

English 1 Step 2 – SLFT Plan

Unit 16		Polite conversation	
16.1		Using polite phrases	
Functions:	Using appropriate polite phrases with strangers		
Target Language:	Excuse me (getting attention). Excuse me (asking someone to move) Do you speak English? A little. Is this seat free? Is it OK if I sit here? Of course. Sure. Sorry? (asking for repetition) Sorry (bumping into someone) Could you say that again? Do you need help? Thank you very much / Thanks very much. You're welcome.		
Theme:	Polite interactions on a train		
16.2		Engaging in small talk	
Functions:	Keeping up a polite conversation		
Target Language:	I'm from ..., I live in ..., I'm traveling to / going to ..., on vacation, studying at Short answers with auxiliaries (polite) in response to closed questions (Are you on vacation...? Do you live here...?): Yes, I am. / No, I'm not. Yes, I do. / No, I don't. Revision of adverbs of frequency Revision of Present Simple v Present Continuous.		
Theme:	Small talk on a train		
16.3		Asking for information	
Functions:	Asking officials for information Asking for basic travel information at a train station		
Target Language:	track (platform), departure, arrival, late, delayed, on time, ticket office, ticket machine Which (track)? Is it possible to (get a snack)?		
Theme:	Situation contexts at a train station		
Talking Point 16		Passing the time	
Functions:	Discussing things to take with you / do on a long train journey Talking about personal preference when traveling by train		
Target Language:	like to look out of the window / relax, read, listen to music, watch a DVD, talk to the person next to me...		
Theme:	Discussing things to take with you / to do on a long train journey Discussing personal preference when traveling by train		

Unit 17 Looking back

17.1 Referring to the past

Functions:	Referring to past events
Target Language:	Past Simple with was(n't)/were(n't) Past time markers: yesterday, last (Monday) I was born
Theme:	Quiz

17.2 Discussing things that happened (1)

Functions:	Referring to things that happened in the past (using regular verbs)
Target Language:	Past Simple regular verbs
Theme:	Last year

17.3 Discussing things that happened (2)

Functions:	Referring to things that happened in the past (using irregular verbs)
Target Language:	Common irregular verbs in the Past Simple Revision Past simple regular verbs
Theme:	A past week

Talking Point 17 A Bad Day

Functions:	Referring to past events
Target Language:	Past Simple with was(n't)/were(n't) Past time markers: yesterday, last (Monday), I was born
Theme:	A normal or bad day at work, at home, traveling, on vacation

Unit 18	Technology
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18.1 Describing shapes, sizes and weights	
Functions:	Referring to shapes of objects Referring to key dimensions of objects Referring to weights of objects
Target Language:	square, rectangle, circle, round, triangle heavy, light, long, short, tall, (short) How heavy...? How long...? How wide...? weights and linear measurements
Theme:	The evolution of TV sets The right size of TV screen for a room

18.2 Explaining uses and purposes	
Functions:	Describing the basic functions and applications of tools and appliances
Target Language:	You use it to ..., It's for ...ing, You can ... with it, It can ...s
Theme:	Gadgets for carrying, holding, storing and protecting electrical things

18.3 Understanding basic instructions	
Functions:	Understanding basic written technical instructions
Target Language:	Imperative + Do not / Don't ... Basic instruction vocab: switch on/off, battery, plug in, cable, socket, charge, ...
Theme:	Basic written instructions

Talking Point 18 Gadgets	
Functions:	Describing and explaining the use of gadgets. Giving instructions on how to use gadgets
Target Language:	Revision of Unit 18 Useful gadgets
Theme:	Especially useful gadgets

Unit 19 Having fun

19.1 Describing experiences and feelings

Functions:	Describing experiences and feelings
Target Language:	good, bad, excellent, great, fun, funny, difficult, easy, hard/tough, dangerous, safe, relaxing, scary, frightening, boring, interesting, crazy, ...
Theme:	Fun experiences in the past (amusement park)

