



WEEK 1

**Aim:** Students talk and write about their past and present habits. They describe, criticise and compare theirs and others' typical annoying behaviour.

**WRITTEN/ ORAL TASK**

*I won a 7 million-dollar-contest.*

Individual/ Whole class. Students describe their past and present technology usage.

**Task**

You won 7 million dollars for having spent three months off the grid. You lived for three months in a mansion with all the usual facilities, appliances and services except for a TV, internet service and mobile phones, which you were not allowed to use. Although it was challenging, especially at the beginning, you pulled it off with flying colours and managed to pocket the 7 million dollar prize.

Compare and contrast your habits and behaviour before entering the contest, while living in the house and now that you are a millionaire.

**Useful idioms and vocabulary**

- win big!: to win easily or a lot, i.e., of money
- off the grid: not dependent on public utilities, especially the supply of electricity 'people living off the grid had begun using wind turbines'
- at your wits' end: being at the limit of your patience, mental resources and find yourself desperate as in 'She was at her wits' end trying to figure out how to control her 14 year-old son'
- an uphill battle or an uphill climb: a difficult process as 'Winning back our trust is going to be an uphill climb, but we think that you can do it if you are honest from now on'
- come to terms with something: to learn to accept, and deal with, an unpleasant situation or event as in 'She needed time to come to terms with her grief'
- back to square one: to go back to the beginning after a failure as in 'If it doesn't work this time we'll be back to square one'
- to think outside the box: to think in an unorthodox or out of the ordinary way as in 'The marketing department does need to think outside the box and come up with creative advertising ideas'

	NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	SKILLS
	People's current typical behavior and doings.	Talking about regularly repeated actions or states.	TESTING - Present simple (all forms) <i>LB 4.1 p 134, 135</i>	My grandmother is in her early seventies and loves gardening. She's got quite a big garden and she simply adores it. She regularly spends all of her free time watering plants or doing some gardening, so she's rarely inside watching TV like most grandmothers do. <i>SB p 45/ WB p 23</i>	<ul style="list-style-type: none"> <li>• Frequency adverbs and expressions: Always, sometimes, regularly, often, every week, six times a week, frequently, every fortnight (fortnightly), every other day, 24/7, etc.</li> <li>• Words and idiomatic expressions related to free</li> </ul>	<p>→ Reading SB p 44, 45</p> <p>→ Speaking SB p 45</p> <p>→ Listening WB p 23</p>

1	Describing present actions that cause irritation or annoyance.	TEACHING - Always + Present continuous (all forms) <i>LB 4.1 p 134, 135</i>	I can't stand Pablo. He's always trying to be funny, but his jokes are rude and disrespectful all the time. <i>SB p 45/ WB p 23</i>	time: Chill, recharge, take a break, take the day off, take a day off work, take a nap, have a slow/quiet/lazy day, etc. <i>SB p 44/ WB p 23 ***</i>		
	Describing people's typical or characteristic present behavior and habits.	TEACHING - Will + infinitive <i>LB 4.1 p 134, 135</i>	Melissa is a fitness enthusiast. She'll run 10 kms in the morning and then spend hours at the gym after work. <i>SB p 45/ WB p 23</i>			
People's previous typical behavior and doings.	Describing regular repeated actions or states in the past.	TESTING - Past simple (all forms) <i>LB 4.1 p 134, 135</i>	When my youngest brother was born, my favorite aunt and uncle were living in Japan. They came to visit every summer and usually stayed with us until Halloween. I remember we always had such a great time. <i>SB p 45/ WB p 23</i>			
	Describing past actions that cause irritation or annoyance.	TEACHING - Always + past continuous <i>LB 4.1 p 134, 135</i>	You used to be such a crying baby! You were always crying about every single thing. That's why nobody wanted to play with you. <i>SB p 45/ WB p 23</i>			
	Asking and giving information about a habit, activity, or situation that existed in the past, but which no longer exists.	TESTING - Used to (all forms) <i>LB 4.1 p 134, 135</i>	I recently saw Emile and I was baffled as he does not appear to be the same guy we met in college. Do you remember he used to be very quiet and shy? He's the complete opposite now. <i>SB p 45/ WB p 23</i>			
	Giving information about past habits and actions giving some sense of melancholy.	TESTING - Would + infinitive <i>LB 4.1 p 134, 135</i>	As I child, I spent many holidays at my grandparents farm in Durango. I used to help them around and after a long day of work, we would sit down to have supper. They would tell me all sorts of stories and anecdotes from when they were young. I was never bored or tired. <i>SB p 45/ WB p 23</i>			
1	Familiar Situations. **	Giving information about a familiar situation.	TEACHING - Be used to + present participle. * <i>*The situation can be expressed in past, present or future by conjugating the verb "be" or combine it with a modal.</i>	In Japan I was used to having soup or fish for breakfast, and I was used to drinking tea and not coffee. Now that I'm in Mexico, I'm used to having a very big breakfast.	<ul style="list-style-type: none"> <li>● Present participle of different verbs: Working, using, doing, wearing, eating etc.</li> <li>● Present, past and future time</li> </ul>	

