

CEFR: A2

Aim:

At the end of level 6, students with a basic command of English will be able to:

- Understand written and oral texts for social, travel, and everyday purposes by simple and direct exchange of information about themselves and different aspects of their lives as long as they participate in simple conversations or discussions.
- Understand short, simple written and oral texts related to everyday material such as informal letters and conversations and fast, straightforward news. They will be able to extract relevant information and follow the order or understand the sequence of the information and simple narrations.
- Describe and enquire about people’s usual and current activities and lifestyles.
- Express future plans, sudden decisions, and intentions.
- Describe, compare, and contrast geographical and cultural traits among different countries.
- Ask and give information places and things, themselves and other people, events and activities, life experiences, and current events.
- Use written and oral means to describe people’s achievements and actions.
- Describe and enquire about people’s hobbies and for how long they have performed those actions.

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
- ✓ Students should check answers during a reading or listening comprehension activity and then with you.
- ✓ Students should always be evaluated somehow at the end of a session.
- ✓ The students review grammar points or concepts, not the teacher.
- ✓ Call your students by their names.

Video session:

Mediateca session:

Objective: Students will be able to talk about their transport habits. They will also be able to contrast facts, habits, and routines with activities happening at the moment or around the moment of speaking.

WRITTEN TASK				ORAL TASK		
You have not taken classes for some months due to the sanitary quarantine. Because of this, FESI has started a blog where all the students can share what their routines are like during regular times and what they are doing these days to keep safe and get distracted as well in contrast with their everyday lives. Participate in the blog posting about your current activities and your regular daily routine.				Your university will release a short documentary about its students' current situation now that they are staying at home due to the quarantine. You were asked to participate, so; you have to record a short video talking about the activities you are doing at home nowadays compared to the activities you usually do in your daily life.		
NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	COMMUNICATIVE SKILLS	
WEEK 1	Means of transport	Describing people's habits regarding transportation	<p>Testing Present simple. (All pronouns and forms)</p> <p>My family and I have to use different means of transport to do our daily activities. My parents go to work by car and my brother and I take the bus or the metro. My sister studies very close to our house, so she goes to school on foot.</p> <p>On the weekends, we often visit my grandparents. We usually go by car, but sometimes we take the bus because we don't like traffic.</p> <p>Every vacation, my family and I go to the beach. We usually travel by plane, but sometimes we use the new train. SB p 90, 91</p>	<p>Methods of transport By + transport (by car, by bus, etc.) On + foot SB p 90/ WB page 53</p> <p>Collocations about transport - Take the + train, bus, metro - Travel by + train, bus, car, metro - Go on foot. - Get/go to + school, work, home, the mall SB p 90</p> <p>Recycle Frequency adverbs and expressions Every + week, day, night/ Always, often, etc.</p>	<p>Reading SB p 90/ WB p 56</p> <p>Speaking SB p 91</p>	
	Current and temporary activities	<p>Talking about activities happening around the moment of speaking.</p> <p>Talking about activities not happening around the moment of speaking.</p>	<p>Teaching Present continuous: current activities Affirmative form (All subjects)</p> <p>Teaching Present continuous: current activities. Negative form (All subjects)</p>	<p>- I'm having exams this week; therefore, I'm studying these afternoons to get good marks. - This week Frank is going to work only three days because of the new work rules. - More people in my city are now using the bike and not the bus or metro.</p> <p>- We are not going to the school these months, so we are taking online classes. - I'm not going to school this month because I'm recovering from surgery. - Kate is on a special diet to lose weight nowadays. She isn't eating any carbs or meat- She is also doing a lot of exercise. - Many people are not using the subway nowadays because people can't use any transport too much. SB p 90,91/ WB p 52</p>	<p>Time expressions Now / Right now Today At the moment / In this moment This morning/ week/ month/ year These days /mornings / weeks / months / years Nowadays / Currently</p> <p>Phrasal verbs Go up / down</p>	<p>Reading and Listening SB p 90, 91</p> <p>Writing WB p 53</p> <p>Speaking SB p 93</p>

