

WEEK 1

**Aim:** Students recall their past and present habits. They describe, criticize and compare their and others' typical and annoying behaviors.

**WRITTEN/ ORAL TASK**

*I won a 7 million-dollar-contest.*

Individual/ Whole class. Students describe their present and past habits and behavior regarding technology.

**Task**

You won 7 million dollars after participating in a contest. To win you had to live for three months in a mansion where you would find everything necessary to live comfortably, except for a TV, internet service and mobile phones. The only condition to win the contest was to spend the three months off the grid (no internet, no social networks, tv or mobile phones)

Compare and contrast your habits and behavior before entering the contest, while living in the house and now, that you are a millionaire.

	NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	SKILLS
1	People's current typical behavior and doings.	Talking about current regularly repeated actions or states.	TESTING - Present simple (all forms) <i>LB 4.1 p 134, 135</i>	My grandmother is in her early seventies and loves gardening. She's got quite a big garden and she simply adores it. She regularly spends all of her free time watering plants or doing some gardening, so she's rarely inside watching TV like most grandmothers do. <i>SB p 45/ WB p 23</i>	<ul style="list-style-type: none"> <li>• Frequency adverbs and expressions: always, sometimes, regularly, often, every week, six times a week, frequently, etc.</li> <li>• Words and idiomatic expressions related to free time: chill, recharge, etc. <i>SB p 44/ WB p 23</i></li> </ul>	→ Reading SB p 44, 45
		Describing present actions that cause irritation or annoyance.	TEACHING - Always + Present continuous (all forms) <i>LB 4.1 p 134, 135</i>	I can't stand Pablo. He's always trying to be funny, but his jokes are rude and disrespectful all the time. <i>SB p 45/ WB p 23</i>		→ Speaking SB p 45
		Describing people's typical or characteristic present behavior and habits.	TEACHING - Will + infinitive <i>LB 4.1 p 134, 135</i>	Melissa is a fitness enthusiast. She'll run 10 kms in the morning and then spend hours at the gym after work. <i>SB p 45/ WB p 23</i>		→ Listening WB p 23
	People's previous typical behavior and	Describing regular repeated actions or states in the past.	TESTING - Past simple (all forms) <i>LB 4.1 p 134, 135</i>	When my youngest brother was born, my favorite aunt and uncle lived in Japan. They came to visit every summer and usually stayed with us until Halloween. I remember we always had such a great time. <i>SB p 45/ WB p 23</i>		

doings.	Describing past actions that cause irritation or annoyance.	TEACHING - Always + past continuous <i>LB 4.1 p 134, 135</i>	You used to be such a crying baby! You were always crying about every single thing. That's why nobody wanted to play with you. SB p 45/ WB p 23		
	Asking and giving information about a habit, activity, or situation that existed in the past, but which no longer exists.	TESTING - Used to (all forms) <i>LB 4.1 p 134, 135</i>	I've just seen Emile and let me tell you he's not the same guy we met in college. Do you remember he used to be very quiet and shy? He's the complete opposite now. SB p 45/ WB p 23		
	Giving information about past habits and actions giving some sense of melancholy.	TESTING - Would + infinitive <i>LB 4.1 p 134, 135</i>	As I child, I spent many holidays at my grandparents farm in Durango. I used to help them around and after a long day of work, we would sit down to have supper. They would tell me all sorts of stories and anecdotes from when they were young. I was never bored or tired. SB p 45/ WB p 23		
Familiar Situations. **	Giving information about a familiar situation.	TEACHING - Be used to + present participle. * <i>*The situation can be expressed in past, present or future by conjugating the verb "be" or combine it with a modal.</i>	In Japan I was used to having soup or fish for breakfast ,and I was used to drinking tea and not coffee. Now that I'm in Mexico, I'm used to having a very big breakfast.	<ul style="list-style-type: none"> <li>● Present participle of different verbs: working, using, doing, wearing, eating etc.</li> <li>● Present, past and future time expressions.</li> <li>● Modal verbs: Might, can. must, etc</li> </ul>	
	Giving information about a familiar situation.	TEACHING - Not + be used to + present participle. * <i>*The situation can be expressed in past, present or future by conjugating the verb "be" or combine it with a modal.</i>	I'm not used to kissing people to say "Hello" and neither is my wife. We used to live in Japan, so we weren't used to being affectionate with others, especially strangers.		
	Asking about information about a familiar situation.	TEACHING - Be used to + subject + present participle. * <i>*The situation can be expressed in past, present or future by conjugating the verb "be" or combine it with a modal.</i>	A: Were you used to taking off your shoes every time you got into a house? B: Yes, we were used to leaving our shoes at the door.		
Strange situations becoming familiar. **	Giving information about a strange or unusual situation that is in progress to become easier	TEACHING - Get + used to + present participle. <i>*The situation can be expressed in past, present or future by conjugating the verb "get" or combine it with a modal.</i>	We're having trouble getting used to using public transport to move around the city. In Japan, we were used to cycling everywhere.		

