

CEFR: A2

**Aim:**

At the end of level 4, students will know how to use basic and simple structures, and vocabulary items to enable them to:

- Understand written and oral texts for social, travel and everyday purposes.
- Take part in simple conversations or very simple discussions.
- Understand short, simple written and oral texts related to everyday material such as forms, info graphics, informal letters and e-mails, conversations, advertisements and short simple news.
- Extract relevant information as well as following the order or understand the sequence of the information and simple narrations.
- Use written and oral means to describe people, things, places, factual and current events, and talk about people’s lifestyles.
- Simply and directly exchange information about themselves and others regarding different aspects of daily life.
- Use written and oral means to express numbers and quantities.
- Interact to make a conversation and show interest in the topic, get personal information from others provided that the other speaker negotiates meaning.

<p><b>Remember to...</b></p> <ul style="list-style-type: none"> <li>✓ Always write the objective on the board</li> <li>✓ Recycle information from previous sessions</li> <li>✓ Put structures in context</li> <li>✓ Teach one thing at a time</li> <li>✓ Personalize examples</li> <li>✓ Link exercises, activities and tasks</li> <li>✓ Give clear and direct instructions</li> <li>✓ Always model the exercise</li> </ul>	<ul style="list-style-type: none"> <li>✓ Keep the four skills in mind</li> <li>✓ Consider the different learning styles</li> <li>✓ During a reading or listening comprehension activity students should check answers among them and then with you.</li> <li>✓ Students should always be evaluated somehow at the end of a session.</li> <li>✓ It’s the students who review grammar points or concepts, not the teacher.</li> <li>✓ Call your students by their names</li> </ul>
<p><b>Video session:</b></p>	<p><b>Mediateca session:</b></p>

**Objective:** Students discuss cultural facts regarding languages and numbers in order to write a post introducing themselves and stating facts about their language and their hometown.

WRITTEN TASK				ORAL TASK		
<p><b>Pre- task.</b> Go over WB p 8.</p> <p>You are part of a travelers group and in the welcome activities you have to post an entry about yourself on the group forum. Include your name, phone number, email address and at least five important facts about your city and language.</p>				<p>You are part of a travelers group and as a welcome activity you have to introduce yourself and your city. Give your name, phone number, email address and mention at least five important facts about the place where you live and the language (s) you speak.</p>		
NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	COMMUNICATIVE SKILLS	
Cultural Facts	Discussing facts about languages.	<p><b>Teaching:</b> Simple present to state facts: - Verb to be &amp; other verbs - There is/ are - Can/ can't (All subjects &amp; forms)</p>	<p>French is a Romance language. It's the official language in different countries. For example, France, Switzerland and Canada. Now, there are 100 million French students and 2 million teachers. A lot of English words come from the French language. Europeans and Canadians can speak English and French. SB p 6, 7/ WB p 3, 4, 6</p>	<p><b>Concepts:</b> - Official/ first / second language - Mother tongue - Book (v) - Citizen/ citizenship <b>Indefinite articles: a/ an</b> <b>Plural nouns</b> <b>The Alphabet</b></p>	<p>Reading SB p 6, 10/ WB p 7</p> <p>Listening SB p 7, 8, 10 / WB p 6</p>	
	Using numbers to describe facts.		<p>There are 20 vowel sounds in the English language. Three is a very common number in mathematics. French is some British people's second language. License plates in Mexico City have 3 numbers and 3 letters. SB p 8- 12/ WB p 4, 5</p>	<p><b>Cardinal and ordinal numbers (0-100)</b> <b>Quantifiers:</b> All, some, <b>Countries</b> SB p 8 <b>Concept: About (approximately)</b> SB p 12 Extend your vocabulary</p>	<p>Speaking SB p 9</p> <p>Writing SB p 16</p>	
Social Network Profiles	Exchanging personal information and facts.		<p>Hi! My name's Hataki Kagome and I'm from Japan. My first language is Japanese and I study English at school. My language is different to English. Japanese has three alphabets: Kanji, Hiragana and Katakana. There are forty-eight characters in the Hiragana and forty-eight in the Katakana. In the English language, there's one alphabet and it has 26 characters. In Japanese there are forty- eight sounds in total, and English has twenty vowel sounds and twenty-four consonant sounds. In my town, license plates have four numbers and two letter and telephones start with 09. In Japan, number four and number nine are unlucky numbers and number seven is a lucky number. My lucky number is 13. If you want to contact me, my Facebook name is "Silvia Rocha" and my email address is hatakikagome@gmail.com WB p 8</p>	<p><b>E-mail addresses and website symbols.</b> <b>Personal information:</b> Name, last name, occupation, email address, phone number, nationality. <b>Likes and dislikes</b> <b>Countries &amp; nationalities</b> <b>Connectors:</b> And, but, because SB p 12</p>	<p>Listening SB p 13, 14, 15</p> <p>Reading &amp; Writing WB p 8</p>	

