

**CEFR: A1**

**Aim:**

At the end of level 6, students will know how to use basic and simple structures, and vocabulary items to enable them to:

- Understand written and oral short texts for everyday purposes.
- Take part in simple conversations.
- Use written and oral means to talk about food and order meals in a restaurant.
- Offer and ask for help in everyday situations.
- Describe the weather.
- Use written and oral means to talk about achievement and past events.
- Interact to make a conversation and show interest in the topic, get personal information from others provided that the other speaker speaks clearly and slowly; and is prepared to help.

<p><b>Remember to...</b></p> <ul style="list-style-type: none"> <li>✓ Always write the objective on the board</li> <li>✓ Recycle information from previous sessions</li> <li>✓ Put structures in context</li> <li>✓ Teach one thing at a time</li> <li>✓ Personalize examples</li> <li>✓ Link exercises, activities and tasks</li> <li>✓ Give clear and direct instructions</li> <li>✓ Always model the exercise</li> </ul>	<ul style="list-style-type: none"> <li>✓ Keep the four skills in mind</li> <li>✓ Consider the different learning styles</li> <li>✓ During a reading or listening comprehension activity students should check answers among them and then with you.</li> <li>✓ Students should always be evaluated somehow at the end of a session.</li> <li>✓ It's the students who review grammar points or concepts, not the teacher.</li> <li>✓ Call your students by their names</li> </ul>
<p><b>Video session:</b></p>	<p><b>Mediateca session:</b></p>

**Objective:** Students talk about their own and other people's eating habits and food preferences.

WRITTEN TASK	THOUGHTS & VALUES	ORAL TASK
Individual (After performing the oral task). Write to your teacher a description of the food preferences in your class. Tell the teacher what you think is interesting or surprising.	<b>How you eat is important.</b> SB p. 85  *Note to the teacher: Work these sections with your students to promote moral values and positive attitudes in the classroom. These short activities help teens to be more reflective and build their self-esteem.	Whole class Find out the food preferences in your English class; use the following questions to get information from five students and share your findings with the class. <ol style="list-style-type: none"> <li>1. Do you have breakfast every day? What do you usually eat?</li> <li>2. What is your favorite kind of food?</li> <li>3. What do you eat for lunch?</li> <li>4. What is your favorite kind of snack?</li> <li>5. Do you think you have a healthy diet? Why/Why not?</li> <li>6- What food you don't like?</li> <li>7. What food smells bad but is delicious?</li> </ol>

	NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	COMMUNICATIVE SKILLS
		Carry out a diagnostic test SB p 83				
1	Eating habits	Talking about food & eating habits.	Present simple + adverbs of frequency.	A: What do you <b>usually</b> eat for breakfast, Isabel? B: I <b>always</b> have an egg and fruit for breakfast. What about you? A: I <b>usually</b> have cereal with milk, and I <b>never</b> drink coffee.  SB p 85                      WB p 85	<b>Food</b> <b>Fruit:</b> apples, bananas, strawberries, oranges. <b>Meat:</b> chicken, beef, hamburger, lamb, sausage. <b>Vegetables:</b> potatoes, carrots, tomatoes, peppers. <b>Drinks</b> Tea, coffee, milk, juice. SB p 86                      WB p 84	Reading & Speaking SB p 85. Pronunciation: steak /steɪk/ Sausage /'sɔ:sɪdʒ/
		Talking about food and drinks.	A/an + singular noun No article + uncountable noun	A: What do you have for lunch? B: I usually have <b>soup</b> , sometimes I eat <b>meat</b> , like <b>steak</b> or <b>a hamburger</b> . How about you? A: I have <b>chicken</b> or <b>steak</b> and <b>a plate of salad</b> . SB p 85	Review: Food & drinks. Snacks: candy, chocolate, chips, soda.	Listening SB p. 84.

	Talking about food and drinks.	Like, love, drink + noun	Do you like tomatoes? Yes, I love them but I hate onion. SB p 33	Review: Food & drinks. <b>Meals:</b> Breakfast, lunch, dinner. <b>Breakfast items:</b> bread, butter, toast, egg, yogurt, cereal. <b>Lunch &amp; dinner items:</b> spaghetti, vegetables, salad, steak, chicken, fries, soup, pasta, fish and chips. WB p 85	Listening & speaking SB p 86
--	--------------------------------	--------------------------	--	---	---------------------------------

\*Note to the teacher: **Do not** teach **Obligations** with **Must** yet. This function will be taught later on.

WEEK 2

**Objective:** Students ask for, give or deny permission to do something. They also make polite offers and requests at a restaurant.

