

**CEFR: B1**

**Aim:**

At the end of level 9, students with a basic command of English will be able to:

- Understand written and oral texts regarding records and multi-talented people and state a series of past events in order of occurrence.
- Describe and enquire about famous landmarks, highlighting the object’s importance.
- Describe and enquire about real and unreal present and future possibilities related to tourist destinations.
- Describe health issues and give recommendations about them.
- Understand short, simple written and oral texts related to everyday material such as informal letters and conversations, advertisements, prospectuses, and short, straightforward news. They will be able to extract relevant information following the order or understand the sequence of the information, simple narrations, and interrupted actions.
- Report and give information about what others say and ask.
- Use written and oral means to talk about historical sites and give directions to get to them.

**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.
- ✓ Students should check answers during a reading or listening comprehension activity 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 records and multi-talented people and state a series of past events in order of occurrence.**

WRITTEN TASK				ORAL TASK		
The Guinness World Records official page will publish a compilation of the most extraordinary records from the last two decades. They are asking the public to participate by sending a poster talking about a remarkable story. Create your poster explaining how this became such and give details about it.				The Guinness World Records official YouTube channel is about to publish a compilation of the most extraordinary records from the last two decades. They are asking the public to participate by sending a short video talking about a remarkable story. Send your video explaining how this became such and give details about it.		
NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	COMMUNICATIVE SKILLS	
Record Guinness stories	Talking about past events showing the order of them	<b>Testing</b> Past Simple (All forms)  <b>Teaching</b> Past Perfect (Affirmative and Negative forms)	<p>The Guinness Book of World Records has included many talents for years. According to the voters, these are some of the most interesting records they have seen.</p> <p>Odie is the oldest penguin worldwide. He recently turned 41 years old. He is in perfect health condition, and he is the main attraction at Sacramento Zoo. Before he arrived there, he had lived in a shelter for five years.</p> <p>The Eiffel Tower is the tallest structure in the world</p> <p>The world's largest arts festival is the annual Edinburgh Festival Fringe, instituted in 1947. When it became part of the Guinness Record <b>Book, the organizers had announced</b></p> <p>Julio César Mora Tapia y Waldramina Maclovia had been a couple for five years before they got married in 1941. When Julio died, they had celebrated their 79 years together. They didn't have children, but they had never wanted to have them.</p> <p>In 2020, Andrea Thompson established a new weightlifting record. She lifted 135 kgs, but she had never lifted more than 100 kgs before this event, so she broke her personal record too!</p> <p>John Welsh is an English teenager who loves video games. He's a huge Minecraft fan, so he opened a YouTube channel to talk about it in 2017. By 2021, he had already opened nine channels, and he had gained more than 800 000 followers in each of them.</p>	<b>Recycle: Past Participle of Regular and Irregular Verbs</b>  <b>Vocabulary related to records:</b> collection, championship, competition, hit, game, contest, participant, contestee, festival, amateur, performance, record-breaker, skill, talent, challenge, feat, world record, achievement, score, register, track, record label  <b>Time markers</b> When Before As By the time Already Ever Never		