**Objective:** Students share facts about different countries and cities in order to describe and contrast them. They also enquire about the location and qualities of a city or country.

WRITTEN TASK			ORAL TASK			
Individual. UNAM wants to set up language centers in different cities around Mexico to teach Spanish and English. Decide which city is ideal for the project. Support your decision with relevant facts and a detailed description of the place. Write an e-mail to <i>Fundación UNAM</i> telling them your decision.			Now, you need to decide for only one place. In small groups, share your ideas and opinions from the written task and as a team, decide which city is the ideal one for the project.  Share your choice with the class. Don't forget to support your decision with relevant facts and a detailed description of the place.			
NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	COMMUNICATIVE SKILLS	
2 Descriptions of English speaking countries.	Asking information about cities, countries, and nationalities	Simple present: - Verb to be & other verbs	A: Where does Elizabeth come from? B: Scotland. A: Where in Scotland? B: Edimburg A: Where's Scotland? B: It's a country in the United Kingdom. A: Where in the UK? B: It shares a border with England to the South. SB p 18, 19	<b>Countries &amp; Nationalities:</b> Belgium- Belgian Denmark- Danish Egypt- Egyptian Holland- Dutch  <b>Prepositions of location:</b> From, in, near, to the South/ North/ East/ West, next to. SB p 18-19 /WB p 10	<ul style="list-style-type: none"> <li>• Listening</li> </ul> SB p 18  <ul style="list-style-type: none"> <li>• Speaking</li> </ul> SB p 12/ WB p 12	
	Giving information about cities and countries.		Canberra is about 250 km from Sidney in Australia. It has a population of 345, 000 inhabitants. SB p 18-19			
	Asking for a description or opinion of a place.	- Wh questions - Yes/No questions (All subjects)	A: What's Tehran like? B: It's large and crowded. SB p 20	<b>Like as preposition.</b> SB p 20  <b>Adjectives to describe places:</b> Dazzling, creepy, crowded, etc. SB p 20/ WB p 11  <b>Adverbs: Additional fact or idea:</b> Also, too. SB p 20/ WB p 11	<ul style="list-style-type: none"> <li>• Reading &amp; Listening:</li> </ul> SB p 20-21  <ul style="list-style-type: none"> <li>• Reading &amp; Speaking:</li> </ul> SB p 21  <ul style="list-style-type: none"> <li>• Listening</li> </ul> WB p 13	
	Emphasizing the description of cities and countries from around the world.	<b>Teaching</b> - What + to be+ subject+ like - Adverbs: also, too.	Singapore is a dazzling and vibrant city. La Alhambra is a popular place in Spain. El Escorial is <b>also</b> well- known. Jamaica is an English-speaking country. People speak English in Zimbabwe <b>too</b> . SB p 20/ WB p 11			
Asking factual information about countries and cities.		A: Where's Agra? B: It's in India A: Why do people visit it? B: Because the Taj Mahal is there. A: How old is your city? B: It's about 350 years old. A: When's the best time to visit? B: In October. WB p 9	<b>Wh- question words:</b> What, Where, How old, Why, When SB p 21			

**Objective:** Students describe and learn about different lifestyles from different parts of the world. They contrast different lifestyles with their own and others'.

