**PROGRAMACIÓN GENERAL**

**MARKET LEADER**

**3rd Edition**

**ELEMENTARY**

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ÁREA DE LENGUA EXTRANJERA**

**INGLÉS**

**MARKET LEADER Elementary Teaching Programme**

**UNIT 1: INTRODUCTIONS**

**I. AIMS**

* To read an article about “Burberry”
* To listen to four businesspeople introducing themselves
* To listen to some letters
* To listen to a consultant introducing himself
* To listen to three people talking about their jobs
* To listen to three conversations
* To talk about themselves
* To speak about other countries and nationalities
* To speak about the most famous companies in the world
* To speak about their job
* To speak about their family and friends’ job
* To write a text describing someone
* To write an email
* To introduce themselves
* To know the nationalities in English
* To know the name of countries in English
* To know vocabulary about jobs
* To know the form and use of the verb *To Be*
* To use *a/an*with jobs
* To use *Wh-* questions
* To know how to introduce themselves and others
* To decide on a successful candidate for a job
* To improve the pronunciation of the English Language
* To improve the intonation of the English Language
* To recognize the word stress

**II. CONTENTS**

CommunicationSkills

* Reading an article about “Burberry”
* Listening to four businesspeople introducing themselves
* Listening to some letters
* Listening to a consultant introducing himself
* Listening to three people talking about their jobs
* Listening to three conversations
* Talking about themselves
* Speaking about other countries and nationalities
* Speaking about the most famous companies in the world
* Speaking about their job
* Speaking about their family and friends’ job
* Writing a text describing someone
* Writing an email

Language reflections

**A. Language and grammar functions**

* *To Be*
* *A/an*with jobs
* *Wh-* questions

# **B. Vocabulary**

* Jobs
* Countries
* Nationalities

Sociocultural Aspects

* To think about jobs for the future
* To debate about their future
* To debate about their career
* To debate about successful companies
* To debate about privacy, jobs, and internet
* To think about internet as a useful tool to get a job
* To show interest in discovering new countries

**CROSS-CURRICULAR TOPICS**

**Moral and civic education**

To respect people

To debate about internet

To think and talk about the crisis

**Education for equality**

To respect men and women

**Education for peace**

To respect different countries and nationalities

**BASIC COMPETENCES**

* **Communication in the mother tongue and in foreign languages: to be, a/an, Wh- questions, jobs, countries. Pronunciation, intonation and stress.**
* **Mathematical competence**: Mathematical competence is the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations, with the emphasis being placed on process, activity and knowledge.
* **Digital competence** involves the confident and critical use of information society technology (IST) and thus basic skills in information and communication technology (ICT);
* **Learning to learn** is related to learning, the ability to pursue and organise one's own learning, either individually or in groups, in accordance with one's own needs, and awareness of methods and opportunities; to have an active participation in the activities developed in the classroom. To listen to the rest of the classmates and have a positive attitude towards them.
* **Social and civic competences**. Social competence refers to personal, interpersonal and intercultural competence and all forms of behaviour that equip individuals to participate in an effective and constructive way in social and working life. It is linked to personal and social well-being. An understanding of codes of conduct and customs in the different environments in which individuals operate is essential. Civic competence, and particularly knowledge of social and political concepts and structures (democracy, justice, equality, citizenship and civil rights) equips individuals to engage in active and democratic participation;
* **Knowledge and connection with the world and environment**It is the foundation for acquiring more specific skills and knowledge needed to interact with the world around. This should include awareness of ethical values and promote good governance.
* **Cultural awareness and expression** which involves appreciation of the importance of the creative expression of ideas, experiences and emotions in a range of media (music, performing arts, literature, and the visual arts).
* **Being autonomous:**is the ability to turn ideas into action. It involves creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. To have a positive attitude towards the English Language. To improve the four skills studied. To listen to the teacher’s explanations with respect and interest.