	Giving information about a strange or unusual situation that is in progress to become easier	TEACHING - Not + get + used to + present participle. <i>*The situation can be expressed in past, present or future by conjugating the verb "get" or combine it with a modal.</i>	I think I'll never get used to driving a standard car. I'm used to driving automatics. I won't ever get used to changing gears and using an extra pedal.		
	Asking about information about a strange or unusual situation that is in progress to become easier	TEACHING - Aux.+ get + used to + present participle. <i>*The situation can be expressed in past, present or future by conjugating the verb "get" or combine it with a modal.</i>	A: Are you getting used to driving on the left? Has it been difficult? B: Not really. I think I might never get used to it.		

\*\* These notions are not in the textbooks. Teacher is required to bring his own materials.

**WEEK 1**

**WEEK 2**

**Aim:** Students will talk freely about different aspects of their future life choosing the most appropriate future form according to their needs.

**ORAL TASK**

Threesomes or pairs. Two students are part of their college Science Club; the other student works at the local museum.

**Task**

**Students A & B**

You and your partner collaborate in your college Science Club. You have seen an advertisement for your Local Museum and are interested in organizing a group visit. Take into account the information you read in the ad and ask the groups' organizer of the museum for the information you need.

Information in the advertisement:

*Over 300 exhibits showing recent discoveries that will affect the way we live.*

*5 interactive rooms where visitors can learn about science, technology and their impact on our future life.*

You need to know about:

*The museum schedule.*

*Snack bar or picnic space available*

*Booking, necessary for groups? How far in advance?*

*Number of people in the group, any maximum?*

**Student C**

You work as a group's organizer at the Local Museum in your city.

Some students are looking forward to visiting the museum with their class.

Give them some orientation, ask them about their plans, answer their questions and guide them to make their booking.

Information that you are giving to the students:

*The exhibition is open daily.*

*10 am – 6 pm including weekends*

*Refreshments available at the snack bar*

*Picnics are allowed under nice weather*

*Early booking is recommended (7 days at least)*

*Special discounts for educational groups*

	NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	SKILLS
<b>2</b>	Planned events	Talking about definite arrangements and planned future events.	TESTING Present Continuous LB 4.2 p 134, 135	Are you seeing the dentist again next week? What is Fer doing today? I'm not asking Hugo to the party. SB p 48/ WB p 26	<ul style="list-style-type: none"> <li>Positive adjectives: <i>delightful, breathtaking, stunning, exceptional, superb, significant, perfect, classic</i> SB p 47, 54/ WB p 26</li> </ul>	
	Intentions & plans	Talking about general plans, arrangements	TESTING Be going to + infinitive	When I've saved up enough money. I'm going to buy a smartphone.		

