

CEFR: A2

Aim:

At the end of level 13, students will know how to use different structures, and vocabulary items to enable them to:

- Give information about future predictions.
- Ask and answer questions about future predictions.
- Show sympathy in certain situations.
- Talk about possible future events.
- Talk about certain future events.
- Talk about personal and other people's life experiences.
- Talk about events that happened at specific and unspecific moments in life.
- Use oral and written means to talk about people they admire.

<p>Remember to...</p> <ul style="list-style-type: none"> ✓ 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 	<ul style="list-style-type: none"> ✓ 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
<p>Video session:</p>	<p>Mediateca session:</p>

INTRODUCE THE SS INTO THE COURSE, BOOKS AND ALSO CARRY OUT A DIAGNOSTIC TEST (30 minutes)

Objective: Ss will give predictions and ask about them as well.

WRITTEN TASK		THINK VALUES: Exercise and health SB p103		ORAL TASK	
The English department wants to know what your predictions for the next years are; so they launched a contest asking Ss to create a banner talking about the future. Prepare your banner including predictions for the world, your life, your class, etc.		Ss read the sentences and give each one a number from 1 to 5 choosing whether they are healthy or unhealthy situations.		Using the banners from the written task, Ss present their predictions to the class and discuss if they agree or not with them.	
NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	COMMUNICATIVE SKILLS
1 Predictions	Giving predictions	Future Will (Affirmative and Negative forms)	<p>Can we expect the human body to change in the future? For sure. Here are some possibilities:</p> <ul style="list-style-type: none"> - People will probably be taller. - We will get weaker and our muscles won't be as strong as now because we won't do a lot of physical work. - Our legs will be shorter but our fingers will get longer. - It's very possible that people will have four toes. The fifth one will probably disappear in the future. - People won't have as much hair on their bodies. <p>SB p104/ WB p100</p>	<p>Recycle Vocabulary parts of the body:</p> <p>Ankle Elbow Back Knees Lips Neck Shoulder Stomach Throat Tongue Finger Mouth Foot</p> <p>SB p102, 104, 105 / WB p102, 103</p> <p>Contractions: 'll, won't</p> <p>Short answers</p> <p>SB p104</p>	<p>Reading SB p102</p> <p>Speaking SB p102</p> <p>Speaking SB p103</p>
	Asking about predictions	Future Will (Interrogative form)	<ul style="list-style-type: none"> - Will people be the same in the future? - I'm not sure. I think we will be a little different. - Will we be taller? - Probably. What do you think? Will we have a bigger head? - No, we won't. I think we'll have a smaller one. - Will our hair disappear? - No, it won't. But it will get longer easily. - And what about the world? Will it be different? - Yes, it will! We will use more developed technology. - Will people fly? - Oh no. That's too much. I think people won't fly. <p>SB p 104/ WB p100</p>		<p>Reading WB p104</p>

Objective: Ss will talk about possible events in the future.

WRITTEN TASK		THINK SELF-ESTEEM: Getting help SBp105		ORAL TASK	
Your English class is developing a time capsule that is going to be open in 2028. Inside it, every student has to put a letter to their 10- year older self telling him the things that will probably happen if they continue working hard or doing certain things in their lives.		Ss read and check the sentences that happen to be true for them and compare with their partners.		Based on the Written Task, Ss present a project to the class talking about the possible future events they mention in their letters inside the time capsule.	
NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	COMMUNICATIVE SKILLS
2	Talking about possible future events	First Conditional	<ul style="list-style-type: none"> - When I was a child and I was making noise, my father always said: “ If I have to come over there, you won’t be happy to see me.” What about you? Did your parents say things like those to you? - Of course! When I watched TV for hours my mom said: “If you watch TV all the time, you’ll get square eyes” - My dad always said: “If you sit too close to the TV, you’ll go blind.” Or “If you eat all your carrots, you’ll see in the dark”. <p>SB p106, 107 / WB p101</p>	<p>Vocabulary: Aches</p> <ul style="list-style-type: none"> Stomachache Headache Earache Toothache Backache 	<p>Listening SB p105</p> <p>Speaking SB p105</p>
	Possible Future Events	Talking about possible future events	First Conditional (He, She, It)	<ul style="list-style-type: none"> - You have a little brother, right? Does your mom tell him similar things to those she told you when you were a child? - Of course, she does! She always warns him that if he doesn’t do the homework, he won’t play outside with his friends. - That’s very typical! What else does she say? - Well, she also tells him that if he keeps making faces, he will stay like that forever! - Oh, my God! And what about your father? What does he tell your brother? - Oh, when my brother is climbing trees or else he tells him that if he falls, he will break his leg. <p>SB p106, 107/ WB p100</p>	<p>SB p105 / WB p46</p> <p>Result and Condition clauses</p>

