Aim: Students use a variety of question forms to ask for general and specific information, confirm or check information, show surprise and give advice.

**ORAL TASK**

*Second time meetings.*
Pairs. Students role play people meeting for the second time. They have a conversation to get to know each other better and learn more about their personal lives.

**Task**
**Student A & B**
You’re two people meeting for the second time. Unfortunately, you didn’t have the chance to talk much the first time you met, but you’re meeting up again today, so use this opportunity to make conversation and get to know each other better. You must find out at least two really personal details about your classmate. Choose one of the following situations and use the prompts in your conversation. Be careful when dealing with delicate matters.

**Situations:**
- Two college dormitory roommates.
- Two apartment roommates.
- Two people who met at a party and are now going on a date.
- Two students on the fifth day of school.
- A person who’s just moved into a new flat building and an old time resident.

**Prompts:**
- You come from two different countries/regions with a history of conflict (i.e., India/Pakistan, China/Japan, Venezuela/Colombia, Mexico/United States, United States/Russia, Israel/Iran).
- You hold widely different beliefs. One of you is a devout Catholic/Muslim/Jew and the other is an atheist.
- You’ve got completely different lifestyles. One of you has a full time job in a big company and the other is a freelancer.
- You’ve got different personalities and interests. One of you loves spending time at home and tranquility and the other loves parties and the fast life.

**Useful phrases and expressions:**
- What’s up? (¿Qué pasa? ¿Qué hay?)
- What are you up to? or What have you been up to? (¿Qué haces? o ¿Qué has estado haciendo?)
- No way! or You’re kidding me! (¡No! o ¡No te creo! -as in a state of excited disbelief or surprise)
- I’m better/worse off (Estoy mejor/peor . . .)
<table>
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<tr>
<th>NOTION</th>
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<tbody>
<tr>
<td>Accuracy</td>
<td>Editing a text for accuracy.*</td>
<td>Verb forms and tenses, word use and order, spelling, punctuation, style.</td>
<td>I think it’s easy to solve your problem. You just have to make some research [ww]</td>
<td>*Teachers are advised to use this notion as a diagnostic test.</td>
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<td>SB p 10 / WB p 5</td>
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<td></td>
<td>Requesting information about past, present or future events.</td>
<td>TESTING</td>
<td>-When do you feel most alive?</td>
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<td></td>
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<td>-Direct questions: questions with auxiliaries (all tenses) LB 1.1 p 128, 129</td>
<td>-Would you prefer to live with a view to the ocean or of a city?</td>
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<td>TEACHING</td>
<td>-Have you ever traveled abroad?</td>
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<td>-Who do you live with?</td>
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<td>Using appropriate intonation in polite enquiries.</td>
<td>SB p 9 / WB p 5</td>
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<td>Requesting information in a subtle and polite manner.</td>
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<td>Enquiring specifically about subjects and doers.</td>
<td>TESTING</td>
<td>-Who started the fight? Who did you see?</td>
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<td></td>
<td></td>
<td>-Subject vs. object questions (all tenses) LB 1.1 p 128, 129</td>
<td>-What happened next? What did they do?</td>
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<td>-Who’s coming with us? Who will you ride with?</td>
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<td></td>
<td>Asking for specific information.</td>
<td>TEACHING</td>
<td>-What are you working on? (informal)</td>
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<td></td>
<td></td>
<td>-Questions with prepositions: formal and informal style (all tenses). LB 1.1 p 128, 129</td>
<td>-What was Rio de Janeiro like? (informal)</td>
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<td>-In which magazine did you read it? (formal)</td>
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<td>-To whom did you tell the story? (formal)</td>
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<td>SB p 9</td>
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<td>Conversations and meeting people.</td>
<td>TEACHING</td>
<td></td>
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<td>-Short questions LB 1.1 p 128, 129</td>
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</table>
| Confirming what we already know. Asking others to agree with us. | TESTING  
-Tag questions (all tenses)  
Not in textbook | A: You’re a teacher at FESI, aren’t you?  
B: Yeah, I am. You were my student in level 10, weren’t you? |
|---|---|---|
| Starting a conversation by requesting information or provoking some reaction. |  | A: Didn’t you hear me? I asked you not to close the door.  
B: Sorry, I had my earphones on. |
| Showing surprise or criticism. | TEACHING  
- Negative questions (all tenses)  
Not in textbook | A: Don’t you think this will look great in the living room?  
B: Not really. I think it will clash with everything else. |
| Persuading and suggesting. |  |  |