2		and intentions about the future.		My nephew is going to look for a job in Denver.	<ul style="list-style-type: none"> <li>• Uncountable nouns: <i>Luggage, soap, cloth, wood, concrete, time</i></li> <li>• Plural nouns: stairs, clothes, glasses, toiletries, outskirts, remains, cards, locals. <i>SB p 49, 151 / WB p 26</i></li> </ul>	<p>→ Reading <i>SB p 47</i></p> <p>→ Listening <i>SB p 47</i></p> <p>→ Speaking <i>SB p 49, 54</i></p> <p>→ Pronunciation <i>SB p 47, 48</i></p>
			Verb + to + infinitive Aim, Expect, Hope, Intend, Plan, Propose Want	I aim to get to Bangkok by the end of June. Mariana is hoping to go to university next year. They plan to arrive some time after three.		
			Verb + of + gerund Think <i>LB 4.2 p 134, 135</i>	Are you thinking of leaving the company? <i>SB p 48/ WB p 26</i>		
		Talking about plans and intentions that are not definite.	TESTING Might Could + infinitive May <i>LB 4.2 p 134, 135</i>	We might go away for the weekend. The seeds from the plant may grow up to 20 cm in length. We could stay with Esteban in Madrid. <i>SB p 48/ WB p 26</i>		
	Sudden decisions	Expressing decisions made at the time of speaking.	TESTING Will + infinitive <i>LB 4.2 p 134, 135</i>	I'm tired. I think I'll go to bed now. Sweaters are on a special price this week. Ok. In that case <i>SB p 48/ WB p 26</i>		
	Predictions	Making predictions based on an opinion.	TESTING Will Might + infinitive Could Won't <i>LB 4.2 p 134, 135</i>	I think Sonia will get the job she just applied for. Perhaps he'll explain what went wrong when he calms down. <i>SB p 48/ WB p 26</i>		
		Expressing different degree of certainty when making a prediction	TESTING Will + definitely/certainly/possibly/probably <i>LB 4.2 p 134, 135</i>	Lucy and Carlos will probably get divorced soon. You definitely won't get an appointment now. <i>SB p 48/ WB p 26</i>		
		Making predictions based on some present evidence	TESTING Be going to + infinitive <i>LB 4.2 p 134, 135</i>	What's the matter with her? It looks like she's going to faint. <i>SB p 48/ WB p 26</i>		
	Expected events	Talking about something that is expected or scheduled to happen	TEACHING Be due to + infinitive <i>LB 4.2 p 134, 135</i>	The case is due to go to court next month. Rosy is due to start her new course in March. <i>SB p 48/ WB p 26</i>		
	Strong possibilities	Talking about events that are probably going to happen	TESTING Be likely to + infinitive <i>LB 4.2 p 134, 135</i>	Is anyone likely to see Manuel? Tickets are likely to be expensive. <i>SB p 48/ WB p 26</i>		

**WEEK 3**

**Aim:** Students express their opinion in a written way. They plan and organize an opinion essay. Students also describe how to carry out specific activities.

**WRITTEN TASK**

*Written opinions*

Individual. Students write an opinion essay to express their point of view on a specific matter.

**Pre- task**

Teams. Students carry out SB pg 46 ex 10 A, B and C

**Task**

What do you think about the following statements? Do you agree or disagree?

1. Adults need to play as much as children do.
2. Leisure activities have become too expensive.
3. Children need more play time in order to develop into healthy adults.
4. Friendships formed over the internet are as strong as ones formed in person.

Choose one of the topics and express your opinion.

	NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	SKILLS
<b>3</b>	Written opinions: <b>An opinion essay.</b>	<p>Expressing one's opinion in a formal written form.</p> <hr/> <p>Planning and writing an opinion essay. Using linkers to connect ideas.</p>	<p>RECYCLE</p> <ul style="list-style-type: none"> <li>- Simple and continuous tenses</li> <li>- Active and passive voice</li> <li>- Relative clauses</li> </ul>	<p><b>To start with</b>, the most popular free- time activities seem to be ones that people do alone. <b>For instance</b>, most people (...) <b>In addition to this</b>, when people do go out (...)</p> <p><b>At the same time</b>, there are examples of people making good use of their time. (...) <b>all of this</b> supports the view that there has been some (...)</p> <p><b>In conclusion</b>, I agree that people use...</p> <p><i>SB p 46/ WB p 24</i></p>	<ul style="list-style-type: none"> <li>● Linking words:</li> </ul> <ol style="list-style-type: none"> <li>1. Sequence: to start with, next...</li> <li>2. Result: Therefore, thus...</li> <li>3. Addition: furthermore, in addition to...</li> <li>4. Reason: For, because...</li> <li>5. Example: for instance, such as...</li> <li>6. Contrast: In contrast, nevertheless...</li> <li>7. Comparison: also, likewise, just as...</li> </ol> <p><i>SB p 46/ WB p 24</i></p> <p>Find a more complete list of linking words here:</p> <p><a href="https://www.dlsweb.rmit.edu.au/lsu/content/4_writingskills/writing_tuts/linking_LL/linking3.html">https://www.dlsweb.rmit.edu.au/lsu/content/4_writingskills/writing_tuts/linking_LL/linking3.html</a></p>	<p>→ Writing: <b>An opinion essay</b></p> <p><i>SB p 46/ WB p 24</i></p>