	<p>Asking about activities and events happening around the moment of speaking.</p>	<p>Teaching Present continuous: current activities. (-WH and yes/no questions) (All subjects)</p>	<p>A: The Suburban Train is not working these days; how are you going to work these days? B: I'm traveling by train and going on foot. And you, are you taking the suburban train? A: I'm taking three different buses. I hope the CETRAM opens soon. SB p 90,91/ WB p 52</p>		
<p>At the present time</p>	<p>Contrasting things that are generally true and habitual actions to events happening now or around the moment of speaking.</p>	<p>Teaching Present simple vs. Present Continuous: usual activities vs. temporary activities.</p>	<p>Olivia lives in Manhattan with her family. They have a lovely apartment, and they always spend time together. She prepares breakfast for her husband and sons every morning, and then they do their activities. She is a teacher. She teaches Biology, and this week, her students are learning about marsupials. Her husband works for a big company; he is the manager of it. These days, he isn't working because he is sick and staying at home. Olivia is taking care of him. They have two sons. Eric loves sports, and he is a great football player, but he isn't playing this season because he hurt his knee. Sara is a fashion designer, she usually works at a small studio in her city, but these weeks she is working at a new studio in another place to get more experience.</p>	<p>Words to describe large quantities The majority, most people, a large/small number of Recycle Frequency adverbs Frequency expressions Recycle Present Simple Time expressions Present Continuous Time Expressions</p>	<p>Reading and Listening SB p 92 Listening SB p 92 Speaking SB p 93 Writing SB p 100/ WB p 57</p>

Objective: Students will be able to make sudden decisions, promises, and predictions with no evidence. They will also be able to talk about their future plans and intentions.

WRITTEN TASK				ORAL TASK		
Every year you participate in a homestay program, and you receive students from other countries who stay with you for a month. Send an email to your new guest welcoming him to your house. Also, tell him the plans you have for the whole month; don't forget to mention the activities you are going to do, the places you are going to visit, etc.				Student A: You are going to receive a student from the USA who is staying with you for a month as you participate in a homestay program every year. Call him to introduce yourself and talk about your plans for his stay. Student B: You got a scholarship to study abroad for a month, and you are staying with a family through a homestay program. You receive a call from your host to welcome you and talk about her plans for your stay. Ask all you want to know about your future trip.		
NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	COMMUNICATIVE SKILLS	
W E E K 2	Sudden decisions	Making sudden decisions	<p>Teaching Future Will (Affirmative and Negative forms) (All pronouns)</p> <p>A: What would you like to eat? B: I think I will have the chicken. A: It's boiling. I guess I'll have a shower before the party. B: It's ok. Anyway, I think I won't go. I don't feel very well. I will stay at home and rest. A: Do you have plans for your birthday? B: Not yet. Mmm, I will probably have a party or go to a restaurant. I don't know yet A: Wait a moment, please. These bags are too heavy. B: Let me give you a hand. I'll carry them to the parking lot.</p>	<p>Verbs and Expressions for predictions</p> <p>Think Believe Suppose Worry Guess Predict Expect Imagine Promise Maybe Perhaps Probably Still By</p>	<i>It is strongly advisable to bring further practice related to these skills as they are not provided by the book.</i>	
	Sudden decisions	Asking about sudden decisions	<p>Teaching Future Will (Interrogative form) (All pronouns)</p> <p>A: What will you order, mom? B: I suppose I'll have the chicken soup. And you? What will you choose? A: Mmm, I don't know. I'm not hungry, so I guess I will only pick a tuna salad. A: What will you drink? B: I'm not sure. I will decide later.</p>			
	Promises	Making promises	<p>Testing Future Will (All pronouns and forms)</p> <p>A: Mom, please! Let me go to the party! I promise I will arrive early. B: You won't go. I don't like your friends, and they will make you drink. A: No, they won't. I promise I won't drink. B: I'm not sure. Will you drive? A: I won't, Mom. I think Emma's brother will drive; he has a driving license. B: Ok, just promise you will be careful.</p>	<p>Contractions: 'll, won't</p>		

<p>Predictions with no evidence</p>	<p>Talking about predictions with no evidence</p>	<p>Testing Future Will (All pronouns and forms)</p>	<ul style="list-style-type: none"> - In the future, all the students will take classes at home, there won't be schools anymore. - The government believes that the quarantine will be over in a month. The president worries this situation will last a bit more. - Take your umbrella with you. Maybe it will rain. - Concerts and festivals will be different from now. There won't accept big audiences, and maybe some of these events will be online. - Cars will be very different in the future. Maybe they will fly. - Perhaps we won't use fossil fuels in 2050. - Will people still eat meat? Will they be more eco-friendly? 	<p>Recycle Verbs and Expressions for predictions</p>	
<p>Personal Plans and Future Intentions.</p>	<p>Talking about future intentions and plans</p>	<p>Testing Future Going to (All subjects and forms)</p>	<p>I am very excited because I have many plans for next year. First, I am going to get married. My boyfriend and I are going to have a fabulous wedding in March. Are we going to have a honeymoon? Yes, we are! It is going to be in Italy.</p> <p>We are going to be there for two weeks; we aren't going to have an expensive trip; we just want to have a memorable day.</p> <p>After the honeymoon, we are going to return here and get prepared because next summer we are going to move to France for a year. We are going to study for a master's, and we are going to work there too. We are not going to have babies for a while!</p> <p>SB p 115/ WB p 67</p>	<p>Future time expressions Next year / month / week / weekend / summer Tomorrow Later Soon After</p> <p>Actions for Future Plans Write a book Get married Travel to new places Be on TV Start a business Buy a house Study a Masters Graduate from college Change jobs</p>	<p>Reading and Speaking SB p 116</p> <p>Listening SB p 116 Writing WB p 74, 75</p>

