

CONTENTS NIVEL B1

GENERAL OBJECTIVE

To summarize, communicate, and offer opinion linking a series of simple elements to create a cohesive and linear sequence shapely understandable even if the breaks to make a grammatical and lexical planning and corrections are evident.

UNIT 1: INTRODUCTIONS

TOPICS	LEARNING OBJECTIVES	GRAMMAR	VOCABULARY AND EXPRESSIONS
The Present Perfect Time	<ol style="list-style-type: none"> 1. To strengthen the grammar about the present perfect tense. 2. To extend the use of the frequency adverbs "never" and "ever." 3. To use "for" and "since" for present results. 	<ul style="list-style-type: none"> - Present perfect (affirmative, negative and interrogative) - For and since 	<ul style="list-style-type: none"> - Have you ever been to...? - How long have you lived....? - What have you studied?
Ever or never?	<ol style="list-style-type: none"> 1. To describe personal experiences using the present perfect tense. 2. To practice the present perfect tense in the affirmative and negative forms. 3. To learn how to use the words "already" and "yet." 	<ul style="list-style-type: none"> - Present perfect (affirmative, negative and interrogative) - Ever and never - Already and yet 	<ul style="list-style-type: none"> - Have you ever been in love? - Have you ever seen the Eiffel Tower? - Have you taken the train to Machu Picchu?
Definite Past Activities	<ol style="list-style-type: none"> 1. To describe definite past activities. 2. To differentiate the present perfect and the past simple tenses. 	<ul style="list-style-type: none"> - Present perfect tense Vs. Simple past tense 	<ul style="list-style-type: none"> - Paul has taken this route to New York City before. He took this route last year.
The Past Perfect Time	<ol style="list-style-type: none"> 1. To learn new grammar about the past perfect tense. 2. To talk about someone or something in the past. 	<ul style="list-style-type: none"> - Past Perfect Tense 	<ul style="list-style-type: none"> - What had happened at the last party? - Who had stayed to study for the exam? - Where had Mary gone after the party?
Chores Around the House	<ol style="list-style-type: none"> 1. To discuss household chores. 2. To learn new grammar about the past perfect continuous tense. 3. To differentiate the present perfect and the past perfect continuous tenses. 	<ul style="list-style-type: none"> - Present perfect tense & Past perfect continuous 	<ul style="list-style-type: none"> - Chores list - Linda has vacuumed the rug. - Tom had been sweeping the floor.
Could have, would have, should have	<ol style="list-style-type: none"> 1. To learn new grammar about the future perfect and future perfect continuous tenses. 2. To know how to use "would have," "could have" and "should have" to express past intentions. 	<ul style="list-style-type: none"> - Could have - Would have - Should have - Future perfect tense & Future perfect continuous 	<ul style="list-style-type: none"> - Ursula would have stayed in London. - Frank may have spoken too soon. - Joe should have driven to Madrid.

UNIT 2: TELL ME MORE

TOPICS	LEARNING OBJECTIVES	GRAMMAR	VOCABULARY AND EXPRESSIONS
Person Object/ Description Chart	<ol style="list-style-type: none"> To specifically identify someone or something. To understand what relative clauses are. To form sentences using relative clauses in subject position. 	- Relative clauses in subject position (who, which, that, where)	<ul style="list-style-type: none"> - The person who phoned me... - The book which I was reading yesterday was...
Object Chart	<ol style="list-style-type: none"> To give descriptive information about someone or something. To form sentences using relative clauses in object position. 	- Relative clauses in object position (who(m), which, that, whose)	<ul style="list-style-type: none"> - I told you about the woman who lives next door. - I thanked the women who helped me.
Clocks	<ol style="list-style-type: none"> To express orders in present and past actions. To learn how to use "where" and "when" in relative clauses. 	- Where & when in relative clauses	<ul style="list-style-type: none"> - I'll never forget when I met you. - I can't remember where we met.
There's a Problem	<ol style="list-style-type: none"> To know how to state a problem. To form sentences using adjective clauses with modals. 	- Adjective clauses using modals	<ul style="list-style-type: none"> - James wasn't able to walk when he must have completed all his therapy sessions. - We won't be able to meet you for dinner where we may have planned.