<b>WRITTEN TASK</b>	<b>THOUGHTS &amp; VALUES</b>	<b>ORAL TASK</b>
<p><b>Pairs</b> You and your partner just opened a new restaurant, and you are working together to create the menu. Think of a name for your restaurant, offer delicious food and create some unusual meals. When you are ready, invite some customers to your place. Use the information on WB p 89 to help you.</p>	<p><b>You are what you eat.</b> SB p. 87.</p>	<p><b>Groups</b> Some customers are coming to your restaurant, show them the menu and take their order giving them a good service. (Switch roles)  WB p 89</p>

	NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	COMMUNICATIVE SKILLS
<b>2</b>	Permission	Asking for permission	Can Affirmative / Negative	A: Mom, can I make an omelette? B: Yes, you can. (Later...) B: Can I come into the kitchen now? A: No, wait, mom. SB p 87.      WB p 82.	<b>Giving or denying permission.</b> Of course, you can. Well, OK. No, you can't. You ... Sorry, I need ... SB p 87.	<ul style="list-style-type: none"> <li>• Listening SB p 87.</li> <li>• Writing WB p 87.</li> </ul>
	Offers and requests	Asking for something in a polite manner.	😊 + would like + noun	A: Are you ready to order? B: Yes. I'd like the green salad, please. But without onion. SB p 88-89      WB p 88-89	<b>At the restaurant</b> Waiter, customer. Menu, appetizer, main course, dessert, An ice-cream scoop. The check. SB p 88.	<ul style="list-style-type: none"> <li>• Listening SB p 88.</li> <li>• Speaking SB p 89.</li> </ul>

**Objective:** Students offer to help others. Learners also talk about achievements and give information about past events.

WRITTEN TASK			THOUGHTS & VALUES	ORAL TASK		
Individual Write a composition about the person you made your poster about. Explain why you decided to talk about this person, say what you think is interesting about his/her life. Include the information that you used to create the poster.			Hard work and achievement. SB p 93	Individual work Choose somebody that you admire and prepare a poster with pictures that are related to that celebrity. Use the following questions to talk briefly about this person: What's his/her name? Where and when was he/she born? Why is he/ she famous?		
NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY		COMMUNICATIVE SKILLS
3	Offers	<b>Fixed phrases</b> Do you want some help? Can I (do something) for you?	A: Do you want some help Robert? B: No, I'm Ok thanks. First, we need to add the tomato sauce. A: Can I cut the peppers for you? B: Ok. Just be careful with the knife. SB p 90-91	<b>Useful phrases</b> Do you want some help? - Ok. Thanks! - Sure. Here's a spoon you can use. - No, I'm Ok thanks. - Of course. - Be careful. - The thing is, ... SB p 34.                      WB p 30, 31		<ul style="list-style-type: none"> <li>Reading &amp; listening SB p 90 - 91.</li> </ul>
	Accomplishments	Talking about achievement and stories of success.	<b>Past of Be</b> Was /were  Valentina's father was a driver, and her mother was a factory worker. Her hobby was skydiving, and it was her dream to be an astronaut. Millions of people were surprised to see the first woman going into space. SB p 92-93.                      WB p 90	<b>High fliers</b> Factory, skydiving, spacecraft, flight, stamps, training program, space flight, passenger, achievement, success. SB p 93                      WB p 90		<ul style="list-style-type: none"> <li>Reading &amp; listening SB p 92 - 93.</li> </ul>

**Objective:** Students ask for and give information about past experiences, giving detail about time and place.

ORAL TASK	WRITTEN TASK
<p>You and your classmates are creating a class album. Every student in the class, publishes information about another student. Your teacher might assign you one of your classmates' name.</p> <p>Ask your partner his/her name and age.</p> <p>Use the following questions to get information about their childhood and take notes about your partner's answers.</p> <p><i>When and where were you born?</i></p> <p><i>What was your nickname when you were a child?</i></p> <p><i>What were your favorite games?</i></p> <p><i>Who was your best friend in elementary school?</i></p>	<p>[After the Oral task]</p> <p>Write a paragraph about your partner with the information you got, draw his/her face and publish your post on the classroom walls.</p> <p>Read the other posts. Finally, give your paper to your teacher to put the album together.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 100px; text-align: center;">   <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>  <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> </div>

	NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	COMMUNICATIVE SKILLS
4	Past experiences	Setting past events in a particular place and time.	Past of be + place and time expressions	<p>A: I was at home at a quarter after eleven, yesterday morning. What about you?</p> <p>B: I was at my cousin's house. In the afternoon, we were at the movies.</p> <p>SB p 38-40                      WB p 36</p>	<p><b>Time expressions</b></p> <p><b>Last</b> + weekend /Sunday /night /week /month /year</p> <p><b>Yesterday</b> + morning /afternoon / evening</p> <p><b>In</b> 2015, 1999, 1820.</p> <p><b>At</b> four o'clock/ 5:30/ 6:00 a.m./ 6:30 p.m.</p> <p>An hour/ a day/ a week/ a year + <b>ago</b>.</p> <p>SB p 94                      WB p 92-93</p>	<ul style="list-style-type: none"> <li>• Listening SB p 94, 95.</li>   <li>• Speaking Sb p 94.</li> </ul>
		Asking for and giving information about the past.	Be. Simple past questions. [Yes/No questions & Wh-questions]	<p>A: Oh no! My phone! It was in my jacket!</p> <p>B: Ok, calm down. Where were you an hour ago?</p> <p>A: I was at the mall</p> <p>B: Were Steve and Martha with you?</p> <p>A: No, they weren't. I was alone at the shoe store.</p> <p>SB p 95                      WB p 90.</p>	<p><b>Fixed phrases</b></p> <p>What's wrong?</p> <p>Calm down.</p> <p>Wait a minute.</p> <p>SB p 95</p>	<ul style="list-style-type: none"> <li>• Listening p 95.</li> </ul>

**Objective:** Students narrate past events to create a story.

		ORAL TASK		WRITTEN TASK			
		<p>*After the Written task. Get in small groups and talk to your classmates about your Super Hero. Vote for the best story.</p>		<p>Choose a Super Hero to write about (or create your own if you prefer). Write a paragraph including the following information: Place and date of birth. Real name. What was his family and childhood like? Who was his/her best friend? His/her name as a Super Hero. WB p 95</p>			
		NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	COMMUNICATIVE SKILLS
5	Narrations	Narrating a series of past events.	Past of Be Past of irregular verbs [Affirmative form].	His father was Poseidon, the Greek god of the sea. His half-brother was Tyson. Tyson was a monster. At first, Percy hated his monster brother. In the end, they were friends. Percy helped the people he liked. SB p 96, 97.	<p><b>Phrases to show sequence</b> At first Then Later Finally In the end SB p 96.</p> <p>WB p 91</p>	<ul style="list-style-type: none"> <li>Reading SB p 96</li> <li>Pronunciation SB p 121</li> </ul>	
		Talking about the weather.	It's + adjectives to describe the weather. It's + verb + ing	SB p 97. WB p 37	<p><b>Adjectives to describe the weather</b> Cloudy, sunny, windy, hot, cold, warm.</p> <p><b>It's + verb + ing</b> It's raining / snowing</p> <p><b>What's the weather like?</b> SB p WB p</p>		

**Objective:** Students write a proposal integrating present and past facts along with descriptive language.

ORAL TASK				WRITTEN TASK		
<p>*After the Written task. Student A: The media is interested in your proposal. You got an invitation to talk about your proposal in a radio program. Student B: You have a radio program, and you invited a guest who has an interesting proposal to have a new statue in the town. Interview your guest to inform your audience about this proposal.</p> <p>*Before performing the conversation, elicit some sample questions from the class to be used in the interview. Support students to get accurate questions.</p>				<p>Pre-task SB p 99</p> <p>The mayor of your city is inviting local people to make suggestions for changing your town's image. You are interested in having a new statue to make your town more attractive.</p> <p>Decide who you want a statue of and write your proposal.</p>		
NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY		COMMUNICATIVE SKILLS
6	Writing a proposal	Proposing a new statue for your city.	<p>Be in past. Past simple irregular verbs. [Affirmative form].</p> <p>I live in Manchester, England, and I think it's a good idea to have a statue here of a band called The Stone Roses. I think they were important for the city because their music helped people all over the world know about the city.</p> <p>SB p 98, 99.</p>	<p><b>Statues</b> Make a statue Upside down Unusual</p> <p>SB p 43      WB p 42</p>	<ul style="list-style-type: none"> <li>Reading &amp; Listening SB p 98</li> <li>Pronunciation Statue /'stætʃuː/</li> <li>Writing SB p 99</li> <li>Exam skills: Listening WB p 97</li> <li>Consolidation WB p 98-99.</li> </ul>	

	NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	COMMUNICATIVE SKILLS
	<b>Grammar and vocabulary review.</b>					
7	<p>Recommendations:</p> <ul style="list-style-type: none"> <li>▪ The teacher asks about the grammar points they saw in the course.</li> <li>▪ The students name them and write them on the board.</li> <li>▪ The students give mini presentations in teams about the grammar and notional points. The teacher makes corrections and provides feedback.</li> <li>▪ You may use the Consolidation section on <b>WB p 98 &amp; 99</b> to complete the Review.</li> </ul>					
8	<p><b>Evaluation (Saturday courses)</b></p> <p>9:00-10:00 Final Oral Exam            10:00-12:00 Final exam.            12:00-13:00 Grades            13:00-13:30 Feedback            13:30-14:00 Capture Grades</p> <p><b>Evaluation (Weekly courses)</b></p> <p>Session 26: Final oral and final writing exams            Session 27: Final exam            Session 28: Feedback and capture grades.</p>					