**ASSESSMENT**

**I. Communication skills**

* Students’ Book. *Revision Unit A,* page 32
* Students’ Book. *Working across cultures 1: Eating Out,* page 30
* Students’ Book. Activity File, pages 130-144
* DVD-ROM, Unit 1

**II. Language reflections**

* Students’ Book. *Revision Unit A,* page 32
* Vocabulary Trainer
* DVD-ROM, Unit 1

## III. Sociocultural aspects

* Students’ Book. *Revision Unit A,* page 32
* DVD-ROM, Unit 1

**UNIT 2: WORK AND LEISURE**

**I. AIMS**

* To read an article from the *Financial Times*about Eugene Kaspersky
* To listen to an interview
* To listen to an interview with three people about their typical day
* To listen to a conversation
* To speak about what people want from work
* To speak about what they want from work
* To speak about busy and quiet times during the year
* To speak about their leisure activities
* To speak about what they like doing to relax
* To speak about their work and studies
* To speak about others’ likes and dislikes
* To write an e-mail to Human Resources
* To write a text about themselves
* To write a text about their company or their school
* To know vocabulary about days, months, dates
* To know vocabulary about leisure activities
* To use the present simple of verbs
* To know the form and use of the adverbs of frequency
* To know how to resolve issues with an unhappy staff
* To improve the pronunciation of the English Language
* To improve the intonation of the English Language
* To recognize the word stress

**II. CONTENTS**

CommunicationSkills

* Reading an article from the *Financial Times*about Eugene Kaspersky
* Listening to an interview
* Listening to an interview with three people about their typical day
* Listening to a conversation
* Speaking about what people want from work
* Speaking about what they want from work
* Speaking about busy and quiet times during the year
* Speaking about their leisure activities
* Speaking about what they like doing to relax
* Speaking about their work and studies
* Speaking about others’ likes and dislikes
* Writing an e-mail to Human Resources
* Writing a text about themselves
* Writing a text about their company or their school

Language reflections

**A. Language and grammar functions**

* Present simple
* Adverbs of frequency

# **B. Vocabulary**

* Days, months, dates
* Leisure activities

Sociocultural Aspects

* To think and talk about companies
* To debate about different ways to spend the time
* To think and talk about work and leisure
* To think and talk about what they want from work
* To debate about hobbies

**CROSS-CURRICULAR TOPICS**

**Moral and civic education**

To respect people

To debate about money and companies

**Education for equality**

To respect men and womenwhen having what is considered non-typical positions for their sex

**Health Education**

To be aware of the importance of leisure

**BASIC COMPETENCES**

* **Communication in the mother tongue and in foreign languages: present simple, adverbs of frequency, leisure activities, jobs. Pronunciation, intonation and stress.**
* **Mathematical competence**: Mathematical competence is the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations, with the emphasis being placed on process, activity and knowledge.
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**ASSESSMENT**

**I. Communication skills**

* Students’ Book. *Revision Unit A,* page 32
* Students’ Book. *Working across cultures 1: Eating Out,* page 30
* Students’ Book. Activity File, pages 130-144
* DVD-ROM, Unit 2

**II. Language reflections**

* Students’ Book. *Revision Unit A,* page 32
* Vocabulary Trainer
* DVD-ROM, Unit 2

## III. Sociocultural aspects

* Students’ Book. *Revision Unit A,* page 32
* DVD-ROM, Unit 2

**UNIT 3: PROBLEMS**

**I. AIMS**

* To read three call centre interviews
* To listen to four people talking about problems
* To listen to a specialist in change leadership talking about problems
* To listen to a conversation
* To listen to four phone calls
* To speak about problems at work
* To speak about their problems at work and in their studies
* To speak about three physical problems
* To know expressions to apologize
* To write an e-mail
* To know vocabulary about adjectives
* To know the form and use of *enough/too*
* To know the form and use of the present simple of verbs in negative and interrogative
* To know the form and use of *have*
* To know the form and use of *some/any*
* To respond to negative customer feedback
* To improve the pronunciation of the English Language
* To improve the intonation of the English Language
* To recognize the word stress

**II. CONTENTS**

CommunicationSkills

* Reading three call centre interviews
* Listening to four people talking about problems
* Listening to a specialist in change leadership talking about problems
* Listening to a conversation
* Listening to four phone calls
* Speaking about problems at work
* Speaking about their problems at work and in their studies
* Speaking about three physical problems
* Writing an e-mail

Language reflections

**A. Language and grammar functions**

* Present simple: negatives and questions
* *Have*
* *Some, any*
* *Too, enough*

# **B. Vocabulary**

* Adjectives
* Expressions to telephone

Sociocultural Aspects

* To think and talk about high-style business rentals
* To think and talk about problems and its solutions
* To debate about solving problems

**CROSS-CURRICULAR TOPICS**

**Moral and civic education**

To respect people

To debate about money and companies

**Education for equality**

To respect men and women when having what is considered non-typical positions for their sex