UNIT 3: INNOVATION

TOPICS	LEARNING OBJECTIVES	GRAMMAR	VOCABULARY AND EXPRESSIONS
Bill Gates Quotes	1. To describe specific people, places, and things. 2. To extend the grammar understanding what nouns clauses are. 3. To form sentences using noun clauses in subject position.	- Noun clauses in subject position	<ul style="list-style-type: none"> - What he said was suspicious. - How you cook the eggs will be interesting.
Do you know?	1. To describe specific people, places, and things. 2. To form sentences using noun clauses in object position.	- Noun clauses in object position	<ul style="list-style-type: none"> - I heard what he said. - They know who called this morning.
English Language	1. To consolidate understanding about noun clauses in object and subject positions.	- Noun clauses as subjects and objects	<ul style="list-style-type: none"> - That he doesn't speak English is obvious. It is obvious (that) he doesn't speak English. - That the world is round is a fact. It is a fact (that) the world is round.
Personal Agenda	1. To understand what subordinating conjunctions are. 2. To develop writing skills.	- Subordinating conjunctions (after, before, when, while, as, by the time that, since, until, as soon as, once, as/so long as, whenever, every time that, the first time that, the last time that, the next time that)	<ul style="list-style-type: none"> - Before we met, he was an engineering student. - He was an engineering student before we met.
Community Newsletter	1. To express cause and result. 2. To form sentences using subordinating conjunctions.	- Subordinating conjunctions (because, since, now that, as, so long as, inasmuch as, so that, in order that)	<ul style="list-style-type: none"> - Now that he has a driver's license, he can buy a car. - He can buy a car now that he has a driver's license.

UNIT 4: IT'S A FACT...

TOPICS	LEARNING OBJECTIVES	GRAMMAR	VOCABULARY AND EXPRESSIONS
Geography	1. To understand what direct opposition is. 2. To form sentences using the subordinating conjunctions “whereas” and “while.”	- Subordinating conjunctions (while and whereas)	- Africa is large, whereas Europe is small. - Antarctica is cold, while Africa is hot.
Personal Preference	1. To be able to express opposition with unexpected results. 2. To form sentences using the subordinating conjunctions “although,” “even though” and “though.”	- Subordinating conjunctions (although, though, even though)	- Although I prefer to fly, I had to go to Barcelona by train. - Even though she doesn't like pizza, she ate a slice.

UNIT 5: WEATHER CONDITIONS

TOPICS	LEARNING OBJECTIVES	GRAMMAR	VOCABULARY AND EXPRESSIONS
Weather Map	1. To express uncertain conditions. 2. To form sentences using the expression "I wonder if..."	- I wonder if....	- I wonder if the newspaper will print the story. - I wonder if my flight will be on time.
Weather Forecast	1. To express conditions with expected results. 2. To form sentences using clauses of condition.	- Clauses (if, whether or not, even if, in case that, in the event that, unless, only if, providing that, provided that)	- If I have an umbrella, I should stay dry in the rain. - Even if it is raining tomorrow, I'm going to ride my bike in the park.

UNIT 6: YOU SAID WHAT?

TOPICS	LEARNING OBJECTIVES	GRAMMAR	VOCABULARY AND EXPRESSIONS
Future Grocery Purchases	1. To show uncertainty using the expression "What if..."	- What if...	- What if you never had to go to the grocery store again? - What if she had never taken the car to Madrid?
The Magic Lamp: The Genie & 3 Wishes	1. To express wishes in the present, past and future. 2. To know what conditionals are and use them to form sentences.	- Conditionals	- I wish I knew the new ambassador. - I wish I could speak Japanese. - I wish it weren't raining now.
Do It Together	1. To talk about working collaboratively. 2. To use reflexive pronouns in sentences.	- Reflexive pronouns	- Mary lives by herself. - He answered the phone himself.
Newsletter Story Transcript	1. To report using direct speech. 2. To develop punctuation skills.	- Direct speech	- She said, "Mary is a brilliant student." - "All aboard the train to Barcelona," the conductor shouted.
One-Act Play	1. To report using indirect speech.	- Reported speech	- She said, "I go to Barcelona every summer." She said that she went to Barcelona every summer. - She said, "I am going to Barcelona." She said that she was going to Barcelona.
Psychologist e-mail Report Advice	1. To report using indirect speech with modals.	- Reported speech with modal verbs	- He recommended that his patient should relax before giving a speech. - He suggested that his patient practice his speech several times during the day.