WRITTEN TASK	ORAL TASK
<p>Individual.</p> <p><b>Pre-task:</b> Ss complete Workbook page 16.</p> <p>You visited a website about daily life around the world. Your city isn't included in the list, so you decided to contact the site so they include your city too. Write a description of what daily life is like in your city. Give as many details as you can; remember you have to convince the staff of the internet site to include your city in their list.</p>	<p>Pairs.</p> <p>The website replied to your email:</p> <p><i>Dear sir/madam,</i>  <i>We appreciate your interest in our website and we would like to inform you that your city is going to be included in our list. However, we need more detailed information about the lifestyle in the place where you live. Could you give us more information, please?</i>  <i>We look forward to hearing from you.</i>  <i>Sincerely,</i>  <i>Charles Bronson.</i>  <i>Head of PR <a href="http://www.worldlifestyles.com">www.worldlifestyles.com</a></i></p> <p>Read your emails to each other and select the best ideas from each email. Discuss and decide what other information and details you can include and together, write a new email to send to the website's public relations office.</p>

	NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	COMMUNICATIVE SKILLS
3	Schedules	Enquiring about the time and schedules.		<p>A: Mom, what time is it?            B: It's 10:00 o'clock. It's time to go to bed.</p> <p>A: What time do you start school?            B: At 8:00 am. What time does your last class end?            A: At 3:00 pm.</p>	<p><b>Vocabulary to tell the time:</b>            O'clock, a quarter past, half past, a quarter to/ past            SB p 26</p> <p><b>Daily activities and routines</b>            WB p 11</p> <p><b>Collocations with go, have &amp; get.</b>            SB p 22</p> <p><b>Months &amp; days of the week</b>            WB p 12</p> <p><b>Prepositions of time</b>            In, on, at            WB p 12</p> <p><b>Conjunctions</b>            Because, so, and and but</p> <p><b>Concept:</b>            Cross-border commuter            SB p 22</p>	<ul style="list-style-type: none"> <li>• Listening</li> </ul> <p>SB p 22</p> <ul style="list-style-type: none"> <li>• Speaking</li> </ul> <p>SB p 26</p>
	Lifestyles	Describing and asking about activities people do repeatedly and occasionally.	<p>Present simple:            - Verb to be &amp; other verbs. (aff, neg &amp; question forms)</p> <p>Questions with:            - What time...            - How often...</p>	<p>A: Do you remember my friend Laura? She's a cross-border commuter. She works in Barcelona and in London too.            B: When does she work in London?            A: On Mondays, Tuesdays and Wednesdays.            B: Does she work at the weekend?            A: No, she doesn't work at the weekend because she goes to school.</p> <p>A: My sister Melissa works six months in Alberta, Canada and six months in Cancun, Mexico.            B: How often do you see your sister?            A: She always comes to Mexico City in December, so we celebrate Christmas with her. She also visits on holidays, but she's never home for my birthday.            WB p 9, 10</p>		<ul style="list-style-type: none"> <li>• Reading &amp; listening</li> </ul> <p>SB p 22</p> <ul style="list-style-type: none"> <li>• Listening</li> </ul> <p>SB p 24</p> <ul style="list-style-type: none"> <li>• Writing: using full stops and commas</li> </ul> <p>SB p 28</p>

<p>Describing routines and lifestyles from people around the world.</p>			<ul style="list-style-type: none"> <li>▪ The majority of Las Vegans work at night and sleep during the day.</li> <li>▪ New Yorkers usually commute by taxi and subway.</li> <li>▪ Mexicans sometimes drink soda with their meals.</li> <li>▪ The French never have conversations during breakfast.</li> </ul> <p>WB p 14</p>	<p><b>Demonyms</b> The French, Chicagoan, Las Vegan, Tokyoite*, New Yorker, Ottawan, Barcelonian, Berliner, Londoner, etc.</p> <p>*Colloquial term.</p>	<ul style="list-style-type: none"> <li>• Reading and listening SB p 22</li> <li>• Writing: time expressions SB p 28</li> </ul>
<p>Comparing lifestyles and daily activities</p>			<ul style="list-style-type: none"> <li>▪ All Tokyoite children go to school whereas some Mexican children never go to school.</li> <li>▪ The majority of Mexicans watch TV in their free time while Finnish usually do cultural activities or read.</li> </ul> <p>WB p 30</p>	<p><b>Words to describe population</b> Most/ The majority of/Some/ A small number of/ All + nationality</p> <p><b>Linkers: contrast</b> While, Whereas</p>	

**Objective:** Students describe different types of families and provide general information about their own. They also talk about what they do for fun with friends and family.

