

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 straightforward discussions.
- Understand short, simple written and oral texts related to everyday material such as forms, infographics, informal letters and e-mails, conversations, advertisements, and short, straightforward news.
- Extract relevant information and follow the order or understand the sequence of the information and simple narrations.
- Use written and oral means to describe people, 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.

Remember to...

- ✓ Always write the objective on the board
- ✓ Recycle information from previous sessions
- ✓ Put structures in context
- ✓ Teach one thing at a time
- ✓ Personalize examples
- ✓ Link exercises, activities, and tasks
- ✓ Give clear and direct instructions
- ✓ Always model the exercise

- ✓ Keep the four skills in mind
- ✓ Consider the different learning styles
- ✓ During reading or listening comprehension activities.
Students should check answers and then with you.
- ✓ Students should always be evaluated somehow at the end of a session.
- ✓ The students review grammar points or concepts, not the teacher.
- ✓ Call your students by their names.

Video session:

Mediateca session:

Objective: Students will be able to talk about facts regarding languages and numbers from different countries and nationalities. They also fill in a form with their personal information, including details about their languages' general knowledge.

WRITTEN TASK				ORAL TASK		
Your university is offering a trip to study English in Canada, and you really want to go. To ask for the scholarship, you need to write an email to the organizers, including your personal information, school background, and all the details related to the languages you can speak and understand.				<p>Student A: You want to get a scholarship to study English in Canada. You need to fill in a form with your personal information to get it. Tell the interviewer the knowledge you have regarding other languages besides your mother tongue.</p> <p>Student B: You are in charge of interviewing the students who want to get a scholarship to study in Canada for a month. Ask for the candidate's personal information to fill in the form and ask him about his knowledge regarding other languages.</p>		
NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	COMMUNICATIVE SKILLS	
1 Facts regarding languages	Giving quantities related to language facts	Teaching: Simple present to state facts	There are over 7,000 languages worldwide, and many of them are dialects. 2,400 of the world's languages are in danger. There are over 2,000 artificial languages in books, movies, and TV shows. All languages have over 10,000 words. About 30% of English words come from French. Spanish contains about 4,000 Arabic words.	Cardinal numbers (1,000 – 10,000) * Recycle: Ordinal numbers Percentages (%) Concepts: - Official/ first / second language - Mother tongue - Foreign language - Romance language - Native speaker Quantifiers: All, some, many, a lot Countries and Nationalities SB p8 Concept: About (approximately) and over SB p 12 Extend your vocabulary	Reading SB p 6, 10	
	Giving facts regarding languages and contrasting them as well.		People around the world speak different languages. For example, French is a Romance language . It's the official language in different countries such as France, Switzerland, and Canada. People in France don't speak English a lot because they prefer using their mother tongue . Europeans and Canadians can speak English and French. They don't speak Spanish; they just learn it as a foreign language .			
	Verifying facts regarding languages and asking for information about them.		- Is Italian a Romance language? - Yes, it is. It comes from Latin. - What about English? Is it a Romance language too? - No, it isn't. It's not a Romance language. - What is the official language in Canada? - It's English, but people also speak French there.			