UNIT 7: AT YOUR LEISURE

TOPICS	LEARNING OBJECTIVES	GRAMMAR	VOCABULARY AND EXPRESSIONS
Sensory Poem	<ol style="list-style-type: none"> To learn what sensory verbs are. To express what you perceive using sensory verbs in sentences. 	- Verbs of Perception (see, notice, watch, look at , observe, hear, listen to, feel, smell + V or + V-ing)	<ul style="list-style-type: none"> - I see my friend run down the street. I see my friend running down the street. - I heard a famous opera star sing that aria. I heard a famous opera star singing that aria.
Chocolate	<ol style="list-style-type: none"> To consolidate the usage of command verbs. To give and follow recipe instructions. 	- Imperatives	- Cooking verbs
Cloze Exercise	<ol style="list-style-type: none"> To discern the meaning of easily confused words. 	- Usage of easily confused words	<ul style="list-style-type: none"> - except/expect/accept - advice/advise - affect/effect - aid/aide - may be/maybe - lay/lie - a lot/allot/a lot - confident/confidant/confidante - bath/bathe; breath/breathe - council/counsel - principal/principle - complement/compliment
Family Recreational Activities Chart	<ol style="list-style-type: none"> To describe past time activities. To use the verb "go" with gerunds. 	- Go + V-ing	<ul style="list-style-type: none"> - I go swimming every other weekend. - He goes fishing by the wharf.
Data Research Survey Analysis	<ol style="list-style-type: none"> To use gerunds as the subjects of sentences. To use gerunds as the objects of sentences. 	- Gerunds as subjects/object s of sentences	<ul style="list-style-type: none"> - Voting is important. - I will keep fighting.

UNIT 8: MY YEAR

TOPICS	LEARNING OBJECTIVES	GRAMMAR	VOCABULARY AND EXPRESSIONS
That's what I like...	<ol style="list-style-type: none"> To use verbs followed by infinitives. To use verbs followed by gerunds. 	- Verbs followed by Infinitive and/or V+ing	<ul style="list-style-type: none"> I like to cook on the weekends. I like cooking on the weekends. He likes to drive fast cars. He likes driving fast cars.
I'm sorry...	<ol style="list-style-type: none"> To know how to express an apology. 	- Use of Infinitive/ for (about) + V-ing + to be + adj + V inf+ Infinitive of Purpose (in order to)	<ul style="list-style-type: none"> I'm sorry to hear you are sick. I'm sorry for talking behind your back. He was sorry to see his wrecked car.
You can't make me do that!	<ol style="list-style-type: none"> To express purpose. To use causative verbs. 	- Causative verbs	<ul style="list-style-type: none"> His mother made him study for that exam. The doctor had the nurse take his pulse.
Optimistic People do these 10 things every day	<ol style="list-style-type: none"> To know how to make noun/verb discrimination. To learn words that are used as verbs and nouns. 	- Noun/Verb Discrimination	<ul style="list-style-type: none"> Record, show, fish, camp, water, lock, etc.
Magnetic Personality	<ol style="list-style-type: none"> To understand how to use negative nouns and adjectives. To use prefixes and suffixes in sentences. 	- Expressing negative nouns & adjectives (prefix & suffix)	<ul style="list-style-type: none"> Negative prefixes: un-, in-, il-, ir-, im-, dis-, mis-, under & suffix -less, -free, etc.
Animal/Simile Chart	<ol style="list-style-type: none"> To understand what idiomatic expressions are. To apply idiomatic expressions in everyday English. 	- Animal Idioms	<ul style="list-style-type: none"> Raining cats & dogs; wolf in sheep's clothing; weep crocodile tears; quiet as a mouse; hungry as a horse; busy as a bee; etc.