19.2 Making comparisons

Functions:	Making simple comparisons
Target Language:	Comparatives: ...er than, more/less ... than, better, worse
Theme:	Comparing options for a day's leisure

19.3 Talking about extremes

Functions:	Referring to superlatives
Target Language:	Adjectives to describe styles and colors
Theme:	Superlatives: the ...est, the most/least ... Irregular Superlatif: the best, the worst, the farthest

Talking Point 19 Crazy, but fun

Functions:	Talking about eccentric sports
Target Language:	Revision
Theme:	Eccentric sports

Unit 20 Arrangements

20.1 Arranging to meet someone

Functions:	Suggesting dates and times to meet Discussing availability to meet Using basic telephoning language
Target Language:	Shall I/we...? Let's... Where shall we...? Are you free ...? busy That's OK for me. That's good. I'll... (spontaneous decisions) Basic phoning language: Hello, It's ... / This is ... / Is that ...?
Theme:	Arrangements to meet

20.2 Describing locations in cities

Functions:	Describing the locations of places in cities
Target Language:	Street/Road vocab: intersection, crossroads, traffic lights, traffic circle, sidewalk, expressway, (street) map next to, in front of, across from, between, behind, straight ahead, to look for Revision of left/right
Theme:	Descriptions where to meet

20.3 Summing up arrangements

Functions:	Describing the nature and timing of future arrangements
Target Language:	Present Continuous as future Object pronouns: me, you, him, her, it, us, them
Theme:	Reported arrangements

Talking Point 20 There and back

Functions:	Talking about travel preparation and discussing arrangements
Target Language:	Revision
Theme:	Travel preparation and arrangements

Unit 21	Nature
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21.1	Talking about animals
Functions:	Referring to well-known animals
Target Language:	dog, cat, fish, bird, horse, cow, sheep, (sheep), mouse, (mice), bear, monkey, lion, tiger, elephant, whale, dolphin, chicken, frog pet, farm, zoo, wild
Theme:	Multiple choice animal quiz

21.2	Referring to parts of the body
Functions:	Referring to parts of the body
Target Language:	head, body, arm, leg, hand, foot/feet, tooth/teeth, neck, ear, nose, mouth, eye
Theme:	Interesting facts about animal morphology

21.3	Talking about dangerous creatures
Functions:	Referring to presence and absence with some, any, no, none
Target Language:	some / any / no, none Dangerous creatures (some passive vocab): snake, spider, scorpion, shark, crocodile, bee, mosquito poisonous (with snakes = venomous), bite, sting
Theme:	Dangerous animals in different countries

Talking Point 21	Wild experiences
Functions:	Telling anecdotes about amusing or hairy encounters with animals
Target Language:	see-saw, hear-heard, find-found, step-stepped on, chase-chased, bite-bit, sting-stung
Theme:	Anecdotes about amusing or hairy encounters with animals

Unit 22 Explanations

22.1 Discussing the meaning of words

Functions:	Asking about and explaining the meaning of words
Target Language:	Compounds with some / any / no: ...body. ...one, ...thing to call (use name) Relative pronouns: (person) who, (thing) which/that
Theme:	A guided tour of a museum

22.2 Talking about quantities

Functions:	Talking about countable and uncountable quantities
Target Language:	Countable and uncountable nouns How much...? How many...? Extensions of numbers: thousands, millions
Theme:	Extension of museum context: factual information

22.3 Talking about large and small quantities

Functions:	Talking about approximate countable and uncountable quantities
Target Language:	much/many in questions a lot / (only) a little / (only) a few in positive statements not much / not many in negative statements
Theme:	Submarine Museum

Talking Point 22 Expertise

Functions:	Giving facts about an area of expertise
Target Language:	What do you call a thing that ... / person who ...
Theme:	Who wants to be a Millionaire?