Forms	Filling in forms	<p>Testing Simple present to state personal information</p>	<p>My name is Emily Laurent. I'm 19 years old, and my date of birth is March 1st, 2000. My address is 3 Alamos street, Tlalnepantla, while my postcode is 52929. I don't have a home phone number, but my cell phone number is 5516883482. If you want to contact me, my email address is emilylaurent01@gmail.com.</p> <p>I'm from France, but I live in Mexico City because I'm a Medicine student at FESI; I want to be a great doctor and help people. My mother tongue is French, but I can also speak Spanish because my mother is Mexican, and I study English at school as it's necessary for me to get my degree and get job opportunities.</p> <p>I live in the city with my mom and my pet, Daisy. I love reading and watching TV series in my free time.</p>	<p>Personal information: Name, last name, occupation, email address, phone number, nationality, marital status, etc.</p> <p>Likes and dislikes Like/love/hate + ing</p> <p>Recycle: Countries and nationalities</p> <p>Connectors: And, but, because, while SB p 12</p>	<p>Listening SB p 13, 14, 15</p> <p>Reading and Writing WB p 8</p> <p>Reading and Writing SB p16</p>
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Objective: Students will be able to share facts about different countries and cities 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 what your decision is.				Now, you need to decide on only one place. In small groups, share your ideas and opinions from the written task, and as a team, determine what 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	Giving and contrasting information about cities and countries.	Testing Simple Present (Affirmative and Negative forms)	Los Angeles is an important megacity with a great business and entertainment influence. It's about 250 km from California in the United States. It has a population of over 8,092 inhabitants per square mile. Los Angeles isn't a traditional city; its architecture is modern. Hollywood is part of this megacity. SB p 18-19	Recycle: Countries & Nationalities Prepositions of location: From, in, near, next to	Listening SB p 18	
	Asking for information about cities, countries, and nationalities	Testing Simple present: (Wh questions) (Yes/No questions)	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. A: Where's Melanie from? B: She's from France. A: Where in France? B: In Burdeos. It's about 60 kilometers from Paris. SB p 18, 19	Cardinal directions: the South/ North/ East/ West, SB p 18-19 /WB p 10 Concepts: inhabitant, population, megacity, capital city, created capital, border	Speaking SB p 12/ WB p 12	
	Emphasizing the description of cities and countries from around the world.	Testing Simple Present	Paris is a dazzling and vibrant city. It's very popular because it's a romantic and enchanting place too . The streets are crowded because of all the tourists that go there every year. Paris is also well-known for its annual jazz festival; it has many colorful decorations and live music. SB p 20/ WB p 11	Adjectives to describe places: Dazzling, creepy, crowded, enchanting, vibrant, colorful, quiet, modern, noisy, popular, etc. SB p 20/ WB p 11 Adverbs to express additional facts or ideas: Also, too. SB p 20/ WB p 11	Reading and Listening SB p 20-21 Reading and Speaking: SB p 21 Listening WB p 13	
			A: What's Egypt like? B: It's large and crowded.	Recycle: Frequency adverbs		

	<p>Asking for a description or opinion of a place</p>	<p>Teaching What + is /are+ subject+ like</p>	<p>A: What's the weather like in that place? B: It's extremely hot. A: What are its monuments like? B: They're incredible. The pyramids and the Sphinx are stunning. A: What are the views like? B: They're great! Everything is colorful and mysterious. SB p 20</p>	<p>Like used as a preposition. SB p 20</p>	<p>Reading and Listening SB p 20-21</p> <p>Reading & Speaking SB p 21</p> <p>Listening WB p 13</p>
	<p>Asking for factual information about countries and cities.</p>	<p>Testing Present Simple (Question forms)</p>	<p>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 it? B: It's in October because the weather is excellent, and people can see the typical traditions. WB p 9</p>	<p>Wh- question words: What, Where, How old, Why, When, How SB p 21</p>	

Objective: Students will be able to 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>Pre-task: 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 to convince the internet site staff to include your city in their list.</p>	<p>Pairs.</p> <p>The website replied to your email:</p> <p style="padding-left: 20px;"><i>Dear sir/madam,</i> <i>We appreciate your interest in our website, and we would like to inform you that your city will be included in our list. However, we need more detailed information about the lifestyle 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 www.worldlifestyles.com</i></p> <p>Read your emails to each other and select the best ideas from each email. Discuss and decide what additional 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
Lifestyles and daily routines		Describing and contrasting information about activities people do repeatedly and occasionally.	Testing Present simple (Affirmative and Negative forms – All pronouns)	Emma is my best friend, and she's a cross-border commuter. She works for an international company, and she travels from one place to another. Our routine is very different; I'm a teacher, and I work in the same country. I always get up at 5 am, and then I go to work. Laura doesn't get up early because she starts work at 10 am, and she goes to the gym before. Laura drinks coffee every morning, and she usually has business meetings at her office. In my case, I don't drink coffee as I prefer tea and I don't have meetings regularly.	Daily Activities and Routines WB p11 Collocations with have, go and get SB p22 Recycle: Frequency adverbs	Reading and Listening SB p 22 Listening SB p 24
		Verifying and asking for information about activities people do repeatedly and occasionally.	Testing Present simple: Question form (Auxiliaries Do and Does) (-WH words)	A: Do you remember my friend Emma? 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: What time does she go to work? A: She goes to work at 9:30 am. She works from 10 am to 5 pm. After that, she has dinner at home. B: Does she work at the weekend? A: No, she doesn't work at the weekend because she goes to school. She studies for a postgraduate	Time expressions: In the morning/ afternoon/ evening After breakfast/ lunch / dinner SB p28	Writing: using full stops and commas SB p 28

