

Aim: Students describe and illustrate what their future will be like. They try to persuade and convince others to do or think in a particular manner.

CREATIVE WRITING TASK

A letter to my future self

Individual. Students write a letter to their 13-year-old self to describe what the future has on hold for them.

Task

Imagine you had the opportunity to talk to your 13-year-old self, what would you say to him? Would you say or do something that could change your life and your future as well? Write a 120 to 140 words letter to your 13-year-old self picturing what the future will be like.

	NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	SKILLS
1	An ongoing activity at a certain time in the future.	Describing the atmosphere or an activity that will be in progress at a specific point in the future.	TEACHING - Future continuous (affirmative form) <i>LB 6.2 p138, 139</i>	This time next year we'll be touring around North and South America. <i>SB p 71, 72/ WB p40</i>	<ul style="list-style-type: none"> • Future time expressions while, when, this time tomorrow, this time next week, in the afternoon, next month, next week, next year, etc. • Expression of time with the preposition <i>by</i>: By the time..., by (2020), by then, etc. • Idiomatic expressions about optimism and pessimism: to have ups and downs, to have mixed feelings about sth, etc <i>SB p72/ WB p40</i> 	<ul style="list-style-type: none"> → Listening <i>SB p71</i> → Speaking <i>SB p72</i> → Reading <i>WB p39</i>
		Expressing what we expect not to be happening at a particular moment in the future.	TEACHING - Future continuous (negative form) <i>LB 6.2 p138, 139</i>	I won't be using my computer next week because I'm going on vacation. Use it if you please. <i>SB p 71, 72/ WB p40</i>		
		Asking for information about an activity that might be in progress at a certain time in the future.	TEACHING - Future continuous (negative form) <i>LB 6.2 p138, 139</i>	A: Will you be working tonight? B: No, I won't. A: My parents have invited us to dine. Do you want to go? <i>SB p 71, 72/ WB p40</i>		
		Talking about actions that will happen in the normal course of events and not as part of a particular intention or plan.	RECYCLE - Future continuous (affirmative, negative and interrogative form) <i>LB 6.2 p138, 139</i>	A: What will you be doing tomorrow morning at around 8:30? B: I'll be leaving for work as usual. How come? <i>SB p 71, 72/ WB p40</i>		

1	Polite enquiries about future events.	Making polite inquiries when we wish to know what somebody's plans are.		Will you be joining us this evening? We'd really love your company. <i>SB p 71, 72/ WB p40</i>		
	Completion of a future action.	Giving information about events that will finish or be completed before a specific time in the future.	TEACHING - Future perfect simple (affirmative form) <i>LB 6.2 p138, 139</i>	Nine o'clock is too late to arrive. The concert will have started by then. <i>SB p 71, 72/ WB p40</i>		
		Asking information about events that will finish or be completed before a specific tie in the future.	TEACHING - Future perfect simple (interrogative form) <i>LB 6.2 p138, 139</i>	A: Will you have finished reading the book when the weekend comes? I'd like to start with it on Sunday. B: Don't worry. You'll have it before that. I might finish it by Tuesday. <i>SB p 71, 72/ WB p40</i>		
		Indicating that an event or activity won't be finished or completed before a specific time in the future.	TEACHING - Future perfect simple (negative form) <i>LB 6.2 p138, 139</i>	I think you won't have finished cleaning before mom and dad get here. They'll find out you had a party without their permission unless somebody helps you. <i>SB p 71, 72/ WB p40</i>		
	Persuading and convincing.	Persuading and convincing others of something by giving a strong opinion about a specific matter.	RECYCLE - Adverbs - Discourse markers - Negative questions <i>LB 6.3 p138, 139</i>	A: Isn't it better to discuss this matter with Jenny? After all , she's the one who knows exactly what happened. Clearly , she could tell us more about it. B: So basically you're saying we should ask Jenny directly, aren't you? A: Yeah, that's right. B: Mmm... <i>SB p74, 75/ WB p41</i>	<ul style="list-style-type: none"> Collocations with gerunds: doing a part- time job, owning a smartphone, etc <i>SB p74/ WB p41</i> Phrases to persuade and convince: Surely... clearly... <i>SB p74, 75/ WB p41</i> 	→ Speaking <i>SB p75</i>
	Clarifying ideas					

WEEK 1

WEEK 2

Aim: Students use a variety of determiners and related expressions to talk about quantity. They also show contrasting ideas by writing a discursive essay.

