

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 . . .)

	NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	SKILLS
	Accuracy	Editing a text for accuracy.*	Verb forms and tenses, word use and order, spelling, punctuation, style.	I think it's easy to solve your problem. You just have to <i>make</i> some research [ww] SB p 10 WB p 5	<i>*Teachers are advised to use this notion as a diagnostic test.</i>	→ Writing SB p 10
1	Conversations and meeting people.	Requesting information about past, present or future events.	TESTING -Direct questions: questions with auxiliaries (all tenses) LB 1.1 p 128, 129	-When do you feel most alive? -Would you prefer to live with a view to the ocean or of a city? -Have you ever traveled abroad? -Who do you live with? SB p 9 / WB p 5	<ul style="list-style-type: none"> ● Personality traits: idiomatic expressions a) people person - introvert b) a computer geek - computer illiterate c) keep yourself to yourself - outgoing d) witty - dull e) down-to-earth - idealistic f) a good laugh - uptight g) spontaneous - predictable h) a morning person - a night owl SB p 8/ WB p? ***	→ Speaking SB p 8, 9 → Listening SB p 8
		Requesting information in a subtle and polite manner.	TEACHING -Indirect questions LB 1.1 p 128, 129	-I'd like to know what your opinion about same sex marriage is. -Could you tell me how old you are, please? -I was wondering if you took the money I left on the table. SB p 9, 14 / WB p 5		
		Using appropriate intonation in polite enquiries.				
		Enquiring specifically about subjects and doers.	TESTING -Subject vs. object questions (all tenses) LB 1.1 p 128, 129	-Who started the fight? Who did you see? -What happened next? What did they do? -Who's coming with us? Who will you ride with? SB p 9		
		Asking for specific information.	TEACHING - Questions with prepositions: formal and informal style (all tenses). LB 1.1 p 128, 129	-What are you working on? (informal) -What was Rio de Janeiro like?(informal) -In which magazine did you read it? (formal) -To whom did you tell the story? (formal) SB p 9		
			TEACHING -Short questions LB 1.1 p 128, 129	A: I'm going out for a moment B: Where to? A: The store B: What for? A: Need some fresh air B: Why so? A: It's a bit stuffy in here SB p 9		

	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?	<ul style="list-style-type: none"> • Adverts: Vocabulary and phrases used in adverts. SB p 14
	Starting a conversation by requesting information or provoking some reaction			
	Showing surprise or criticism.	TEACHING - Negative questions (all tenses)	A: Didn't you hear me? I asked you not to close the door. B: Sorry. I had my earphones on.	
	Persuading and suggesting.	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.	

*** Teachers are strongly advised to teach this vocabulary

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)

	NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	SKILLS
2	Experiences	Discussing lifestyle changes and life experiences.	TESTING Present Perfect <i>LB 1.1 p 128, 129</i>	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. <i>SB p 12, 13.</i> <i>WB p 7.</i>	<ul style="list-style-type: none"> • Feelings: adjectives. Idiomatic expressions *** <i>SB p 11</i> • Time phrases used along with Present Perfect, Past Simple and both. <i>SB p 12, 13. LB p 128, 129.</i> • Word building: nouns (suffixes) <i>SB p 13</i> • Recommendations <i>SB p 17</i> 	→ Reading <i>SB p 12</i> → Speaking <i>SB p 13</i> → Pronunciation <i>SB p 11, 13</i> → Listening <i>SB p 17</i>
	Recent events	Talking about a recent completed action that has a present result.	TESTING Present Perfect (just, already) <i>LB 1.1 p 128, 129</i>	They've just started walking 30 minutes every day. They've already tried out some routes so they don't get bored. <i>SB p 12, 13.</i> <i>WB p 7</i>		
	Ongoing situations	Talking about actions or states which began in the past and continue up to now.	TESTING Present Perfect (for, since) <i>LB 1.1 p 128, 129</i>	I've worked for the same company for over ten years Since his ex- cheated on him he's become rather closed-off <i>SB p 12, 13.</i> <i>WB p 7.</i>		