*** Teachers are strongly advised to teach this vocabulary

- Adverts: Vocabulary and phrases used in adverts.  
SB p 14
**Aim:** Students combine different uses of present perfect and a wide range of time expressions to talk about lifestyle changes and experiences in general.

**WRITTEN & ORAL TASKS**

**New lifestyle prize**
Individual. Students share their experiences with younger people in order to advise them and give them some food for thought.

**Task**
You’ve recently been awarded with the New Lifestyle Prize for having revamped your lifestyle with healthy eating and exercise habits. A group of high school students is visiting your campus on Open Day and the organisers are putting together a set of events and talks for them. They would be delighted if you could prepare an informal chat for the students about what made you adopt new habits and the lengths you had to go through to sustain the changes and actually transform your lifestyle. Visiting students will be mostly teenagers who might not have thought about such things as lifestyle changes, but who are quite likely to feel inspired by your story.

**Useful expressions**
- “That’s hard!”, “That’s tough!”, “That’s a handful!”, “That’s a piece of work!” (of a person) (¡Está difícil)
- “That’s remarkable!”, “That’s quite an achievement!” (¡Eso es un logro!)
- To step up/raise one’s game (Mejorar)
- To step up to the plate (Alcanzar un estándar)
- To make up one’s mind (Decidirse)
- A change for the better/worse (un cambio para mejor o peor)
- Being back to square one (recomenzar)

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<th>NOTION</th>
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<th>USE OF ENGLISH</th>
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<th>SKILLS</th>
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<tbody>
<tr>
<td>Experiences</td>
<td>Discussing lifestyle changes and life experiences.</td>
<td>TESTING Present Perfect LB 1.1 p 128, 129</td>
<td>In the last six months I’ve learnt how to sail, I’ve attended art lessons and become a member of an online book club. SB p 12, 13. WB p 7.</td>
<td>- Feelings: adjectives. Idiomatic expressions *** SB p 11</td>
<td>→ Reading SB p 12 → Speaking SB p 13 → Pronunciation SB p 11, 13 → Listening SB p 17</td>
</tr>
<tr>
<td>Recent events</td>
<td>Talking about a recent completed action that has a present result.</td>
<td>TESTING Present Perfect (just, already) LB 1.1 p 128, 129</td>
<td>They’ve just started walking 30 minutes every day. They’ve already tried out some routes so they don’t get bored. SB p 12, 13. WB p 7</td>
<td>- Time phrases used along with Present Perfect, Past Simple and both. SB p 12, 13; LB p 128, 129. - Word building: nouns (suffixes) SB p 13 - Recommendations SB p 17</td>
<td></td>
</tr>
<tr>
<td>Ongoing situations</td>
<td>Talking about actions or states which began in the past and continue up to now.</td>
<td>TESTING Present Perfect (for, since) LB 1.1 p 128, 129</td>
<td>I’ve worked for the same company for over ten years Since his ex- cheated on him he’s become rather closed-off SB p 12, 13. WB p 7</td>
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### Finished vs unfinished actions

Contrasting finished past events vs unfinished or repeated actions.

**TESTING**
- Past Simple vs Present Perfect
- LB 1.1 p 128, 129

This trip has been fantastic so far, at least until a few days ago, when things took a turn for the worse. Samuel has just paid off a new computer for work, which he ordered online.

SB p 12, 13.
WB p 7.