**BASIC COMPETENCES**

* **Communication in the mother tongue and in foreign languages: present simple, too, enough, have, some, any, adjectives. Pronunciation, intonation and stress.**
* **Mathematical competence**: Mathematical competence is the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations, with the emphasis being placed on process, activity and knowledge.
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**ASSESSMENT**

**I. Communication skills**

* Students’ Book. *Revision Unit A,* page 32
* Students’ Book. *Working across cultures 1: Eating Out,* page 30
* Students’ Book. Activity File, pages 130-144
* DVD-ROM, Unit 3

**II. Language reflections**

* Students’ Book. *Revision Unit A,* page 32
* Vocabulary Trainer
* DVD-ROM, Unit 3

## III. Sociocultural aspects

* Students’ Book. *Revision Unit A,* page 32
* DVD-ROM, Unit 3

**UNIT 4: TRAVEL**

**I. AIMS**

* To read a text about the hotel Hilton Tokyo
* To read an email
* To listen to some travelers talking
* To listen to a business traveler talking
* To listen to a phone call
* To speak about travelling
* To speak about languages they can speak
* To speak about hotels
* To speak about business travel
* To write an e-mail to a conference organizer
* To know vocabulary about travel details
* To use *can/can’t*
* To use *there is/there are*
* To know how to make bookings
* To know how to check arrangements
* To know how to coordinate the needs of three different companies
* To improve the pronunciation of the English Language
* To improve the intonation of the English Language
* To recognize the word stress

**II. CONTENTS**

CommunicationSkills

* Reading a text about the hotel Hilton Tokyo
* Reading an email
* Listening to some travelers talking
* Listening to a business traveler talking
* Listening to a phone call
* Speaking about travelling
* Speaking about languages they can speak
* Speaking about hotels
* Speaking about business travel
* Writing an e-mail to a conference organizer

Language reflections

**A. Language and grammar functions**

* *Can/can’t*
* *There is/there are*

# **B. Vocabulary**

* Travel details
* Expressions to telephone

Sociocultural Aspects

* To think and talk about travelling
* To debate about hotels

**CROSS-CURRICULAR TOPICS**

**Moral and civic education**

To respect people

To debate about money and companies

**Education for equality**

To respect men and women when having what is considered non-typical positions for their sex

**Health education**

To think about the importance of travelling for health

**BASIC COMPETENCES**

* **Communication in the mother tongue and in foreign languages: can, can’t, there is, there are. Travel details. Pronunciation, intonation and stress.**
* **Mathematical competence**: Mathematical competence is the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations, with the emphasis being placed on process, activity and knowledge.
* **Digital competence** involves the confident and critical use of information society technology (IST) and thus basic skills in information and communication technology (ICT);
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**ASSESSMENT**

**I. Communication skills**

* Students’ Book. *Revision Unit B,* page 62
* Students’ Book. *Working across cultures 2: Communication styles,* page 60
* Students’ Book. Activity File, pages 130-144
* DVD-ROM, Unit 4

**II. Language reflections**

* Students’ Book. *Revision Unit B,* page 62
* Vocabulary Trainer
* DVD-ROM, Unit 4

## III. Sociocultural aspects

* Students’ Book. *Revision Unit B,* page 62
* DVD-ROM, Unit 4

**UNIT 5: FOOD AND ENTERTAINING**

**I. AIMS**

* To read an article from the “Financial Times” about India and the fast-food chains
* To listen to a man and a woman ordering a meal in a restaurant
* To listen to an expert talking about how he entertains business contacts and his favourite entertainment
* To listen to two managers discussing how to entertain a group of foreign visitors
* To write an e-mail to a customer
* To speak about food
* To speak about unusual food
* To speak about fast-food chains
* To speak about entertainment
* To speak about food from different countries
* To know vocabulary and expressions to eat out
* To know vocabulary about food
* To know the form and use of countable nouns
* To know the form and use of uncountable nouns
* To know expressions to make decisions
* To choose the right place to eat for some important clients
* To improve the pronunciation of the English Language
* To improve the intonation of the English Language
* To recognize the word stress

**II. CONTENTS**

CommunicationSkills

* Reading an article from the “Financial Times” about India and the fast-food chains
* Listening to a man and a woman ordering a meal in a restaurant
* Listening to an expert talking about how he entertains business contacts and his favourite entertainment
* Listening to two managers discussing how to entertain a group of foreign visitors
* Writing an e-mail to a customer
* Speaking about food
* Speaking about unusual food
* Speaking about fast-food chains
* Speaking about entertainment
* Speaking about food from different countries