WRITTEN/ SPOKEN TASK

Pairs/ Individual. Students write an essay describing the advantages and disadvantages of regulations in the media.

Pre- task (Speaking)

Work in pairs. Choose two statements from the list and give one reason **for** and one reason **against** each one. Give examples to support your ideas.

1. *Manipulation of images in advertising is justified in order to make a message stronger.*
2. *Idealized images of models in media can have a positive effect on ordinary people.*
3. *The media should be free to examine the lives of public figures.*
4. *The media should focus more on the lives of ordinary people rather than on famous people.*

Task. Written / Individual

Nowadays there is a lot of discussion whether governments need to create new regulations regarding the media. Massive means of communication can be extremely powerful to spread the news but there is also strong evidence of the media behaving unacceptably.

Write down a 180-200 word-discursive essay with the topic *The media should be more regulated*. State both, positive and negative aspects about the media, as well as your own point of view.
SB p 85.

	NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	SKILLS		
2	Minor and significant quantities.	Talking about a small amount of something.	TESTING / TEACHING - Uncountable or plural nouns <i>Some, hardly any</i> LB 7.1 p 140, 141	<p>What sort of program would you make if your goal was to appeal the whole world? Obviously, some well-made wildlife programs such as the BBC's <i>Natural World</i> series would travel well, with its visual content and its cross-cultural appeal. Costume dramas and historical mini-series also seem to survive the transition to a different culture with little difficulty.</p> <p>But how about a car program? Hardly any show has become successful in the way that <i>Top Gear</i> has. SB p 80 - 81/ WB p 46.</p>	<ul style="list-style-type: none"> TV programs: Similarities and differences among them. <i>A documentary – a docudrama</i> <i>A series – a serial</i> <i>A sketch show – a sitcom</i> SB p 80/ WB p 46 	<p>→ Reading SB p 56 WB p 34</p> <p>→ Reading & Speaking SB p 80- 81</p> <p>→ Speaking SB p 82, 154</p> <p>→ Pronunciation SB p 81</p> <p>→ Listening WB p 47</p>		
			TESTING - Uncountable nouns <i>A little</i>					
			TESTING - Plural nouns <i>Several, a small number of, a few</i>					
		Referring to something that is not as many or much as it was expected.	TESTING - Countable nouns <i>Few</i> - Uncountable nouns <i>Little</i>					
		Talking about a large amount of something	TESTING - Uncountable and plural nouns <i>A lot of, lots of, plenty of, most</i>				<p>A) The American version of <i>The Office</i> attracted 11.2 million viewers during its first showing in 2005. Since then, the program has been copied several times. Both versions, the British and the American, enjoy a great deal of popularity despite the fact that they feature characters who survive mundane office life.</p> <p>B) <i>Top Gear</i>'s appeal lies more in the jokey relationship between the three presenters and also in the crazy challenges that are a key feature of each program.</p>	<ul style="list-style-type: none"> Words to refer to similar ideas Very good outcome: Success, hit Attracted: pulled in, drawn in Brought back to life: resurrected, revitalized SB p 80/ WB p 34 Multi- word verbs <i>Bring out</i> <i>Take back</i> <i>Come across</i> <i>Put up with</i> <i>Turn out</i> <i>Take somebody back</i> <i>Bring out</i> <i>Put somebody up</i> SB p 82, 154/ WB p 47
			TESTING - Uncountable nouns <i>Much, a large amount of, a great deal of</i>					
TESTING - Plural nouns <i>Many, a large number of, quite a few</i>								
Referring to all the members of a group of things or people.	TESTING - Plural nouns <i>Both</i> (all of two)							
	TESTING - Singular nouns <i>Each, every, any</i>							

