

CEFR: A2

Aim: At the end of level 8 students will be able to use different structures that will enable them to:

- Ask and give detailed information about oneself and other's.
- Describe their own and other people's routines, everyday activities specifying when they happen
- Describe activities, express likes and dislikes regarding everyday activities and express the frequency they are carried out.
- Express what people are doing at the moment of speaking and what people generally do as habits and routines.
- Understand oral speech and obtain information about hobbies, activities, prices, stores and shopping.
- Express in written form their routines, hobbies, likes, dislikes, activities and describe what they are doing.
- Understand texts related to free time activities, hobbies and markets.

Remember to...

- ✓ Always write the objective on the board
- ✓ Recycle information from previous sessions
- ✓ Put structures in context
- ✓ Teach one thing at a time
- ✓ Personalize examples
- ✓ Link exercises, activities and tasks
- ✓ Give clear and direct instructions
- ✓ Always model the exercise

- ✓ Keep the four skills in mind
- ✓ Consider the different learning styles
- ✓ During a reading or listening comprehension activity students should check answers among them and then with you.
- ✓ Students should always be evaluated somehow at the end of a session.
- ✓ It's the students who review grammar points or concepts, not the teacher.
- ✓ Call your students by their names

Video session:

Mediateca session:

Objective. Ss will give personal and detailed information about themselves and ask about other people's. They will also give details about their daily routine.

Oral task	Written task
<p>Pre-task. For this task students have to prepare some information before hand such as: Choose a country of origin, prepare personal information, habits and routines, likes and dislikes, feelings, family and friends ' name, age, occupation</p> <p>Task. FESI and the Language department are hosting an interchange program that will last 2 weeks. In these two weeks students are going to do different activities to know FESI and UNAM. The first activity in the schedule is to meet the students. Move around the classroom and meet the students from different countries. Ask and give as much information as possible in order to meet other students well. Ask and provide your personal information, your habits and routines in your country, your likes and dislikes, your abilities, how you feel now, information about you family and friends (name, age, occupation)</p>	<p>Today was the first day in the exchange program. You had a great time and you met different students of your age from different countries. Now you want to share the experience with your family. Write an email and tell them about a new student you met and what you learned from him/her.</p>

	NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	COMMUNICATIVE AND RECEPTIVE SKILLS
Week 1	Introductions and routines	Giving and asking for detailed information about oneself and other people.	<p>Testing</p> <p>Present simple * Integrated use of Be and action verbs. [Affirmative, negative, interrogative].</p> <p>SB p 4-11 / WB p 4-9</p>	<p>A: Hello, I'm Karina. What's your name? B: Hi, I'm Marcos. A: Are you new in the class? B: Yes, this is my first day here. A: Welcome. B: Thank you. A: How old are you? B: I'm 14. And you? A: Me too. And where do you live? B: I live in Tlalnepantla. How about you? A: I live in Atizapan. Do you have any brothers or sisters? B: Yes, I have a brother and a sister. And you? A: I don't. I'm an only child. What are your siblings' names? What do they do? B: My brother's name is Luis, he's 19 and he studies Biology, and my sister's name is Brenda, she's 16 and she's a high school student. A: Nice! Oh, I can't find my cellphone! B: I think it's under your book. A: It is! Thank you! B: What time does the lesson finish? A: At 1:00 o'clock. B: Ok. The teacher is coming. A: Talk to you later. B: Yep.</p>	<p>Possessive adjectives</p> <p>Possessive 's</p> <p>Prepositions in, on, at.</p> <p>Numbers</p> <p>SB p 4-11 / WB p 4-9</p>	<p>Speaking SB p. 4, 6, 8</p> <p>Listening SB p. 4, 5, 6, 8</p> <p>Reading SB p. 7</p>