3			<p>in Advertising. B: How often do you see Emma? A: She visits me regularly, and we go to the movies or the shopping mall. WB p 9, 10</p>	
	Describing routines and lifestyles from people around the world.	<p>Testing Present simple: Question form (Auxiliaries Do and Does) (-WH words)</p>	<ul style="list-style-type: none"> - The majority of Las Vegans work at night and sleep during the day. Most of them work in casinos, or they like the nightlife. - New Yorkers usually commute by taxi and subway. - Mexicans sometimes drink soda with their meals. - The French never have conversations during breakfast. <p>WB p 14</p>	<p>Demonyms The French, Chicagoan, Las Vegan, Tokyoite*, New Yorker, Ottawan, Barcelonian, Berliner, Londoner, etc. *Colloquial term.</p>
	Comparing lifestyles and daily routines.		<ul style="list-style-type: none"> - All Tokyoite children go to school, whereas some Mexican children never go to school. - The majority of Mexicans watch TV in their free time while Finnish usually do cultural activities or read. - A small number of Mexicans read books while Asians read every day. <p>- WB p 30</p>	<p>Words to describe population Most/ The majority of/Some/ A small number of/ All + nationality</p> <p>Linkers: contrast While, Whereas</p>

Reading and Listening
 SB p 22

Writing: time expressions
 SB p 28

Objective: Students will be able to describe their family bonds and provide general information about them. They also talk about what they do for fun with friends and family.

ORAL TASK				WRITTEN TASK		
Your friend 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. Give him/her information about the visitors to introduce a bit of 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 traveling friends can have a great time there.		
NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	COMMUNICATIVE SKILLS	
Family bonds	Giving information about family bonds.	Testing Present simple (Affirmative and Negative forms) Possessive 's	I have a big family. I live with my parents, my grandparents, and my pets. I also have a sibling, my brother's name is Alex, and he's married to Sarah; their children's names are Betty and Samuel. Sarah is my sister-in-law, and we have a great relationship. When we celebrate someone's birthday, we get together at my house and prepare a great party. All my cousins and other relatives come. We even invite my godfather! SB p 30, 31/ WB p 17, 18	Extended family members: Brother/sister -in-law, mother/father-in-law, half-sister/brother, stepbrother/sister/mother/father, godmother/father. SB p 30, 31/ WB p 17, 18	Reading and Listening SB p 30-31 Speaking SB p 30 Writing SB p 40.	
	Verifying and asking for information about family bonds	Testing Present simple (-WH questions and 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 many cousins in the U.S., but I don't talk to them very often. A: How often do you go out with your family? B: We go out at the weekends and on holidays too. SB p 33, 35/ WB p 17-18	Types of family: Clan, nuclear family, extended family, blended family. Quantifiers A lot of/lots of, some, any. SB p 39	Reading and Listening SB p 32 Listening SB p 39	
Reference to the receiver of the action regarding family and friends	Avoiding repetition when giving information about family members.	Testing Subject pronouns Teaching Object pronouns	- My parents work late, so I don't see them a lot on weekdays, but I know they really love me . - One of my cousins lives with us at home. His family is from Guerrero, and he usually visits them on holidays. SB p 33/ WB p 18	Subject and Object Pronouns SB p36 Intensifier: really SB p36	Listening SB p 36 Speaking: Silent letters SB p 36	

<p>Leisure activities</p>	<p>Asking and saying what you do with friends and family in your free time.</p>	<p>Testing Present simple (Affirmative, Negative and Question forms)</p>	<p>A: Where do you usually see your friends? B: We meet up at the café. A: Why do you meet them there? B: Because it isn't far from here. Sometimes we don't go out; we just play video games. A: What about you? What do you do with your family or friends in your free time? B: We talk a lot about our day, and we also see films together. SB p 33, 35/ WB p 17-18</p>	<p>Verb + noun collocations: meet, live, go, talk, see and play SB p 35 Adverbs: Both and all SB p 22</p>	<p>Reading WB p 21 Writing WB p 22 Speaking: Showing interest SB p 38</p>
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Objective: Students will be able to identify, inquire about, and describe different types of hotels and their services and facilities. They also label different kinds of homes and describe and elicit information about the furniture and rooms.