Objective: Ss will talk about certain future events and show sympathy in tough situations.

WRITTEN TASK				ORAL TASK		
Your group is going to participate in the annual English festival and you are planning to have a great performance with music, amazing choreographies and more. Unfortunately, one of your classmates got hurt when he was riding his bike and due to this, he won't be able to participate anymore. Send an email to your friend telling him you are sorry and showing your support as well.				You received a phone call from your best friend telling you that his pet is sick. Your friend is completely down and he needs your support. Comfort your friend and show him how much you sympathize with this sad situation.		
NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	COMMUNICATIVE SKILLS	
3	Certain Future Events	Talking about certain future events	First Conditional: When - Don't worry, mom. When I get to New York, I will call you. - Please, dear. Don't forget to do it. And be careful, I don't want you to get lost. - I won't, mom. When I arrive at the airport, I'll look for help immediately and, I'll look for my hotel and I won't talk to strangers. Oh, and if there's no signal, I'll send you an email. - Ok. When I get to my office, I'll check my email as soon as possible. And remember, when you run out of money, your dad and I will send you more. Just let us know. - I will . Mom. Take care. I love you. - I love you too. SB p53 / WB p101, 103	Time Clause: When SBp107 / WB p101	Listening SB p107 Writing: A phone message SB p107 / WB p105	
	Stressful situations	Sympathizing	Recycle: Present Simple, Past Simple - Hmm. I'm a little sad. I had a problem with my older sister. - Oh, I'm sorry to hear that . What happened? - I used her computer without asking for permission and she got mad at me. - Oh, Poor you . Did you apologize? - Of course I did. Anyway, she didn't forgive me because she thinks I deleted her homework, but it wasn't me. - That's a shame. Here's what I think . Try to explain to her what really happened and I hope she understands soon . - Thanks. I'll do that. SB p109 / WB p106	Phrases to sympathize: - What I want to say is... - Here's what I think... - I hope it happens soon... - I mean... - Poor you. - That's a shame. - I'm sorry to hear that. - Poor thing. Expressions with do: do homework, do the cleaning, do the cooking, do Ok, do well, do (food, drink, restaurant, etc.) SB p109 / WB p102, 103	PHOTOSTORY: The phone Call SB p108 Speaking SB p109 Listening WB p106	

Objective: Ss will talk and ask about experiences at no time or any time in life.

ORAL TASK		TRAIN TO THINK: Exploring differences SB p113		WRITTEN TASK	
Your English class is going to Six Flags soon but your teacher needs to get information about the students that have visited that place as well as the activities they have or haven't done yet so she can plan the schedule for the trip. Interview your partners in order to get information to write a report on this.		Ss work in small groups and look at the pairs of things. After answering the questions, Ss compare their ideas with others in the class.		After having interviewed their partners, Ss write a report based on the answers from the Oral task describing the experiences they have previously had in the amusement park as well as the activities they have never done before.	
NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	COMMUNICATIVE SKILLS
5 Life Experiences	Asking about life experiences	Present Perfect Interrogative form (All pronouns)	<p>A: Have you gone to Six Flags? B: Yes, I have! I have been there many times.</p> <p>A: Have you ridden a rollercoaster? B: No, I haven't. I'm afraid of heights! What about you? A: Yes, I have. I've ridden Superman and Batman. B: And what about your brother? He loves adventures. Has he gone to Six Flags? A: Of course. He has gone with our family and with his friends. B: Has he tried all the attractions? A: No, he hasn't. But maybe he'll do it soon.</p> <p>SB p113 / WB p109</p>	<p>Recycle: Vocabulary transportation</p> Subway Scooter Tram Helicopter Motorcycle Train Plane Bus Boat Bicycle Car	<p>Speaking SB p113</p> <p>Speaking SB p115</p>
	Talking and asking about experiences at no time or at any time in life	Present Perfect: ever/never	<p>-Have you ever traveled by subway? - No, I have never traveled by subway, but I have taken the suburban train with my brothers. - Great. It's very clean and fast. And have you ever ridden a motorcycle? - No, I have never ridden one. My mom says it's dangerous. Have you ever ridden one? - Yes, I have. My dad has a motorcycle and I have ridden it many times. -Wow! It sounds good. And what about a car? Have you ever driven one? - Oh no, I have never driven a car. I'm too young.</p> <p>SB p113 / WB p109</p>	<p>Travel Verbs: fly, miss, take, catch, ride, drive</p> <p>SB p115 / WB 110</p> <p>Recycle Regular and Irregular Verbs</p> <p>SB p / WB p110</p>	<p>Reading SB p114</p> <p>Speaking SB p114</p>

