



Teaching Notes

Inglés II

LBHI2502



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General information

- Banner code: LBH12502
- Modality: face to face-online

Course competence

To communicate using frequently used expressions in common situations through simple and direct exchanges of information and describe things around them and express what they need.



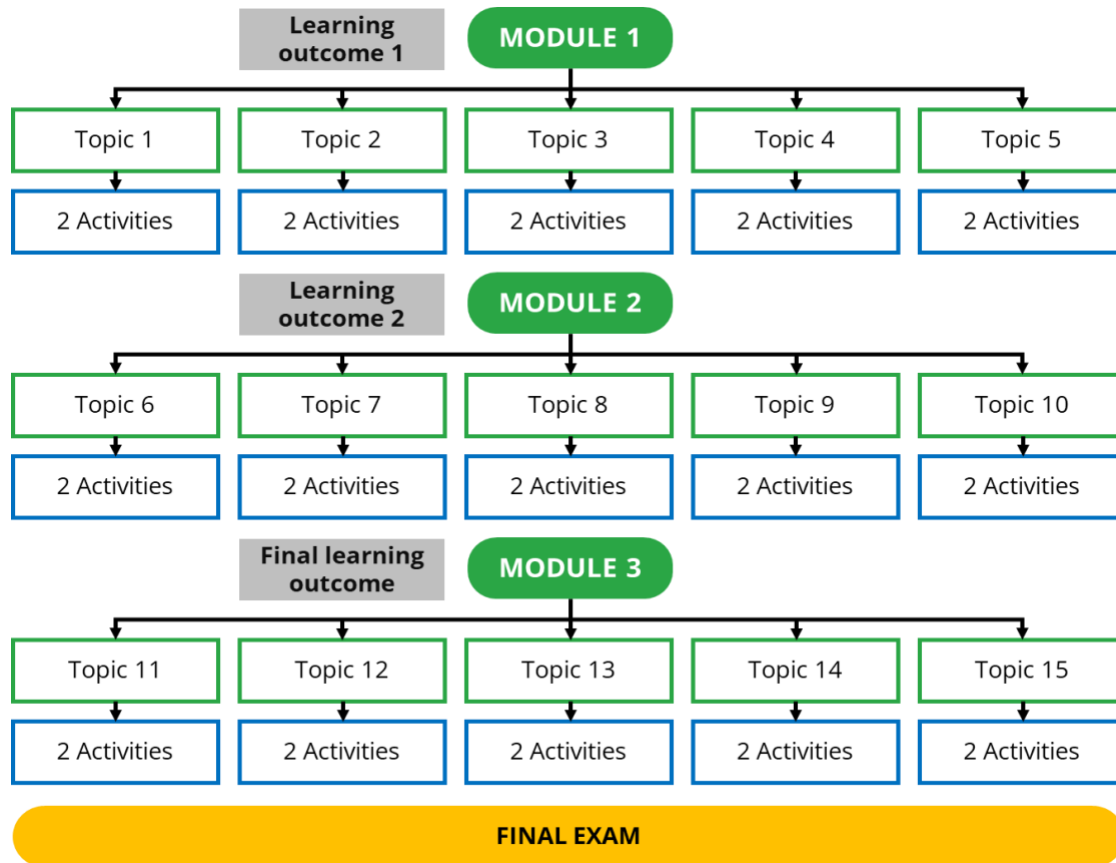


Methodology

1. Course features

- The course is taught with the **Challenge Based Learning** teaching technique.
- The course consists of 160 hours, 75 of guided learning and 85 of independent learning. The student must complete at least five hours of independent learning per week to acquire the corresponding English competence.
- The course is designed to develop a general competence through the four skills (listening, reading, speaking, and writing).
- The contents are divided into three modules.
- Five topics are reviewed in each module through written explanations.
- There are different self-activities developed in each topic with a “check my answers” box.
- The development of the course is made by 30 activities, two per topic which do not have a weight in the Grade Point Average (GPA). Therefore, they allow for multiple attempts, and their grade will provide a change to assess performance. The main objective is to identify the concepts you have a better comprehension and those concepts you need to reinforce. However, answering these activities is a requirement to be eligible to take the final exam.
- There are three learning outcomes to total, one learning outcome per module with a rubric.
- One final evaluation (in the first four English courses, the final exam will have a similar structure as the OET, but in English V, the final exam is the OET). Keep that in mind!
- This course is predesigned; thus, there will not be modifications in the content, activities or any other item or weight previously stated.