	<p>Multi-talented people</p>	<p>Talking about multi-talented people and asking about past events showing the order of them</p>	<p><b>Testing</b> Past Simple</p> <p><b>Teaching</b> Past Perfect (Question form)</p>	<p>Interviewer: Being a polymath can be overwhelming. This term refers to a person who is basically good at doing everything! Today's podcast will talk about polymaths and how they cope with not fitting in any box. We have an incredible guest to talk about this matter. Felicity is multi-talented, although she doesn't like being labeled like that, who holds two majors, several diplomas, and courses. By the age of 25, she had already started her successful business, and she had also participated in different recitals as a pianist. Welcome, Felicity! Thanks for sharing your experiences with us. What is it feel like to be a polymath? Felicity: Actually, it isn't any comfortable. Interviewer: What careers did you study? Felicity: I studied Mathematics and Computer programming. By the time I finished my first career, I had already started the second one, so I studied both simultaneously. Interviewer: Had you had a job before going to the university? Felicity: Yes, I had. I had worked at a flea market and a bookstore. Interviewer: And why did you decide to start your own business? Felicity: By the time I finished my first career, I realized I had gained enough work experience in my previous jobs. I had always felt attracted to the arts, so I started working on my online enterprise. Interviewer: Great! You also play the piano very well. By the age of 12, you had participated in more than ten recitals. Had you taken classes before you played in those recitals? Felicity: No, I hadn't! I just learned by listening to the sounds!</p>	<p><b>Recycle: Past Participle of Regular and Irregular Verbs</b></p> <p><b>Recycle Academic subjects and disciplines</b></p> <p><b>Recycle vocabulary related to skills</b></p> <p><b>Time markers</b></p>	<p><b>Reading</b> SB. P. 106-107. Reading ex. 106.</p> <p><b>Speaking</b> SB p. 107 Speaking ex. 1-2</p>
--	------------------------------	---------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------

**Objective: Students will be able to talk about famous landmarks, highlighting the object's importance.**

WRITTEN TASK				ORAL TASK		
National Geographic is looking for the next new Wonder of the World. You are very excited about having a Mexican landmark participating. To participate, they are asking for posters showing the best pictures and history of the candidates. Send your poster talking about a representative Mexican landmark or famous construction. Don't forget to mention when and how it was built and all the details applicable to make it win.				National Geographic is looking for the next new Wonder of the World. You are very enthusiastic about having a Mexican monument or building participating. They are planning to create a campaign showing the capsules from their followers talking about their proposal. Send your video talking about a representative Mexican landmark or famous construction. Don't forget to mention when and how it was built and all the details applicable to make it win.		
NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	COMMUNICATIVE SKILLS	
Famous landmarks around the world	Talking about famous landmarks around the world	<b>Testing</b> Passive Voice (Present Simple and Past Simple)	Buildings, constructions, and landmarks represent a vital part of the story of a place. Moreover, they become symbols that are known worldwide. If we go back to the past, we can mention the pyramids of Egypt, the Colosseum, the Great Wall. The Pyramids were built in the 20 <sup>th</sup> century. They were created to honor Gods. People believe they were made by aliens or any other extraterrestrial creatures. Nowadays, tourists <b>are not allowed</b> to go inside most of the pyramids as valuable objects were stolen from them many years ago. The Eiffel Tower is the most representative landmark in France. It was designed in 1930 by Gustav Eiffel. Paris is considered the city of love, so many movies are broadcasted here. Moreover, important film festivals are often celebrated in this place.	<b>Recycle Past Participle of Regular and Irregular Verbs</b>  <b>Vocabulary related to landmarks:</b> cathedral, bridge, sculpture, statue, tower, monument, graveyard, pyramid, castle, temple, sanctuary, structure, gate, tomb, palace, plaza	Speaking SB p. 90  Listening SB p. 37 Listening Track 1.16  Pronunciation SB p. 90.  Pronunciation ex. 1-3. Tracks 2.39, 2.40.  WB p. 62 Track 1.24 Reading & Writing	
		<b>Teaching</b> Passive Voice (Perfect Tenses, Future Tenses, Modal Verbs)	Machu Picchu has been considered one of the most significant landmarks of the century. It is located in Peru, and it is visited by lots of tourists every year. It was built before the XV century, and it was used for ceremonies and rites. Machu Picchu has been restored since 1976. It was declared one of the nine modern wonders of the world in 2007. Beautiful pictures can be taken from any angle as it has amusing sights, including high mountains, hills, and green areas. Machu Picchu has several rules to help preserve it safe and cared for. All of them must be followed by every person. Next year, this sanctuary will be used for a festival to promote natural sites worldwide. Lots of activities will be carried out to let visitors know more about the history of this place.	<b>Adjectives to describe architecture:</b> gothic, medieval, picturesque, urban, Romanesque, modern, minimalist, rustic, architectonic, classical, contemporary, rural, historical, western	Reading & Writing  SB p. 91 Reading and Writing, ex. 1,2.	