3	Manuals and Guidelines.	Describing the aim, important points and the different steps to complete or carry out a procedure.	<b>RECYCLE</b> - Active and passive voice - Simple and continuous tenses.	My favourite game is The Palate Test. Basically, the way it works is that one of the judges cooks a dish for the contestants. The first thing they do is to taste it and try work out what the ingredients are. <i>SB p 50, 51/ WB p 27</i>	<ul style="list-style-type: none"> <li>Phrases and idiomatic expressions related to abilities:</li> </ul> To be cool-headed, to have a sharp mind, etc. <i>SB p 50/ WB p 27</i>	→ Speaking <i>SB p 51/ WB p 27</i>
		Encouraging another person to repeat or to continue adding detail to what they have just said without influencing the person to go out of context..	<b>TEACHING</b> - Mirror questions	A: There are two teams with three celebs on each one. B: Er... <b>Three what?</b>  A: You have to sauté the potatoes. B: I have to... <b>what?</b> <i>SB p 51/ WB p 27</i>	<ul style="list-style-type: none"> <li>Question words</li> </ul>	

**WEEK 3**

**WEEK 4**

**Aim:** Students will refer to people, places and objects by using definite and indefinite articles appropriately. They will also talk about real possibilities as well as hypothetical situations in the present and future by using alternative expressions to *if*.

**WRITTEN TASK**

Individual.

**Task**

You have just played a new fortune game at a casino and you are very disappointed. You read an advertisement in which big cash prizes were offered, it also said that you could play at a very low cost and all the money would go to charity. You noticed the advertisement was misleading and you found out that 50% of the money they raised goes on “administration”.

Write an email to the company administration complaining about the advertisement and the service given. Tell them you didn’t know they would charge so much for a single game and prizes are not what they advertised. How different things could have gone if you had known the way this game works. Ask for a refund and tell them what would be good to be done to keep customers’ trust.

	NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	SKILLS
4		Referring to something or someone for the first time.	<b>TESTING</b> Indefinite article <i>a /an</i> <i>LB 5.1 p 136, 137</i>	In 2002, some obese teenagers filed <b>a</b> lawsuit against McDonald’s, accusing the fast food chain of fattening them up. <b>A</b> judge later threw out the lawsuit.	<ul style="list-style-type: none"> <li>Verb phrases with <i>Change</i>:            adopt, transform, adjust, have a positive or negative effect, enable, revolutionize  <i>SB p 56/ WB p 32</i> </li> </ul>	→ Reading <i>SB p 56</i> <i>WB p 34</i>

4	General information vs Specific information.	Talking about an unspecified person, thing or event.				→ Reading & Speaking <i>SB p 59</i>
		Referring to number and quantity expressions.		The motor industry is now booming over 60 million cars and light trucks are produced globally in <b>a year</b> . <i>SB p 56, 57./ WB p 33.</i>		→Speaking <i>SB p 58, 60</i>
		Talking about something or someone that has been specified or that has been mentioned before.				→ Pronunciation <i>SB p 57, 58, 60</i>
		Referring to a noun that the listener knows exactly what the speaker means.				→ Listening <i>SB p 59</i> <i>WB p 32</i>
		Talking about something that is unique and with superlative adjectives	TESTING Definite article <i>The</i> <i>LB 5.1 p 136, 137</i>	Edison's light bulb, like many inventions, was the result of many scientists' work. <b>The English scientist</b> had made simple electric light seventy years earlier and Edison's further development of <b>the</b> idea wouldn't have been possible with <b>the</b> work of his colleagues. Similarly, the Wright brothers are credited with inventing <b>the first</b> successful airplane at the beginning of the 20th century. Just before the Wright brothers' famous flight, the American named Langley flew over <b>the Potomac River</b> , a distance of about 800 metres. <i>SB p 56, 57.</i> <i>WB p 33.</i>	<ul style="list-style-type: none"> <li>• Word building: Compound nouns: Breakthrough, trade-off, outlook, drawback, breakdown, outcome, downside. <i>SB p 58/ WB p 33</i></li> <li>• Advertising collocations: Endorse a product, set a price, see a gap on the market. <i>SB p 59/ WB p 34</i></li> </ul>	
		Referring to groups of people using adjectives				
	Accompanying a singular countable noun and talking about things in general.					
Conditions & hypothesis	Talking about a real situation that is always or generally true with a result that always happens.	TESTING Zero Conditional	If you pay by debit card, you get a 5 percent discount.			
	Talking about real possibilities in the present or future	TESTING First Conditional	If you put in the wrong PIN number, the machine will take your card. If your card gets stuck, you should ring the number on the machine.			