### Aim

Students discuss and analyse world issues and the actions taken to address and tackle them. Students share their views and support them with arguments and factual information.

### Note to the teacher

The aim of this lesson is to improve and develop students’ speaking and use of English skills. The teacher is thus strongly advised to avoid focusing exclusively or primarily on grammar and to make sure students are at ease with the notion of ‘Opinions and points of view’.

### Written & Oral Task

**Discussion forum**
Whole class/Teams. Students simulate UN talks on a global issue. Students choose a country to represent during the talks. Students discuss and analyse a global problem *talked about in the media at the time of teaching* and come up with possible solutions to solve or manage it.

**Pre-task**
Decide in advance the topic you’ll discuss and the country you’ll represent. Prepare your argument: clarify your position in the matter and enlist supporting reasons, facts and examples, and write a *position paper* (Cf. Useful Vocabulary below). Include info about:

- How long the problem has been around and what consequences it has had so far in your country and the world generally
- Measures your country and other countries have taken so far to manage or solve the problem
- Measures your country and other countries have yet failed to take and would need to take
- Further actions to be taken

**Task**
You’re representing your country (of choice) at the UN Youth Association discussion forum. Today’s discussion focuses on the topic of ________________. Share your point of view on the matter, evaluate past responses to the problem and propose steps moving forward.

**Useful idioms and vocabulary**

- to chair (verb) chair (noun) - (moderar, i.e., a discussion, a debate, etc.; moderador)
- binding (legalmente obligatorio, i.e., for member states)
- *position paper* (document summarising the country’s position on a topic)
- to stand or hold your ground (defender tu punto)
- to wipe the floor with someone (to defeat someone in an argument or competitive activity)
- **to agree to disagree** (to reach a compromise in a discussion whereby individuals agree to hold irreconcilable or differing points of view)
- **deadlock** (an impasse in a conversation)

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<tbody>
<tr>
<td>World issues.</td>
<td>Talking indistinctly about ongoing situations or repeated actions that began in the past and continue into the present.</td>
<td><strong>TESTING</strong> - Present perfect simple vs. present perfect continuous. LB 2.1 p 130, 131</td>
<td>Ella’s worked for the company for a year now. or Ella’s been working for the company for a year now (no important difference in meaning) SB p 20-22 WB p 9.</td>
<td>- Issues: suffixes in adjectives: (-ic) vs (-ical) Economic vs economical *** SB p 20</td>
<td>➔ Reading Sb p 20, 21</td>
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<td>Emphasizing that an action has required a great effort or has continued for a long period of time.</td>
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<td>I’ve waited in line for two hours. vs I’ve been waiting in line for two hours. (important difference in meaning) SB p 20-22</td>
<td>- Verbs of duration: Wait, stay, run, play, sit, stand, write, study, stand, etc.</td>
<td>➔ Speaking Sb p 22</td>
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<td>Highlighting evidence of a recent and long-finished event or an ongoing activity.</td>
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<td>I must apologize for the mess; we’ve been making renovations to the house lately, but we haven’t had enough time to put everything back in its place. SB p 20-22</td>
<td>- Verbs and nouns with the same form: project (n) vs project (v) SB p 22 WB p 10</td>
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<td>Talking about short duration actions that have been completed but are still relevant in the present.</td>
<td><strong>RECYCLE</strong> - Active vs. stative verbs. - Active and passive voice.</td>
<td>Elena has cut her finger cooking dinner. Could you drive to the pharmacy and get her some gauze or something? We’ve run out of band-aids. The 9:40 train has already departed. We’ll have to wait for the next one. Has anyone checked in their luggage yet? SB p 20-22</td>
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<td>Emphasizing a completed action or result.</td>
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<td>The Town Hall has put together a fundraising event for the “Animals Matter 2” campaign. It has been going on for only three hours and $10,000 have already been raised. SB p 20-22</td>
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<tr>
<td>Opinions and points of view.</td>
<td>Giving opinions and supporting points of view.</td>
<td><strong>TEACHING</strong> - Discourse markers.</td>
<td>A: Have you heard? A new law regulating computer games was recently approved. It’s aimed at regulating the amount of violence in video games in order to reduce children’s exposure to it. B: Really? Well, that makes sense. I do think that violence in those games can make kids more aggressive. A: Well, according to one article I read, kids are less aggressive if they play these games.</td>
<td>- Phrases to: a) Give opinions b) Agree c) Partially agree d) Disagree SB p 26 WB p 13.</td>
<td>➔ Speaking Sb p 26 &amp; 27</td>
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ENGLISH 13
Speakout Upper Intermediate Units 1 - 3

