

CEFR: A2

Aim:

At the end of level 7, students with a basic command of English will be able to:

- Understand written and oral texts regarding definite and indefinite travel experiences by simple and direct exchange of information about themselves and different aspects of their lives.
- Describe and enquire about people’s personalities and physical traits.
- Describe, compare, and contrast people’s emotions and feelings.
- Describe meal preparations and include quantities in their speech.
- Understand short, simple written and oral texts related to everyday material such as informal letters and conversations, advertisements, prospectuses, and short, straightforward news. They will be able to extract relevant information and follow the order or understand the sequence of the information, simple narrations, and interrupted actions.
- Ask and give information about places and things, other people, events, and activities regarding past habits.
- Use written and oral means to describe results based on certain conditions.

<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 ✓ 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.
<p>Video session:</p>	<p>Mediateca session:</p>

Objective: Students will be able to talk about definite and indefinite travel experiences. They will verify and ask for information about them.

WRITTEN TASK				ORAL TASK		
You are part of a blog where people share their traveling experiences, and you want to talk about your adventures. Post your comment talking about the places you have visited, the different dishes you have tried, the activities you have done, etc. Don't forget to mention your most memorable trip and all the details about it.				You are part of a blog where people share their traveling experiences. This week, everyone is uploading videos to share their adventures with the community. Record your video talking about the places you have visited, the different types of dishes you have tried, the activities you have done, etc. Don't forget to include an anecdote of your most memorable trip and all the details about it.		
NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	COMMUNICATIVE SKILLS	
Definite and indefinite travel experiences	Talking about definite and indefinite travel experiences	Teaching Past Simple Vs. Present Perfect (Affirmative and Negative forms)	My name is Emma, and I want to share some of my traveling experiences with you. I haven't traveled abroad yet, but I have visited some towns or cities in Mexico, such as Hidalgo, Queretaro, Guanajuato, and Guerrero. I have had great experiences with my family and friends as we have seen incredible views. We have shared many experiences for years. Also, my boyfriend loves traveling. He has already traveled abroad. In 2018, he won a scholarship to study English in Canada. He stayed there for a month. He traveled with a group of students, and they had incredible adventures together. They went to museums, parks, concerts, etc. It was a memorable experience, and they didn't want to return!	Recycle Regular and Irregular verbs in Past Simple and in Past Participle Recycle Time Expressions for Past Simple: In, when, ago, last, in Recycle Time Expressions for Present Perfect: For, since, yet, ever, never Vocabulary related to trips	<i>It is strongly advisable to bring further practice related to these skills as they are not provided by the book.</i>	
	Verifying and asking for information about definite and indefinite travel experiences	Testing Past Simple Vs. Present Perfect (Interrogative form Yes/No questions and WH Questions)	A: I know you love traveling. How long have you traveled around the world? B: I have traveled around the world since 2015. A: That's a long time! Which countries have you visited? B: I have visited the USA, Brazil, Russia, Australia, Korea, Italy, Canada, Colombia, China, France, and Greece. A: Greece!? That's amazing! When did you go there? B: I went to Greece three years ago. I was there for a month, and it is the most wonderful place I have ever met. A: Who did you go with? B: I went with my three siblings, they like traveling too. A: What places did you visit? B: Well, we visited many museums and the Parthenon too! A: I love the Parthenon! Did you take photos of it? B: Yes, I did. I took thousands! We also bought lots of souvenirs.	Recycle: WH questions Recycle Time Expressions for Past Simple: In, when, ago, last, in Recycle Time Expressions for Present Perfect: For, since, yet, ever, never	<i>It is strongly advisable to bring further practice related to these skills as they are not provided by the book.</i>	

Objective: Students will be able to describe people's appearance and personality. They will also describe objects, situations, people, and feelings.

