

**CEFR: A2**

**Aim:** At the end of level 11 students will be able to use different structures that will enable them to:

- Express that someone is obliged or not obliged to do something.
- Give advice and express prohibition and lack of obligation.
- Express similarities and ask for clarification when the information received is not clear.
- Ask for information about the present and past on general facts, states and activities.
- Ask and give detailed descriptions of different matters.
- Understand texts about volunteering, and the importance of helping others.
- Understand oral speech regarding how people spend their time and advice for inventors.
- Express in written form housework duties and past activities about volunteering.

<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. Ss will express actions that are necessary to be done and actions that are not necessary regarding technology, gadgets and other matters.**

		Written task	Think values	Oral task		
		You lent your grandfather your Blue Ray player because he wants to watch some DVD's he bought last month. He doesn't know how to use it and the remote control is very different from the old VHS. Write a note/reminder to him where you describe all the necessary steps to make the Blue Ray work.	Caring for people and the environment SB 67	<p><b>Ss A.</b> Your grandfather is having some trouble using the Blue Ray you lent him. He asked your cousin to phone you in order to explain how to use the gadget. Explain to your cousin how to use the Blue Ray.</p> <p><b>Ss B.</b> Your grandfather is trying to watch a movie but he can't use the Blue Ray, he asked you to phone your cousin to ask for instructions. Call your cousin and ask him/her to explain how to use it.</p>		
Week 1	NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	COMMUNICATIVE AND RECEPTIVE SKILLS
	Necessity	Expressing that something is necessary	Teaching  Have to	<p>A-Hey Carlos can I use your new mp3 player? B-Sure. Here you are A-How does it work? B-Well, first you <b>have to</b> press the on-off button to see the screen, then you <b>have to</b> type the device password, next you <b>have to</b> click on the music icon, after that you <b>have to</b> select the artist you want to listen to and finally press play.</p> <p>SB p. 68 WB p. 64 ex. 1-4</p>	<p><b>Gadgets</b> e-reader, camera, TV, tablet, laptop, desktop computer, GPS, headphones, docking station, remote control, hair dryer, calculator, coffee maker, flash light</p> <p>SB p. 68 WB p.66</p>	<p><b>Reading</b> SB p. 67 WB p. 68</p> <p><b>Listening</b> SB p. 66</p>
		Stating that something is not necessary	Teaching  Don't have to	<p>My mother bought a new coffee maker last week and it's really modern because the machine does everything for you. For example you <b>don't have to</b> press any button every time you want a cup of coffee, just give an order and the machine does it by itself. You <b>don't have to</b> fill the water container because it does it automatically and you <b>don't have to</b> turn off the machine when your coffee is ready, it turns off by itself.</p> <p>SB p. 68 WB p. 64 ex. 1-4</p>	<p><b>verbs for gadgets</b> turn on / turn off turn up/down start/stop play/pause open/close launch / exit click/tap plug in</p>	<p><b>Speaking</b> SB p. 67</p> <p><b>Writing</b> WB p. 69</p>

**Objective. Ss will give advice, express prohibition and lack of obligation.**

Written task		Think self-esteem		Oral task	
Your brother is studying English in Canada. He is staying in a boarding school. Last year you stayed in the same school. Now he needs your help. He wrote a message to you to ask for some tips for a healthy cohabitation. Write a message to him where you explain the things he should(n't) do, things he doesn't have to do or mustn't do.		Classroom rules SB 71 1. Write sentences about things students have to, should(n't), or must not do. 2. Compare your sentences in class 3. Vote on a set of rules for your class. Make a poster, sign it, and put it on the wall.		Your classmates are going to study English in Canada next month. They are going to stay in a boarding school. Last year you had the opportunity to study in the same school. Now help your classmates and prepare a short presentation where you explain how to behave in that school. Tell them the things they should(n't) do, things they don't have to do or mustn't do in order to have a healthy cohabitation.	
NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	COMMUNICATIVE AND RECEPTIVE SKILLS
Week 2  <b>Advice</b>	Giving advice	Teaching  Should and shouldn't	My best friend Mary is excited about the story of Ludwick Marishane. One day she wants to be like him and become a great inventor to help people and the environment. I always tell her that she <b>should</b> start with a little idea. She <b>should</b> think about something that can make people's life easier. She <b>shouldn't</b> think much about money she <b>should</b> focus on her idea and she <b>shouldn't</b> forget her other ideas.  SB p. 69 WB p. 64 ex. 5-7	<b>Housework</b> Vacuum, do the ironing, buy groceries, set the table , do the dishes, do laundry, load/empty the dishwasher... SB p. 71 WB p. 67 ex. 2-3  <b>Classroom rules</b> Be cooperative Be on time for class Wear uniform Participate in class Do homework Take part in classroom activities Do not eat, drink or chew gum Keep classroom	<b>Speaking</b> SB p. 69  <b>Listening</b> SB p. 69
	Expressing that someone is not obliged to do something	Teaching  Don't have to	I like Saturdays because that day I go out with my friends to play. I also like it because on Saturdays I <b>don't have to</b> set the table for breakfast and <b>don't have to</b> do the dishes. I <b>don't have to</b> wash my father's car because my sister does it that day. Before I can go out I <b>must not</b> leave my dishes on the table and I <b>mustn't</b> go out if I don't tidy my room first. Finally I <b>must not</b> get home late. SB p. 70 WB p. 65 ex. 8-10		<b>Reading</b> SB p. 70  <b>Speaking</b> SB p. 71  Writing a paragraph about housework SB p. 71