Aim: Students focus on actions and objects by using passive constructions in a variety of situations and tenses. They will also produce a formal letter of complaint.

WRITTEN TASK

A complaint letter
Individual. Students write a formal letter to complain about a dissatisfying situation.

Task
There’s just been an armed robbery at the convenience store you work for. The CCTV system was just replaced by a new one last week. When you and your co-worker checked the surveillance tape, however, you found out that one camera was not working properly. You dialed the customer service center right away and they told you they were too busy to assist you, and that they would check the camera by the end of the coming week. You complained immediately but the person on the phone asked you to put it in writing.

Plan your letter of complaint, write it down and send it to the company.

SB p 25.

WEEK 4

A: Apparently, playing video games gives them a chance to use up some of their energy so they’re generally calm in daily life.
B: That’s hard to believe. In my experience, playing those games makes kids more aggressive. So I’m in favour of some kind of control.
A: I agree to a certain extent, but I think kids can separate real life from computer games.
B: I think we’ll have to agree to disagree.

Opinion adjectives

*** Teachers are strongly advised to teach this vocabulary.

Test: The Passive
Present Simple
SB LB p 130, 131

Focus of a text
Focusing attention on the person or thing affected by the action.

Surveillance: Verbs and noun phrases related to surveillance.
Additional vocabulary
troll: someone who starts arguments on social media with no good purpose.
hater: someone who posts excessively negative comments on someone’s timeline or a comment thread.
meme: edited images or hoaxes making fun of a person or event
to keep an eye on: watch, take care or spy on someone.
to look the other way: (hacerse de la vista gorda)

Speaking SB p 23 & 24
Listening SB p 23
### TESTING

#### The Passive
- Present Perfect
  - SB LB p 130, 131
  - A spokesman for the government, which has been recently criticized for being “too soft on crime”, said CCTV cameras would improve passenger safety. 
  - SB p 24

#### Future Will
- SB LB p 130, 131
  - If we don’t stick to the laws, there’s a real risk the evidence we obtain will not be accepted in court. 
  - SB p 24

### TEACHING

#### The Passive
- Modals
  - SB LB p 130, 131
  - Most of what we do could be done by clients themselves.
  - He should be sentenced to life imprisonment. 
  - SB p 24

#### Gerund
  - SB LB p 130, 131
  - I don’t like being criticized.
  - They don’t mind being woken up in the middle of the night. 
  - SB p 24

### Focusing attention

- on the person or thing affected by the action.

### TEACHING

- Infinitive with to
  - SB LB p 130, 131
  - The candidates want to be given feedback.
  - He is hoping to be released from prison next week. 
  - SB p 24

### 4 Beliefs and opinions

- Talking about widely held beliefs or opinions.