		Giving information about a familiar situation.	TEACHING - Not + be used to + present participle. * <i>*The situation can be expressed in past, present or future by conjugating the verb "be" or combine it with a modal.</i>	I'm not used to cheek- kissing people to say "Hello" and neither is my wife. We used to live in Japan, so we weren't used to being affectionate with others, especially strangers.	expressions.  ● Modal verbs: Might, can, must, etc		
		Asking about information about a familiar situation.	TEACHING - Be used to + subject + present participle. * <i>*The situation can be expressed in past, present or future by conjugating the verb "be" or combine it with a modal.</i>	A: Were you used to taking off your shoes every time you got into a house before going to Japan? B: Yes, we are used to leaving our shoes at the door.			
	Strange situations becoming familiar.**		Giving information about a strange or unusual situation that is progressively becoming easier to deal with	TEACHING - Get + used to + present participle. <i>*The situation can be expressed in past, present or future by conjugating the verb "get" or combine it with a modal.</i>			We're having trouble getting used to using public transport to move around the city. In Japan, we were used to cycling everywhere.
			Giving information about a strange or unusual situation that is progressively becoming easier to deal with	TEACHING - Not + get + used to + present participle. <i>*The situation can be expressed in past, present or future by conjugating the verb "get" or combine it with a modal.</i>			I think I'll never get used to driving a standard car. I'm used to driving automatics. I will never get used to changing gears and using an extra pedal.
			Asking information about a strange or unusual situation that is progressively becoming easier to deal with	TEACHING - Aux. + get + used to + present participle. <i>*The situation can be expressed in past, present or future by conjugating the verb "get" or combine it with a modal.</i>			A: Are you getting used to driving on the left? Has it been difficult? B: Not really. I think I might never get used to it.

\*\* These notions are not in the textbooks. Teacher is advised to bring his/her own material.

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

**Aim:** Students talk freely about different aspects of their future life using the most appropriate future form.

**WRITTEN & ORAL TASKS**

Threesomes or pairs. Two students are members of their college Science Club and the third student works at the local museum. If there's enough time, students should write down a letter with their proposal addressing the Secretary of the Science Club (including those students role playing desk clerks)