	<b>Prohibition</b>	Stating prohibition	Teaching Must not		clean Raise your hand	
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Objective. Ss will express similarities and ask for clarification.

Written task	Oral task
<p><b>Pairs.</b> Students will work in pairs to create a dialogue for the situation below. <b>Ss A.</b> Last week you bought a new <u>game console</u> and you want to invite your best friend to play it with you. But he doesn't know much about game consoles because he prefers playing games on his cell phone. Explain to him/her what a game console is. <b>Ss B.</b> Your friend bought a game console last week and he/she wants to invite you to play it with him/her. You don't like much game consoles because you prefer playing on your mobile. You don't understand his explanation well, ask him/her to repeat the information.</p>	<p><b>Pairs</b> After practicing for a while, they will perform the conversation in front of the class. <b>Ss A.</b> Last week you bought a new <u>game console</u> and you want to invite your best friend to play it with you. But he doesn't know much about game consoles because he prefers playing games on his cell phone. Explain him/her what a game console is. <b>Ss B.</b> Your friend bought a game console last week and he/she wants to invite you to play it with him/her. You don't like much game consoles because you prefer playing on your mobile. You don't understand his explanation well so ask him/her to repeat the information.</p>

	NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	COMMUNICATIVE AND RECEPTIVE SKILLS
Week 3	Similarity	Expressing similarities	Teaching  Expressions with like	A- Did you see my new gadget? B- No, I didn't. What is it? A- It's an e-reader B- Wow. <b>Is it like</b> a computer? A-No, it isn't. It's <b>like</b> a tablet and you use it to read digital books B- That <b>sounds like</b> interesting. A- Yes. It is. In fact I can store thousands of books B-That's amazing. I am going to ask my mom to buy one for my birthday. A-That <b>sounds like</b> a good idea.  SB p. 73 WB p. 67	<b>Expressions with like</b>  Like Looks like Sounds like Like what  SB p. 73 WB p.70	          <b>Reading SB p. 72</b>          <b>Listening WB p. 70 ex. 1-2</b>
		Asking for repetition and clarification.	Recycle  Present simple	A-Hey, Mark did you see Tom's new <i>Xperia E5</i> ? B-No, I didn't. A-He has a new <i>device</i> . B-A new <b>what</b> ? A-I mean, a new <i>device</i> . B- <b>Do you mean</b> a new cell phone? A-Yes, it's really amazing. B-Why is it really amazing? A-Because it can store a lot of things B-Really, <b>like what</b> ?	You mean? What? Like what? Do you mean? Like how?  SB p. 73 WB p.70	          <b>Speaking SB p. 73</b>



A-Like music, videos, digital books, games and....

SB p. 73  
WB p. 67

Objective. Ss will ask information about general facts, activities, routines, and ongoing activities in the present.