ORAL TASK			WRITTEN TASK			
<p>Student A: You are couch-surfing soon and want to know more about the home where you will stay. Call the homeowner to request more details about the house.</p> <p>Student B: You are a member of the couch surfing community. You will have a guest soon, and he wants to know more about your house. Answer your guest's questions.</p>			<p>Student A: You are couch-surfing soon and want to know more about the home where you will stay. Write an e-mail to the homeowner requesting more details about his house. Student 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	
Hotels, services, and facilities.	Describing and contrasting the services and facilities a hotel provides.		<p>My hotel is very nice and modern. It has beautiful views of the coastline. The rooms are big, and there is cable television in all of them. There is a big swimming pool, but there isn't a gym like in other hotels. There isn't room service because you can order food or drinks on the Internet; the hotel has its own app to do that.</p> <p>SB p 42, 43/ WB p 23</p>	<p>Hotel facilities and services: Spa, boutique, single/ double rooms, room service, swimming pool, airport-hotel transfer, open bar, laundry service, air conditioning, etc</p> <p>SB p 42/ WB p 24</p>	<p>Reading and Listening SB p 42</p> <p>Speaking SB p 43</p>	
	Verifying and asking for information regarding the services and facilities a hotel provides.	<p>Testing There is/are (Affirmative, Negative and Question forms)</p> <p>Present simple (Affirmative, Negative and Question forms)</p>	<p>A: What's the hotel like? B: It's big and modern. There are two swimming pools, and some bars and restaurants. A: Excuse me, are there any cabins? B: No, there aren't. But our hotel has incredible rooms, and we offer a lot of services. We also have guided tours. A: Do you have airport transfer service? B: Oh, sorry. We don't. But there are taxis at the airport to take you here. A: Do the rooms have view of the beach? B: Yes, they do. All the rooms have great views of the beach or the coastline. A: Is there internet access? B: Yes, there is. The hotel has free internet access in all its rooms. A: Do you receive credit cards? B: Yes, of course.</p> <p>SB p 42, 43/ WB p 23</p>	<p>Types of hotels: Resort, B&B, hostel, etc</p> <p>Words and phrases to describe hotels its facilities and services: Luxurious, cheap, expensive, big, It has a nice/great view to 3/4/5-star hotel SB p 43/ WB p 23</p>		

Rooms and furniture in a house	Describing homes and talking about the furniture found in different rooms.	My bedroom is small but cozy. It has a big window and a small balcony. There is a closet, bed, nightstand, and a desk where I usually do my homework. There are also posters and photographs on the walls, but there aren't any curtains because I love looking at the sky. It has some plants and a big lamp too. There isn't a TV because I gather with my family in the living room to watch movies or series.	<p>Rooms in a house: Kitchen, garage, yard, garden, garage, guest room, laundry room, etc.</p> <p>Words to describe rooms: Big, small, cozy, warm, cold, quiet, colorful, clean, messy, dirty, etc.</p> <p>House furniture, electronic appliances, and objects:</p> <ul style="list-style-type: none"> - Bed, side table, sofa, couch, chair, dining table, etc. - Stove, cooker, fridge, TV, stereo system, microwave, etc. - Curtains, posters, plants, rug, etc. <p>SB p 44/ WB p 24, 25</p> <p>Concept: Couch surf SB p 45</p>	<p>Listening WB p 26</p> <p>Reading, Listening, and Speaking SB p 45</p>
	Asking for a description or opinion of a house.	<p>A: Do you live in a house or an apartment? B: I live in a house.</p> <p>A: What's your house like? B: It's tiny but comfortable.</p> <p>A: Does it have a yard? B: No, it doesn't. But it has a small garden with trees.</p> <p>A: Is there a TV in your bedroom? B: No, there isn't. I watch TV in the living room.</p> <p>A: Is there a studio in your house? B: Yes, there is. It's small, and my father works there.</p>	<ul style="list-style-type: none"> - Bed, side table, sofa, couch, chair, dining table, etc. - Stove, cooker, fridge, TV, stereo system, microwave, etc. - Curtains, posters, plants, rug, etc. <p>SB p 44/ WB p 24, 25</p> <p>Concept: Couch surf SB p 45</p>	<p>Listening SB p 44</p> <p>Writing: E-mail WB p 28,29</p>