Language reflections

**A. Language and grammar functions**

* *Some, any*
* Countable nouns
* Uncountable nouns

# **B. Vocabulary**

* Food
* Eating out

Sociocultural Aspects

* To think and talk about eating out
* To debate about fast food chains
* To show interest in discovering food from different countries

**CROSS-CURRICULAR TOPICS**

**Moral and civic education**

To respect people

To respect different cultures

**Education for equality**

To respect men and women when having what is considered non-typical positions for their sex

**Health education**

To think about food and health

**Education for peace**

To respect different cultures

**BASIC COMPETENCES**

* **Communication in the mother tongue and in foreign languages: eating out, some, any, countable, uncountable nouns.Pronunciation, intonation and stress.**
* **Mathematical competence**: Mathematical competence is the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations, with the emphasis being placed on process, activity and knowledge.
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**ASSESSMENT**

**I. Communication skills**

* Students’ Book. *Revision Unit B,* page 62
* Students’ Book. *Working across cultures 2: Communication styles,* page 60
* Students’ Book. Activity File, pages 130-144
* DVD-ROM, Unit 5

**II. Language reflections**

* Students’ Book. *Revision Unit B,* page 62
* Vocabulary Trainer
* DVD-ROM, Unit 5

## III. Sociocultural aspects

* Students’ Book. *Revision Unit B,* page 62
* DVD-ROM, Unit 5

**UNIT 6: BUYING AND SELLING**

**I. AIMS**

* To read an advert
* To read an article about “Uniqlo: a global success story”
* To read a report on sales trip- South Korea
* To read a Dart leaflet
* To read a profile
* To listen to three people talking about the products they buy
* To listen to a conversation between a buyer and a seller
* To listen to a manager consultant talking
* To listen to a manager consultant talking about what being a successful buyer involves
* To listen to an interview with the CEO of the furniture retailer IKEA
* To listen to an advertisement for a new women’s bag
* To speak about the last time they bought something
* To speak about buying online
* To speak about important aspects when buying a computer, TV or car
* To speak about what makes a business successful
* To speak about a trip they made for pleasure
* To speak about the best thing they have bought
* To speak about their career or studies
* To write an e-mail to a manufacturer
* To know vocabulary to describe a product
* To know vocabulary about colours
* To know vocabulary about weight and measurements
* To use the past simple
* To use past time references
* To decide on a new product
* To improve the pronunciation of the English Language
* To improve the intonation of the English Language
* To recognize the word stress

**II. CONTENTS**

CommunicationSkills

* Reading an advert
* Reading an article about “Uniqlo: a global success story”
* Reading a report on sales trip- South Korea
* Reading a Dart leaflet
* Reading a profile
* Listening to three people talking about the products they buy
* Listening to a conversation between a buyer and a seller
* Listening to a manager consultant talking
* Listening to a manager consultant talking about what being a successful buyer involves
* Listening to an interview with the CEO of the furniture retailer IKEA
* Listening to an advertisement for a new women’s bag
* Speaking about the last time they bought something
* Speaking about buying online
* Speaking about important aspects when buying a computer, TV or car
* Speaking about what makes a business successful
* Speaking about a trip they made for pleasure
* Speaking about the best thing they have bought
* Speaking about their career or studies
* Writing an e-mail to a manufacturer

Language reflections

**A. Language and grammar functions**

* Choosing a product
* Choosing a service
* Past simple
* Past time references

# **B. Vocabulary**

* Colours
* Weight
* Describing a product
* Measurements
* Features
* Price
* Delivery

Sociocultural Aspects

* To think and talk about buying different products
* To debate about selling
* To think and talk about success
* To think and talk about consumerism

**CROSS-CURRICULAR TOPICS**

**Moral and civic education**

To respect people

To respect different cultures

**Education for equality**

To respect men and women when having what is considered non-typical positions for their sex

**Consumer education**

To think and talk about consumerism

**BASIC COMPETENCES**

* **Communication in the mother tongue and in foreign languages:buying and selling, past simple, past time references. Pronunciation, intonation and stress.**
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**ASSESSMENT**

**I. Communication skills**

* Students’ Book. *Revision Unit B,* page 62
* Students’ Book. *Working across cultures 2: Communication styles,* page 60
* Students’ Book. Activity File, pages 130-144
* DVD-ROM, Unit 6