	Stating that a choice is not important to the speaker.	TESTING - Undetermined person, place or object. <i>Any</i> <i>LB 7.1 p 140, 141</i>	Both of us run a TV broadcasting business but neither of us is good with advertising. Fortunately, there are experts in charge of that. I know a market consultant who is able to successfully advertise any kind of product.	
	Making clear that none of the two things or people are what was expected.	TESTING - Neither / neither of + singular verb		
	Saying that something is additional to the existing number	TESTING - Another + singular noun	A race between a supercar and a bullet train in <i>Top Gear</i> was another huge hit which pulled in a large number of viewers.	
	Talking about nonexistent number or amount of something (Zero %)	TESTING - <i>No + noun</i> - <i>None</i> [A pronoun to replace countable or uncountable nouns] <i>LB 7.1 p 140, 141</i>	Celebrity contestants with little or no experience of dancing pair up with professional dancers and perform in front of a live audience to impress the voting viewers and judges. <i>SB p 80 - 81./ WB p 46.</i>	

WEEK 2

WEEK 3

Aim: Students report what others have said, done, asked or requested. They also express their ideas and thoughts in an emphatic manner.

ORAL/ WRITTEN TASK

A news story

Individual/Pairs. Students give a short summary of the latest news.

Pre-task

Pre-task activities should be done before this lesson.

1. Check activity Writeback: A short summary in SB p 89.
2. Students do research on the most recent local and/or international news.

Task

You have applied for a job as a news anchor for an international TV network. To get the job, you have to pass four different tests and you have already passed the first three with flying colors. You're taking the last test today with another candidate. Here are the instructions to your test:

Work together and prepare a short news report for our show "I can't believe that!" which presents the craziest and weirdest news around. The segment lasts only 3 minutes, so your report must not be very long.

NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	SKILLS
--------	----------	---------	----------------	------------	--------

3	News and reports.	Repeating what someone has said, what has happened and how it has happened.	TESTING - Reported speech - Reported questions - Reported commands and requests <i>LB p 140, 141</i>	A: I asked you before the show if you'd ever earned money for your hoax work , and you said that you often work with the police and detectives . Could you tell me what exactly you do? B: I'm afraid I cannot answer that. A: How come? B: Well, you have asked me to share classified information and I'm not allowed to do it. <i>SB p 83/ WB p 49</i>	<ul style="list-style-type: none"> Reporting verbs <i>SB p 84/ WB p 49</i> 	<ul style="list-style-type: none"> → Listening <i>SB p 83</i> → Reading <i>WB p 48</i>
	Emphasis	Making emphasis on specific actions.	TEACHING - Auxiliary verbs (all tenses) <i>LB 140, 141</i>	I do hate it when people smoke. <i>It is</i> annoying. And I did tell you about it. <i>SB p 86, 87/ WB p 50</i>	<ul style="list-style-type: none"> Words and phrases related to the press: tabloid, feature, edition, etc. <i>SB p 86/ WB p 50</i> 	<ul style="list-style-type: none"> → Pronunciation: Sentence stress <i>I did tell you. It is annoying</i> → Speaking <i>SB p 87</i>
		Making emphasis on specific situations or its characteristics.	TESTING - Intensifiers <i>LB 140, 141</i>	A: The concert was so awful . The band played really badly . B: Are you crazy? That's completely ridiculous . The band played beautifully. It was such a marvelous experience . <i>SB p 86, 87/ WB p 50</i>	<ul style="list-style-type: none"> Auxiliary verbs <i>LB 140, 141</i> 	
		Making emphasis on a specific subject.	TEACHING - Emphasising phrases	A: This tastes terrible! What on earth is this? B: It's donkey meat. A: What? There's no way we're eating this B: You're the one who chose this dish. <i>SB p 86, 87/ WB p 50</i>	<ul style="list-style-type: none"> Adverbs of degree: Really, so, absolutely, completely, totally, such a/an <i>LB 140, 141</i> 	
		Making emphasis on feelings, thoughts and reactions.	TEACHING - Informal phrases to make emphasis	A: This tastes terrible! What on earth is this? B: It's donkey meat. A: What! There's no way we're eating this B: You're the one who chose this dish. <i>SB p 86, 87/ WB p 50</i>	<ul style="list-style-type: none"> Emphasising phrases: She's the one who said it. The worst thing was... <i>LB 140, 141</i> 	
Guesses	Making guesses.	TEACHING - Phrases to make guesses	A: What do you think happened to the visitors? B: I imagine they saw something or perhaps they heard something. A: It's difficult to say , but it seems that something bad happened. <i>SB p 86, 87/ WB p 50</i>	<ul style="list-style-type: none"> Informal phrases to make emphasis: There's no way that... Why on earth... <i>LB 140, 141</i> 		