	Talking about hypothetical or unreal situations in the present or future.	TEACHING First conditional Alternatives to <b>If Providing/provided</b> (that) <b>Unless</b>	You can get a senior citizen's reduction <b>providing</b> you've got a railcard. They may do whatever they like <b>provided that</b> it is within the law. I'll arrive at 10 am <b>unless</b> the train is late.		
		TESTING Second conditional	If you wanted to launch a new product for a specific audience and only that audience, what would you do?		
		TEACHING Second conditional Alternatives to <b>If Suppose/supposing, imagine, let's say</b>  LB 5.2/ P 136, 137.	<b>Supposing</b> you lost your passport, you'd have to go to the embassy, wouldn't you? <b>Suppose</b> you lived in another country, where would you live? SB p/ WB p 35		

WEEK 4

WEEK 5

**Aim:** Students make a written comparison of two or more phenomena. They also make, evaluate and respond to suggestions.

WRITTEN TASK

*Summer Holiday Destinations*

Individual/ Pairs. Students write a report to illustrate people's choices and preferences.

**Pre-task**

Analyse and discuss the graph in SB page 61 exercise 10.

**Task**

A group of adults were asked about how they choose a summer holiday destination, giving a score from 1- 10 to each of a number of facts to indicate their relative importance. Write a report of 120- 180 words summarising the results, highlighting the similarities and differences.

Use the graph in page 61 ex. 10 in your student's book as source of information for your report.

NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	SKILLS
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5	Written comparisons: <b>A report.</b>	Making a written comparison of two or more different phenomena. Planning and writing a report.	RECYCLE - Comparative structures - Linking words - Passive and active voice.	Introduction This report looks at the results of a survey [...]  Men and women First of all, comparing the results for men and women, it can be seen that some factors affect both groups more or less equally. For example, there is no difference in how much size and colour influence their choice of phone, and the results for "my friends have the same one" show only a slight variation. [...] SB p 61/ WB p 35	<ul style="list-style-type: none"> <li>Comparative adverbs and adjectives.</li> <li>Linking words: Sequence, result, addition, reason, example, contrast, comparison. SB p 61/ WB p 35 Find a more complete list of linking words here: <a href="https://www.dlsweb.rmit.edu.au/lisu/content/4_writing_skills/writing_tuts/linking_LL/linking3.html">https://www.dlsweb.rmit.edu.au/lisu/content/4_writing_skills/writing_tuts/linking_LL/linking3.html</a></li> <li>Useful vocabulary for reports: <a href="http://azargrammar.com/teacherTalk/blog/SurveyReportsTable.pdf">http://azargrammar.com/teacherTalk/blog/SurveyReportsTable.pdf</a></li> </ul>	→ Writing: <b>A report</b> SB p 61 ex 7- 9/ WB p 35
	Choices, suggestions and thoughts.	Suggesting ideas and encouraging people to take up different activities. LB p 136, 137  Reacting to ideas and suggestions: welcoming them and showing reservations.	RECYCLE - Present, past and future tenses - Simple and continuous tenses - Direct and indirect questions - Active and passive voice.	A: How do you feel about getting a celebrity to endorse our campaign? B: I have to say, that it's not my first choice. A: How does the idea of increasing fines strike you? A: I think we're on the wrong track here. SB p 62, 63/ WB p 36	<ul style="list-style-type: none"> <li>Collocations with idea: Come up with an idea, say no to an idea, etc. SB p 62/ WB p 36</li> <li>Phrases to give suggestions and share ideas: How do you feel about...? SB p 62, 63/ WB p 36</li> <li>Phrases to react to ideas and suggestions: Let's go with that.../ That could be a problem. SB p 63/ WB p 36</li> </ul>	→ Speaking SB p 63

WEEK 6

**Aim:** Students will state different degree of obligation, prohibition, necessity, permission and ability using modal verbs and related phrases in present and past.