Finished vs unfinished actions	Contrasting finished past events vs unfinished or repeated actions.	TESTING Past Simple vs Present Perfect <i>LB 1.1 p 128, 129</i>	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. <i>SB p 12, 13.</i> <i>WB p 7.</i>		

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WEEK 3

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)

	NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	SKILLS
3	World issues.	Talking indistinctly about ongoing situations or repeated actions that began in the past and continue into the present.	TESTING -Present perfect simple vs. present perfect continuous. LB 2.1 p 130, 131	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.	<ul style="list-style-type: none"> • Issues: suffixes in adjectives: (-ic) vs (-ical) Economic vs economical *** SB p 20 • Verbs of duration: Wait, stay, run, play, sit, stand, write, study, stand, etc. • Verbs and nouns with the same form: project (n) vs project (v) SB p 22 WB p 10 	<ul style="list-style-type: none"> → Reading Sb p 20, 21 → Speaking SB p 22
		Emphasizing that an action has required a great effort or has continued for a long period of time.		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		
		Highlighting evidence of a recent and long-finished event or an ongoing activity.		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		
		Talking about short duration actions that have been completed but are still relevant in the present.		Elena has cut her finger cooking dinner. Could you drive to the pharmacy and get her some gauze or something? We've ran 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		
	Emphasizing a completed action or result.		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			
	Opinions and points of view.	Giving opinions and supporting points of view.	TEACHING -Discourse markers.	<p>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.</p> <p>B: Really? Well, that makes sense. I do think that violence in those games can make kids more aggressive.</p> <p>A: Well, according to one article I read, kids are less aggressive if they play these games.</p>	<ul style="list-style-type: none"> • Phrases to: <ol style="list-style-type: none"> Give opinions Agree Partially agree Disagree SB p 26 WB p 13. • Discourse markers: Supporting points of view SB p 27 	<ul style="list-style-type: none"> → Speaking SB p 26 & 27

			<p>B: How come?</p> <p>A: Apparently, playing video games gives them a chance to use up some of their energy so they're generally calm in daily life.</p> <p>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.</p> <p>A: I agree to a certain extent, but I think kids can separate real life from computer games.</p> <p>B: I think we'll have to agree to disagree.</p>	<ul style="list-style-type: none"> Opinion adjectives <p>SB p 27 WB p 13.</p>	
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*** Teachers are strongly advised to teach this vocabulary.

WEEK 4

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.

	NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	SKILLS
4	Focus of a text	Focusing attention on the person or thing affected by the action.	TESTING The Passive Present Simple SB LB p 130, 131	Antisocial behaviour is defined as conduct that causes or is likely to cause alarm or distress to other people. SB p 24 WB p 12.	<p>Surveillance: Verbs and noun phrases related to surveillance.</p> <p>Additional vocabulary</p> <p>troll: someone who starts arguments on social media with no good purpose.</p> <p>hater: someone who posts excessively negative comments on someone's timeline or a comment thread.</p> <p>meme: edited images or hoaxes making fun of a person or event</p> <p>to keep an eye on: watch, take care or spy on someone.</p> <p>to look the other way: (hacerse de la vista gorda)</p>	→ Speaking SB p 23 & 24 → Listening SB p 23
			TESTING The Passive Present Continuous SB LB p 130, 131	His bank accounts are being monitored by the police. SB p 24		
			TESTING The Passive Past Simple SB LB p 130, 131	Some noisy neighbors who consistently played loud music in their apartment were fined yesterday and ordered to pay \$350 to cover court costs. SB p 24		

					SB p 23 WB p 11.	→ Pronunciation SB p 24 → Reading SB p 24
		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			
		TESTING The Passive 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			
		TEACHING 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: <i>believe, consider, expect, know, say, think.</i> 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	<ul style="list-style-type: none"> Formal phrases to write a letter. SB p 25 	→ Writing SB p 25 WB p 12.