2. Course structure



3. Didactic method

The educational model of Tecmilenio University, whose vision is 'to train people with a life purpose and the skills to achieve it', is focused on the development of unique competencies that distinguish its students from the rest. These skills enable them to perform in different contexts, foreseen or unpredictable, empowering them to be self-learners and to learn. Considering the elements of the university's well-being and happiness ecosystem, this model, vision, and competencies are designed to foster human flourishing.

This course is designed through Challenge Based Learning, in other words, a framework used to improve learning and organizational behavior. Moreover, it encourages students to establish daily routines to complete the following:

- Two activities per topic.
- Self-activities included in the content of each topic.
- Learning outcomes.
- Final evaluation.

First, there are 30 activities, two per topic, that allow the student to review and practice what he/she has learned. It is important to emphasize each activity is based on Bloom's taxonomy and the main structure of the OET exam, and they have a specific purpose such as remembering, understanding, applying, analyze, among others.

Remember that answering these activities is a requirement to be eligible to take the final exam. Moreover, there are three learning outcomes, one per module to test the student's understanding of every module. Also, there is a final evaluation of the course that assesses the student's comprehension of the whole course.

Finally, the CBL didactic method establishes three main objectives for the student.

1. To engage.
2. To investigate.
3. To act.

4. How to study the course?

To begin with, this course consists of different topics, activities, and learning outcomes. The topics consist of written explanations and videos that provide a practical overview of each topic. The student must make sure to examine the additional resources and the written content. Once the student has reviewed the content, answering the 30 activities requires the student to go to the "assignments" section and open the corresponding activities for each topic. Therefore, studying is essential since each one of them will be given to the student automatically. There are different types of activities such as true or false, matching, ordering, numeric, multiple choice, and fill-in-the-blanks.

After completing each module that includes topics and activities, the student must complete the learning outcome corresponding to the module.

Final evaluation

The student must answer the final evaluation once all the course has been completed. Therefore, it is critical to study and clarify any remaining doubts or questions. This final evaluation will be an exam similar to the OET in English I, II, III and IV, but in English V the students will have to answer the OET. The faculty leader will provide the necessary licenses to take the test.

Scores and course sequence of English courses levels I-V

OET Placement test	Score needed	Course ID	Course score and level	Courses				
	0>10	LSHI2301 English I	0-20 A1	LSHI2301 English I	LSHI2302 English II	LSHI2303 English III	LSHI2304 English IV	LSHI2305 English V
11>20	LSHI2302 English II	21-40 A2		LSHI2302 English II	LSHI2303 English III	LSHI2304 English IV	LSHI2305 English V	
21>40	LSHI2303 English III	41-50 B1			LSHI2303 English III	LSHI2304 English IV	LSHI2305 English V	
41-50	LSHI2304 English IV	51-60 B1+				LSHI2304 English IV	LSHI2305 English V	

	41>61	LSHI2305 English V						LSHI2305 English V
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Evaluation weight: table I of English I to IV and table for English V

Deliverable	Weight	Description	Week
Learning outcome 1	10%	Partial learning outcome aiming to develop listening, reading, speaking, and writing skills, focusing mostly on speaking.	Week 3
Learning outcome 2	10%	Partial learning outcome aiming to develop listening, reading, speaking, and writing skills, focusing mostly on speaking.	Week 5
Final learning outcome	20%	Partial learning outcome aiming to develop listening, reading, speaking, and writing skills, focusing mostly on speaking.	Week 7
Final exam	60%	From English I to IV, there is a final exam with a structure similar to the OET. In English V the final evaluation is the OET.	Week 8
Total	100%	All the 30 activities and learning outcomes must be delivered to have the right to answer the final exam.	