Objective: Students will be able to describe and compare the food and drinks preferences and the amount they consume.

ORAL TASK	WRITTEN TASK
<p>Student A: There is a food truck fair in 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>There is a food truck fair in 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 with your suggestions.</p>
<p>Student B: Your food truck 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 and answer if the food they want exists or not. If not, offer something different to your client.</p>	

	NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	COMMUNICATIVE SKILLS
		Describing food and drinks people consume daily.	<p>Teaching Countable and uncountable nouns.</p> <p>Testing Articles: a/ an Present simple (Affirmative, Negative, and Question forms)</p>	<p>My family and I love having breakfast together. I usually eat a sandwich and fruit for breakfast, and I always have orange juice too. My sister often has a big meal in the mornings. She has eggs or cereal, sweet bread, coffee, and juice. She never skips breakfast because she does exercise, and it's important for her. My parents also drink coffee every morning, and they sometimes eat fish or tuna with salad.</p> <p>SB p 46,47/ WB p 23</p>	<p>Food & Drink Juice, milk, coffee, cereal, eggs, fruit, etc.</p> <p>Countable nouns: an egg, an apple, three bananas</p> <p>Uncountable nouns: milk, juice, coffee, fruit, food</p> <p>SB p 46/WB p 25</p> <p>Recycle: Frequency adverbs</p>	<p>Listening SB p 46</p> <p>Speaking SB p 47</p> <p>Reading SB p 51</p>
6		Describing diets: quantities of food or drink people consume.	<p>Testing Quantifiers: some, any, a lot/lots of</p> <p>Present simple (Affirmative, Negative, and Question forms)</p>	<p>- 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 because they always buy fast food.</p> <p>- My family drinks lots of soda and doesn't eat much processed food.</p> <p>SB p 48, 49/WB p 24</p>	<p>Meals: Breakfast, lunch, brunch, dinner, snack, or meal.</p> <p>Collocations Have/ Eat + breakfast/ lunch/ dinner/ a meal. Have/Drink + drink item Have/Eat + food item</p>	<p>Reading SB p 48, 49</p> <p>Writing SB p 49</p>
		Asking for information regarding the food existent or eaten.	<p>Teaching Quantifiers: much, many How much/ many...?</p>	<p>A: How much coffee do we have? B: There isn't any. We need to buy some. A: Do we have eggs? B: Yes, we have some. A: How many eggs do you have for breakfast? B: One or two. A: How much water do you drink every day? B: I drink two bottles of water.</p>	<p>A type of/ A kind of/ A sort of SB p 46/ WB p 25</p> <p>Concepts: Processed food Fresh food SB p 48/ WB p 26</p>	<p>Reading and Writing WB p 27</p>



Offers and Requests	Making offers, accepting and declining them	Teaching Would and Would like	A: Would you like some coffee? B: That would be great. A: Would you like to go to the movies? B: Thank you very much, but I'm fine SB p 50	Phrases to accept or refuse invitations SB p 50	Listening and Speaking SB p 50
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	NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	COMMUNICATIVE SKILLS
7	Grammar and vocabulary review.					
	<p>Recommendations:</p> <ul style="list-style-type: none"> ▪ The teacher asks about the grammar points they saw in the course. ▪ The students name them and write them on the board. ▪ The students give mini-presentations in teams about the grammar and notional points. The teacher makes corrections and provides feedback. 					
8	<p>Evaluation (Saturday courses) 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>Evaluation (Weekly courses) Session 26: Final oral and final writing exams Session 27: Final exam Session 28: Feedback and capture grades.</p>					