			am will work for you? Thank you. SB p 25		
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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)

	NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	SKILLS
5	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. <i>LB 3.1 p 132, 133</i>	The Right Person Once there was a wise King who had two young sons. He appointed <i>eminent scholars</i> to teach them all possible arts. <i>Hopefully</i> , they would become not only wise, but also righteous and just. After a few years of teachings, the King fell ill <i>badly</i> . He realised it was time to choose a successor, so he decided to test his sons’ abilities. He called both of them and gave a room to each one. He said, “You must fill this room <i>completely</i> with anything you wish. It can be anything! But there	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> → Reading SB p 32, 33 → Speaking SB p 34 → Listening SB p 35

			<p>should be no space left behind and you should not seek the advice from anyone!"</p> <p><i>The next day</i> the king visited the older son's room. It was <i>entirely</i> filled with hay. The king sighed <i>woefully</i> on the foolishness of his elder son.</p> <p>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. The young man closed the door again. 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".</p> <p>The King smiled with tenderness and hugged his son <i>proudly</i>. Happily, he'd understood that his youngest son would be the right person to rule The Kingdom after The King.</p>	<ul style="list-style-type: none"> Verbs usually used in stories: whisper, wander, gaze, crawl, etc SB p 150 Adverbs: <p>A) Manner: He walked <i>slowly</i> towards the door...</p> <p>B) Attitude markers: <i>Apparently</i>, the surest way to... <i>Naturally</i>, I'd been looking forward to...</p> <p>C) Time markers: He <i>eventually</i> left and we... SB p 34</p>	<p>→ Writing SB p 34 ex 8, 9. WB p 19.</p>
<p>How to write a story: organization, language and style.</p>	<p>Writing a narrative text to teach a moral or share knowledge. SB p 34 WB p 19.</p>	<p>RECYCLE</p> <ul style="list-style-type: none"> - Narrative tenses - Relative clauses - Adjectives + noun collocations. - Adverb + adjective/ verb collocations. <p>LB 3.1 p 132, 133</p>			

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

	NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	SKILLS
6	Wishes	Talking about things the speaker would like to change but can't change	TESTING Wish + past simple LB 3.2 SB p 132, 133.	It's difficult to work with Robert because he's not very sociable. I wish we liked each other more. SB p 36 WB p 20.	Multi-word verbs: phrasal verbs with and without object, separable and inseparable verbs and phrasal verbs followed by a preposition. ***	→ Pronunciation SB p 36.

			<p>TESTING If only + past simple LB 3.2 SB p 132, 133.</p>	<p>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</p>	<p>SB p 37 WB p 21.</p>	<p>→ Speaking SB p 36.</p>
	Talking about past wishes and regrets.		<p>TESTING Wish + past perfect LB 3.2 SB p 132, 133.</p>	<p>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</p>		
			<p>TESTING If only + past perfect LB 3.2 SB p 132, 133.</p>	<p>If only I hadn't told her, I'm sure she wouldn't have felt so disappointed in me. SB p 36</p>		
	Talking about possibilities and abilities which the speaker wishes were different from what they are.	<p>TEACHING Wish/If only + could LB 3.2 SB p 132, 133.</p>	<p>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</p>			
	Talking about things the speaker wants to stop happening.	<p>TEACHING Wish + person / thing + would LB 3.2 SB p 132, 133.</p>	<p>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</p>			
6	Preferences	<p>Emphasizing the main point when expressing likes and dislikes.</p>	<p>TEACHING What I + verb (about it) + be (that) + key information The thing I + verb (about it) + be (that) + key information LB 3.3 SB p 132, 133</p>	<p>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</p>		
	Summaries	<p>Summarizing a plot</p>	<p>TEACHING Present simple and present perfect to give a succinct account of a story's plot SB p 39</p>	<p>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.</p>		<p>→ Writing SB p 39</p>

*** Teachers are strongly advised to teach this vocabulary