Evaluation

Unit	Item	Weight
1	Learning outcome 1	10
1	Learning outcome 2	10
1	Final learning outcome	20
1	Final exam	60%
		<i>Total</i> 100 points

Bibliography

- This course does not require a textbook.
- This course does not require a supplementary book.



Recommendations

- **Training material on the Canvas technology platform**
 - Digital tutorial for teachers: <https://bit.ly/2SbMaNK>
 - Digital tutorial for students: <https://bit.ly/35lBnP6>
- **Where or to whom do I report a detected error in the course content?**

You can report it to the account atencioncursos@servicios.tecmilenio.mx, but we ask that you also report suggestions for the content and activities of the course.

- **Who tells me the number of sessions and time of each session in the weeks?**

The teaching coordinator must provide you with this information.

- **In which weeks are the partial exams and the final exam given?**

Consult with your teaching coordinator the calendars according to the modality.

- **Do I have to register the grades on banner and on the educational platform?**

Yes, it is important that you register grades on the platform so that students are informed of their progress and receive feedback from you on everything they do in the course. Banner is the official record of the student's progress.

The graded activities within each topic and calendar, as well as the course's final presentation, include a rubric that must be used to grade student's work. This is especially important for our competency model since it is how we measure the development of skills in our students. Each rubric is in the assignments section, specifically with the name of the week in which it needs to be evaluated.

It is necessary to use the rubric in the final evidence section to grade the final rubric, since the use of the rubric for grading will be constantly audited.

Video available for grading with rubrics.

- How to find a rubric: <https://youtu.be/QgDKeZv9tAl>
- How to grade assignments using rubrics: <https://youtu.be/mAblsLAGlp4>



Syllabus

Topic 1	Getting to know you
1.1	Verb be (positive, negative)
1.2	Questions with subject pronouns
1.3	Possessive adjectives
1.4	Vocabulary and pronunciation: days of the week, numbers 0-100 /ə/, /tʃ/, /ʃ/, /dʒ/, and classroom language /oʊ/, /u/, /ɑr/
Topic 2	Describing what you see and feel
2.1	Singular and plural nouns
2.2	Adjectives, imperatives, let's
2.3	Vocabulary and pronunciation: things, <i>in, on, under</i> , colors, adjectives, modifiers: <i>very/really</i> , feelings.
Topic 3	Getting interviewed
3.1	Simple present (positive, negative and questions)
3.2	Word order in questions
3.3	Vocabulary and pronunciation: verb phrases: <i>cook dinner</i> , etc.; jobs /ər/, and questions words
Topic 4	Talking about your daily life
4.1	Possessive contraction, whose?
4.2	Prepositions of time and place (at, on, in)
4.3	Position of adverbs
4.4	Adverbs and expressions of frequency
4.5	Vocabulary and pronunciation: family /ʌ/, daily routine, months, adverbs, and expressions of frequency
Topic 5	Observing the now
5.1	Can and can't
5.2	Present continuous
5.3	Vocabulary and pronunciation: verb phrases, noise: verbs and verb phrases /ŋ/
Topic 6	Travelling around the world
6.1	Simple present or present continuous
6.2	Object pronouns: me, you, him, etcetera
6.3	Vocabulary and pronunciation: the weather and seasons, and words in a story /aɪ/, /ɪ/, and /i/
Topic 7	Enjoying the city as a tourist
7.1	Like + (verb + ing)