Unit 23**Work****23.1 Discussing requirements and abilities**

Functions:	Discussing requirements and abilities
Target Language:	be able to (have to be able to / need to be able to) know how to, learn (how) to, important to
Theme:	General abilities required to do different jobs

23.2 Describing actions

Functions:	Describing the characteristics of actions
Target Language:	Adverbs of manner: quickly, slowly, carefully, easily, safely, fast, hard, well
Theme:	Extension of 23.1 theme

23.3 Talking about precautions

Functions:	Expressing warnings and describing precautions
Target Language:	must / must not / mustn't warning, caution, danger If..., Before..., When...,
Theme:	Safety notices and safety explanations (danger at work)

Talking Point 23 What a job

Functions:	Talking about the most difficult/dangerous jobs What skills/abilities are required?
Target Language:	Revision
Theme:	Discussion about the most difficult/dangerous jobs

Unit 24 Visiting

24.1 Referring to near and distant objects

Functions:	Talking about near and distant things
Target Language:	this/that, these/those, this one, that one, here, (over) there
Theme:	A visit to someone's home

24.2 Receiving visitors

Functions:	Using appropriate polite expressions as a host and guest
Target Language:	after you, take/have a seat, Shall I take your coat? That's very kind of you. Do you mind if ...? Not at all. ... Too: Is it too hot in here? enough: Are you warm enough? Did you have enough to eat?
Theme:	A reception at someone's home

24.3 Giving advice

Functions:	Offering advice
Target Language:	You should/shouldn't.... You should always/never...
Theme:	Advice on cultural etiquette issues for different countries

Talking Point 24 Let's party

Functions:	Talking about how to throw a good party (advice), relating to appropriate experiences
Target Language:	Revision, some passive vocabulary according to your needs
Theme:	How to throw a good party

Unit 25 Consumer society

25.1 Making decisions

Functions:	Making and responding to suggestions
Target Language:	What about ...ing? Do you think...? What do you think? I (don't) think so. I think we should ... / I don't think we should ... Good idea. I agree.
Theme:	Colleagues at work deciding where to go out

25.2 Making plans

Functions:	Formulating plans
Target Language:	(don't) need to, (don't) have to (very) / (not) (too) important also
Theme:	Extension of 25.1 – arrangements that need to be made

25.3 Discussing plans

Functions:	Describing plans Questioning plans
Target Language:	Plans with going to How: (How are you going to...?)
Theme:	Plans for a weekend's entertainment

Talking Point 25 Tourist information

Functions:	Designing a tourist information website for your home city / region / country
Target Language:	Revision
Theme:	Designing a tourist information website for your home city / region / country.

Unit 26 Connected

26.1 Writing emails

Functions:	Talking about emails and traditional correspondence
Target Language:	Essential language relating to emails and snail mail: email, message, letter, envelope, stamp, postcard, send, receive, post office, snail mail Dear, Hi, Mr/Ms/Mrs/Miss, Best wishes, Best regards, Thanks for (your message)
Theme:	New and traditional correspondence

26.2 Understanding websites

Functions:	Understanding common words on websites
Target Language:	Key website language: website, homepage, webpage, www = worldwide web, link (hyperlink), address (of website), back, print, download, search, keyword, log in, user name, password
Theme:	Webpage realia

26.3 Making telephone calls

Functions:	Making simple telephone calls
Target Language:	Simple telephoning language: Hello, Is that/this (person/company)? Speaking, Who's calling? Just a moment, Could/May I speak to ...? Coping language: Sorry, could you say that again? Could you speak more slowly, please?
Theme:	Situational telephoning to make basic enquiries

Talking Point 26 Surfing the web

Functions:	Talking about interesting/useful websites
Target Language:	Revision, some passive vocabulary may be introduced according to the needs and interest of your learners
Theme:	Learners views on interesting and/or useful websites

Unit 27 Experiences

27.1 Discussing interesting things you've done (1)

Functions:	Referring to things you've done (using regular verbs)
Target Language:	Present Perfect with indefinite time, and with ever / never (regular verbs)
Theme:	Memorable 'action' experiences