**Task**

<p><b>Students A &amp; B</b></p> <p>You and your partner are members of your college Science Club and are keen on organising a group visit to the new exhibit hosted by the local Science Museum. The exhibit showcases the most impressive technological advances of the last decade. You both go to the Museum to gather some more info, which you will use to write a letter addressing the Secretary of the Science Club explaining your proposal. Speak with the Information Desk clerk and ask him/her about:</p> <ol style="list-style-type: none"> <li>a) Opening hours</li> <li>b) Places to eat/have picnics in or nearby the Museum</li> <li>c) Info about group tours:             <ol style="list-style-type: none"> <li>1) Maximum number of people allowed in group tours</li> <li>2) Types of tours</li> <li>3) Fees</li> <li>4) Booking</li> </ol> </li> </ol>	<p><b>Student C</b></p> <p>You work as an Information Desk clerk at the local Science Museum. Some members of the town college Science Club are planning a group visit to the exhibit and are currently gathering some info. Speak with them, answer their questions to the best of your knowledge and make sure they understand the booking options. This is your info:</p> <ol style="list-style-type: none"> <li>a) Opening hours: Monday-Thursday from 10 am to 6 pm, Friday-Saturday from 11 am to 7 pm. Closed 1 January and 24-26 December</li> <li>b) Full meals and refreshments available at the Museum Dining Room and the Espresso Bar. Picnics allowed in the Museum gardens, weather permitting</li> <li>c) Early booking is strongly advised either through our friendly-user online booking system or in person at the Information Desk. Slots for group tours are allotted on a strictly first-come, first-served basis</li> <li>d) The Museum offers a range of audio tours using hand-held personal devices in addition to the more traditional tours with guide tours.</li> <li>e) 20% for student or academic groups.</li> </ol>
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	NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	SKILLS
<b>2</b>	Planned events	Talking about definite arrangements and planned future events.	TESTING Present Continuous <i>LB 4.2 p 134, 135</i>	Are you seeing the dentist again this coming week? What is Fer doing today? I'm not asking Hugo to the party. <i>SB p 48/ WB p 26</i>		

<b>2</b>	Intentions & plans	Talking about general plans, arrangements and intentions about the future.	TESTING Be going to + infinitive	When I've saved up enough money. I'm going to buy a smartphone. My nephew is going to look for a job in Denver.	<ul style="list-style-type: none"> <li>Positive adjectives: <i>delightful, breathtaking, stunning, exceptional, superb, significant, perfect, classic</i> SB p 47, 54/ WB p 26 ***</li> <li>Uncountable nouns: <i>Luggage, soap, cloth, wood, concrete, time</i></li> <li>Plural nouns: Stairs, clothes, glasses, toiletries, outskirts, remains, cards, locals. SB p 49, 151 /WB p 26</li> </ul>	<p>→ Reading SB p 47</p> <p>→ Listening Vocabulary for the listening exercise:</p> <ul style="list-style-type: none"> <li>being done</li> <li>a bit of a rush</li> <li>being off/going off</li> <li>to look after something</li> <li>being interested in</li> <li>free board and lodgings</li> <li>hold on a minute/second/moment</li> <li>time off</li> <li>I'm afraid (when saying some truth or unsavoury news)</li> <li>looking forward to</li> <li>feel at home/make someone feel at home</li> <li>why don't we meet up?</li> </ul> <p>SB p 47 ***</p> <p>→ Speaking SB p 49, 54</p> <p>→ Pronunciation SB p 47, 48</p>
			Verb + to + infinitive Aim, Expect, Hope, Intend, Plan, Propose Want	I aim to get to Bangkok by the end of June. Mariana is hoping to go to university next year. They plan to arrive some time after three.		
			Verb + of + gerund Think LB 4.2 p 134, 135	Are you thinking of leaving the company? SB p 48/ WB p 26		
		Talking about plans and intentions that are not definite.	TESTING Might Could + infinitive May LB 4.2 p 134, 135	We might go away for the weekend. The plant may grow up to 20 cm in length. We could stay at Esteban's in Madrid. SB p 48/ WB p 26		
	Sudden decisions	Expressing decisions made at the time of speaking.	TESTING Will + infinitive LB 4.2 p 134, 135	I'm tired. I think I'll go to bed now. Jumpers are on sale this week. Ok. In that case I'll pop by to see whether I can find a little something for my mum SB p 48/ WB p 26		
	Predictions	Making predictions based on an opinion.	TESTING Will Might + infinitive Could Won't LB 4.2 p 134, 135	I think Sonia will get the job she just applied for. Perhaps he'll explain what went wrong when he calms down. SB p 48/ WB p 26		
		Expressing different degrees of certainty when making a prediction	TESTING Will + definitely/certainly/possibly/ probably LB 4.2 p 134, 135	Lucy and Carlos will probably get divorced soon. You definitely won't get an appointment now. SB p 48/ WB p 26		
		Making predictions based on some present evidence	TESTING Be going to + infinitive LB 4.2 p 134, 135	What's the matter with her? She looks like she's going to faint. SB p 48/ WB p 26		
	Expected events	Talking about something that is expected or scheduled to happen	TEACHING Be due to + infinitive LB 4.2 p 134, 135	The case is due to go to court next month. Rosy is due to start her new course in March Their second child is due next month. SB p 48/ WB p 26		