ORAL TASK

Oral / Pairs & Written / Individual (130 – 140-word text)

**Task**

You work for a language school in Veracruz. A group of students is coming next month and you have organized a lunch cruise for them on Río Pánuco, a river near the school. You have sent the program to their group leader, who has written back to you with some questions. Read the questions and the notes you have made. Then write an email back to him, giving all the necessary information.

<p><u>Leader's questions</u>          How long does the ride take?          What time do the students need to be ready to depart?          What attractions are included on the river-cruise boat?          Do they have permission to get off the boat for a walk?          Do you recommend any particular type of clothing?          Can students take their own food?          Is there any vegetarian option?</p>	<p><u>Your notes</u>          Boarding 12:15 from Constituyentes Av.          Departure 12:30          Time to get back 15:30          Travel around Barra de Corazones, see a variety of animal species, such as parrots, monkeys, turtles and fish.          No time for a walk          A three-course set menu will be offered          Vegetarian choice: not sure, will check          Food apart from the menu, not allowed.</p>
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	NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	SKILLS
6	Obligation	Stating strong obligation (Present)	TESTING <b>Must</b>	Before you buy anything you <b>must</b> read the conditions thoroughly.	<ul style="list-style-type: none"> <li>Age: collocations and idioms SB p 68/ WB p 37</li> <li>Word-building: prefixes for negative meanings to verbs and adjectives. SB p 70/ WB p 38</li> </ul>	→ Reading SB p 69 & 69
			TESTING <b>Have to</b>	Present A 30-year-old suffers because he <b>has to</b> work all hours and can't find himself in his profession.		→ Pronunciation SB p 69
			TEACHING <b>Make</b> ☉ <b>do</b> something LB 6 SB p 138, 139.	Past We <b>had to work</b> until late because we didn't organize our time properly.		→ Listening WB p 38
		Stating mild obligation	TESTING <b>Should</b>	Present A teenager complains because her parents <b>make her do</b> her homework and <b>don't let her stay out</b> after 10 o'clock.		→ Speaking SB p 68, 70
				Present You <b>should</b> be more polite with customers.		

6			TESTING <b>Ought to</b>	You <b>ought to</b> revise your lessons		
			TEACHING <b>Be supposed to</b> LB 6 SB p 138, 139.	Ana is <b>supposed to</b> clean her room. (She's required to do it.) <b>I'm not supposed to</b> go to the dance this weekend. (I'm prohibited from going. It would be rude for me to go.) <i>SB p 68 - 69</i> <i>WB p 37</i>		
	Lack of obligation	Showing that something is not necessary.	TESTING Don't have to	Present The fruits of your work give you other freedoms, for example you <b>don't have to</b> worry about money for a nice holiday or a meal at a fancy restaurant. Past My class <b>didn't have to wear</b> a uniform when we were in high school.		
	Prohibition	Stopping something from being done or used. (Strong)	TESTING Mustn't + verb in simple form Can't + verb in simple form Be + not + allowed to + verb	Wherever in the world you are born, society sets out a timeline for your life. You start out confronted by rules and restrictions: you <b>mustn't cross</b> at the red light; don't talk back to the teacher.		
		Expressing mild prohibition	TESTING Shouldn't + verb in simple form Oughtn't to + verb LB 6 SB p 138, 139.	Carlos ought not to use his mobile when he's driving.		
	Regret	Talking about past events that did not happen but it would be better if they had happened. Implying a mistake or regret.	TEACHING Should + have + verb in past participle Ought to + have + verb in past participle Was /were supposed to + verb	We <b>shouldn't have taken</b> that road. Now, we're lost. I <b>ought to have paid</b> my bills on time. She <b>was supposed to</b> send us the information for the presentation before 8 pm.		
Permission	Giving, denying or asking for permission	TESTING Can + verb in simple form Be + allowed to + verb May + verb in simple form Let + ☉+ verb in simple form.	There are milestones of freedom: the age at which you <b>can stay out</b> late, the point at which you <b>are allowed to</b> take public transport alone or to drive a car. LB 6 SB p 138, 139.			

	Ability	Talking about activities someone is able to perform.	TESTING Can + verb in simple form Be able to + verb Manage to + verb <i>LB 6.2 p 138, 139.</i>	Early peakers and late bloomers have all made a name for themselves because in some way they <b>managed to</b> break out of the timeline that society had set for them. SB p 68 – 70/ WB p 38		
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