**End of week review**

**What did I do this week?**

|  |
| --- |
| **Skills** |
| **Reading****R1:** reading on Annabel (her jobs). Monday/1st session | **Writing**none this week | **Speaking****S.7** Monday, asking questions. (Gayle)**S.8** Discussing pictures and making guesses about their personality and life. (Wednesday 1st session)**S.8** Describing my pictures (Wed/Ian)**S.7** Thursday, practicing questions in role-play | **Listening****L.1/L.4** Listening to radio programme guessing jobs (Tue/Ian 2nd session)**L.4** Listen to Sarah talking about her photo album (Wed/Ian) |

|  |
| --- |
| **Language** |
| **Grammar**Question forms: Do you + verb…? Where/What/How many/How many….What do you do? (Jobs) What are you doing?(now)She looks + adjective (She looks happy/rich: I don’t know but I am guessing)Apostrophes: My sister’s son/ Her son. She’s a doctorWhose son is that? Who is that? | **Vocabulary\* (not all vocabulary will fit here, make sure you have your own system also)**all kinds of, to be in a hurry, to earn money, to paint pictures, to work for a company, to work in a place, to be at school, to be at universityto be stressed, it is stressful Describing family (notebook)Describing feelings (notebook) |

 Here is a summary of the skills for your level. You should be able to ‘do’ all of these before you move to the next level.

|  |  |
| --- | --- |
| **Speaking (Interaction and production)** | **Listening** |
| 1. I can make simple transactions in shops, post offices or banks.
2. I can order something to eat or drink.
3. I can use public transport, buses, train, taxis and ask for basic information and buy tickets.
4. I can get simple information about travel.
5. I can make simple purchases by stating what I want and asking the price.
6. I can say what I like and dislike.
7. I can ask people questions about what they do at work and in free time and answer such questions addressed to me.
8. I can describe myself, my family and other people.
9. I can describe my hobbies and interests in a simple way.
10. I can describe past activities and personal experiences (e.g. the last weekend, my holiday).
 | 1. I can generally identify the topic of discussion around me when people speak slowly and clearly.
2. I can understand phrases, words and expression related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local area, employment).
3. I can catch the main point in short, clear simple messages and announcements.
4. I can understand the essential information in short recorded passages dealing with predictable everyday matters which are spoken slowly and clearly.
5. I can identify the main point of TV news items reporting events, accidents etc. when the visual supports the commentary.
 |
| **Reading** | **Writing** |
| 1. I can understand a simple personal letter in which the writer tells or asks me about aspects of everyday life.
2. I can understand simple written messages from friends or colleagues, for example saying when we should meet to play football or asking me to be at work early.
3. I can skim small advertisements in newspapers, locate the heading or column I want and identify the most important pieces of information (e.g. price and size of apartments, cars, computers etc.).
4. I can identify important information in news summaries or simple newspaper articles in which numbers and names play an important role and which are clearly structured and illustrated
5. I can understand simple user’s instructions for equipment (e.g. a public telephone).
6. I can understand feedback messages or simple help indications in computer programmes.
 | 1. I can write short, simple notes and messages.
2. I can write about aspects of my everyday life in simple phrases and sentences (people, places, job, school, family, hobbies).
3. I can briefly introduce myself in a letter with simple phrases and sentences (family, school, job, hobbies).
4. I can write a short letter using simple expressions for greeting, addressing, asking or thanking somebody.
5. I can write simple sentences, connecting them with words such as “and”, “but”, “because”.
6. I can use the most important connecting words to indicate the chronological order of events.
7. I can describe an event in simple sentences and report what happened when and where (for example a party or an accident)
 |
| **Strategies** | **Language Quality** |
| 1. I can ask for attention.
2. I can indicate when I am following.
3. I can very simply ask somebody to repeat what they said.
 | 1. I can make myself understood using memorized phrases and single expressions.
2. I can link groups of words with simple connectors like “and”, “but” and “because”.
3. I can use some simple structures correctly.
4. I have a sufficient vocabulary for coping with simple everyday situations.
 |