WRITTEN TASK				ORAL TASK		
You are helping to write a blog for your college. This week you have to write a brief description of the student of the year based on his/ her good performance. Include: Name, job title/subject, work/studies and interests/free time activities/reason to choose him/ her. Don't forget to mention what this person is like and what he/she looks like.				You will be the presenter of one of the most important events at your college. You have to introduce to the audience the student of the year. Your introduction could include Name, job title/subject, work/studies, and interests/free time activities/reason to choose him/ her. Don't forget to mention what this person is like and what he/ she looks like.		
NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	COMMUNICATIVE SKILLS	
People's appearance and personality	Describing people's appearance and personality	Testing Present simple. (All subjects and forms)	<p>A: Ok, nurse. You've got the job. Tomorrow you can start taking care of my father; I just need some information about you. What do you look like?</p> <p>B: I'm pretty short and thin. I have long hair and green eyes. Oh... and I have freckles.</p> <p>A: Ok. And what are you like?</p> <p>B: It depends. I'm a little shy, but I'm kind and caring with my patients.</p> <p>A: What does your new neighbor look like?</p> <p>B: He looks like a rock star. He's tall and slim. He has a long beard and black hair. He's pale, and his eyes are green.</p> <p>A: How old is he?</p> <p>B: I'm not sure. I think he's in his twenties.</p> <p>A: What is he like?</p> <p>B: He's an easygoing guy. He is genuinely kind and polite to everybody.</p> <p>A: Great! And what does he do?</p> <p>B: He's a musician. He plays the bass in a local band.</p> <p>A: Are you already good friends?</p> <p>B: I would say he's just an acquaintance.</p>	<p>Adjectives to describe people:</p> <p>Height: tall, short, medium height, pretty short/ tall</p> <p>Weight: slim, heavy, stocky, overweight, chubby</p> <p>Age: old, young, middle-aged, in his twenties, thirties, etc.</p> <p>Features: beard, mole, scar, freckles, etc.</p> <p>Skin: pale, white, fair</p> <p>Hair: long, short, shoulder-length, straight, curly, blond, wavy</p> <p>Eyes: big, small, green, hazel</p> <p>Adjectives to describe personality:</p> <p>Talkative, moody, picky, grouchy, easygoing, nosy, bossy, careless, clumsy, selfish, kind, polite</p> <p>People's relationships:</p> <p>Colleague, relative, acquaintance, friend, neighbor, etc</p>	<p>SB page 8 Speaking and Vocabulary Ex. 1 - 3</p> <p>SB page 8 Listening Ex.1 and 2</p> <p>SB page 8 Extend your vocabulary – look and – look like</p> <p>SB page 9 Vocabulary and Listening Ex. 1 - 4</p>	

<p>Descriptions and emotions</p>	<p>Describing objects, situations, people, and emotions</p>	<p>Teaching Adjectives -ed, -ing</p>	<p>Last week I went to the movies with my family. As we are interested in superheroes, we watched The Avengers; and it was an incredible movie. The characters were great, and the story was interesting.</p> <p>Last year we went mountain hiking. It was terrific, but it was a tiring adventure. We walked for hours, and we enjoyed the views so much. In the end, we all were so tired but also amazed and excited.</p> <p>I was frightened at night. I was home alone, and there was a huge thunderstorm, everything was dark, and there were noises all over the place. It was a frightening situation!</p>	<p>Ed/ ing adjectives Amazed /amazing Bored/ boring Frightened / frightening Interested / interesting Surprised / surprising Tired /tiring Relaxed / relaxing Worried / worrying</p>	
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Objective: Students will be able to describe their favorite dishes. They will also mention quantities regarding meals and drinks.

WRITTEN TASK				ORAL TASK		
You are taking part in a competition called: "The best recipe in my country." You have to write a e-mail with your recipe. People from different countries are participating, so you need to choose a delicious recipe if you want to win. Include the following guideline: Ingredients, measures, procedure, description of the dish, taste. Try to convince the diners that your recipe is the best.				You are taking part in a competition called: "The best recipe in my country." You have to record a video showing your recipe. People from different countries are participating, so you need to show a delicious recipe if you want to win. Include the following guideline: Ingredients, measures, procedure, description of the dish, taste. Try to convince the diners that your recipe is the best.		
NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	COMMUNICATIVE SKILLS	
Meal descriptions and preparation	Descriptions of meals and their preparation	Testing Quantifiers (some and any) Testing Countable and uncountable nouns	A: What is your favorite dish? B: It is Ramen, a comfort dish from Japan. A: I haven't tried it. Does it taste good? B: Yes, of course. It tastes like chicken soup. A: What is it made of? B: It is made of vegetables and noodles. Some people add meat to the dish, and others use chicken or fish to prepare it. A: Sounds good! I guess I'll try it soon. And do you have a favorite dish? A: Yes, I do. It's Poutine. It is also a comfort dish. It's Canadian, and it is made of fried potatoes with some cheese and meat sauce. It tastes sweet. In Canada, people don't eat any spicy food!	Food and drinks, food verbs (cook, serve, mix, stir, spread, smash, etc.), kinds of meals (breakfast brunch, lunch, supper, and dinner), adjectives to describe food (crispy, salty, sweet, spicy, crunchy, sour, etc.) Uses of "Taste" <i>This chocolate has a delightful taste</i> <i>It tastes sweet / bitter / delicious / awful</i> <i>It tastes like chicken</i> <i>This water tastes of apples</i>	SB page 18 Vocabulary Speaking Ex. 1 – 2 SB page 18 Reading Ex. 1 – 5 SB page 18 Extend your Vocabulary - taste SB page 19 Speaking Ex. 1 and 2	
Quantities regarding meals and drinks	Talking about quantities regarding meals and drinks	Testing Quantifiers (Too much, too many, a few, a lot, a little, how much, how many) Testing Countable and Uncountable nouns	A: Do you eat too much food at mealtimes? B: Not really. I have a balanced diet, and I also try not to eat too many cabs. A: How much water do you drink? B: I drink a lot of water because it is important for my body; I drink 3 liters a day or even more. A: How many vegetables do you eat? B: I always eat vegetables. I think I eat them every day. A: You are an extremely healthy person! Do you ever eat junk food? A: I do it, but just a little . I like chips and candy, but I don't eat them frequently, and I don't eat any chocolate!	Recycle vocabulary related to food and drinks Recycle frequency adverbs	SB page 20 Reading and Speaking Ex. 1 - 4	