	<p>Famous landmarks around the world</p>	<p>Asking about famous landmarks</p>	<p><b>Teaching</b> Passive Voice (Question form)</p>	<p>A: Good evening, everyone. Thanks for watching! Today we are with the administrator of the Teotihuacan pyramids in Mexico, where the next New Wonder of the World festival will be celebrated. Let's get some information about this fantastic place. First, when were they built? B: They were built in 1325 B.C. A: Who built them? B: They were built by the Aztecs. A: What are they made of? B: They are mainly made of gravel and stone. A: What were they used for in the past? B: They were used to perform ceremonies and sacrifices. A: What about now? Are they used for ceremonies as well? B: Not exactly. The pyramids are visited by lots of tourists every day. Teotihuacan is more visited in spring because of the equinox. B: As it is known, the New Wonders of the World will be carried out soon here. B: Why should they be considered one of the new wonders of the world? A: Because the pyramids are surrounded by dazzling views. Also, they are considered a significant heritage of our ancestors.</p>	<p><b>Vocabulary to express materials:</b> marble, stone, steel, wood, iron, glass, concrete, gravel, sand, bricks</p> <p><b>Recycle Time expressions for Simple, Perfect, and Future tenses</b></p>	
--	------------------------------------------	--------------------------------------	--------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

**Objective: Students will be able to talk about real and unreal present and future possibilities related to tourist destinations.**

WRITTEN TASK				ORAL TASK			
You have a blog where you talk about trips around the world, and this time, you are writing about Magic towns in Mexico. Write a review about the best place you have ever visited. Tell your readers about the places they can visit there, what activities they can do, and give them further recommendations in case they want to go.				You have a YouTube Channel dedicated to trips around the world, and this time, your capsule will be about Magic towns in Mexico. Record a video talking about the best place you have ever visited. Show your viewers the places they can visit there, what activities they can do, and give them further recommendations in case they want to go.			
NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	COMMUNICATIVE SKILLS		
Tourist Destinations	Expressing real possibilities	Testing First Conditional	<p>Travel agent: If you want to go on vacation and you are interested in beautiful landscapes, you should visit Oaxaca. You won't regret it!</p> <p>Allison: Where can I find accommodation?</p> <p>Travel agent: If you want to save money, you can look for a hostel as they are the cheapest places for accommodation. There are many of them in the center, and if you want to have a typical breakfast, you can have it there for a meager cost. Most places have a service buffet.</p> <p>Allison: Sounds excellent! I want to see tourist places. What can you suggest?</p> <p>Travel agent: If you want to know the archeological sites, you can go to Monte Alban where you can see ancient pyramids and buy handicrafts. If you want to get them for a better price, you might visit the typical markets in the center.</p> <p>Allison: What about food?</p> <p>Travel agent: If you want to eat typical food, you can try tlayudas. But you can also find restaurants with any dishes.</p> <p>Allison: I like the idea. Do you have any special price for a full package?</p> <p>Travel agent: We do! Also, when you get your package, you will receive extra benefits such as coupons and discounts in several stores.</p>	<p><b>Vocabulary travel:</b> baggage, guidebook, sunscreen, backpacker, guest, departure, front desk, landing, destination, journey, route, travel agent, tour, resort, a hiking trip, itinerary</p> <p><b>Vocabulary tourist attractions:</b> monument, sculpture, art gallery, theme park, museum, festival, carnival, parade, national park, concert hall, historical site, archeological site, exhibition, crafts, recreation center, safari</p> <p><b>Collocations for transport:</b> on foot, by rail, by plane,</p> <p><b>Phrasal verbs related to travel:</b> check-in, check out, arrive at, arrive in, set out, get in, get off, set off, take off, touch down</p> <p><b>Clauses: if, when</b></p>	<p><b>Reading</b> SB Page 96. Reading ex. 1-3.</p> <p><b>Pronunciation and Speaking</b> SB p. 97 Pronunciation and speaking, ex. 1-3. Track 2.50</p>		