	<p>Routines</p>	<p>Talking about personal information, routines and every day activities specifying when they happen.</p>	<p>Testing Present simple * Be and action verbs. adverbs [Affirmative, negative, interrogative].</p> <p>SB p 4-11 / WB p 4-9</p>	<p>I get up at a quarter to six on weekdays. I go to school at six thirty. I get home at two thirty and I have lunch at three in the afternoon. I sometimes go out with my friends, we often play soccer in the park. We usually play videogames on Saturdays.</p> <p>My dad <u>doesn't have lunch</u> with us, but we have dinner together at nine p.m. I <u>don't get</u> up late at the weekend because I attend a Saturday class. Actually, I am very punctual. I <u>don't do homework</u> on Friday, that's my free day.</p>	<p>Every day activities:</p> <ul style="list-style-type: none"> - Get up - Have breakfast - Do homework - Go to school - Have lunch - Have dinner - Get home - Go to bed <p>Prepositions in, on, at in time expressions:</p> <ul style="list-style-type: none"> - On Monday - On Saturday afternoon - In the morning - In the evening - In the afternoon - At night - At the weekend <p>Expressions for Telling the time</p> <ul style="list-style-type: none"> - At three o'clock - At a quarter past five - At eight thirty - At twenty to nine - At noon - At midnight <p>SB p 4-11 / WB p 4-9</p>	<p>Listening SB p. 9</p> <p>Speaking SB p. 9</p>
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Objective. Ss will describe activities and routines, express the frequency they are carried out and express likes and dislikes regarding everyday activities.

Written task		Think values	Oral task			
<p>The English department has just created a blog entry where students can talk about the activities they like doing in order to have a healthy life. You are interested in sharing your routines with the rest of FESI's community so they can improve their habits. Write a detailed description of the activities you regularly do explaining why you like them too.</p>		<p>Taking care of yourself Match the questions from the quiz with the sentences. Compare your ideas with a partner. SB p. 13.</p>	<p>Groups The local authority in your town wants to promote activities that could help teenagers to adopt a healthier lifestyle. They are taking young people's opinion into account to create the program. They want to know the type of activities you and your friends do after class and at the weekend, how often you do them and how you feel about doing them. Carry out a survey with students in your class, to find out their opinion about a variety of activities. Work in small groups to create your own survey and interview your classmates. Check the following examples. 1. Playing sport after school is relaxing because you forget about school duties. I agree I disagree 2. Going hiking once or twice a month is fun. I agree I disagree .</p>			
NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	COMMUNICATIVE AND RECEPTIVE SKILLS	
Week 2 Routines and everyday activities	<p>Teaching</p> <p>Describing everyday activities using gerund as subjects</p>	<p>The gerund as subject of a verb.</p> <p>Present simple</p> <p>Adverbs of frequency SB p. 12, 15</p>	<p>In my family we don't play board games because playing board games is usually boring.</p> <p>I don't usually watch movies on TV but watching movies in the cinema is always entertaining.</p> <p>Doing homework is usually boring so I never do my homework after class.</p>	<p>Activities. Doing homework, reading a book, dancing, cleaning the house, singing, sleeping, studying ...</p> <p>Because So but and</p>	<p>Speaking SB p. 12 ex. 3-4</p> <p>Reading Do you take care of yourself? SB p.13</p>	
	<p>Teaching</p> <p>Talking about likes and dislike regarding everyday activities</p>	<p>Present simple (<u>I, we, you, they</u>)</p> <p>Love Like Hate + -ing Enjoy Can't stand</p> <p>Adverbs of frequency /expressions</p> <p>SB p. 14, 17 WB p. 10, 11, 12</p>	<p>I can't stand doing homework at night so I always do my homework after eating.</p> <p>My mother and father enjoy watching soap operas because it usually relaxes them.</p> <p>My brother and I play soccer in our free time and we also love playing basketball. We usually play on Sundays with our cousins.</p>	<p>Adjectives to describe activities Fun, relaxing, tiring, nice, boring, interesting, entertaining</p> <p>Adverbs of frequency Never Rarely Occasionally Sometimes Often Usually Always Frequency expressions</p>	<p>Reading What do you do in your free time? SB p. 16</p> <p>Writing SB p. 17</p>	

Objective: Ss will describe and ask about someone's likes and dislikes regarding everyday activities and the frequency they carry out them.