**II. Language reflections**

* Students’ Book. *Revision Unit B,* page 62
* Vocabulary Trainer
* DVD-ROM, Unit 6

## III. Sociocultural aspects

* Students’ Book. *Revision Unit B,* page 62
* DVD-ROM, Unit 6

**UNIT 7: PEOPLE**

**I. AIMS**

* To read a human resources report
* To read an article from the “Financial Times” about women at the top
* To read an article about Steve Jobs
* To listen to a manager consultant talking about the people she likes to work with
* To listen to someone speaking about an Office Manager
* To speak about preferences
* To speak about dealing with problems
* To speak about how they like to work
* To describe people
* To give advice on problems at work
* To use the past simple of verbs
* To know the form and use of the question forms
* To write a reply to a problem message
* To know vocabulary to describe people
* To know different ways of emphasizing
* To know expressions to make suggestions
* To know expressions to give advices
* To improve the pronunciation of the English Language
* To improve the intonation of the English Language
* To recognize the word stress

**II. CONTENTS**

CommunicationSkills

* Reading a human resources report
* Reading an article from the “Financial Times” about women at the top
* Reading an article about Steve Jobs
* Listening to a manager consultant talking about the people she likes to work with
* Listening to someone speaking about an Office Manager
* Speaking about preferences
* Speaking about dealing with problems
* Speaking about how they like to work
* Speaking about people
* Speaking about the past
* Writing a reply to a problem message

Language reflections

**A. Language and grammar functions**

* Past simple
* Questions forms

# **B. Vocabulary**

* Describing people

Sociocultural Aspects

* To think and talk about how they like to work
* To debate about influent women
* To debate about finding solutions to problems

**CROSS-CURRICULAR TOPICS**

**Moral and civic education**

To respect people

To respect different cultures

To respect colleagues

**Education for equality**

To respect men and women when having what is considered non-typical positions for their sex

To talk about women at the top

**Consumer education**

To think and talk about consumerism

**BASIC COMPETENCES**

* **Communication in the mother tongue and in foreign languages:describing people, past simple, question forms. Pronunciation, intonation and stress.**
* **Mathematical competence**: Mathematical competence is the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations, with the emphasis being placed on process, activity and knowledge.
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* **Social and civic competences**. Social competence refers to personal, interpersonal and intercultural competence and all forms of behaviour that equip individuals to participate in an effective and constructive way in social and working life. It is linked to personal and social well-being. An understanding of codes of conduct and customs in the different environments in which individuals operate is essential. Civic competence, and particularly knowledge of social and political concepts and structures (democracy, justice, equality, citizenship and civil rights) equips individuals to engage in active and democratic participation;
* **Knowledge and connection with the world and environment**It is the foundation for acquiring more specific skills and knowledge needed to interact with the world around. This should include awareness of ethical values and promote good governance.
* **Cultural awareness and expression** which involves appreciation of the importance of the creative expression of ideas, experiences and emotions in a range of media (music, performing arts, literature, and the visual arts).
* **Being autonomous:**is the ability to turn ideas into action. It involves creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. To have a positive attitude towards the English Language. To improve the four skills studied. To listen to the teacher’s explanations with respect and interest.

**ASSESSMENT**

**I. Communication skills**

* Students’ Book. *Revision Unit C,* page 92
* Students’ Book. *Working across cultures 3: doing business internationally,* page 90
* Students’ Book. Activity File, pages 130-144
* DVD-ROM, Unit 7

**II. Language reflections**

* Students’ Book. *Revision Unit C,* page 92
* Vocabulary Trainer
* DVD-ROM, Unit 7

## III. Sociocultural aspects

* Students’ Book. *Revision Unit C,* page 92
* DVD-ROM, Unit 7

**UNIT 8: ADVERTISING**

**I. AIMS**

* To read an advertisement quiz
* To read an article from the “Financial Times” about the Volkswagen’s Black Beetle ad
* To listen to a sales presentation
* To listen to an interview with an organization development consultant
* To listen to the owners of a chain of florists in London talking about new ways of advertising their business
* To speak about adverts
* To speak about cars
* To speak about advertising and markets
* To compare tables and charts
* To write a short description of their plans for the launch of a new chocolate bar
* To do an advertising quiz
* To know the comparative of adjectives
* To know the superlative of adjectives
* To use *much, a lot, a little, a bit*
* To devise an advertising campaign
* To show agreement
* To show disagreement
* To ask for an opinion
* To give an opinion
* To improve the pronunciation of the English Language
* To improve the intonation of the English Language
* To recognize the word stress