	<p>Expressing hypothetical or unreal possibilities</p>	<p><b>Teaching</b> Second Conditional</p>	<p>Anne: What's going on, Sam?          Sam: I don't know. I'm just bored with this job. <b>If I were</b> on vacation, I <b>would visit</b> my favorite cities. Unfortunately, I have many debts; but I would travel to Europe and stay there for months if I had money.          Anne: That sounds great! I also love Europe, but I haven't had the chance to be there. If I went to Europe, I would need lots of money!          Sam: What would you do if you won the lottery?          Anne: I wouldn't work for sure! I think I would live in Paris, and I would spend all day long visiting museums or art exhibitions as I'm fond of arts and culture.          Sam: You're right! If I didn't have to work, I would be much happier! Also, if I didn't have any responsibility, I could enjoy my free time. But my work is demanding, and I have a busy schedule.          Anne: That's a shame. If I were you, I would look for a new job and save money to travel the world!</p>	<p><b>Recycle Vocabulary related to trips, tourist attractions, and transport</b></p> <p><b>Adjectives and prepositions:</b> Interested in, bored with, worried about, fond of, good at, afraid of</p>	<p><b>Reading</b> SB Page 96. Reading ex. 1-3.</p> <p><b>Pronunciation and Speaking</b> SB p. 97 Pronunciation and speaking, ex. 1-3. Track 2.50</p>
--	--------------------------------------------------------	-----------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Objective: Students will be able to talk about health issues and give recommendations about them.**

WRITTEN TASK			ORAL TASK			
You are a doctor who works for an online medical service. You have just received a message from the website asking for recommendations to get over a cold. Ask the patient what the symptoms are and give him some advice to feel better and cope with the symptoms.			You are a doctor who works for an online medical service. You have just received a message from the website asking for recommendations to get over a cold. Ask the patient what the symptoms are and give him some advice to feel better and cope with the symptoms.			
NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	COMMUNICATIVE SKILLS	
Health issues	Talking about health issues	<b>Testing</b> Have got / Has got to express symptoms	A: <b>What's wrong?</b> You don't look very well. B: I don't feel any well. I think <b>I've caught a cold. I've got a sore throat, and I feel exhausted.</b> A: Sorry to hear that. Do you have any other symptoms? B: Well, yes. <b>I've got a terrible headache,</b> and I feel shivers. Also, I've got some cramps, and I feel like vomiting. A: Have you got a fever? B: I guess so. A: Have you gone to the doctor? It might be an infection, and then you need to be prescribed some antibiotics.	<b>Vocabulary related to health issues:</b> sore throat, blocked nose, headache, stomachache, fever, cramps, asthma, a broken leg, runny nose, a cold, the flu, sprain, injury, disease	<b>Listening</b> SB p. 103 Listening ex 1-4. Track 2.65.	
	Giving recommendations	<b>Testing</b> Modal Verbs for Recommendation	A: How is your cold going? B: Any good! I even think I'm getting worse! A: I have heard that breathing hot steam works. You should try going to a sauna. B: I don't know. I don't feel like going out. A: <b>Then, you should eat</b> garlic. It works, I promise. My grandma used to give me that when I was sick. B: I'll try that. Also, I feel exhausted. <b>Should I do exercise?</b> A: <b>I wouldn't recommend it. You shouldn't do</b> any physical activity. <b>You must stay</b> in bed until you recover. Why don't you take a shower? You might feel better. B: Oh no. <b>I should stay</b> dry. I mustn't wash my hair or go out in the rain. A: Ok. And don't forget that you really <b>ought to wash</b> your hands to avoid spreading any virus or catching another illness. <b>I also recommend</b> that <b>you go back</b> to see the doctor if you don't get over this soon.	<b>Vocabulary medicine and treatments:</b> antacid, cough syrup, band-aids, antibiotic, solution, tablet, pill, antiseptic, a shot  <b>Recycle: Human Body parts</b>  <b>Vocabulary related to remedies:</b> bed rest, prepare an infusion, eat hot chicken soup, consume vitamin A, hot water with lemon and honey in it., drink water with a spoonful of salt, drink plenty of water, breathe hot steam, eat garlic, take cold medicine, stay in bed, stay dry. wear tight or loose clothing.	<b>Pronunciation</b> SB p. 104 Pronunciation ex. 1-3 Tracks 2.66-2.67	