Objective: Ss will describe and talk about situations that happened at specific and unspecific moments in the past. They will also talk about people they admire.

WRITTEN TASK				ORAL TASK		
This week, FESI's gazette is publishing an article talking about people that students admire and why they consider them as good role models. You're really proud of a member from your family and you want to share his/her story. Write a composition about the person you admire the most. Don't forget to talk about his/her experiences.				Your composition about the person you admire the most has been selected as one of the best from the gazette. The English department would like the winners to give a speech about their person in the next English students' reunion so everyone can get to know why those people mean that much to you.		
NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	COMMUNICATIVE SKILLS	
6	Events that happened at specific and unspecific moments in the past	Talking about events that occurred at specific and unspecific moments in the past.	<p>Present Perfect Vs. Simple Past</p> <p>I have been a taxi driver for about five years. Before that I was a bus driver and I enjoyed it.</p> <p>I have had famous passengers as a taxi driver. About a year ago, a really famous actor got into my taxi and I took him to the airport.</p> <p>Many passengers have left all kind of things in my taxi. Once a passenger left his teeth there!</p> <p>I haven't had bad experiences as a driver. When I was a bus driver, everyone was kind and respectful. I liked that job.</p> <p>SB p115 / WB p109</p>	<p>Present Perfect Time Expressions: since, for, never, ever, yet, still, just</p> <p>Past Perfect Time Expressions: ago, yesterday, when, last</p> <p>Recycle Vocabulary Transportation and Travel</p> <p>SB p115 / WB p111</p>	<p>Reading SB p114</p> <p>Speaking SB p114</p> <p>Speaking SB p115</p> <p>Listening WBp114</p>	
	People we admire	Talking about people we admire	<p>Recycle: Present Simple / Past Simple / Present Continuous</p> <p>My aunt Amelie is a great person; she's someone I really admire. She was born in France in 1988 but now she is working in Vietnam as a volunteer. She's a veterinarian and she loves helping homeless pets. She has a small car that she uses to carry the dogs she finds on the street and then she takes them to feed them and heal their wounds. Most of the times she pays for all the treatments. I think my aunt is awesome because she is helping animals in hard situations and she is happy with what she does.</p> <p>SB p117 / WBp113</p>	<p>Recycle Time Expressions:</p> <ul style="list-style-type: none"> - From... To - At - A year - After - In... <p>WBp113</p>	<p>Culture: Hard journeys for schoolchildren SB p116</p> <p>Speaking SB p117</p> <p>Writing: Someone I admire SB p117</p>	



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7	<p style="text-align: center;">Grammar and vocabulary review.</p> <p>Recommendations:</p> <ul style="list-style-type: none">▪ The teacher asks about the grammar points they saw in the course.▪ The students name them and write them on the board.▪ The students give mini presentations in teams about the grammar and notional points. The teacher makes corrections and provides feedback.					
8	<p>Evaluation (Saturday courses)</p> <p>Evaluation (Weekly courses)</p> <p>Session 26: Final oral and final writing exams</p> <p>Session 27: Final exam</p> <p>Session 28: Feedback and capture grades.</p>					