**II. CONTENTS**

CommunicationSkills

* Reading an advertisement quiz
* Reading an article from the “Financial Times” about the Volkswagen’s Black Beetle ad
* Listening to a sales presentation
* Listening to an interview with an organization development consultant
* Listening to the owners of a chain of florists in London talking about new ways of advertising their business
* Speaking about adverts
* Speaking about cars
* Speaking about advertising and markets
* Writing a short description of their plans for the launch of a new chocolate bar

Language reflections

**A. Language and grammar functions**

* Comparatives
* Superlatives
* *Much, a lot, a little, a bit*

# **B. Vocabulary**

* Adjectives
* Advertising
* Markets

Sociocultural Aspects

* To think and talk about advertising and markets
* To debate about the use of TV to sell products
* To debate about the influence of advertisements

**CROSS-CURRICULAR TOPICS**

**Moral and civic education**

To respect people

To respect different cultures

To respect colleagues

To debate about the influence of advertisements

**Education for equality**

To respect men and women when having what is considered non-typical positions for their sex

To talk about women at the top

**Consumer education**

To think and talk about consumerism

**BASIC COMPETENCES**

* **Communication in the mother tongue and in foreign languages:advertising, markets, comparatives, superlatives.Pronunciation, intonation and stress.**
* **Mathematical competence**: Mathematical competence is the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations, with the emphasis being placed on process, activity and knowledge.
* **Digital competence** involves the confident and critical use of information society technology (IST) and thus basic skills in information and communication technology (ICT);
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* **Being autonomous:**is the ability to turn ideas into action. It involves creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. To have a positive attitude towards the English Language. To improve the four skills studied. To listen to the teacher’s explanations with respect and interest.

**ASSESSMENT**

**I. Communication skills**

* Students’ Book. *Revision Unit C,* page 92
* Students’ Book. *Working across cultures 3: doing business internationally,* page 90
* Students’ Book. Activity File, pages 130-144
* DVD-ROM, Unit 8

**II. Language reflections**

* Students’ Book. *Revision Unit C,* page 92
* Vocabulary Trainer
* DVD-ROM, Unit 8

## III. Sociocultural aspects

* Students’ Book. *Revision Unit C,* page 92
* DVD-ROM, Unit 8

**UNIT 9: COMPANIES**

**I. AIMS**

* To read a company quiz
* To read a company profile
* To read an article about new markets for Gamesa
* To read a profile of “pret a manger”
* To listen to a specialist in change leadership talking about his favourite company
* To listen to a presentation
* To speak about famous companies
* To prepare an introduction to a presentation
* To write a profile for a company
* To write a short profile for a company website
* To describe companies
* To use the present continuous
* To use the present simple or the present continuous
* To know how to start a presentation
* To know expressions to greet people
* To improve the pronunciation of the English Language
* To improve the intonation of the English Language
* To recognize the word stress

**II. CONTENTS**

CommunicationSkills

* Reading a company quiz
* Reading a company profile
* Reading an article about new markets for Gamesa
* Reading a profile of “pret a manger”
* Listening to a specialist in change leadership talking about his favourite company
* Listening to a presentation
* Speaking about famous companies
* Writing a profile for a company
* Writing a short profile for a company website

Language reflections

**A. Language and grammar functions**

* Present continuous
* Present simple or present continuous

# **B. Vocabulary**

* Describing companies
* Greeting

Sociocultural Aspects

* To think and talk about companies
* To debate about markets and economy
* To show interest in how people greet other in different cultures

**CROSS-CURRICULAR TOPICS**

**Moral and civic education**

To respect people

To respect different cultures

To respect colleagues

To debate about the influence of markets

**Education for equality**

To respect men and women when having what is considered non-typical positions for their sex

**Consumer education**

To think and talk about consumerism

**BASIC COMPETENCES**

* **Communication in the mother tongue and in foreign languages:present simple, present continuous, describing companies, greeting people. Pronunciation, intonation and stress.**
* **Mathematical competence**: Mathematical competence is the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations, with the emphasis being placed on process, activity and knowledge.
* **Digital competence** involves the confident and critical use of information society technology (IST) and thus basic skills in information and communication technology (ICT);
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* **Being autonomous:**is the ability to turn ideas into action. It involves creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. To have a positive attitude towards the English Language. To improve the four skills studied. To listen to the teacher’s explanations with respect and interest.