	Strong possibilities	Talking about events that are probably going to happen	TESTING Be likely to + infinitive <i>LB 4.2 p 134, 135</i>	Is anyone likely to see Manuel? Tickets are likely to be expensive. <i>SB p 48/ WB p 26</i>		
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\*\*\* Teachers are strongly advised to teach this vocabulary

### WEEK 3

**Aim:** Students plan and write down an opinion essay. Students also describe the step-by-step procedure to carry out specific activities

#### WRITTEN TASK

##### *Written opinions*

Individual. Students write an essay stating and justifying their opinions. (Teachers are advised to change the statements listed below to those being discussed in the media *at the moment of teaching* in order to make the task more relevant to students)

##### **Pre- task**

Teams. Students carry out SB p 46 ex 10 A, B and C but using the statements below or those selected by the teacher.

##### **Task**

What do you think about the following statements? Do you agree or disagree? Why?

1. Abortion should be made legal in all Mexican states
2. Freedom of speech should be limited on social media in order to prevent the spreading of hate speech
3. Life is unfair
4. China's one-child policy should be adopted globally to reduce overpopulation

Choose one of the topics, state your opinion and back it up with arguments and data.

	NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	SKILLS
3	Written opinions: <b>An opinion essay.</b>	Stating and justifying one's opinion in a formal written form.	RECYCLE - Simple and continuous tenses - Active and passive voice - Relative clauses	<p><b>To start with</b>, the most popular free- time activities seem to be ones that people do alone. <b>For instance</b>, most people (...) <b>In addition to this</b>, when people do go out (...)</p> <p><b>At the same time</b>, there are examples of people making good use of their time. (...) <b>all of this</b> supports the view that there has been some (...)</p> <p><b>In conclusion</b>, I agree that people use...</p> <p><i>SB p 46/ WB p 24</i></p>	<ul style="list-style-type: none"> <li>● Linking words: <ol style="list-style-type: none"> <li>1. Sequence: to start with, next...</li> <li>2. Result: Therefore, thus...</li> <li>3. Addition: furthermore, in addition to...</li> <li>4. Reason: For, because...</li> <li>5. Example: for instance, such as...</li> <li>6. Contrast: In contrast, nevertheless...</li> <li>7. Comparison: also, likewise, just as...</li> </ol> </li> </ul> <p><i>SB p 46/ WB p 24</i> Find a more complete list of linking words here: <a href="https://www.dlswweb.rmit.edu.au/lsu/content/4_writingskills/writing_tuts/linking_LL/linking3.html">https://www.dlswweb.rmit.edu.au/lsu/content/4_writingskills/writing_tuts/linking_LL/linking3.html</a></p>	<p>→ Writing: <b>An opinion essay</b> <i>SB p 46/ WB p 24</i></p>
		Planning and writing an opinion essay. Using linkers to connect ideas.				
	Manuals and Guidelines.	Describing the aim, main characteristics and step-by-step procedure of an activity	RECYCLE - Active and passive voice - Simple and continuous tenses.	<p>My favourite game is The Palate Test. Basically, the way it works is that one of the judges cooks a dish for the contestants. The first thing they do is to taste it and try to work out what the ingredients are.</p> <p><i>SB p 50, 51/ WB p 27</i></p>	<ul style="list-style-type: none"> <li>● Phrases and idiomatic expressions related to abilities or lack thereof: To be cool-headed, to have a sharp mind, to be high spirited, to be strong-willed, to be forward thinking, etc. <i>SB p 50/ WB p 27 ***</i></li> <li>● Question words</li> </ul>	<p>→ Speaking <i>SB p 51/ WB p 27</i></p> <p>→ Listening: <i>SB p 50</i> (Extra vocab: ● to figure out ● to grill (literal and metaphorical senses) ● how hard/difficult/easy ● 'it's a big deal!')</p>