#### TEACHING

- The passive Reporting verbs: believe, consider, expect, know, say, think.
  - SB LB p 130, 131
  - The man is believed to be carrying a weapon. 
  - SB p 24

### Complaints

- Planning, writing and editing a letter of complaint (Learning to use formal written language)

#### TEACHING

- The passive
  - SB p 25
  - During the last three months, five homes in our area have been burglarized. As you can imagine, we are extremely concerned about the neighbourhood security and hope you will help find ways to better it. The neighbourhood has been probably targeted by a criminal gang, which might even have detailed info about our comings and goings.
  - The neighbourhood committee is organising a neighbours’ meeting to discuss the situation and the actions that should be taken to solve it. Could you please let us know whether Saturday at 11
  - • Formal phrases to write a letter. 
  - SB p 25

### → Pronunciation
  - SB p 24

### → Reading
  - SB p 24

### → Writing
  - SB p 25  WB p 12.
WEEK 5

**Aim:** Students write narrative stories as a means to teach a moral lesson or values.

**Note to the teacher:** The teacher is strongly advised to devote extra time aiding students develop their writing and use of English skills.

**WRITTEN TASK**

**A story with a moral.**

Individual. Students write a story with a moral or some pearls of wisdom.

**Task**

You want your seven year old brother/sister to learn the value of honesty/hard work/justice/ (your virtue or value of choice), but you would like to do so in a fun and entertaining manner. Write an amusing or entertaining story which conveys your value or virtue of choice. Check out model stories on your SB pgs 32-33.

Read your story out loud in front of the class. Students vote for their favourite story.

**Useful idioms and vocabulary - sayings**

- what goes around, comes around (referring to the consequential character of one’s actions and words)
- you reap what you sow (similar meaning to the previous saying)
- the short end of the stick (end up in a disadvantageous situation)
- the last straw (indicating that an impermissible limit has been reached, i.e., in a situation, et.)
- to look up (to improve, i.e., as in ‘things are looking up’)
- when the going gets tough, the tough gets going (saying describing the need to respond appropriately in a difficult situation)

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**NOTION** | **FUNCTION** | **GRAMMAR** | **USE OF ENGLISH** | **VOCAUBRARY** | **SKILLS**
---|---|---|---|---|---
Stories with a moral: anecdotes, fables and folk tales. | Telling stories with the purpose of transmitting knowledge and values rather than making a recount of events. | TESTING/ RECYCLE - Narrative tenses in active and passive voice: A) simple past B) past continuous C) past perfect simple & continuous. LB 3.1 p 132, 133 | The Right Person | • Sayings: “What goes around comes around” SB p 33
• Gradable and ungradable adjectives for stories: beautiful, gorgeous, cold, freezing, interesting, impressive, breathtaking, etc. SB p 35 | ➔ Reading SB p 32, 33
➔ Speaking SB p 34
➔ Listening SB p 35
The next day the king visited the older son’s room. It was entirely filled with hay. The king sighed woefully on the foolishness of his elder son. Then he went to the younger son’s room. But it was kept closed. The King knocked. The second son slowly opened the door and asked his father to get in. There was darkness everywhere and The King began to think his second-born had also failed the test. He nodded in disapproval and when he was getting ready to leave the room, the youngest son lighted a candle and said full of content, “I have filled this room with light”. The King smiled with tenderness and hugged his son proudly. Happily, he’d understood that his youngest son would be the right person to rule The Kingdom after The King.

| How to write a story: organization, language and style. | RECYCLE - Narrative tenses - Relative clauses - Adjectives + noun collocations. - Adverb + adjective/verb collocations. LB 3.1 p 132, 133 | should be no space left behind and you should not seek the advice from anyone!

The next day the king visited the older son’s room. It was entirely filled with hay. The king sighed woefully on the foolishness of his elder son.

Then he went to the younger son’s room. But it was kept closed. The King knocked. The second son slowly opened the door and asked his father to get in. There was darkness everywhere and The King began to think his second-born had also failed the test. He nodded in disapproval and when he was getting ready to leave the room, the youngest son lighted a candle and said full of content, “I have filled this room with light”.

The King smiled with tenderness and hugged his son proudly. Happily, he’d understood that his youngest son would be the right person to rule The Kingdom after The King. |

| ● Verbs usually used in stories: whisper, wander, gaze, crawl, etc SB p 150 |
| ● Adverbs: |
| A) Manner: He walked slowly towards the door... |
| B) Attitude markers: Apparently, the surest way to... Naturally, I’d been looking forward to... |
| C) Time markers: He eventually left and we... SB p 34 |

Writing a narrative text to teach a moral or share knowledge. SB p 34 WB p 19.