**ASSESSMENT**

**I. Communication skills**

* Students’ Book. *Revision Unit C,* page 92
* Students’ Book. *Working across cultures 3: doing business internationally,* page 90
* Students’ Book. Activity File, pages 130-144
* DVD-ROM, Unit 9

**II. Language reflections**

* Students’ Book. *Revision Unit C,* page 92
* Vocabulary Trainer
* DVD-ROM, Unit 9

## III. Sociocultural aspects

* Students’ Book. *Revision Unit C,* page 92
* DVD-ROM, Unit 9

**UNIT 10: COMMUNICATION**

**I. AIMS**

* To read a quiz about communication
* To read a text about international communication
* To read an article from the “Financial Times” about mobile phones
* To listen to an interview with a management consultant talking about the social networking sites
* To listen to an interview with a management consultant talking about the advantages and disadvantages of social networking
* To listen to four people making arrangements by phone
* To listen to people talking about their plans for the future
* To speak about communication
* To speak about how they communicate
* To speak about future plans
* To speak about Facebook
* To write an email announcing a meeting to discuss the present situation of a company
* To do a communication quiz
* To use *will*
* To make arrangements
* To decide who should leave a company
* To know the expressions to decline something
* To know expressions to apologize
* To know expressions to give an excuse
* To improve the pronunciation of the English Language
* To improve the intonation of the English Language
* To recognize the word stress

**II. CONTENTS**

CommunicationSkills

* Reading a quiz about communication
* Reading a text about international communication
* Reading an article from the “Financial Times” about mobile phones
* Listening to an interview with a management consultant talking about the social networking sites
* Listening to an interview with a management consultant talking about the advantages and disadvantages of social networking
* Listening to four people making arrangements by phone
* Listening to people talking about their plans for the future
* Speaking about communication
* Speaking about how they communicate
* Speaking about future plans
* Speaking about Facebook
* Writing an email announcing a meeting to discuss the present situation of a company

Language reflections

**A. Language and grammar functions**

* *Will*
* Talking about future plans

# **B. Vocabulary**

* Giving excuses
* Suggestions
* Apologising

Sociocultural Aspects

* To think and talk about the people who should leave companies
* To debate about international communication
* To think and talk about the use of internet
* To think and talk about the use of mobile phones
* To think and talk about the use of social networking

**CROSS-CURRICULAR TOPICS**

**Moral and civic education**

To respect people

To respect different cultures

To respect communication on internet

**Education for equality**

To respect men and women when having what is considered non-typical positions for their sex

**Consumer education**

To think and talk about consumerism

**BASIC COMPETENCES**

* **Communication in the mother tongue and in foreign languages:will, the future, making arrangements.Pronunciation, intonation and stress.**
* **Mathematical competence**: Mathematical competence is the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations, with the emphasis being placed on process, activity and knowledge.
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**ASSESSMENT**

**I. Communication skills**

* Students’ Book. *Revision Unit D,* page 122
* Students’ Book. *Working across cultures 4: team working,* page 120
* Students’ Book. Activity File, pages 130-144
* DVD-ROM, Unit 10

**II. Language reflections**

* Students’ Book. *Revision Unit D,* page 122
* Vocabulary Trainer
* DVD-ROM, Unit 10

## III. Sociocultural aspects

* Students’ Book. *Revision Unit D,* page 122
* DVD-ROM, Unit 10

**UNIT 11: CULTURES**

**I. AIMS**

* To read an article from the “Financial Times” about lessons in cultural difference
* To listen to three people talking about cultural mistakes
* To listen to some requests
* To listen to people talking about a foreign consultant
* To speak about problems with employees
* To speak about doing business in another country
* To speak about company cultures
* To speak about the beliefs and values companies should have
* To write the action minutes of a meeting
* To assess ideas for changing a company culture
* To use *should, shouldn’t*
* To use *could*
* To use *would*
* To improve the pronunciation of the English Language
* To improve the intonation of the English Language
* To recognize the word stress

**II. CONTENTS**

CommunicationSkills

* Reading an article from the “Financial Times” about lessons in cultural difference
* Listening to three people talking about cultural mistakes
* Listening to some requests
* Listening to people talking about a foreign consultant
* Speaking about problems with employees
* Speaking about doing business in another country
* Speaking about company cultures
* Speaking about the beliefs and values companies should have
* Writing the action minutes of a meeting