Objective: Students will be able to talk about discoveries related to pieces of art. They will also talk about actions in progress in the past and interrupted moments by finished situations.

WRITTEN TASK				ORAL TASK		
You are a guard in an art museum and yesterday while you were working, three men entered and tried to rob some important pieces of art. The police asked you to write a report on the events. Explain what happened and what you were doing when the robbery took place.				You are a guard in an art museum and yesterday while you were working, three men entered and tried to rob some important pieces of art. The police need information about the incident. Tell them what happened and answer all the questions related to the robbery.		
NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	COMMUNICATIVE SKILLS	
Pieces of art	Talking about discoveries related to pieces of art	Testing Past Simple (All forms)	<p>- The Venus de Milo is a statue of the goddess of love. Some workers discovered it in a field in New Mexico.</p> <p>- Teo Rocher painted “A rainy night.” It was his most famous painting. An old man discovered the original painting in an abandoned house.</p> <p>- Some workers discovered a massive sculpture of the Aztec moon goddess. It remained undiscovered for a long time, but fortunately, they found it, and now it is in a Mexican museum.</p>	<p>Vocabulary Cave art, old manuscript, painting, photograph, sculpture, self-portrait, sketch, and statue.</p> <p>Extend your vocabulary –discover Discover –verb Discovery – noun Discovered – adjective Undiscovered – adjective</p> <p>Recycle Past Regular and Irregular verbs</p>	<p>SB page 30 Vocabulary and Speaking Ex. 1 and 2</p> <p>SB page 30 Reading Ex. 2</p> <p>SB page 30 Extend your Vocabulary - discover</p> <p>SB page 30 Speaking</p>	
Actions in progress in the past	Talking about actions in progress in the past	Teaching Past Continuous (Affirmative and Negative form)	The detective was driving through town. It was raining, and the wind was blowing hard. Nobody was walking on the streets, and there were only some cats running in the middle of the night. He was getting to the end of a road; he was paying attention and trying to discover that creepy noise... someone was screaming....	<p>Vocabulary related to Crime Victim Suspect Jail Robbery Clues</p>	<i>It is strongly advisable to bring further practice related to these skills as they are not provided by the book.</i>	
Actions in progress in the past interrupted by finished situations	Talking about actions in progress in the past interrupted by finished situations	Teaching Past Continuous Vs. Past Simple	The guard was walking around the museum <u>when</u> the alarm sounded . He got scared but immediately went to investigate. <u>When</u> he entered the main room, he saw three guys; they were wearing caps and black clothes. <u>While</u> two of them were carrying a considerable sculpture, the other man was taking some paintings from the walls, and he was putting them in a bag. The guard tried to stop them at that moment, but they escaped . Fortunately, <u>when</u> they were running to their car, the police arrived and arrested them.	<p>Crime Criminals Alibi Violent Kidnap Arrest</p> <p>Time clauses: When and While</p>	<p>SB page 32 Speaking Ex. 1 and 2</p> <p>SB page 33 Reading Ex. 1 and 2</p> <p>SB page 33 Writing Ex. 1 - 3</p>	

Objective: Students will be able to talk about past habits. They will also verify and ask for information about them.

WRITTEN TASK	ORAL TASK
You work for a local magazine, and you have to write an article to commemorate the neighborhood's 50 th anniversary. Investigate what things used to be like in the past compared to our current days to develop your text. Don't forget to mention what activities people used to do in the past, what things didn't use to exist, etc.	A: You work for a local magazine, and you have to write an article to commemorate the neighborhood's 50 th anniversary. You will include an interview with an old neighbor ask him what things used to be like when he started living in this place and how things have changed so far. B: You have been living in the same neighborhood for decades, and you are going to be interviewed for an article to commemorate the 50 th anniversary of this place. Answer all the interviewer's questions.

	NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	COMMUNICATIVE SKILLS
Past habits		Talking about past habits	Teaching Used to	The music industry has changed a lot through time. In the seventies, people used to listen to disco music, and they also used to listen to music on vinyl discs. In the eighties, rock used to be the most important genre. At that time, people used to have cassettes, and people used to have a Walkman to listen to them. In the noughties, people used to listen to boy bands, and they used to dance to their choreographies. These bands used to appear on MTV, and they used to be quite popular.	Recycle Music Genres: Rock, Jazz, Pop, Soul, Metal, Rap, Hip-hop, R&B, Disco Useful language related to music: Classical music, conductor, guitarist, play, concert hall, drummer, orchestra, rock group	SB page 34 Speaking 1 – 3
			Teaching Didn't use to	I was born in the eighties, and my life used to be cool. As a child, my friends and I used to ride a bike, or we used to roller skate to have fun. Our neighborhood didn't use to be as dangerous as it is now. I used to enjoy going to school, although we didn't use to have computers at home; so, we used to go to the library to do our homework. People used to call their friends on the phone because social networks didn't use to exist. Also, we didn't use to have cellphones to send messages or watch videos.	Decades: The eighties, the nineties, the noughties, Recycle Types of Tv programs and Movies: Cartoons, series, action movies, reality shows, etc	SB page 35 Listening and Writing 1 – 3
		Verifying information about past habits	Teaching Used to (Interrogative form: Yes/No questions)	A: Mom, did you use to watch cartoons when you were a teenager? B: Not really. I used to watch films with your aunts. We also used to watch different series on Nickelodeon. A: Really!!? Did you use to watch Sabrina, the Teenage witch? B: Yes, we did. Actually, it used to be our favorite series. We never missed it!	Activities related to people's childhood: Play football Play videogames Go to the mall / the park / the cinema Watch movies/ cartoons Go out with friends/ family Have a band	SB page 35 Extend your Vocabulary – saying and writing decades
			Teaching Used to (Interrogative form: -	A: Dad, did you use to be interested in music as a child? B: Of course. Actually, I used to play in a band. A: Wow! And what instrument did you use to play?	Recycle activities related to people's childhood and past habits	SB page 35 Pronunciation 1 - 3



	information about past habits	WH questions)	B: In fact, I didn't use to play any instrument; I used to be the band's lead singer. A: Sounds great. And what kind of music did your band use to play? B: We used to play rock. A: Did you use to play in concerts? B: Oh, not really! We just used to have small gigs with family and friends.	Recycle vocabulary related music, Tv programs, and movies Recycle: WH Questions	
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Objective: Students will be able to talk about future results based on certain conditions.

WRITTEN TASK				ORAL TASK		
Earth's Day is coming, and your university is organizing an "Environment Fair." It has also opened a blog where students can share how green they are, the environmental problems in their community, and the solutions they propose to improve these conditions.				Earth's Day is coming, and your university is organizing an "Environment Fair." You did a project that describes how green you are, the environmental problems in your community, and the solutions you propose. Your project was chosen by your teacher to be presented at the fair. Show and explain it to the audience.		
NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	COMMUNICATIVE SKILLS	
Fears and concerns towards environmental issues	Talking about future predictions and concerns	Teaching First Conditional	<p>Our planet is suffering from several environmental issues, and we have to do something to improve this situation. These are some things that we can do:</p> <p>If we reduce carbon emissions, we will reduce global warming.</p> <p>We will save water if we have a better consumption and stop wasting it when we have a shower, wash the dishes, or wash our car.</p> <p>If we don't take care of our natural resources, we won't have enough water or wood in the future.</p> <p>If we don't use plastic, we won't pollute the sea anymore.</p> <p>If the president doesn't start campaigns to improve our country, it will soon become chaos.</p> <p>If our planet doesn't get better, everyone will die.</p>	<p>Geographical features and environmental issues</p> <p>Forest, fire, Glacial ice, Global warming, Lake, River</p> <p>Carbon footprint Energy-saving light bulbs, Household waste Packaging (paper or plastic bags, containers) Recycling</p> <p>Time clause: If</p> <p>Contraction: 'll</p>	<p>SB page 48 Vocabulary Ex. 1 and 2</p> <p>SB page 48 Listening Ex. 1 – 3</p>	
		Testing First conditional	<p>When this climate change happens, we'll be dead.</p> <p>As soon as people reduce their household waste, they'll reduce their carbon footprint.</p> <p>After he replaces all the light bulbs at home with energy-saving light bulbs, he'll save \$150 every month.</p> <p>As soon as we start taking recycling measures, we will improve our environmental issues.</p>	<p>Recycle vocabulary:</p> <p>Geographical features and environmental issues Carbon footprint</p> <p>Time clauses: When As soon as After</p>	<p>SB page 49 Speaking Ex. 1 - 3</p>	

	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>					



Departamento de Idiomas

ENGLISH 7
Global Pre-intermediate Units 1 - 4