	Encouraging another person to repeat or expand on what they have just said without straying off topic	TEACHING - Mirror questions	A: There are two teams with three celebs on each one. B: Er... <b>Three what?</b>  A: You have to sauté the potatoes. B: I have to... <b>what?</b> SB p 51/ WB p 27		
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**WEEK 4**

**Aim:** Students talk about specific and unspecified people, places and objects using definite and indefinite articles appropriately. They also talk about real possibilities as well as hypothetical situations in the present and future using *if* and similar expressions in meaning.

**WRITTEN TASK**

Individual.

**Task**

You recently went to a new casino to play poker with your mates, but the casino didn't really live up to its marketing promises and you ended up rather disappointed. The casino ads were promoting big cash prizes in low big blind tables and the commitment to donate all the profit to charity. During your first visit, however, you found out the casino's ads were misleading as 50% of the profit actually goes to "administration" expenses and there were in fact no big cash prizes in any of the poker tables.

Write an email to the company administration complaining about the advertisement and the service given. Ask for an explanation and suggest measures the casino could put in place to improve the service and keep customers' trust.

**Vocabulary and idioms**

- to live up to: fulfill expectations or an undertaking as in 'the president lived up to his promise to set the country on a new path'
- deliver the goods: provide what is expected as in 'I wasn't sure about the new management team, but they have really delivered the goods as profits have doubled'
- big picture: having a view of the overall situation as in 'We are getting bogged down by all these details and losing sight of the big picture'
- to be on the same page: to be in agreement about something as 'Let's go over the instructions again to make sure we're on the same page'
- raise the bar: to set higher standards as in 'An impeccable service would raise the bar for all casinos'

NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	SKILLS
General information vs Specific information.	Referring to something or someone for the first time.	TESTING Indefinite article <i>a /an</i> LB 5.1 p 136, 137	In 2002, some obese teenagers filed a lawsuit against McDonald's, accusing the fast food chain of fattening them up. A judge later threw out the lawsuit.	<ul style="list-style-type: none"> <li>● Verb phrases with <i>Change</i>: adopt, transform, adjust, have a positive or negative effect, enable, revolutionize SB p 56/ WB p 32 ***</li> <li>● Word building: Compound nouns: Breakthrough, trade-off, outlook, drawback,</li> </ul>	→ Reading SB p 56 WB p 34
	Talking about an unspecified person, thing or event.				→ Reading & Speaking SB p 59
					→Speaking



<b>4</b>	Referring to number and quantity expressions.		The motor industry is now booming as 60 million cars and light trucks are being produced globally every <b>year</b> . <i>SB p 56, 57./ WB p 33.</i>	breakdown, outcome, downside. <i>SB p 58/ WB p 33 ***</i>  ● Advertising collocations: Endorse a product, set a price, see a gap on the market. *** <i>SB p 59/ WB p 34</i>	SB p 58, 60 → Pronunciation <i>SB p 57, 58, 60</i>  → Listening <i>SB p 59</i> WB p 32
	Talking about something or someone that has been specified or that has been mentioned before.	TESTING Definite article <i>The</i> <i>LB 5.1 p 136, 137</i>	Edison's light bulb, like many inventions, was the result of many scientists' work. <b>The English scientist</b> had made simple electric light seventy years earlier and Edison's further development of <b>the</b> idea wouldn't have been possible with <b>the</b> work of his colleagues. Similarly, the Wright brothers are credited with inventing <b>the first</b> successful airplane at the beginning of the 20th century. Just before the Wright brothers' famous flight, the American named Langley flew a distance of about 800 metres over <b>the Potomac River</b> . <i>SB p 56, 57.</i> <i>WB p 33.</i>		
	Referring to a noun whose meaning is clear to the listener.				
	Talking about something unique with the aid of superlative adjectives				
	Referring to groups of people using adjectives				
	Accompanying a singular countable noun and talking about things in general.				
Conditions & hypothesis	Talking about a real situation whose result is always the same	TESTING Zero Conditional	If you pay by debit card, you get a 5 percent discount.		
	Talking about real possibilities in the present or future	TESTING First Conditional	If you type in a wrong PIN number, the machine will retain your card. If your card gets stuck, you should ring the number on the machine.		