Language reflections

**A. Language and grammar functions**

* *Should*
* *Shouldn’t*
* *Could*
* *Would*

# **B. Vocabulary**

* Company cultures
* Apologising

Sociocultural Aspects

* To think and talk about the beliefs and values companies should have
* To think and talk about beliefs and values
* To debate about doing businesses in another country
* To think and talk about different cultural mistakes
* To debate about working abroad

**CROSS-CURRICULAR TOPICS**

**Moral and civic education**

To respect people

To respect different cultures

To show interest in different cultural mistakes

**Education for equality**

To respect men and women when having what is considered non-typical positions for their sex

**Consumer education**

To think and talk about consumerism

**BASIC COMPETENCES**

* **Communication in the mother tongue and in foreign languages:should, shouldn’t, could, would.Pronunciation, intonation and stress.**
* **Mathematical competence**: Mathematical competence is the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations, with the emphasis being placed on process, activity and knowledge.
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**ASSESSMENT**

**I. Communication skills**

* Students’ Book. *Revision Unit D,* page 122
* Students’ Book. *Working across cultures 4: team working,* page 120
* Students’ Book. Activity File, pages 130-144
* DVD-ROM, Unit 11

**II. Language reflections**

* Students’ Book. *Revision Unit D,* page 122
* Vocabulary Trainer
* DVD-ROM, Unit 11

## III. Sociocultural aspects

* Students’ Book. *Revision Unit D,* page 122
* DVD-ROM, Unit 11

**UNIT 12: JOBS**

**I. AIMS**

* To read some advertisements
* To read a profile on a professional networking site
* To read a profile about someone’s career
* To listen to an interview with an organization development consultant
* To listen to an interview with someone applying for a job as an overseas team leader in Germany
* To speak about salaries in their country
* To speak about the jobs which have highest and lowest salaries in their country
* To speak about jobs
* To speak about what is more important for them, a high salary or a job they enjoy
* To speak about abilities and skills
* To describe their job
* To write a letter to a successful candidate
* To write a summary for a professional networking profile
* To discuss about jobs
* To use the present perfect tense
* To use the past simple or the present perfect tense
* To know expressions to interview candidates for a job
* To improve the pronunciation of the English Language
* To improve the intonation of the English Language
* To recognize the word stress

**II. CONTENTS**

CommunicationSkills

* Reading some advertisements
* Reading a profile on a professional networking site
* Reading a profile about someone’s career
* Listening to an interview with an organization development consultant
* Listening to an interview with someone applying for a job as an overseas team leader in Germany
* Speaking about salaries in their country
* Speaking about the jobs which have highest and lowest salaries in their country
* Speaking about jobs
* Speaking about what is more important for them, a high salary or a job they enjoy
* Speaking about abilities and skills
* Writing a letter to a successful candidate
* Writing a summary for a professional networking profile

Language reflections

**A. Language and grammar functions**

* Present perfect
* Past simple or present perfect

# **B. Vocabulary**

* Skills
* Abilities
* Jobs

Sociocultural Aspects

* To think and talk about what they prefer: high salary or enjoy their job
* To debate about the skills and abilities a candidate for a jobs should have
* To think and talk about the use of professional networking sites
* To debate about the best ways to interview candidates for a job

**CROSS-CURRICULAR TOPICS**

**Moral and civic education**

To respect people

To respect different cultures

To debate about the use of internet

**Education for equality**

To respect men and women when having what is considered non-typical positions for their sex

**Consumer education**

To think and talk about consumerism

**BASIC COMPETENCES**

* **Communication in the mother tongue and in foreign languages:present perfect, past simple, interview skills. Pronunciation, intonation and stress.**
* **Mathematical competence**: Mathematical competence is the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations, with the emphasis being placed on process, activity and knowledge.
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**ASSESSMENT**

**I. Communication skills**

* Students’ Book. *Revision Unit D,* page 122
* Students’ Book. *Working across cultures 4: team working,* page 120
* Students’ Book. Activity File, pages 130-144
* DVD-ROM, Unit 12

**II. Language reflections**

* Students’ Book. *Revision Unit D,* page 122
* Vocabulary Trainer
* DVD-ROM, Unit 12

**III. Sociocultural aspects**

* Students’ Book. *Revision Unit D,* page 122
* DVD-ROM, Unit 12