7.2	Review: be or do?
7.3	Vocabulary and pronunciation: ordinal numbers /ð/ and /θ/, the date, music and /y/
Topic 8	Talking about last Summer
8.1	Simple past of be: was / were
8.2	Simple past: regular and irregular verbs
8.3	Vocabulary: word formation: write -> writer, past time expressions
Topic 9	Describing where you were
9.1	Simple past: regular and irregular verbs
9.2	Determiners, there is, there are, some, any + plural nouns
9.3	Vocabulary and pronunciation: irregular verbs, the house /ɛr/ and /ɪr/
Topic 10	Speaking about what you experienced
10.1	There was/there were
10.2	Countable vs. uncountable nouns
10.3	Vocabulary: prepositions of place and movement, food, and drink
Topic 11	Counting and comparing
11.1	Quantifiers: how much/how many, a lot of, etcetera
11.2	Comparative adjectives
11.3	Vocabulary and pronunciation: food containers, high numbers, /j/ and /s/, and /əɪr/
Topic 12	Planning the brightest future
12.1	Superlative adjectives
12.2	Be going to for plans and future time expressions
12.3	Vocabulary: places and buildings, city vacations
Topic 13	How do you see yourself in ten years?
13.1	Be + going to for predictions
13.2	Adverbs of manner and modifiers
13.3	Vocabulary: verb phrases and common adverbs
Topic 14	Talking about your needs
14.1	Verbs + infinitive
14.2	Definite article: <i>the</i> or no <i>the</i>
14.3	Vocabulary: verbs that take the infinitive, and phones, and the internet
Topic 15	Sharing past adventures
15.1	Present perfect

15.2	Present perfect or simple past?
15.3	Vocabulary: irregular past participles



Teaching notes per topic

Students will learn about the basic tenses such as simple present, present continuous, simple past, simple future with going to and present perfect. They will be introduced to other grammatical elements such as adverbs, adjectives, prepositions, modifiers, and auxiliary verbs. They will see an arrangement of useful vocabulary such as classroom objects, food and drinks, jobs, musical instruments, among others and will review many others they have learned before and put them into use through practical exercises.

Many phonemes of the English language will be introduced, identified, compared, and seen in action in actual words and phrases they can use to practice. All of this will be presented in different relatable topics for the student, covering situation such as travelling, getting to know people, being interviewed for a job, talking about their daily routine or their future plans, among others.

Topic 1 Getting to know you

This topic teaches grammatical structures such as 'verb to be' in positive and negative forms, as well as questions with subject pronouns, the introduction and use of possessive adjectives, vocabulary related to the days of the week, numbers 0-100, classroom language and the phonemes /ə/, /tʃ/, /ʃ/, /dʒ/, /oʊ/, /u/, /ɑr/.

Teaching notes

- Students may be already familiar with the 'verb to be' and the way it is used in simple present. However, remind them on the way it is used in its affirmative, negative and question form, focusing on contractions (I'm, she's, they're, he isn't, we aren't) and the order of words in questions.
- Ask them questions using the correct word order and emphasizing the subject pronoun, that way they can practice answering with more than a 'yes' or a 'no' but the whole phrase that includes the pronoun and the verb to be.
- When explaining possessive adjectives to them, do not introduce possessive pronouns yet to avoid confusion. You can ask them about celebrities or topics they are interested in to implicitly showcase the use of the possessive adjective. For example, I know you like BTS. Is *their* music good? What's *your* favorite social media app?
- The days of the week may be something they already know, however explain to them how they are usually abbreviated and pronounced, especially with Wednesday, which causes a lot of trouble in spelling.
- For the classroom related vocabulary, elicit them to mention or make a list of classroom objects first. They most likely will observe their surroundings and point to things. After that, it may be easier for them to match the picture to the word.
- Review with them numbers 1-20 and how to form words from 20 to 100. Remember to tell them about the pronunciation of *th* in words like three and thirty, and about the use of the hyphen (-) when forming two-word numbers such as twenty-five and sixty-six.

- Practice pronunciation with them with the examples provided. If it is useful, explain to them the position in which the mouth or tongue is when producing each sound. You can look at that information in the following webpage.
 - Sounds American. (2022). *American IPA Chart*. Retrieved from <https://soundsamerican.net>

Topic 2 Describing what you see and feel

This topic focuses on singular and plural nouns, adjectives, and imperatives, especially the use of let's, modifiers and vocabulary related to feelings, colors, and adjectives.