27.2 Discussing interesting things you've done (2)

Functions:	Referring to things you've done (using irregular verbs)
Target Language:	Present Perfect with indefinite time, ever / never (common irregular verbs) been to (= to go and come back)
Theme:	Memorable (tourist) experiences

27.3 Referring to periods of time

Functions:	Referring to unfinished periods of time
Target Language:	Present Perfect with for / since + How long ...?
Theme:	Historical features and tourist attractions

Talking Point 27 English experiences

Functions:	Talking about learners' previous experiences of using English – things they have haven't done
Target Language:	Revision (e.g. made a phone call, written an email, bought a train ticket, asked for directions, ordered a meal, ...)
Theme:	Learners' previous experiences of using English

Unit 28 Preparation

28.1 Talking about domestic tasks

Functions:	Referring to domestic tasks
Target Language:	Domestic task vocabulary: clean, wash (the floor), wash up, vacuum cleaner, to vacuum, do the washing, cut the grass / mow the lawn, take out bin/garbage bags, ...
Theme:	Domestic tasks to complete before a reception

28.2 Talking about progress

Functions:	Referring to jobs that you have and haven't done
Target Language:	Present Perfect with ...yet? not yet, already, just Reinforcement of present perfect / extension of irregular verbs: put (bottles) in the fridge, bought (item), got enough (chairs, glasses), told (people what time to come), ...
Theme:	List of tasks you musn't forget

28.3 Talking about travel preparations

Functions:	Referring to common travel-preparation tasks
Target Language:	Travel preparation vocabulary: get a visa, change money, local currency, travel insurance, injection, sun cream, sunglasses, swimming costume, ...
Theme:	Travel-preparation tasks

Talking Point 28 Moving

Functions:	Moving to a new home
Target Language:	Revision of moving vocabulary
Theme:	To Dos when moving to a new home

Unit 29 Transportation

29.1 Talking about transportation

Functions:	Referring to different forms of transportation
Target Language:	Transportation vocabulary: review and extension: (air)plane, car, lorry/truck, vehicle, bus, coach (UK), ship, ferry, helicopter, ambulance, police car, fire engine, bike, petrol/gas, diesel, railway/railroad, road/highway, tram / street car
Theme:	Ways of getting from A to B: pros and cons

29.2 Describing positions and directions of movement

Functions:	Describing relative positions of objects Describing directions of movements
Target Language:	Verbs + particles: (go) over, under, above, below, inside, outside, through, around, along, across
Theme:	Crossing the English Channel by ferry, by car, by train

29.3 Describing processes

Functions:	Describing processes
Target Language:	Passive: Present Simple form
Theme:	International trade and Fairtrade

Talking Point 29 From A to B

Functions:	talking about interesting journeys, in learners' countries and experiences abroad, by road, rail and sea, and combinations
Target Language:	Revision
Theme:	Interesting journeys in learners' countries and experiences

Unit 30	The Future
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30.1	Making predictions
Functions:	Expressing predictions Expressing hopes
Target Language:	will/won't
Theme:	Learners' predictions

30.2	Giving opinions
Functions:	Expressing opinions Making simple assessments of predictions
Target Language:	In my opinion, it will/won't be possible / will be impossible work (= function) – it will/won't work Perhaps/Maybe it will ...
Theme:	Futuristic plans

30.3	Talking about education
Functions:	Referring to common school subjects Referring to common higher education subjects
Target Language:	Common school subjects: history, geography, science, math(s) Common higher-education subjects: law, engineering, medicine, economics, business studies (+ some passive)
Theme:	What kinds of studies will be the most important for the future? What skills will today's young people need in 10-15 years' time?

Talking Point 30	From A to B
Functions:	Talking about things you hope you'll do one day
Target Language:	Revision
Theme:	Ambitions and challenges