➔ Writing SB p 34 ex 8, 9. WB p 19.
Aim: Students talk about their desire to change present as well as past conditions and events. They also talk about their preferred literary and be ready to expand on these preferences, i.e., with examples, extra info, fun facts, etc.

**ORAL & WRITTEN TASKS**

*I wish...*

Whole class. The class accidentally stumbled upon a magic lamp somewhere at FESI. Not without surprise, students found out that a genie was living in it. As a token of his appreciation for having released him, he is now willing to grant these students three wishes -not three wishes per student, but rather three wishes in total. Students have now to decide on the three most worthwhile wishes they can ask the genie to grant them.

**Task**

Your English class just found a magic lamp with a genie inside. The genie will grant the class three wishes only. Each student writes down a wish either to change events or conditions in the past or the present, and the reasons for their desirability. Students read their wishes and reasons out loud and each student votes for what they regard as the most desirable wish. Students will ask the genie to grant them the top three wishes with the highest number of votes.

Here are some ideas of things you may wish you could change,

- The natural abilities human beings are born with
- The country you were born in
- Your school or university
- The environment or something in nature more generally
- Technological advancements
- Social relations
- The last earthquake in Mexico City
- Past wars

**Useful vocabulary**

- grant a wish (give someone something they desire)
- a long-held wish (wish held for a long time)
- wishful thinking (unrealistic)
- wish list
- make a wish
### Testing

#### Talking about past wishes and regrets.

<table>
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<th>If only + past simple</th>
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<td>LB 3.2 SB p 132, 133.</td>
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I've got a well-paid job but I'm busy most of the time. If only I had enough time to do everything I want. SB p 36

#### Wish + past perfect |

| LB 3.2 SB p 132, 133. |

Rafael didn’t come to the meeting. I wish he had come. He’s missing out on the company’s future plans SB p 36

#### If only + past perfect |

| LB 3.2 SB p 132, 133. |

If only I hadn’t told her, I’m sure she wouldn’t have felt so disappointed in me. SB p 36

### Teaching

#### Wish/If only + could |

| LB 3.2 SB p 132, 133. |

Mariana wishes she could drive. She wouldn’t be so dependent on her husband. If only you could come to my graduation ceremony. SB p 36

#### Wish + person / thing + would |

| LB 3.2 SB p 132, 133. |

I’m expecting a call. I wish the phone would ring. I wish Nancy wouldn’t be texting me all the time. SB p 36

### Preferences

#### Emphasizing the main point when expressing likes and dislikes.

<table>
<thead>
<tr>
<th>What I + verb (about it) + be (that) + key information</th>
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<tbody>
<tr>
<td>The thing I + verb (about it) + be (that) + key information</td>
</tr>
<tr>
<td>LB 3.3 SB p 132, 133</td>
</tr>
</tbody>
</table>

What I don’t like is that some of the dialogue sounds a bit too forced. The thing I liked the most about the plot was its well-rounded narrative and characters SB p 38, 39

### Summaries

#### Present simple and present perfect to give a succinct account of a story’s plot |

| SB p 39 |

84 years later, a 101-year-old woman named Rose DeWitt Bukater tells the story of her adventurous trip on a ship called Titanic to her granddaughter Lizzy Calvert. Rose along with her mother, her fiance and her fiance’s best friend set on board on April 10, 1912. Among the passengers were a drifter and artist named Jack Dawson and his best friend Fabrizio De Rossi who had won a couple of third-class tickets gambling in a nearby bar. And she explains the whole story from departure up to the shipwreck. SB p 39, WB p 22.

** *** Teachers are strongly advised to teach this vocabulary

** Speaking SB p 36

** Writing SB p 39