<p style="text-align: center;"><b>Written task</b></p> <p><b>Pre-task.</b> Assign students to do some research in advance about the following foundation/organization. Milagros caninos. (An organization that rescues dogs and cats from the street)</p> <p><b>Task.</b> You and your friends are interested in participating as volunteers in the organization called Milagros Caninos. Write a letter to the director and explain why you want to be a volunteer, explain why you are suitable for volunteering and ask all the questions you have such as, the organization itself, location, activities, requirements to be a volunteer etc.</p>	<p style="text-align: center;"><b>Think values</b></p> <p>Giving your time to others SB p. 75</p>	<p style="text-align: center;"><b>Oral task</b></p> <p><b>Pairs</b> <b>Task.</b> Your school is organizing an event to create awareness about the importance of helping others. This week they are carrying out interviews to know more about different forms to help.</p> <p><b>Ss A.</b> You are interviewing a volunteer who helps at Milagros Caninos. Ask questions about the foundation, his/her personal information and activities he/she does etc.</p> <p><b>Ss B.</b> You are a volunteer at Milagros Caninos. Answer the interviewer's questions and provide as much information as possible</p>
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		NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	COMMUNICATIVE AND RECEPTIVE SKILLS
<b>Week 4</b>	<b>Present states and activities</b>		Asking information about states or conditions in the present.	Recycle Yes/no questions with be and Wh-questions	A- So, Fernanda <b>are you</b> a volunteer at Pro niños foundation? B- Yes, I am. I'm pretty happy to <i>spend my time</i> helping others, especially children. A- <b>Is</b> the foundation here in Mexico? B- Yes, it is. A- <b>Do you go</b> there every day? B- No. I don't. I go there 3 times a week. A- <b>What</b> activities <b>do you do</b> there? B- I'm in the area of education so I <i>spend my time</i> teaching children to read and write. A- <b>What do you like</b> about being a volunteer? B- I love helping children to learn something new and like <i>having a good time</i> with them. A- <b>Is</b> it difficult to be a volunteer? B- No, it isn't. If you like it, it's not difficult. A- <b>Are you working</b> on any special project these days? B- Yes, I am. A- <b>What</b> project <b>are you working</b> on? B- This month I'm teaching children computing and how to use technology safely. A- <b>Are you having a good time</b> ? B- Definitely A- Last questions. <b>What</b> other activities <b>are you</b>	SB p. 76 <b>Collocation with time</b>  Waste time Spend time Find time Have a good time Time off Spare time  WB p. 74-75 ex. 1-2  Wh-words What Where Who Why What time How long How many...	<b>Reading</b> SB p. 75  <b>Speaking</b> SB p. 75  <b>Writing</b> WB p. 77
			Asking information about the present.	Recycle Questions with <i>do and does</i> Wh-questions with <i>do and does</i>			
			Asking information about ongoing situations in the present	Recycle Yes/no questions and Wh-questions with present progressive			



				<p><b>doing</b> nowadays? B- This week I'm preparing a course to teach children...</p> <p>SB p. 76 WB p. 72</p>		
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**Objective. Ss will ask information about past states, conditions and activities.**

<p><b>Written task</b> You received a message from your friend who went to Chiapas to do voluntary work for a week. He came back last week and you are interested in knowing all about his/her experience. Answer the message and ask all the questions you have about the work he/she did, the place he/she stayed is as well as the activities.</p>	<p><b>Train to think</b> Creative thinking SB 77</p>	<p><b>Oral task</b> <b>Ss A.</b> You went to another state for a week to do voluntary work and help children in a poor community in Chiapas. You came back last week and your friend wants to know everything about your experience. Answer his/her questions and give detailed information about all the activities you did. <b>Ss B.</b> Your friend came back last week from a volunteering work in a poor community in Chiapas where he/she taught children. Now that he/she is back you want to know all the details of his/her staying in Chiapas. Interview your friend and ask all the information about his/her enriching experience.</p>
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		NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	COMMUNICATIVE AND RECEPTIVE SKILLS
Week 5	Past states and activities		Enquiring about past states or conditions	Recycle  Yes/no questions and Wh-questions with <i>was</i> and <i>were</i>	A- Hi Sofia, <b>were</b> you at home last weekend? B- No, I wasn't. A- <b>Where did</b> you go? B- I went to Milagros Caninos A- <b>Were</b> you with your friends? B- Yes, I was with them. A- <b>Why did</b> you go there? B- We went there to ask for information. We want to be volunteers. A- <b>Did</b> you get all the information? B- Yes, we did. We learned a lot about the place. A- <b>Did</b> your parents go with you? B- No, they didn't. They went to Church.	SB p. 76 <b>Collocation with time</b>  Waste time Spend time Find time Have a good time Time off Spare time	Listening SB p. 77   Reading WB p. 76
			Enquiring about past activities*	Recycle  Yes/no questions and Wh-questions with <i>did</i> .	A- Tom, <b>did</b> you have a good weekend? B- Yes, definitely. A- <b>What did</b> you do? B- I went to a charity concert with my sister. A- Really? That sounds like pretty fun. <b>Who did</b> you see on stage? B- I saw CD9, Belinda, Maluma and others A- <b>Were</b> there a lot of people? B- Yes, there were thousands. A- <b>Where was</b> the concert?	Wh-words What Where Who Why What time How long How many...	Writing WB p. 77