	<p>Medicine breakthroughs</p>	<p>Talking about past obligations and possibilities</p>	<p><b>Testing</b> Past modal verbs</p>	<p>Science and medicine have advanced a lot through the years. However, it hasn't always been this way. Before 1900 if doctors wanted to know what was inside a person's body, they <b>had to open</b> it. Apart from this, they couldn't use any anesthesia, so patients had to resist interventions awake. In the past, doctors didn't have to wash their hands before surgery. Unfortunately, people died from infections due to the lack of sanitation. People didn't need to get vaccinated, mainly because vaccines didn't exist at that time, so overcoming mild diseases like chickenpox or red fever wasn't easy. In fact, they could even die or have severe sequels.</p>	<p><b>Vocabulary related to medical breakthroughs:</b> Vaccines, x-rays, anesthesia, sanitation, 3D printing, insulin, penicillin, germ theory, blood test, prothesis, transplant, artificial intelligence</p>	<p><b>Reading &amp; Listening</b> SB p. 104 Reading ex. 1-4 Track 2.68</p>
--	-------------------------------	---------------------------------------------------------	--------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------

**Objective: Students will be able to report what others say and ask.**

WRITTEN TASK				ORAL TASK		
You haven't felt very well, so you went to see the doctor. Text your best friend and tell her the doctor told you. Mention what he said about your symptoms, the diagnosis he stated, the treatment he prescribed, and what he recommended to feel better soon.				You haven't felt very well, so you went to see the doctor. Video call your best friend and tell her the doctor told you. Mention what he said about your symptoms, the diagnosis he stated, the treatment he prescribed, and what he recommended to feel better soon.		
NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	COMMUNICATIVE SKILLS	
Medical visits	Reporting what others say	<b>Teaching</b> Reported Speech (Affirmative and Negative forms)	<b>Mom: So, how was your visit to the doctor?</b> <b>Susan: Well,</b> the doctor <b>told me</b> that I had a cold. He said that I needed some rest and Mom: Great, it is not anything serious. What else did he recommend? Susan: He <b>told me</b> that I could drink hot tea with lemon and honey to feel better. He also said that I should eat garlic. He told me that really worked! Mom: Did he prescribe any medication for the cold? Susan: He didn't. He said it wasn't necessary as I didn't feel terrible to cope with the symptoms using some remedies. Mom: Did you tell him about your constant stomachaches? Susan? I did. He said that I was suffering from gastritis, and I needed some exercise. Mom: Did he say anything about your diet? Susan: He told me that I had to adopt better eating habits and I should avoid spicy food. Mom. Ok. Let's tell your dad what the doctor said. He was worried when you left.	<b>Recycle Vocabulary related to health issues and treatment</b>  <b>Recycle vocabulary related to remedies</b>  <b>Recycle Object Pronouns</b>	<b>Reading &amp; Listening</b> SB p. 108. Reading & Listening, ex.1-3 Tracks 2.69, 2.70.  <b>Reading</b> SB p. 111 Reading ex. 1-2.  <b>Pronunciation</b> WB p. 68 Pronunciation ex. 1,2.	
	Asking for information about what others say	<b>Testing</b> Reported Speech (Affirmative and Negative forms)  <b>Teaching</b> Reported Speech Interrogative form (direct form)	Sabrina: What happened, Mila? You don't look very well. Have you seen the doctor? Mila: Yes, I have. I <b>asked</b> him, "What's the matter with me?" He told me that first, he had to ask me some questions about my medical record. Then he asked <b>me</b> about my eating habits, and I told him that I wasn't a very healthy eater. Later, he asked me, "What is your diet like?". I told him that I loved junk food and that I wouldn't say I liked vegetables. He said that didn't sound very well, and then he asked, "Do you drink enough water?" I told him I never drank water because I didn't like its taste. He laughed at first, but then he asked, "Do you really want to make a change?", "Would you follow my	<b>Recycle Vocabulary related to health issues and treatments</b>  <b>Recycle vocabulary related to remedies</b>  <b>Recycle Object Pronouns</b>	<b>Listening</b> WB p. 68 Track 1.29	