		Written task		Oral task			
		<p>Your school English department has gotten an English-speaking robot. They decided to test the robot's English skills and general abilities with students from your class. The robot will do for you 4 activities that you don't like doing; and he will do along with you 3 of your favorite activities. You only need to write an email to the Language Coordinator asking for the robot's services and describing both the activities that you like a lot as well as the ones that you don't like at all, giving detail about how often you do those activities.</p>		<p>After doing the written task Your email was chosen by the Language Coordinator and he/she has called you for an interview. She/he wants to hear from you the reasons for getting the robot's services. Student A. You are the language coordinator. Ask questions to the students about the activities that he/she wants to do along with the robot. Ask questions about the activities that the student wants the robot to do for him/her. Ask about the frequency the student does those activities. Student B. You are the English student. Answer the Coordinator's questions with full ideas, giving details of your activities. Explain why you are a good candidate to interact with the robot.</p>			
		NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	COMMUNICATIVE AND RECEPTIVE SKILLS
Week 3	Likes and dislikes		<p>Teaching</p> <p>Talking about someone's likes and dislike regarding everyday activities</p>	<p>Present simple (He, she, it) Love Like Hate + ing Enjoy Can't stand</p> <p>Adverbs of frequency/expressions SB p. 17 WB p.10-12</p>	<p>My sister loves doing yoga. She usually does yoga at the weekend with her friends.</p> <p>Mary enjoys writing poems in her free time because it's relaxing for her. She often shares them with her friends once a month.</p>	<p>Activities. Doing homework, reading a book, dancing, cleaning the house, singing, sleeping, studying...</p> <p>Adjectives to describe activities Fun, relaxing, tiring, nice, boring, interesting, entertaining Frequency adverbs and expressions</p>	<p>Reading WB p.14 ex.1-3</p> <p>Reading and writing WB p. 15</p>
			<p>Teaching</p> <p>Asking about likes and dislikes regarding everyday activities</p>	<p>Do (I, you, we, they) + love , like, hate, enjoy+ ing.?</p> <p>*Can (I, you, we, they) + stand + ing..?</p> <p>SB p 14 WB p 11-15</p>	<p>A-Do your parents enjoy dancing? B- No, they don't. They don't like dancing because dancing is very tiring. They enjoy going to concerts.</p> <p>A-Can you stand sitting 5 hours in the class? B. No, I can't. I can't stand sitting more than five 3 hours because I get bored.</p>	<p>Fun, relaxing, tiring, nice, boring, interesting, entertaining Frequency adverbs and expressions</p> <p>Because So but and</p>	<p>Speaking SB page 14</p> <p>Listening SB p. 15 WB p. 16</p>
				<p>Does (she, he, it) + love , like, hate, enjoy+ ing..?</p> <p>*Can</p>	<p>A-Does your mother enjoy doing exercise? B-Yes, she does. She likes running. She goes to the park every Saturday. A-Can Mary stand taking classes on</p>		



			(she, she, it) + stand + ing..? SB p 14 WB p 11-15	Saturdays? B- No, she can't. She doesn't like taking classes on Saturdays so she usually falls asleep in class.		
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* This type of question is not common to ask about likes and dislikes so don't make much emphasis on question forms: Focus more on questions with *do* and *does*.

Objective: Ss will talk about products at stores, they will describe features and say how much they cost. Ss will also talk about actions happening at the time of speaking in the shopping context.