ORAL TASK			WRITTEN TASK			
A friend of yours and his boyfriend/girlfriend want to travel to a magical town. You have a friend who lives there. Talk to your foreign friend to ask for details and general information about his/her town. as well as give him/her information about the visitors in order to introduce a little bit about them to your friend.			You have a friend in another part of the world, and a friend of yours and his boyfriend/girlfriend want to visit his/her town. Write an e-mail to your friend introducing and describing the future visitors. Ask your friend questions about where he lives so your travelling friends can have a great time there.			
NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	COMMUNICATIVE SKILLS	
4	Family and friends' relationships	Giving information about family and relatives.	<b>Testing</b> - Present simple: verb to be & other verbs (Aff & neg form. All subjects) - Possessive 's	<ul style="list-style-type: none"> <li>Her parents' names are Sylvia and Victor.</li> <li>Rafael is married to Claudia and their children's names are Hugo and Sergio.</li> <li>Albert is my brother-in-law and his family hometown is Barcelona.</li> </ul> SB p 30, 31/ WB p 17, 18	<b>Family members</b> Sibling, only child, brother/sister -in-law, mother/father-in-law, half-sister/brother, stepbrother/sister/mother/father, godmother/father, relative. SB p 30, 31/ WB p 17, 18	<ul style="list-style-type: none"> <li>Reading &amp; Listening SB p 30-31</li> <li>Speaking SB p 30</li> <li>Writing SB p 40.</li> </ul>
	Reference to the receiver of the action	Avoiding repetition when giving information about family and relatives.	<b>Testing</b> Personal pronouns  <b>Teaching</b> Object pronouns	<ul style="list-style-type: none"> <li>My parents work late, so I don't see them a lot on weekdays.</li> <li>One of my cousins lives with us at home. His family's from Guerrero.</li> </ul> SB p 33/ WB p 18	<b>Subject pronouns</b> I, you, he, she, it, we, they, you  <b>Object Pronouns</b> I, you, him, her, it, us, them, you.	<ul style="list-style-type: none"> <li>Listening SB p 36</li> <li>Speaking: Silent letters: SB p 36</li> </ul>
	Types of Families	Describing families	<b>Testing</b> - Present simple: Wh & yes/no questions	A: Do you have a big family? B: Yes, I do. I have three brothers, one half-sister and a dog. I also have a lot of cousins, but I don't know them all. A: Do you have relatives in another country? B: Yes, I have lots of cousins in the U.S., but I don't know talk to them very often. SB p 33, 35/ WB p 17-18	<b>Types of families</b> Clan, nuclear family, extended family, blended family  <b>Quantifiers</b> A lot of/lots of, some, any. SB p 39	<ul style="list-style-type: none"> <li>Reading &amp; Listening SB p 32</li> <li>Listening: SB p 39</li> </ul>
	Leisure activities	Asking and saying what you do with friends and family.	<b>Testing</b> - Present simple: Wh & yes/no questions  <b>Teaching</b> - Verb+ noun collocations	A: Where do you see your friends? B: We meet up at the café. A: Why do you meet them there? B: Because it is not far from here. Sometimes we don't go out; we just play videogames. SB p 33, 35/ WB p 17-18	<b>Verb + noun collocations</b> meet, live, go, talk, see & play SB p 35  <b>Adverbs</b> Both and all SB p 22	<ul style="list-style-type: none"> <li>Reading WB p 21.</li> <li>Writing WB p 22</li> <li>Speaking: Showing interest SB p 38</li> </ul>

**Objective:** Students identify, enquire about and describe different types of hotels, and their services and facilities. They also label different types of homes, and describe and elicit information about the furniture and rooms existent in them.