Objective: Students will be able to describe, compare and contrast different countries stating their cultural and territorial or geographical similarities and differences.

ORAL TASK			WRITTEN TASK			
You're living in another city/ country now, and life is very different from your hometown. You are homesick, so you call a friend to tell him how you feel and to talk about your life now and how it's similar and different from your old lifestyle. Consider the place, people, food, weather, transport, etc. And mention some good and bad experiences you've had too.			You're living in another city/ country now, and life is different from your hometown. Write an e-mail to a friend telling him about your life now and how it's similar and different from your old lifestyle. Consider the place, people, food, weather, transport, etc. And mention some good and bad experiences you've had too.			
NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	COMMUNICATIVE SKILLS	
W E E K 3	Comparing and contrasting people, places, food, situations and objects related to culture shock	Teaching Comparative adjectives.	When you move to another country, you have to face culture shock because of the differences you find there and the fact that you are used to your culture and traditions. I'm living in Canada these months, and my life here is really different from my life in Mexico. First, both places don't look the same. Some buildings in Canada are higher than in Mexico. The houses are also bigger. Also, the streets in Canada are cleaner than in Mexico, and the laws for all the citizens are also better. The weather in Canada is colder than in Mexico, but only in winter. Generally, I would say that Canada is a better and safer place to live in, but I miss my country, and I also think that Mexican traditions are prettier. WB p 52	Rules for short adjectives: Use er with short adjectives cheap → cheaper fast → faster Large → larger thin → thinner dry → drier easy → easier lucky luckier pretty → prettier Irregular adjectives: good → better bad → worse far → further	Reading and Listening SB p 94- 95 Speaking SB p 94 Writing Writing SB p 95	
			My life in Canada is more expensive than my life in Mexico. Mexican food is more delicious than Canadian food. In Mexico, people cook with more varied ingredients. Mexico is more dangerous than Canada. For example, you can find more robbers in Mexico, and the streets are more terrifying, Both places and cultures are unique. However, Mexican traditions are more beautiful and colorful than Canadian ones.	Rules for long adjectives: Use more + adjective for two or more syllable adjectives Serious → More serious Comfortable → More comfortable Expensive → More expensive Delicious → More delicious Incredible → More incredible		

Culture Shock	Stating similarities between two or more people,, places, food, situations, and objects. *	<p>Teaching</p> <p>Equal Comparisons</p> <p>- As...as</p>	<p>- I'm thrilled here; the town is as enchanting as our hometown, and Canadians are as friendly as Mexicans.</p> <p>- Also, the museums are as fascinating as in Mexico. Their paintings and sculptures are as stunning as in Mexican museums.</p> <p>- The good thing about Canada is that the weather in July is as warm as in Mexico.</p>	<p>Adjectives to describe people, food, activities, places, and objects.</p>	<p>Reading and Listening SB p 94- 95</p> <p>Speaking SB p 94 Writing Writing SB p 95</p>
	Stating differences between two or more people, places, food, situations, and objects. *	<p>Teaching</p> <p>Equal comparisons</p> <p>- Not as...as</p>	<p>- Food in Canada is not as spicy as in Mexico. As a result, it is not as delicious as Mexican food.</p> <p>- The best thing about Canada is that it is not as dangerous as Mexico. The police in Mexico is not as efficient as in Canada.</p> <p>- Fortunately, winters in Mexico are not as cold as in Canada. In Mexico, it never snows while there are extreme weather conditions in this season in Canada.</p>	<p>Adjectives to describe feelings and states</p> <p>Connector: while</p>	

Objective: Students will be able to describe rites of passage from different countries and state the highest degree among them.

