

CEFR: A2

Aim:

At the end of level 9, students will know how to use basic and simple structures, and vocabulary items to enable them to:

- Understand written and oral short texts for everyday purposes.
- Take part in short conversations.
- Use written and oral means to talk about food and drinks.
- Simply and directly buy things in a store (ask for and give prices).
- Use written and oral means to express food preferences and order a meal in a restaurant.
- Talk about family relationships and express possession.
- Interact to make a conversation and show interest in the topic, get personal information from others provided that the other speaker negotiates meaning.

<p>Remember to...</p> <ul style="list-style-type: none"> ✓ Always write the objective on the board ✓ Recycle information from previous sessions ✓ Put structures in context ✓ Teach one thing at a time ✓ Personalize examples ✓ Link exercises, activities and tasks ✓ Give clear and direct instructions ✓ Always model the exercise 	<ul style="list-style-type: none"> ✓ Keep the four skills in mind ✓ Consider the different learning styles ✓ During a reading or listening comprehension activity students should check answers among them and then with you. ✓ Students should always be evaluated somehow at the end of a session. ✓ It's the students who review grammar points or concepts, not the teacher. ✓ Call your students by their names
<p>Video session:</p>	<p>Mediateca session:</p>

Objective: Ss will talk about food. They will use countable and uncountable nouns to refer to food and drinks effectively.

WRITTEN TASK	THOUGHTS & VALUES	ORAL TASK
<p>Individual</p> <p>We all live busy lives in big cities like ours. There are times when your mom just doesn't have time to cook. For this reason, your class wants to publish a Cookery Book especially for Teens. Think of a dish that you enjoy eating and that young people like you could prepare at home.</p> <p>Think what ingredients you'll need and describe the steps to prepare the dish. Write down the final version of your recipe and give it to your teacher, so that it can be published next month.</p>	<p>Food and health. SB p. 31</p> <p>*Note to the teacher: Work these sections with your students to promote moral values and positive attitudes in the classroom. These short activities help teens to be more reflective and build up their self-esteem.</p>	<p>Pairs</p> <p>Student A: Your class Cookery Book has been a success. Now you are invited to a local TV show to present your dish. Tell the audience about the ingredients they'll need to make the dish and explain the steps they'll need to follow to complete the recipe.</p> <p>Student B: You are the TV show presenter, welcome your guest and make some questions about what he/she is preparing to make the process clearer to your audience.</p> <p>*Students might need to prepare some pictures beforehand.</p>

	NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	COMMUNICATIVE SKILLS
		Carry out a diagnostic test SB p 28 & 29.				
W E E K 1	Food & drink	Talking about food	Countable and uncountable nouns	<p>Everybody knows that fruit has sugar in it. But how much sugar is there in a lemon?</p> <p>Many people like avocados as an appetizer before their main meal. But how many people eat them as a dessert?</p> <p>SB p 30, 31.</p>	<p>Food & drink Countable nouns Apple, watermelon, banana, lemon, mango, avocado, potato, strawberry, carrot, peppers, green beans, tacos, vegetables, cookies, orange, hamburger, fries, pear, onion.</p> <p>Uncountable nouns Ice cream, fish, ketchup, honey, sugar, chocolate, rice, cake, coffee, yogurt, water, milk, pasta, , spinach, steak, salad, tea. SB p 30-32. WB p 28</p>	<ul style="list-style-type: none"> • Speaking SB p 30. • Reading SB p 31.
		Talking about food	Some / any	<p>A: Do you want some ice-cream? B: No, thanks. Can I have an apple or a banana?</p> <p>A: Do you eat any vegetables? B: No, I don't. I don't like them.</p> <p>A: I'd like some strawberries, please. B: Sorry, we don't have any.</p> <p>SB p 32 WB p 28</p>	<p>Review countable & uncountable nouns</p> <p>SB p 30-32. WB p 28</p>	<ul style="list-style-type: none"> • Listening SB p 32. • Speaking SB p 32.

Objective: Ss will talk about food and quantity. They will also order a meal in a restaurant.