4		TEACHING First conditional Alternatives to <b>If Providing/provided</b> (that) <b>Unless</b>	You can get a senior citizen's reduction <b>providing</b> you've got a railcard.  They may do whatever is necessary <b>provided</b> it is within the law.  I'll arrive at 10 am <b>unless</b> the train is delayed		
	Talking about hypothetical or unreal situations in the present or future.	TESTING Second conditional	If you wanted to launch a new product for a specific audience and only that audience, how would you appeal to them in particular?		
		TEACHING Second conditional Alternatives to <b>If Suppose/supposing, imagine, let's say</b>  LB 5.2/ P 136, 137.	<b>Supposing</b> you lost your passport, you'd have to go to the embassy, wouldn't you? <b>Suppose</b> you lived in another country, where would you live? SB p/ WB p 35		

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## WEEK 5

**Aim:** Students compare two or more phenomena in writing. They also make, evaluate and respond to suggestions.

**Note to teachers:** Teachers are advised to change the graphs for the written task to suit their lesson plans. The following website contains graphs on a myriad of topics, which teachers are encouraged to check out: <https://ourworldindata.org/>

### WRITTEN TASK

#### *Summer Holiday Destinations*

Individual/ Pairs. Students write a report describing and comparing people's choices and preferences.

#### **Pre-task**

Analyse and discuss the graph on the SB page 61 exercise 10.

#### **Task**

A group of adults were asked to rank a list of variables worth taking into consideration when choosing a summer holiday destination on a scale of 1-10 where 1 means the variable is not important at all and 10 means it is very important. Write a report of 120- 180 words summarising the results and highlighting the similarities and differences between men and women's results.

Use the graph on your SB page 61 ex. 10 for your report.

#### **Useful vocab**

- the graph shows/highlights/compares/deals with/provides information about/reveals

- there is no difference; there is a noticeable/slight/significant/dramatic difference
- to draw conclusions

	NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	SKILLS
5	Written comparisons: <b>A report.</b>	Comparing two or more phenomena in written form	RECYCLE - Comparative structures - Linking words - Passive and active voice.	Introduction This report looks at the results of a survey [...]	<ul style="list-style-type: none"> <li>• Comparative adverbs and adjectives.</li> <li>• Linking words:               <ol style="list-style-type: none"> <li>1. Sequence: to start with, next...</li> <li>2. Result: Therefore, thus...</li> <li>3. Addition: furthermore, in addition to...</li> <li>4. Reason: For, because...</li> <li>5. Example: for instance, such as...</li> <li>6. Contrast: In contrast, nevertheless...</li> <li>7. Comparison: also, likewise, just as..., as . . . as,</li> </ol> </li> </ul> Find a more complete list of linking words here: <a href="https://www.dlsweb.rmit.edu.au/lsu/content/4_writing_skills/writing_tuts/linking_LL/linking3.html">https://www.dlsweb.rmit.edu.au/lsu/content/4_writing_skills/writing_tuts/linking_LL/linking3.html</a> <ul style="list-style-type: none"> <li>• Useful vocabulary for reports: <a href="http://azargrammar.com/teacherTalk/blog/SurveyReportsTable.pdf">http://azargrammar.com/teacherTalk/blog/SurveyReportsTable.pdf</a></li> </ul>	→ Writing: <b>A report</b> <i>SB p 61 ex 7- 9/ WB p 35</i>
		Planning and writing a report.		Men and women First of all, comparing the results for men and women, it can be seen that some factors affect both groups more or less equally. For example, there is no difference in how much size and colour influence their choice of phone, and the results for “my friends have the same one” show only a slight variation.  [...]		