Written task		Train to think		Oral task		
<p>You are a clothing and shoe seller in Amazon and you are introducing three new items to your stock. Write detailed descriptions of your items because the company is going to post them next week. Check this useful language: <i>Product specifications, available, decorated, free shipping.</i></p>		<p>Fashion and clothes SB p 21.</p>		<p>Pre-task: The class gets in two groups, Group 1 are the Customers and Group 2 are the Shopkeepers. Customers work in pairs to shop at different stores. Shopkeepers get in pairs as well and every couple owns a store. Customers: Talk to your partner and decide what sort of items you want to ask about, try on and buy. Look for the cheapest and most fashionable items. Shopkeepers: You and your peer should decide what type of clothing you are selling. Give information to your customers about your products and convince them about the good quality and accessible prices of your products.</p>		
Week 4	NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	COMMUNICATIVE AND RECEPTIVE SKILLS
	Shopping decisions	Asking for prices and buying things in a store.	Present simple Be and action verbs (Affirmative, negative, interrogative)	A: Hello. Can I help you? B: Yes, please. I like this jacket. Do you have it in black? A: Sorry, no. Only brown. B: Oh, well, brown is OK. How much is it? A: It's \$75. B: Can I try it on? A: Yes, of course. B: Very nice. I'll take it. A: Great. So that's \$75, please. SB p 20, 23. WB p 20.	Saying prices A dollar forty-nine. Five euros ninety-nine. Two hundred and forty-nine euros. Twenty-two pounds seventy-five. Word & Phrases for Shopping Customer, shopping mall, size, spend, try on. Can I help you...? Do you have...? What size are you? Can I try them on please? How much is it/ are they? That's \$20, please. Do you have it (them) in blue?	<ul style="list-style-type: none"> Reading & listening SB p 20. <ul style="list-style-type: none"> Listening SB p 20, 23.
	Activities happening at the moment of speaking	Talking about what people are doing at the moment.	Present continuous (Affirmative, negative, interrogative). Used along with Present simple.	M: Where are mom and dad? T: At the supermarket, I think. They're doing some shopping or something. M: What are you doing? T: I'm looking for a shirt and some pants, I'm going out. It's Friday , and I have plans for tonight. So I'm choosing my clothes.	Stores Newsstand, drugstore, bookstore, clothing store, shoe store, department store, supermarket. SB p.22 WB p. 20 Clothes Boots, shirt, jacket, sweater, shoes, dress, belt, shorts, sneakers, pants. SB p. 24 WB p. 21	<ul style="list-style-type: none"> Reading and listening Speaking SB p 21 SB p. 20 ex 3



				<p>M: Do you need any help? T: I'm thinking about colors. I like yellow. I like this shirt! M: Yellow just isn't interesting. I'm trying to help you, Tyler. Don't wear a yellow shirt. T: You're laughing. Why are you laughing at me? M: I'm not laughing at you. I'm laughing at the shirt. It looks terrible! SB p 21-22. WB p 18-19.</p>		
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*It is advisable to show students the equivalence between US dollar, £ , € and peso, to make prices more meaningful to learners.

Objective. Ss will give opinions based on perception and express numbers.