THOUGHTS & VALUES				ORAL & WRITTEN TASK		
<p>Being happy. SB p 33.</p>				<p>Groups You and your friends are organizing a party to celebrate the end of the school year. Get together and decide what food, drinks, and other things (disposable cups and plates, for example) you'll need to buy, and also how much of them you'll need to get. If you have something at home that you can bring to the party or something that you can prepare, let your partners know so that you can save some money. After getting organized, write a list with the things you and your friends can take to the party and write your shopping list as well.</p>		
NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	COMMUNICATIVE SKILLS	
2	Food quantity	Talking and asking about food quantities.	How much/ how many? A lot of, lots of, much & many	<p>A: How much ice cream is there in the fridge? B: Not much. I think we'll need to get more. A: How many apples do you want? B: Just one, please. Because we have lots of oranges, strawberries and bananas SB p 32, 33. WB p 28, 29.</p>	<p>Food & drink Review countable and uncountable nouns. SB p 30-32. WB p 28</p>	<ul style="list-style-type: none"> • Listening SB p 33. • Speaking SB p 33.
	Food & drink	Ordering a meal.	What would you like...? I'd like ...	<p>A: Welcome to the Blues Café. B: Hello. We'd like something to eat. A: Of course. Here's the menu. B: Thanks. A: What would you like to order? B: I'll have the steak with the smashed potato side dish. And some fresh orange juice please. A: Sure. And for you? C: I'd like the cheese omelet and ice tea. A: Ok, I'll get your order in a moment.</p>	<p>The menu Appetizers Desserts Lunch specials Side dish Drinks SB p 33</p>	

Objective: Ss will use adjectives to describe food. They will also make clear when something is more or less than it was expected or necessary.

WRITTEN TASK				ORAL TASK		
Individual A group of international students has come to take a two-week course at your school. These students and your class are having lunch together on the two Saturdays that the foreign students will be here. Write a proposal to your teacher suggesting two places that would be nice to visit (because of the place, the food, location, etc.); include some reasons to discard other places.				Individual Your teacher is asking for suggestions of places where your class can take the international students to have lunch and spend a nice time together. Give your suggestions stating your reasons to choose these places and your reasons to discard other possibilities as well.		
NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	COMMUNICATIVE SKILLS	
3 Quantity and quality	Expressing that something is more than we need or expect.	Too many + countable noun Too much + uncountable noun	Yesterday there was too much traffic, but I was happy because too many people came to my party. SB p 35 WB p 29	Preparing a meal Vegetable soup, tomato soup, sausages, chocolate mousse, leftovers. SB p 34.	<ul style="list-style-type: none"> • Reading & writing SB p 34. • Speaking SB p 34 & 35. 	
	Stating that the features of something or someone are more than we need or expect.	Too + adjective	I won't go for a walk. It's a very sunny day, so it's too warm to walk.	Adjectives to describe people or things Easy, exciting, expensive, warm, small, fast, boring.		
	Saying that something is not sufficient or it is less than is expected.	Not enough + Countable /Uncountable noun	A: We need to go shopping. There isn't enough food for tonight. B: Don't forget the vegetables. There aren't enough in the fridge.	Countable & uncountable nouns Traffic, money, homework, information, time, fruit, food. People, things, clothes, tourists, beaches, cars, songs, teenagers, chairs. SB p 34. WB p 30, 31		
	Stating that something or someone is less than we like or want.	Not + adjective + enough	Sorry, you're only 12. You are not old enough to watch this movie. SB p 35 WB p 29	Review Adjectives to describe people or things.		

Objective: Ss will describe a variety of dishes and talk about their food preferences.

ORAL TASK				WRITTEN TASK		
<p>Threesomes You and your friends are cooking lovers. You met after school at one of your peers' house to cook something together. The host went out of the kitchen for a while and when he came back, he noticed you burned the food. Accept what you did and apologize for doing that. Offer your friends to solve the problem.</p>				<p>Individual You still feel bad because of what happened when you were cooking with your friends. You think that writing in your diary about your thoughts and feelings will make you get better. Describe today's experience in your diary entry.</p>		
NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	COMMUNICATIVE SKILLS	
4 Tastes and textures	Talking about food preferences	What do you prefer...?	<p>A: What do you prefer boiled or roasted vegetables? B: Roasted vegetables are better for me. How about you? A: Boiled vegetables with fried chicken. They're just delicious. SB p 35 WB p 36</p>	<p>Cooking styles Roasted, boiled, fried, grilled. SB p 35 WB p 31</p>	<ul style="list-style-type: none"> • Reading & Listening SB p 36 • Listening WB p 34 	
		What is your meal like?	<p>A: What's your favorite food? B: It's spaghetti and Bolognese sauce. A: What is Bolognese sauce like? B: It is a delicious tomato sauce, with ground beef, carrot and onion. The sauce is put on top of the spaghetti along with breadcrumbs.</p>	<p>Adjectives to describe food Nice, horrible, delicious, boring, sweet, spicy, fresh, tasty, yummy, fatty, disgusting, salty. SB p 35 WB p 31, 33</p>		
Regrets	Apologizing for doing something wrong or causing a problem.	Fixed phrases: I'm really sorry I feel really bad	<p>A: Do you remember that I borrowed your book? B: Yes, I remember. Why? A: Well, I can't find it. I'm really sorry. B: Oh, don't worry about it. That's not a very good book. SB p 37 WB p 34</p>	<p>Phrases for apologizing and accepting an apology I'm sorry I'm really sorry I feel really bad Don't worry Don't worry about it. It's OK It's fine No problem</p>	<ul style="list-style-type: none"> • Reading WB p 32 SB p 44 • Speaking SB p 37 	
	Accepting an apology.	Fixed phrases. Don't worry about it It's OK				

Objective: Ss will talk about family relationships expressing possession. They will also ask for permission, getting successful and unsuccessful responses.