			instructions?".		
--	--	--	-----------------	--	--

**Objective: Students will be able to describe historical sites and give directions to get to them.**

WRITTEN TASK				ORAL TASK		
You have recently visited a historic town, and you want to share your adventures with everyone on Facebook. Post pictures of your trip, give comprehensive descriptions of the places you visited and include directions to get there. Also, answer back your friends' questions related to your trip.				You have recently visited a historic town, and you want to share your adventures with everyone on Instagram. Upload your reel talking about your trip, show images of the activities you did, give comprehensive descriptions of the places you visited, and include directions to get there. Also, answer back your friends' questions related to your trip.		
NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	COMMUNICATIVE SKILLS	
Historical sites	Describing historical sites	<b>Testing</b> Passive Voice First Conditional Second Conditional	<p>My grandma's family is from an ancient town in the USA that is very well-known for its mysterious and enchanting surroundings. Salem is located on the coast side of Massachusetts and to the north of Boston, and it is found in the middle of the woods. Salem is one of the most touristy places in the USA. It is mainly visited on Halloween because of its historical background, where thousands of women were accused of witchery. The town becomes active and festive this season, and its medieval houses are decorated with spooky ornaments.</p> <p>If you go to Salem, you can do several activities like visiting museums or buying tea at Salem Custom House. If you are especially interested in witches, you should visit The Witchy Museum. You can see diverse exhibitions with guided visits, and there is a store where you ought to buy souvenirs.</p> <p>If I could turn back time, I would be a witch proud to live in Salem!</p>	<p><b>Descriptive language</b></p> <p>It's a small/ medium sized/ large town/ city/ village.</p> <p>It's historical/ modern/ touristy/ a bit quiet/ quite lively.</p> <p>It's in the north/ in the southeast/ in the center of ...</p> <p>It's on the coast/ near the capital city.</p>	<p><i>It is strongly advisable to bring further practice related to these skills as they are not provided by the book.</i></p>	
	Giving directions and asking about historical sites	Modal verbs for recommendations	<p>A: What is your family's hometown?            B: My whole family is from Oslo. It is a small village located in Norway.            A: What is it like?            B: Well, I love its mysterious atmosphere. It has Nordic roots, so, if you are interested in Vikings, you should visit my hometown!            A: What can I do there?            B: It's a typical place so that you can walk through its beautiful fields. You can climb up the hills and see lambs run past if you like nature. Also, you can see the sunset from there and climb down to go back to the center. You can go to the pubs or small art galleries and museums. You'll get surprised once you walk into the Viking Museum. You can walk across the roads at night, admire the mountains and prairies, and breathe fresh air.            A: Is it far? How can people get there?</p>	<p><b>Vocabulary related to Geographical features:</b> river, lake, hill, mountain, prairie, waterfall, valley, field, shore, island, swamp, village, cave, volcano</p> <p><b>Recycle vocabulary to describe places and architecture</b></p>		
				<p><b>Collocations - Prepositions of movement:</b> run away, run past, walk in, walk across, walk around, walk through, go across, run up, run down, run over, go through, move toward,</p>		



			<p>B: To get there, you need to go across a massive bridge and through some fields. This bridge separates the town from the woods. If you go by car, you can drive along the highway and see the river running down the hill nearby.</p>	<p>drive along, fly through, fly over</p>	
--	--	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------	--

	NOTION	FUNCTION	GRAMMAR	USE OF ENGLISH	VOCABULARY	COMMUNICATIVE SKILLS
7	<p style="text-align: center;"><b>Grammar and vocabulary review.</b></p> <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>					