WRITTEN TASK				ORAL TASK		
National Geographic is going to publish an article about rites of passage around the world. In order to do it, they are asking their readers from different countries to participate and write a description of a representative rite in their country. You really want to participate, send an email to the organizers talking about the most important rite in your country. Don't forget to give a wide description of it.				Your rite of passage was selected by National Geographic to be included in their next issue. Now, they want the winners to record a capsule for their YouTube channel describing what their rite of passage is about and why it is considered important in each culture. Record your 5 minutes capsule and upload it on YouTube.		
NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	COMMUNICATIVE SKILLS	
WEEK 4	Rites of Passage	Teaching Superlative adjectives	<p>Rites of passage are really important in every culture. One of the strangest rites is the first haircut. People in Mongolia celebrate it to honor babies.</p> <p>In Mexico, the best rites are weddings and graduations. They are not the cheapest parties, but they are the greatest because people can gather with all the people, they love and celebrate these important events.</p> <p>There are also religious rites of passage. For example, first communions, baptisms, and confirmations. The shortest rite is the baptism; it lasts only 30 minutes. While the longest is the wedding party. The celebration lasts five hours.</p> <p>The worst rite of passage is the Wiccaning: it is a pagan ceremony to honor witches in some cultures.</p> <p>SB p 104, 105</p>	<p>Rules for short adjectives Use est with short adjectives Cheap → the cheapest Fast → the fastest Large → the largest Thin → the thinnest Dry → the driest Easy → the easiest Lucky → the luckiest Pretty → the prettiest</p> <p>Irregular adjectives: Good → the best Bad → the worst Far → the furthest</p>	<p>Reading and Speaking SB p 104, 105d</p> <p>Listening SB p 104</p>	
			<p>The most important rite of passage for young girls is the quinceañera party. In Mexico, parents prepare for their daughters the most expensive celebration ever. Girls wear the most beautiful dresses, and they dance to show their guests their most incredible steps. In the USA and in Canada, young girls don't have a quinceañera. Their most representative celebration is the Sweet Sixteen party. It is the most exciting day in their adolescence, and they have the most glamorous parties. They receive the most wonderful gifts from their relatives such as cars or all-inclusive trips around the world.</p>	<p>Life Events: Graduation, wedding, first communion, baptism, etc. WB p 61/ SB p 104</p> <p>Rites of passage: The first haircut, the quinceañera, the Sweet Sixteen, etc.</p> <p>Rules for long adjectives The most + long adjective</p>	<p>Speaking SB p 104, 105</p>	

Objective: Students will be able to talk about their life experiences and actions that started in the past and are still relevant to the present.

WRITTEN TASK				ORAL TASK		
You have a YouTube Channel where you present different interviews every week. This week you are presenting one of the most famous Mexican athletes of all time. Write a short biography to introduce your guest and publish it on your page. Don't forget to mention all the great experiences he has accomplished.				You have a YouTube Channel where you present different interviews every week. This time, you are talking about the experiences of an important athlete from your country. Record and upload the interview. Don't forget to ask him if he has won any awards, or if he has participated in international competitions, etc.		
NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	COMMUNICATIVE SKILLS	
WEEK 5 Life experiences	Talking about life experiences.	Testing Present perfect simple. (Affirmative and Negative forms) (All subjects)	<p>I Have practiced a lot of sports in my life. I have played with many teams; I have gone to many competitions and have had beautiful experiences. I haven't won a sports trophy because I haven't taken part in sports championships, but I'm planning to do it soon. I also love outdoor sports and extreme adventures. I have gone camping in many forests, I have swum in some rivers, and I have climbed a big mountain.</p> <p>My sister has practiced ballet and gymnastics for many years. She has danced with different ballet companies, and she has traveled to Europe and other countries to give presentations. She has been successful.</p> <p>She has also participated in gymnastics tournaments. However, she hasn't passed to the upper levels.</p> <p>SB p 102 and 103</p>	<p>Activities to express experiences regarding sports</p> <p>Play basketball / football / volleyball / hockey</p> <p>Practice karate / tae kwon do / gymnastics Dance ballet</p> <p>Skate / Ice skate Swim</p> <p>Vocabulary related to sports</p> <p>Championship, tournament, competitors</p> <p>Vocabulary related to nature</p> <p>Mountain, river, hill, forest, trees, etc. SB p 102 Voc 1</p>	<p>Reading</p> <p>SB p 102 Ex 1 and 2</p> <p>Listening</p> <p>SB p 102 Ex 1 and 2</p>	
	Verifying and asking for information about life experiences	Testing Present perfect simple. (Interrogative form: Yes/No questions and WH questions) (All subjects)	<p>A: Have you won any competition yet?</p> <p>B: No, I haven't yet.</p> <p>A: It's a shame. And what about your sister? Has she won any competition yet?</p> <p>B: Yes, she has already won some competitions.</p> <p>A: Which competitions has she won?</p> <p>A: She has won some swimming and volleyball championships.</p> <p>B: That's great!</p> <p>A: Has she gone to any Olympic games yet?</p> <p>B: No, she hasn't gone yet. I hope she participates in the next Olympic Games because she has already practiced a lot.</p> <p>SB page 103</p>	<p>Recycle</p> <p>Vocabulary related to sports and outdoor activities</p> <p>Recycle</p> <p>Vocabulary related to nature</p> <p>Recycle</p> <p>WH questions</p> <p>Time expressions: Yet and Already</p>		

Objective: Students will be able to talk about their hobbies. They will also be able to ask how long they have done those hobbies and other activities.