<p style="text-align: center;">ORAL TASK</p> <p>Talk about the biography you just wrote. It will be interesting to share what you found out about this person, and to learn about other people as well.</p> <p>*Encourage your students to talk about the Biography they wrote in their own words, without reading the information.</p>	<p style="text-align: center;">THOUGHTS AND VALUES</p> <p>TV Families Students talk about families and the things they do. SB p 39.</p>	<p style="text-align: center;">WRITTEN TASK</p> <p>Your teacher has asked you to make a contribution to the school paper. You are going to write a short biography about a celebrity who was born in the present month. Do some research about this person's family, possessions and achievements. Make some notes to select the relevant information. Write the biography.</p>
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	NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	COMMUNICATIVE SKILLS
5	Family Relationships	Talking about families & expressing possession	Possessive adjectives and pronouns.	<p>A: Is this your phone? B: No, it's not. Ask Jenny, I think it's hers. A: Ok. Hey, that's my sandwich not yours! B: Sorry, I thought it was mine. SB p 40 WB p 36.</p>	<p>Words & phrases related to family My dad's / mom's side of the family. My family drives me crazy. Family members: Grandparents, grandpa, grandma, dad, mom, uncle, aunt, son, cousins, big brother, little brother, granddaughter, grandson, grandchildren, sister-in-law, brother-in-law. SB p 40 WB p 38, 39</p>	<ul style="list-style-type: none"> • Reading & Listening SB p 38, 39 • Speaking SB p 38
		Asking and talking about possession	Whose and possessive's	<p>A: I love watching the Simpsons. B: I don't see them very often. Whose son is Bart? A: Bart is Homer's son. B: Who's Lisa's mom? A: Marge. SB p 40 WB p 36</p>	<p>Review family members SB p 40 WB p 38, 39</p>	<ul style="list-style-type: none"> • Listening SB p 41 • Pronunciation <i>Saying - er</i> SB p 41

Objective: Ss will ask for permission and make requests. They will also express their feelings related to past experiences.

ORAL TASK			THOUGHTS AND VALUES		WRITTEN TASK	
<p>Groups</p> <p>Last year you went to a summer camp and you had an unforgettable experience there. Your friends are interested in going camping this year but they are not sure about it. Tell your friends about your experience, describing the things that went right and wrong, and how you felt in those situations. Your anecdote will help them to make a decision.</p>			<p>Train to think.</p> <p>Making inferences. SB p 42.</p>		<p>Individual</p> <p>You have a new computer game and you want a friend to come over and play with you.</p> <p>Write an invitation and include a special request to your friend.</p> <p>Pre-task SB p 45</p>	
NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH		VOCABULARY	COMMUNICATIVE SKILLS
6	Permission & Requests	Asking for permission	Modal verb Can	<p>A: Can we watch some TV?</p> <p>B: Do you have any homework?</p> <p>A: Yes, but it's only for Friday.</p> <p>B: Well, I want you to do your homework first. Then you can watch TV.</p>	<p>Borrow vs. lend</p> <p>Fixed phrases</p> <p>What's wrong?</p> <p>To be in trouble</p> <p>To be in pain</p> <p>To drive somebody crazy</p> <p>To tell good/bad jokes</p> <p>SB p 41-42</p>	<ul style="list-style-type: none"> Speaking <p>SB p 41</p>
	Feelings	Talking about feelings in particular past events.	Past of Be Was/were	<p>A: Our daughter was first in the race; we are so proud of her. We were surprised at how fast she was.</p> <p>B: Were you worried about her during the competition?</p> <p>A: Not really, but we all were relieved when it was over.</p> <p>SB p 43 WB p 37</p>	<p>Adjectives to describe feelings</p> <p>Upset, angry, surprised, confused, proud, relieved, worried, scared.</p> <p>SB p 43 WB p 39</p>	<ul style="list-style-type: none"> Reading Reading & listening Writing <p>SB p 42</p> <p>SB p 44</p> <p>SB p 45</p>

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7	<p style="text-align: center;">Grammar and vocabulary review.</p> <p>Recommendations:</p> <ul style="list-style-type: none"> ▪ The teacher asks about the grammar points they saw in the course. ▪ The students name them and write them on the board. ▪ The students give mini presentations in teams about the grammar and notional points. The teacher makes corrections and provides feedback. ▪ You may use the Consolidation section on WB p 44 & 45 to complete the Review. 					
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>					