<p>Choices, suggestions and thoughts.</p>	<p>Suggesting ideas and encouraging people to take up different activities. <i>LB p 136, 137</i></p>	<p>RECYCLE - Present, past and future tenses - Simple and continuous tenses - Direct and indirect questions - Active and passive voice.</p>	<p>A: How do you feel about getting a celebrity to endorse our campaign? B: I have to say, that it's not my first choice. A: How does the idea of increasing fines strike you? A: I think we're on the wrong track here. <i>SB p 62, 63/ WB p 36</i></p>	<ul style="list-style-type: none"> <li>● Collocations with <b>idea</b>: Come up with an idea, say no to an idea, etc. <i>SB p 62/ WB p 36 ***</i></li> <li>● Phrases to give suggestions and share ideas: How do you feel about...? <i>SB p 62, 63/ WB p 36</i></li> <li>● Phrases to react to ideas and suggestions: Let's go with that.../ That could be a problem I'm up for it/I'm not up for it Count me in/don't count me in To be on the right/wrong track <i>SB p 63/ WB p 36 ***</i></li> </ul>	<p>→ Speaking SB p 63</p>
	<p>Reacting to ideas and suggestions: welcoming them and showing reservations.</p>				

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**WEEK 6**

**Aim:** Students talk about obligations, prohibitions, necessities, permissions and abilities using modal verbs and related phrases in present and past.

**ORAL TASK**

Groups (four)

**Task**

Each group lives in a different planet with its distinctive set of problems. Each group should discuss their planet's problems and come up with a set of laws designed to ameliorate the situation. Then, the four groups will get together in an intergalactic summit where each group will explain their problems and the laws they are proposing to ameliorate them to the other planets' representatives. The rest of the groups should be ready to comment on the problems, and suggest alternative solutions or improvements to the proposed solutions, of the rest of the planets.

<p>You have a food supply and population problem on your planet. Your population is expanding very rapidly -much more rapidly than your food supply. You are barely</p>	<p>You have many ecological problems on your planet. There is too much traffic. There is a lot of litter in the streets. Your chemical factories are polluting the air and the rivers: trees are dying because of</p>	<p>You have some social problems on your planet. The system of law and order has broken down and violent crime is on the increase. Young people in particular are turning to crime and the</p>	<p>You have some racial tensions on your planet. The population of your planet is composed of a ruling majority (5% of the whole population) and two minorities (25% and 20% of the population). These</p>
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self-sufficient in food now, and by the year 2020 your population will have almost doubled and there will no longer be enough food to go round. You also have a problem of population movement. Many of your people are moving from the countryside to the towns, with the twin results that there is urban unemployment and poverty and rural depopulation, with not enough people left to farm the land. What laws could you introduce to deal with these problems?	the sulphur dioxide in the atmosphere and fish are dying because of poisonous waste in the rivers. The use of fossil fuels has harmed the ozone layer in the atmosphere, affecting the climate, and disposal of radioactive waste from your nuclear power plants is a problem. What laws could you introduce to deal with these problems?	level of vandalism and street crime has gone up. There is little discipline in schools. Alcoholism is on the increase too, again particularly among young people, and drug-taking is a big problem. One reason for the increase in crime and breakdown of order could be the high level of unemployment on the planet; many young people have nothing to do, and have turned to crime out of boredom, hopelessness or desperation. What laws could you introduce to improve the situation?	minorities have begun to complain that they are unfairly discriminated against in matters such as education, getting a job and representation in government. One of the two minorities (the larger) is demanding home rule for the area to the north of the planet, where most of them live. Violence is on the increase, and there have been some terrorist attacks on government offices. What measures could you introduce to improve the situation?
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Reference: Hadfield, Jill *Advanced Communication Games*. London: Pearson PTR, 1997, p. xvi-xvii, 99

	NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	SKILLS	
6	Obligation	Expressing strong obligation (Present)	TESTING <b>Must</b>	Before you buy anything you <b>must</b> read the conditions thoroughly.	<ul style="list-style-type: none"> <li>Age: collocations and idioms <i>SB p 68/ WB p 37 ***</i></li> <li>Word-building: prefixes for negative meanings to verbs and adjectives. <i>SB p 70/ WB p 38</i></li> </ul>	→ Reading <i>SB p 69 &amp; 69</i>	
			TESTING <b>Have to</b>	Present		A 30-year-old suffers because he <b>has to</b> work all day and can't find himself in his profession.	→ Listening <i>WB p 38</i>
				Past		We <b>had to work</b> until late because the manager has real poor time-management and planning skills	→ Speaking <i>SB p 68, 70</i>
			TEACHING	Present		→ Pronunciation <i>SB p 69</i>	

6	Stating mild obligation	<p><b>Make ☺do</b> something LB 6 SB p 138, 139.</p>	A teenager complains because her parents <b>make her do</b> her homework and <b>don't let her stay out</b> after 10 o'clock.	
		<p>TESTNG <b>Should</b></p>	Present You <b>should</b> be more polite with customers.	
		<p>TESTNG <b>Ought to</b></p>	You <b>ought to</b> revise your lessons.	
		<p>TEACHING <b>Be supposed to</b> LB 6 SB p 138, 139.</p>	Ana <b>is supposed to</b> clean her room. (She's required to do it) <b>I'm not supposed to</b> go to the dance this weekend. (I'm prohibited from going to the dance. It would be rude for me to go.) <i>SB p 68 - 69</i> <i>WB p 37</i>	
	Lack of obligation	Stating that something is not necessary.	TESTING Don't have to	Present The fruits of your work give you other freedoms, for example you <b>don't have to</b> worry about money for a nice holiday or a meal at a fancy restaurant.
				Past My class <b>didn't have to wear</b> a uniform when we were in high school.
	Prohibition	Preventing something from being done or used. (Strong)	TESTING Mustn't + verb in simple form Can't + verb in simple form Be + not + allowed to + verb	Wherever in the world you are born, society sets out a timeline for your life. You start out confronted by rules and restrictions: you <b>mustn't cross</b> at the red light; don't talk back to the teacher.
		Expressing mild prohibition	TESTING Shouldn't + verb in simple form Oughtn't to + verb LB 6 SB p 138, 139.	Carlos ought not to use his mobile when he's driving.
	Regret	Talking about events in the past which did not happen although it would have been desirable for them to occur. Implying a mistake or regret.	TEACHING Should + have + verb in past participle Ought to + have + verb in past participle Was /were supposed to + verb	We <b>shouldn't have taken</b> that road. Now, we're lost. I <b>ought to have paid</b> my bills on time. She <b>was supposed to</b> send us the information for the presentation before 8 pm.

	Permission	Giving, denying or asking for permission	<p>TESTING</p> <p>Can + verb in simple form</p> <p>Be + allowed to + verb</p> <p>May + verb in simple form</p> <p>Let + ☺ verb in simple form</p> <p>LB 6 SB p 138, 139.</p>	<p>There are milestones of freedom: the age at which you <b>can stay out</b> late, the point at which you <b>are allowed to</b> take public transport alone or to drive a car.</p>		
	Ability	Talking about activities someone is able to perform.	<p>TESTING</p> <p>Can + verb in simple form</p> <p>Be able to + verb</p> <p>Manage to + verb</p> <p>LB 6.2 p 138, 139.</p>	<p>Early peakers and late bloomers have all made a name for themselves because in some way they <b>managed to</b> break out of the timeline that society had set for them.</p> <p>SB p 68 – 70/ WB p 38</p>		

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