WEEK 3

WEEK 4

Aim: Students reflect on the decisions they have made, they give their opinion about other people's behavior and suggest polite solutions to embarrassing situations.

ORAL TASK

Pairs. Students role- play two inhabitants of an apartment building who are having a quarrel.

Student A

You live in an apartment building with a common yard. Somebody let in a family of small dogs with a puppy. These dogs are in the yard and the other neighbors feel uncomfortable about it. The family next door owns a big dog that defended its territory and bit the vulnerable puppy.
Your neighbor got angry because he thinks those dogs shouldn't have been there. You feel sorry for the puppy and you think your neighbor must be responsible for his dog's behavior.
Find a polite way to persuade your neighbor to take the puppy to the vet's office.

Student B

You are upset because somebody let a stray-dog family in the apartment building that you live in. The dogs have been in the common yard.
You own a big dog that got anxious when he noticed the invading dogs. He bit the puppy and you don't want to take it to the vet's since you think those dogs shouldn't have been in your yard.

NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	SKILLS
--------	----------	---------	----------------	------------	--------

4

Decisions and results

Talking about a hypothetical situation and its result in the past.

TESTING
- Third conditional
(A past second situation that cannot be changed)
LB 4.2 p 142, 143

Fred said they had considered the option of keeping the money, but decided they couldn't do that. He said, "I **think if any of us had used it, it would have felt really wrong.**"
SB p 92, 93/ WB p 52

Talking about a hypothetical condition in the past with a result in the present.

TEACHING

Conditional clause	Result clause
If + past perfect	Would/might/could + verb in simple form

LB 4.2 p 142, 143

An unemployed man missed a job interview because he saved the life of a nine-month-old boy who was blown into the path of the subway train. **If he hadn't jumped down there, the baby wouldn't be alive.**
SB p 92, 93/ WB p 52

4

Reasons, decisions & reactions.

Using verbs either in the *-ing* form, the infinitive with to, as the complement of a main verb to describe reasons, decisions and reactions.

TESTING
- Preposition + Verb in the *-ing* form
LB SB p 142, 143.

TESTING
- Verb + object + infinitive
*Let, *help, make*
**help* can be followed by a verb in infinitive or in the *ing* form with no change in meaning.

TESTING
- Verb + object + infinitive with to
*Ask, advise, expect, *help, invite, persuade, remind, require, teach, tend, want.*

TEACHING
- Infinitive with to as part of a semi-fixed phrase
It's easy / important / necessary
Have the chance/ opportunity / time
Somewhere/ something / nowhere / nothing

TESTING
- Verb + the *ing* form
Avoid, come, consider, discuss, deny, enjoy, go, hate, involve, keep, like, love, mind, miss, practice, suggest.

TEACHING
- Verb + the *ing* form
After certain phrases:
Can't bear, can't stand, it's not worth, it's no use, have trouble.

TESTING
- Verb + infinitive with to
To express a purpose

Research shows that people **tend to respond** differently depending on their cultural context and other factors. In Japan, players offered twice as much as those in Peru. But don't make the mistake of **thinking** that Japanese are more generous than Peruvians. Perhaps **being generous in the game** means you **want people to think** you are in real life.

The game gives you **the chance to act** unselfishly or not; some people are playing **to impress** other people. If **it's important to someone to be seen** as fair, **it's easy to act** that way in the game because it's just a game.