WRITTEN TASK				ORAL TASK		
There's a new sports club in your neighborhood, and you want to be part of Tor to enroll, you need to complete the registration form, where you have to include a summary of your experiences related to sports and your hobbies. Don't forget to mention how long you have practiced them or done your favorite activities.				<p>Student A: There's a new sports club in your neighborhood, and you want to be part of it. You have already sent your registration form, and now you have been selected for the interview. Answer all the questions about your experience in sports and talk about your hobbies.</p> <p>Student B: You work at the new sports club, and you have to interview a new candidate. Ask him about his experiences in sports and his preferences regarding this matter.</p>		
NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	COMMUNICATIVE SKILLS	
WEEK 6 Hobbies	Talking about hobbies through people's lives	<p>Testing Present Perfect (Affirmative and Negative forms) (All subjects)</p>	<p>All my family and I love sports, and we have a lot of hobbies. My parents have played tennis since they were in high school. They have participated in several tournaments. Also, my father and my brothers have played football for many years. My oldest brother has been part of the local juvenile league since 2018, and he has won many matches with the team. My sister and I also like sports, but we have different hobbies. We have done yoga and aerobics for some weeks, and we're having so much fun!</p> <p>Besides sports, we are also interested in music. I have played the piano since I was 12 years old, and I have had some concerts at school. My brothers have been part of an orchestra for two years, but they haven't had any show yet.</p> <p>My uncles can also play the guitar, and they have played it for almost 20 years!</p>	<p>Collocations Play + sport / game / instrument Go + sport Do + exercise/ discipline</p> <p>Indoor activities vs. outdoor activities</p> <p>Indoor activities: play an instrument/videogame, draw, paint, write, watch, dance, learn, study</p> <p>Outdoor activities: play a sport/game, ride, swim, run, climb, see, drive</p> <p>Time expressions: Since and For</p>	<p><i>It is strongly advisable to bring further practice related to these skills as they are not provided by the book.</i></p>	
	Asking for how long people have done or performed their hobbies	<p>Testing Present Perfect (Interrogative form: Questions with How long) (All subjects)</p>	<p>A: How long have you done aerobics, mom? B: I have done aerobics for years! I enjoy them. A: I also love them. I have done aerobics for some weeks.</p> <p>A: What about dad? He loves exercise too. How long has he run? B: He has run since the 80s! He has also been very committed.</p> <p>A: And... Uncle Pete? Does he practice any sport? B: Oh no! He's a couch potato! But he likes music, and he can play the drums very well. A: What a surprise! I didn't know that. How long has he played the drums? B: He has played the drums since he was 18 years old. And he has had a band with his high school friends since then.</p>	<p>Collocations Play + sport / game / instrument Go + sport Do + exercise/ discipline</p> <p>Indoor activities vs. outdoor activities</p> <p>Recycle Time expressions For, since, and yet</p>	<p><i>It is strongly advisable to bring further practice related to these skills as they are not provided by the book.</i></p>	

	<p>Asking for how long people have done or performed their hobbies and life experiences</p>	<p>Testing Present Perfect (Interrogative form: Questions with How long) (All subjects)</p>	<p>A: How long have you practiced hiking? B: We have practiced hiking for two years. And also, we have climbed hills and mountains. A: How long has your sister danced salsa? B: She has danced for some months, but she hasn't participated in any competition yet. A: What about your brother? How long has he played with his band? B: He has played with his band since high school. A: Have they given any concerts? B: Yes, they have already given concerts, but only in local pubs.</p>	<p>Recycle indoor and outdoor activities Recycle life experiences Recycle Time expressions For, since, already, and yet</p>	<p><i>It is strongly advisable to bring further practice related to these skills as they are not provided by the book</i></p>
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	NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	COMMUNICATIVE SKILLS
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>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>Evaluation (Weekly courses)</p> <p>Session 26: Final oral and final writing exams Session 27: Final exam Session 28: Feedback and capture grades.</p>					