<p>Written task</p> <p>Your science teacher took your class to “Kidzania” to learn more about your senses. There you saw many different activities including movies or games with special effects like sounds and colorful lights. You also cooked and tasted your own recipes. Write a report giving your opinion about everything you perceived.</p>		<p>Train to think</p> <p>Exploring Numbers SB p23.</p>		<p>Oral task</p> <p>You and your classmates went to the “Kidzania” and you had a great time in the different games and activities offered by the educative place. Discuss with your friends what you think about the place. Give your opinion based on what you perceived.</p>		
<p>Week 5</p>	NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	COMMUNICATIVE SKILLS
	<p>Opinions</p>	<p>Giving opinions based on perceptions</p>	<p>Testing: Present simple (using verbs of perception) and Present Continuous (Affirmative, negative, interrogative)</p>	<p>Sophie: What are you doing? Ellis: I’m listening to music. Listen... Do you like this song? Sophie: It sounds great! Ellis: And what about this one? Sophie: Mmm... It doesn’t sound good. It’s too noisy.</p> <p>Sophie: Is that your Mathematics homework? Ellis: Oh, yes it is. Sophie: It looks really difficult.</p> <p>Sophie: I’m hungry. Let’s eat something. Would you like to eat some cake? Ellis: Sure! It smells delicious.</p> <p>Sophie: Do you like the chicken soup? Ellis: Not really. It tastes awful.</p> <p>Sophie: Do you like my new dress? Ellis: To be honest, it doesn’t look very good on you.</p> <p>SB p 20, 23. WB p 20.</p>	<p>Verbs of perception: taste, look, sound, smell</p> <p>Adjectives to give opinions: terrible, horrible, great, good, nice, awful, bad, wonderful, fantastic, interesting, attractive, exciting, fascinating SB p 23</p>	<ul style="list-style-type: none"> • Listening SB p 23 • Train to Think WB p 24



	Numbers	Expressing numbers	.Recycle: Present Simple and Past Simple	Sergio is very good at Mathematics. He loves counting and he is also very fast at doing it. One day, his teacher asked what the sum of the first 50 numbers was and he said "2, 500!" and it was ok. Then, she asked the sum of the first 75 odd numbers. Fifteen seconds later, Sergio said: "5, 625!" Everyone was surprised including the teacher! WB p24	Even numbers: 2, 4, 6, 8, 10, 12... Odd numbers: 1, 3, 5, 7, 9, 11 ... Thousands: 1000, 2000, 3000, 4000... WB p24	<ul style="list-style-type: none">• Speaking SB p 23 • Speaking WB p 24
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Objective. Ss will use the present continuous and the present simple to contrast facts, habits and routines to activities happening at the moment or around the moment of speaking.

Written task			Oral task			
<p>You are on vacations with your family in Spain and you are excited about sharing all the details with your best friend. Write an email to him/her explaining all the activities you are doing there as well as the regular activities people often do in that place.</p>			<p>Student A: You are in Spain on vacations and you have a new local friend. Your parents let you go to the market and once you get there you discover it is completely different from the ones in your country. Describe a famous Mexican market to your friend and ask him about the activities people are doing in the Spanish market.</p> <p>Student B: You have a new Mexican friend who is on vacations in your country. You both go to a local market and your friend discovers it is very different from the ones in his/her country. Describe for him/her all the activities the people are doing in your Spanish market and talk about what the Mexican markets are like.</p>			
	NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	COMMUNICATIVE SKILLS
Week 6	At the present time	Contrasting things that are generally true and habitual actions to events happening now or around the moment of speaking	<p>Teaching: Present simple vs. present continuous: usual activities vs. temporary activities.</p>	<p>What can we do in our free time that it's for free? Ellie: My friends and I often have a picnic on Sundays, and I make the sandwiches the night before. So right now, it's Saturday night and <u>I'm making</u> sandwiches. Peter: I like going to the movies and my friends and I often go out for pizza after the movie. Tonight I'm watching a movie on TV. Ronnie: I also like going to the cinema. Right now, I'm not watching a movie, <u>I'm watching</u> the stars. Marie: I always go into town on the weekend and I usually spend money. So this weekend I'm not going out, I'm staying home. Right now, I'm just reading a book. SB p 24 - 25 WB p 19.</p>	<p>Stative verbs: believe, know, understand, mean, remember, need, like, hate want SB p25</p> <p>Present Simple Time Expressions: usually, always, sometimes, often, every day, every week, on the weekend</p> <p>Present Continuous Time Expressions: right now, now, this weekend, this month, these days, nowadays, tonight, today</p>	<ul style="list-style-type: none"> • Reading SB p 24 • Speaking SB p. 24 • Speaking SB p. 25 • Reading : Culture SB p 26 • Writing: An email to say what you are doing WB p23