- Collocations related to Decisions
Arrive at a decision
Betray your principles
Look into a situation
SB p 93/ WB p 51
- Compound adjectives
The 91-year-old widow
\$4,000 in bubble-wrapped bills
Bank-robbing daughter
SB p 94/ WB p 51
- Values:
Equality
Justice
Greed
Fairness
Generosity
SB p 95/ WB p 53

→ Reading
WB p 53

→ Listening
SB p 95
WB p 51, 55

→ Speaking
SB p 95

→ Pronunciation
SB p 96
WB p 52

		<p>TESTING - Modal verb + infinitive LB SB p 142, 143.</p>	<p>Some players would keep everything, but most people let their partner have a share of the money. My opinion is that deep down most human beings would rather cooperate and avoid exploiting others, in the game and in real life. <i>SB p 96/ WB p 54</i></p>		
		<p>TEACHING - Had better/ would rather + verb + infinitive</p>			
Problems & solutions	Dealing with an awkward situation and suggesting a polite solution.	<p>TEACHING - Preparing the listener by giving a reason to start the conversation. <i>There's something I've been meaning to talk you about</i> <i>I'd like to talk you about</i></p>	<p>A: Alex, there's something I've been meaning to talk you about. B: Yeah. What's up? A: Well, look I don't want you to get the wrong idea but ... B: But what? A: It's just I'm very busy and you're always on the phone. B: Oh, right. A: It's quite annoying. Do you know what I mean? B: I'm sorry, I wasn't thinking. A: I've got a suggestion. Why don't you ask your friends to call your mobile instead of our land line? B: You mean I should use the phone in a different room? A: That's right. How does that sound? B: That seems reasonable. I'm really very sorry. A: No problem. Forget it. SB p 98-99/ WB p 55</p>	<ul style="list-style-type: none"> • Behavior: <i>Tactful</i> <i>Unhelpful</i> <i>Assertive</i> <i>Confrontational</i> <i>Sensitive</i> <i>Sensible</i> <i>Focused</i> SB p 98/ WB p 55 	<p>→Listening SB p 98/ WB p 55</p> <p>→Pronunciation SB p 98</p> <p>→Speaking SB p 99</p>
		<p>TEACHING - Conveying a message in a clear and specific way. <i>I hope you don't take this the wrong way, but</i> <i>I don't want you to get the wrong idea, but</i> <i>It's just that (you know you borrowed/ you said you'd etc.)</i></p>			
		<p>TEACHING - Getting the other person's point of view <i>Do you see where I'm coming from?</i> <i>How does that sound?</i> <i>How would you feel about that?</i> <i>Do you know what I mean?</i></p>			
	<p>TEACHING - Suggesting a solution <i>I'd feel better if</i> <i>I have a suggestion / an idea</i> LB 8.3 SB p 142-143</p>				
	Using fillers to soften a message and giving time to think.	<p>TESTING - Fillers <i>Um, er, well, you know, I mean, kind of</i> SB p 99/ WB p 55</p>	<p>A: I was kind of wondering if you're I mean free on Saturday? B: I think so, ye. A: Well, um. There's a jazz kind of festival in town in the afternoon. Would you like to um, go? B: That sounds great, I'd love to.</p>		

WEEK 4

WEEK 5

Aim: Students analyze facts and past events in order to make deductions and hypotheses. They describe events, and people's actions and preferences.

ORAL TASK

CSI: Crime scene investigation.

Pairs. Students role play two detectives studying a crime scene.

Task

Students A and B: You're detectives who were called to investigate a crime committed at a local shop/ residence. Study the crime scene and come up with a hypothesis on what might have happened and how it happened.

Take the following into consideration:

- The place was a mess. Nothing was in its place and the furniture had been severely damaged.
- No fingerprints or traces of any kind were found in the scene of the crime.
- The door was locked from the inside and none of the windows were broken.
- Nothing valuable was missing.

	NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	SKILLS
5	Actions, preferences and current events.	Talking about people's actions and preferences as well as describing past, future or current events.	TEACHING/ TESTING - Verb patterns: -ing and infinitive forms with difference in meaning. <i>(remember, forget, try, stop, go on, regret)</i> <i>LB 9.1 p 144, 145</i>	Do you remember seeing a video in which a burglar who broke into a store tried to escape through the back window and got stuck? vs. Did you remember to call the security company, sweetheart? I haven't been able to deactivate the alarm. I've tried entering the master code and also restarting the system but nothing seems to work. <i>SB p 104- 106/ WB p 60, 61</i>	<ul style="list-style-type: none"> • Types of crime: kidnapping, hacking, stalking, vandalism, identity theft, bribery, counterfeiting, mugging, arson, shoplifting, murder, assassination, blackmail, fraud, steal. <i>SB p 104/ WB p 61</i> • Words related to crime: jail, prison, sentence, burglar, thief, robber, murderer, assassin, con artist, hacker, detective, police officer, patrol car, etc. • Verb + dependent preposition collocations: charge with, accuse of, arrest for, apologise for, dream of, etc <i>SB p 106/ WB p 61</i> • Verbs: remember, forget, try, stop, go on, regret, like, love, hate, prefer, can't stand, can't bear, start, begin, continue. 	Reading <i>SB p 104</i> Listening <i>WB p 60</i> Speaking <i>SB p 106</i>
			TEACHING/ TESTING - Verb patterns: -ing form and infinitive with a slight or no difference in meaning. <i>(like, love, hate, prefer, can't stand, can't bear, start, begin, continue)</i> <i>LB 9.1 p 144, 145</i>	<u>Emphasis on the process itself and enjoyment of it:</u> I love watching crime TV shows and documentaries; I find them very entertaining and interesting. I think you can really learn a lot from watching them. vs. <u>Emphasis more on the preference or habit:</u> I like to read the newspaper in the morning and to watch the news at night. Being informed about what's going on around you is a good way to avoid becoming a victim of crime. Don't you think? <i>SB p 104- 106/ WB p 60, 61</i>		
			TEACHING - Verb patterns in continuous tenses: verb + infinitive (<i>begin, continue, start</i>) <i>LB 9.1 p 144, 145</i>	A: Have you noticed that vigilantes are starting to become something usual in this city? B: Yeah. I must say I'm not sure about how I feel about it. I support them, but... <i>SB p 104- 106/ WB p 60, 61</i>		
5	Deductions and guesses about past actions or states.	Making deductions and hypotheses about past events and states.	TESTING - Past modals of deduction: modal + have + past participle <i>LB 9.1 p 144, 145</i>	I think I got pick-pocketed on the bus because I can't find my cell phone anywhere. I'm sure it was in my back pocket when I got on. I guess someone must have snatched it. <i>SB p 108/ WB p 63</i>	<ul style="list-style-type: none"> • Synonyms to be taken in = scam, act as if you're somebody else= pretend to be, take something quickly= snatch, etc <i>SB p 107/ WB p 63</i> • Modal verbs must, might, could, may, couldn't, can't, should, would. 	Listening <i>SB p 107</i> Speaking <i>SB p 108</i> Reading <i>WB p 62</i>
		Making deductions and hypotheses about past ongoing events or actions.	TEACHING - Past modals of deduction in the continuous form: modal + have + been + -ing form. <i>LB 9.1 p 144, 145</i>	A: The cashier might've been in cahoots with the man who robbed the store. B: Say that again. A: They suspect it was an inside job. The detective thinks that the cashier could have been working with the robber the whole time because the robbery was very out of the ordinary. <i>SB p 108/ WB p 63</i>		

	Making deductions and hypothesis about past events making emphasis on objects and processes rather than subjects.	TEACHING - Past modals of deduction passive voice: modal + have + been + past participle. <i>LB 9.1 p 144, 145</i>	A: I've just gotten a call from my bank. Apparently, someone in New York tried to pay for gasoline with my card. B: No way! How's that possible? We aren't in NY. A: I know. The call- center agent told me my card must have been cloned . <i>SB p 108/ WB p 63</i>		
--	---	---	--	--	--

WEEK 5

WEEK 6

Aim: Students provide specific or additional information about people, things or events in order to define or describe them according to their needs.

WRITTEN TASK

Individual. Students write an informal article to express their opinion and concern regarding a specific matter.