		ORAL TASK			WRITTEN TASK		
		<p><b>Student A:</b> You are couch- surfing soon and want to know more about the home where you are going to stay. Call the home owner to request for more details about the house.</p> <p><b>Student B:</b> You are a member of the couch surfing community. You are going to have a guest soon and he wants to know more about your house. Answer your guest’s questions.</p>			<p><b>Student A:</b> You are couch- surfing soon and want to know more about the home where you are going to stay. Write an e-mail to the home owner requesting for more details about his house.</p> <p><b>Student B:</b> You are a member of the couch- surfing community. You’re going to have a guest soon who wants to know more about your house. Reply to his e-mail and answer his questions.</p>		
	NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	COMMUNICATIVE SKILLS	
5	Hotels, services and facilities.	Describing the services and facilities a hotel provides.	<p><b>Testing</b></p> <ul style="list-style-type: none"> <li>- There is/are (Aff, neg &amp; question form)</li> <li>- Present simple (Aff, neg &amp; question form)</li> <li>- Like as a preposition.</li> </ul>	<p>My hotel is very luxurious and modern. It has a big spa and beautiful views to the coast line. There is a big swimming pool, and there are two restaurants and three bars.</p> <p>SB p 42, 43/ WB p 23</p>	<p><b>Hotel facilities and services</b></p> <p>Spa, boutique, single/ double rooms, cabana, room service, swimming pool, airport-hotel transfer, open bar, etc</p> <p>SB p 42/ WB p 24</p> <p><b>Types of hotels</b></p> <p>Resort, B&amp;B, hostel, etc</p> <p><b>Words and phrases to describe hotels its facilities and services.</b></p> <p>Luxurious, cheap, expensive, big, It has a nice/great view to 3/4/5 star hotel</p> <p>SB p 43/ WB p 23</p>	<ul style="list-style-type: none"> <li>• Reading &amp; Listening</li> </ul> <p>SB p 42</p> <ul style="list-style-type: none"> <li>• Speaking</li> </ul> <p>SB p 43</p>	
		Enquiring about the services and facilities a hotel provides.		<p>A: What’s the hotel like?</p> <p>B: It’s big and very luxurious. There are three swimming pools, and two bars.</p> <p>A: Excuse me, are there any cabanas?</p> <p>B: No, there aren’t. But our hotel has luxurious rooms.</p> <p>A: Do the rooms have view to the beach?</p> <p>B: Yes, they do. All the rooms have great views to the beach or the coast line.</p> <p>SB p 42, 43/ WB p 23</p>			
5	Types of rooms and the furniture in them	Describing homes and talking about the furniture found in different rooms.	<p><b>Testing</b></p> <ul style="list-style-type: none"> <li>- Like as a preposition.</li> </ul>	<p>My bedroom is small and quiet. It’s purple and white and it has a big window. There is a closet, a bed, a night stand and a desk. There are also posters and photographs on the walls. It has some plants and a big lamp too.</p>	<p><b>Rooms in a house</b></p> <p>Kitchen, garage, yard, garden, garage, guest room, laundry room,etc.</p> <p><b>Words to describe rooms</b></p> <p>Big, small, cozy, warm, cold, quiet, pink, red, etc,</p> <p><b>House furniture, electronic appliances and objects</b></p> <p>Bed, side table, sofa, couch, chair, dining table, etc</p> <p>Stove, cooker, fridge, TV, stereo system, microwave, etc.</p> <p>Curtains, posters, plants, rug, etc.</p> <p>SB p 44/ WB p 24, 25</p> <p><b>Concept: Couch surf</b></p> <p>SB p 45</p>	<ul style="list-style-type: none"> <li>• Listening:</li> </ul> <p>WB p 26</p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Listening</li> <li>• Speaking</li> </ul> <p>SB p 45</p> <ul style="list-style-type: none"> <li>• Listening</li> </ul> <p>SB p 44</p> <ul style="list-style-type: none"> <li>• Writing: E-mail</li> </ul> <p>WB p 28,29</p>	
		Asking about the furniture found in different rooms.		<p>A: What’s your house like?</p> <p>B: It’s very small, but comfortable.</p> <p>A: Does it have a yard?</p> <p>B: Yes, it does. It has a yard and a small garden.</p> <p>A: Is there a TV in your bedroom?</p> <p>B: No there isn’t.</p>			

**Objective:** Students describe the food and drinks of their preference and the amount of them they consume. They also compare and their food and diet preferences.