				<p>B- It was in Palacio de los Deportes A- <b>How long did</b> the concert <b>last</b>? B- It lasted 4 hours A- <b>What was the</b> purpose of the concert? B- It was to obtain money to help poor communities.</p> <p>SB p. 76 WB p. 72</p>	WB p. 74-75 ex. 1-2	
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The book doesn't contain enough material to practice this function, therefore teacher needs to bring extra material.

WEEK 6

**Objective. Ss will ask information about qualities and describe people, places or things.**

<b>Written task</b>		<b>Oral task</b>				
<p><b>Pre-task.</b> Do some research about the organization Huellitas Enlodadas in advance.</p> <p><b>Task.</b> Your classmate is at Huellitas Enlodadas Centre; an organization that rescues cats from the street and gives them food, shelter and finds a family for them. You want to know about the centre. Write a text message to him and ask for a description of the place, people and other things you want to know.</p>		<p><b>Pairs</b></p> <p><b>Ss A.</b> You and your family went to visit a centre called Huellitas Enlodadas. The centre rescues cats from the street, gives them food, shelter and finds a home. In the centre you learned a lot about the organization. Now a friend of yours wants to go too, answer the questions and describe the place, people and other things you saw there in detail.</p> <p><b>Ss B.</b> Your classmate visited a centre called Huellitas Enlodadas. He/she learned a lot about the centre. Since you like cats you want to visit the place too. Ask your classmate questions about the place, people and other things you want to know.</p>				
<b>W</b>	<b>NOTION</b>	<b>FUNCTION</b>	<b>GRAMMAR</b>	<b>USE OF ENGLISH</b>	<b>VOCABULARY</b>	<b>COMMUNICATIVE AND RECEPTIVE SKILLS</b>

<b>Description</b>	Asking information about qualities	Teaching What + be + like?	<p>A- Mary do you like your English course? B- Yes, Mom. I like it. A- <b>What are</b> your classes <b>like</b>? B- They are interesting, funny <b>and</b> entertaining. A-What about your classmates. <b>What are</b> they <b>like</b>? B-They are really friendly. They are <b>also</b> smart. A- And your teacher. <b>What is</b> she <b>like</b>? B- She is lovely, patient and she is friendly <b>too</b>.</p>	<p><b>Descriptive adjectives</b> WB p. 74</p> <p>Crowded, light, chocolaty, action- packed, arrogant, dirty, dull, thoughtful</p> <p>SB p. 79 WB p 75 ex.3-4</p>	<b>Reading</b> SB p. 78
	Describing things	Recycle Present simple  Conjunctions* And Also too	<p>A- Did you watch the new Marvel movie? B- Yes, I did. A- <b>What was</b> it <b>like</b>? B- It was amazing <b>and</b> action packed. A- Where did you watch it? B- I watch it in the new Toreo Mall? A- <b>What's</b> the new mall <b>like</b>? B-It's very big. It is <b>also</b> crowded A- <b>What are</b> the stores <b>like</b>? B- They are modern, big, and they are clean <b>too</b>.</p> <p>SB p. 79    WB p. 73</p>	<p><b>Recycle adjectives</b></p> <p>-ing adjectives, Beautiful, clean, big, dangerous, dirty safe, nice, ugly, smart, lovely, patient, friendly, modern..</p>	<b>Speaking</b> SB p. 79

The book doesn't have material to practice this function, bring extra material.

	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 44 &amp; 45</b> to complete the Review.</li> </ul>					
8	<p><b>Evaluation (Saturday courses)</b>            8:30-10:00 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>            Session 26: Final oral and final writing exams            Session 27: Final exam            Session 28: Feedback and capture grades.</p>					