Task

The overuse of social networking is causing the lack of face to face contact. As a consequence, an important number of youngsters are having problems to socialize. Show your concern on the topic by writing an informal article for your school newspaper entitled *How to make friends*. Remember that you should use conversational language and talk directly to the reader. Although the article is informal, it is important to structure it clearly. SB p. 97

	NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	SKILLS
6	Descriptions & definitions	Giving essential information about a noun.	TESTING - Defining relative clauses <i>LB 10.1 p 146, 147.</i> <i>The relative pronoun/adverb can be omitted when it is the object of the relative clause.</i>	<u>Informal spoken & written language.</u> The Shawshank Redemption is a prison movie which goes beyond the violence seen in most such films. The story centers on the life-changing relationship between a new prisoner, Andy, who is imprisoned for murder, and Red, a long-time prisoner who Andy makes friends with .	<ul style="list-style-type: none"> Vocabulary to describe films <i>Fast-paced</i> <i>Gripping</i> <i>Gory</i> <i>Thought- provoking</i> <i>Touching</i> <i>SB p 116, 117/ WB p 66</i> The Arts: positive, negative and neutral adjective and phrases. <i>Ground-breaking</i> <i>Must – see</i> <i>Alternative</i> <i>A flop</i> <i>A letdown</i> <i>SB p 120/ WB p 67</i> 	→ Reading <i>SB p 116/ WB p 65</i> → Listening <i>SB p 116/ WB p 69</i> → Speaking <i>SB p 117</i> → Pronunciation <i>SB p 117</i> → Writing <i>WB p 67/ SB p 125</i>
		Giving additional, nonessential information.	TESTING - Non- defining relative clauses <i>LB 10.1 p 146, 147.</i>	vs <u>Formal spoken & written language</u> The Shawshank Redemption is a prison movie which goes beyond the violence seen in most such films. The story centers on the life-changing relationship between a new prisoner, Andy, who is imprisoned for murder, and Red, a long-time prisoner with whom Andy makes friends. <i>SB p 116, 117/ WB p 66.</i>		
		Using prepositions appropriately in relative clauses.	TESTING - Clauses with prepositions at the end. <i>Prepositions can come at the end of the relative clause in informal spoken and written English.</i> <i>In formal and written English prepositions often come before the relative pronoun.</i>			

		LB 10.1 p 146, 147.	
Improving and giving variety to language by using reduced relative clauses.	TEACHING - Present participle clauses. <i>The main verb in the relative clause has an active meaning.</i>	TEACHING - Past participle clauses. <i>The main verb in the relative clause has a passive meaning.</i> LB 10.2 p 146, 147.	Do stars use their real names when traveling? In short, no. In fact, stars registered at hotels under their real name are a rarity. Their day can be ruined by paparazzi trying to take their pictures and members of the public taking selfies . SB p 120/ WB p 67.
	TEACHING - Commenting on facts <i>As you may know</i> <i>As I'm sure you know</i> <i>Apparently / supposedly / interestingly</i> <i>Surprisingly/ strangely/ believe it or not</i> <i>It's well worth (going/seeing/ a visit)</i>		
Listening and giving a tour using appropriate phrases.	TEACHING - Leading the way <i>Let's head over to...</i> <i>Shall we head back to...</i> <i>Why don't we retrace our steps...</i>		As I'm sure you know Greenwich Village has always been a center of artistic life. Interestingly , the oldest college was actually only founded a hundred or so years earlier! Apparently , the biggest room can seat somewhere in the region of 500 students although I haven't seen it myself. We can actually go inside if we're quick. It's well worth a visit.
	TEACHING - Giving facts It was built in honor of... It was named after... It was burnt down in... It was restored in ... LB 10.3		Let's head over to Washington Square Park and then circle back. Why don't we retrace our steps and go back to the Café Reggio?
			It was modelled on the Arc de Triomphe. It was built to celebrate the hundredth anniversary of the inauguration of George Washington as president. SB p 122/ WB p 69

- Dimensions

Adjective	Noun	Verb
long	length	lengthen
wide	width	widen
deep	depth	deepen
large	largeness	enlarge

SB p 123/ WB p 69.