34 	<ul style="list-style-type: none"> → Reading SB p 32, 33 → Speaking SB p 34 → Listening SB p 35 → Writing SB p 34 ex 8, 9
	How to write a story: organization, language and style.	Writing a narrative text to teach a moral or share knowledge. SB p 34	RECYCLE - Narrative tenses - Relative clauses - Adjectives + noun collocations. - Adverb + adjective/ verb collocations. <i>LB 3.1 p 132, 133</i>			

				youngest son would be the right person to rule The Kingdom after The King.		
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WEEK 6

Aim: Students will express their desire to change present as well as past events. They will also show their preferences related to reading genres, stating a clear point of view by using spoken or written language.

ORAL TASK

I wish

Pairs/ Small groups. Students role play a genie and people who have found the magic lamps he inhabits.

Task

(One student per group performs the genie role, and three more students tell him their wishes).

You and your friends just found a magic lamp with a genie inside. You are allowed to ask the genie three wishes about either current events, or something you would like to change about the past. Your wishes might be based on the following topics:

- o The area you live in
- o The place you were born
- o Your school
- o Your grades in former school years
- o Your leisure activities
- o A sport you were interested in and you could have played
- o Vacations
- o The environment
- o Your country

Support your ideas since the genie will choose only three desires that will come true.

	NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	SKILLS
6	Wishes	Talking about things the speaker wants to change but it is impossible or unlikely.	TESTING Wish + past simple LB 3.2 SB p 132, 133.	It's difficult to work with Robert because he's not very sociable. I wish we liked each other more. SB p 36	Multi-word verbs: phrasal verbs with and without object, separable and inseparable verbs and phrasal verbs followed by a preposition. SB p 37	→ Pronunciation SB p 36. → Speaking SB p 36.
			TESTING If only + past simple LB 3.2 SB p 132, 133.	I've got a high-paying job but I'm busy most of the time. If only I had enough time to do everything I wanted. SB p 36		
		Talking about past wishes and regrets.	TESTING Wish + past perfect LB 3.2 SB p 132, 133.	Rafael didn't come to the meeting. I wish he had come. He'll need to catch up as soon as possible. SB p 36		
			TESTING If only + past perfect LB 3.2 SB p 132, 133.	If only I hadn't told her, I'm sure she wouldn't have gotten so mad at me. SB p 36		

		Talking about possibilities and abilities the speaker wants to be different.	TEACHING Wish/If only + could LB 3.2 SB p 132, 133.	Mariana wishes she could drive. She wouldn't be so dependent on her husband. If only you could come to my graduation ceremony. SB p 36	
		Talking about things the speaker wants to stop happening.	TEACHING Wish + person / thing + would LB 3.2 SB p 132, 133.	I'm expecting a call. I wish the phone would ring. I wish Nancy wouldn't text all the time. SB p 36	
6	Preferences	Emphasizing the main point when expressing likes and dislikes.	TEACHING What I + verb (about it) + be (that) + key information The thing I + verb (about it) + be (that) + key information LB 3.3 SB p 132, 133	What I don't like it is that some of the dialogue isn't very natural. The thing I liked most about it was the plot. SB p 38, 39	
	Summaries	Summarizing a plot	TEACHING Present simple and present perfect to make the plot seem more immediate as the reader is experiencing as they read. SB p 39	84 years later, a 101-year-old woman named Rose DeWitt Bukater tells the story to her granddaughter Lizzy Calvert, the Keldysh about her life set in April 10th 1912, on a ship called Titanic when young Rose boards the departing ship with the upper-class passengers and her mother, Ruth DeWitt Bukater, and her fiancé, Caledon Hockley. Meanwhile, a drifter and artist named Jack Dawson and his best friend Fabrizio De Rossi win third-class tickets to the ship in a game. And she explains the whole story from departure until the death of Titanic on its first and last voyage April 15th, 1912 at 2:20 in the morning. SB p 39	→ Writing SB p 39