ORAL TASK				WRITTEN TASK		
<p>Student A: There is a food truck fair at your hometown. All the food is delicious! What would you like to eat and drink? Request the food and drinks you would like to have.</p> <p>Student B: Your foodtruck is participating in a food truck fair It's the end of the day so there isn't much food left. Listen to your customers' requests, answer if the food the want is in existence or not. If not, offer something different to your client.</p>				<p>here is a food truck fair at your hometown. All the food is delicious! What would you like to eat and drink? Request the food and drinks you would like to have. Write an e-mail to the organizers.</p>		
NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	COMMUNICATIVE SKILLS	
6	Food and drink in daily life	<p><b>Teaching</b></p> <p>-Countable &amp; uncountable nouns.</p> <p><b>Testing</b></p> <p>- Articles: a/ an</p> <p>- Frequency adverbs</p> <p>- Present simple (Aff &amp; neg. All persons)</p>	<p>I usually eat a sandwich and fruit for breakfast, and I always have coffee too.</p> <p>My often sister has a big meal in the mornings. She has eggs or cereal, sweet bread, coffee and juice. She never skips breakfast.</p> <p>SB p 46,47/ WB p 23</p>	<p><b>Food &amp; Drink</b></p> <p>Juice, milk, coffee, cereal, eggs, fruit, etc.</p> <p><b>Countable nouns:</b></p> <p>an egg, an apple, three bananas</p> <p><b>Uncountable nouns:</b></p> <p>milk, juice, coffee, fruit, food</p> <p>SB p 46/WB p 25</p>	<ul style="list-style-type: none"> <li>• Listening</li> </ul> <p>SB p 46</p> <ul style="list-style-type: none"> <li>• Speaking</li> </ul> <p>SB p 47.</p> <ul style="list-style-type: none"> <li>• Reading</li> </ul> <p>SB p 51</p>	
	Diets and Quantities.	<p>Describing diets: quantities of food or drink people consume.</p> <p>Asking about and describing the quantity of food existent or eaten.</p>	<p><b>Testing</b></p> <p>- Quantifiers: some, any, a lot/lots of</p> <p>- Present simple (Aff, neg &amp; question form. All subjects)</p> <p><b>Teaching</b></p> <p>- Quantifiers: much, many</p> <p>- How much/ many...?</p>	<ul style="list-style-type: none"> <li>▪ Americans don't eat much fresh food and they consume a lot of processed food. They don't eat many vegetables. Some people don't eat any fresh food</li> <li>▪ My family drinks lots of soda and doesn't eat much processed food.</li> </ul> <p>SB p 48, 49/WB p 24</p> <p>A: How much coffee do we have? B: There isn't any. We need to buy some.</p> <p>A: Do we have eggs? B: Yes, we have some.</p> <p>A: How many eggs do you eat for breakfast? B: One or two.</p>	<p><b>Meals</b></p> <p>Breakfast, lunch, dinner. Before bed snack or meal.</p> <p><b>Collocations</b></p> <p>Have/ Eat + breakfast/ lunch/ dinner/ a meal.</p> <p>Have/Drink + drink item</p> <p>Have/Eat + food item</p> <p><b>A type of/ A kind of/ A sort of</b></p> <p>SB p 46/ WB p 25</p> <p><b>Concepts:</b></p> <p>Processed food</p> <p>Fresh food</p> <p>SB p 48/ WB p 26</p> <p><b>Phrases to accept or refuse invitations</b></p> <p>SB p 50</p>	<ul style="list-style-type: none"> <li>• Reading</li> </ul> <p>SB p 48, 49</p> <ul style="list-style-type: none"> <li>• Writing</li> </ul> <p>SB p 49</p> <ul style="list-style-type: none"> <li>• Reading &amp; Writing</li> </ul> <p>WB p 27</p>
	Offers and Requests	Making offers, accepting and declining them	<p><b>Teaching</b></p> <p>- Would + subject + like + article or quantifier +noun?</p> <p>- Would + subjects + like to + verb?</p>	<p>A: Would you like some coffee? B: That would be great.</p> <p>A: Would you like to go to the movies? B: Thank you very much, but I'm fine</p> <p>SB p 50</p>	<p><b>Phrases to accept or refuse invitations</b></p> <p>SB p 50</p>	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> </ul> <p>SB p 50</p>

	NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	COMMUNICATIVE SKILLS
	<b>Grammar and vocabulary review.</b>					
7	<p>Recommendations:</p> <ul style="list-style-type: none"> <li>▪ The teacher asks about the grammar points they saw in the course.</li> <li>▪ The students name them and write them on the board.</li> <li>▪ The students give mini presentations in teams about the grammar and notional points. The teacher makes corrections and provides feedback.</li> </ul>					
8	<p><b>Evaluation (Saturday courses)</b></p> <p>8:30-10:00 Final Oral Exam            10:00-12:00 Final exam.            12:00-13:00 Grades            13:00-13:30 Feedback            13:30-14:00 Capture Grades</p> <p><b>Evaluation (Weekly courses)</b></p> <p>Session 26: Final oral and final writing exams            Session 27: Final exam            Session 28: Feedback and capture grades.</p>					