Teaching notes

- Begin by reviewing the concept of noun and reviewing the plural of regular nouns (those which use an 's' to make a plural). Make an emphasis on the note, which says that 's (apostrophe + s) is never a plural, as it is a common mistake for English learners.
- Introduce the plurals one group at a time, so students have time to make sense of it before introducing another.
- For adjectives, the best way to practice is for them to describe something everyone can see. A good idea would be to bring pictures or objects to class that they can describe with different kinds of adjectives.
- Although adjective order is mentioned in the lesson, do not delve too much into that topic, give more emphasis into the concept of categories and opposites.
- Explain imperatives and in which situations we usually say them or see them written. Help them identify them more easily by giving them orders in imperative form and using 'let's.'
- The best way to explain prepositions of place is by observing. Again, you could bring an object and place it in different places to make exemplification easier to understand.
- When introducing colors, make them remember that colors are also adjectives, this reinforces the idea of adjectives coming before the noun and describing a noun.
- Feelings can be easily explained using emojis, which are easy to identify and relate to. Use them to strengthen their learning.
- Explain that modifiers are very commonly used in everyday conversation, as they are used to bringing impact and exaggeration to what we are saying.

Topic 3 Getting interviewed

In this topic, students will learn about the simple present tense in positive, negative, and interrogative form. They will learn about question words and word order in questions. As for vocabulary, they will learn verb phrases, jobs, and professions. It ends with the practice of the /əʊr/, phoneme.

Teaching notes

- When introducing the simple present, make a big emphasis on when we use this tense, as it is usually confused with the present continuous tense, even if they have not been introduced to that yet.
- If necessary, ask them about how they talk about their daily routines, hobbies, their personalities in their native language, this will help them realize they are not talking about the present moment but about habits and steady situations.

- When introducing the grammatical structure, review, and practice all of them, but focus especially on the use of -s and does for she, he, and it, as it is harder to remember that the rest.
- Make use of the QUASI method when explaining word order, acronyms can help students condense information in a more efficient way.
- Explain how verb phrases are phrases that compliment a main verb and tell us more about it. Explain how several verbs can be used together to express something in a sentence.
- Talk with them about professions that they know about, or they would like to do in the future, it gives time for interesting discussions.
- Question words are usually easy to remember, but *whose* may take a little more time. You can focus on the other questions words and explain *whose* superficially in this topic, as it will be seen more in depth in the next.
- Practice the pronunciation of /ər/ and show them the difference in sound when saying the example words with a Spanish pronunciation.

Topic 4 Talking about your daily life

This topic covers grammatical elements such as possessive contractions, the use of 'whose', prepositions of time and place, position of adverbs, expressions of frequency. For vocabulary, students will learn about family members, words used for describing daily routines, the months of the year and adverbs. The phoneme /ʌ/ will also be taught and practiced.

Teaching notes

- You can talk more in depth in this topic about the use of apostrophe + s and whose. This is a topic that is hard to master for English learners. Make sure they understand they always refer to possession/belonging. Ask them questions using whose, and they can answer using 's, and vice versa.
- Make sure you review the different uses of at, in, on and to as prepositions of place or prepositions of time. It can be confusing for the teacher as well if they are not studied beforehand.
- Once you think they have understood the differences, you can make a quick game in which you give examples, and they choose the correct preposition. Use the competitiveness of students for enriching reviews or consolidation of knowledge.
- Explain how adverbs do to verbs what adjectives do to nouns. Go over each of the categories with different examples and show videos or photos to elicit their descriptions of different actions.
- Order of adverbs can be confusing, as they are placed in different places depending on the sentence. Explain each of the positions they can have to them, and show examples, however, take into consideration that this is something that is mastered through practice and time.
- Guide them through the family tree and ask them to make a small one of their core family to reinforce the vocabulary they have learned.
- After reading about daily routines and expressions of frequency, you can divide them into small groups for them to share what their daily lives look like. Make sure they are also making use of simple present and prepositions of time and place.
- Review the months of the year with them, their abbreviations, and the holidays we celebrate in each. If you have time and think it may suit your group, talk to them about the origin of each of the months' names. You can look at that information in.
 - Boeckmann, C. (2021). *Origins and Meanings of the 12 Months*. Retrieved from <https://www.almanac.com/content/how-did-months-get-their-names>

Topic 5 Observing the now

This topic focuses on the use of can and can't, the introduction and explanation of the present continuous tense, as well as vocabulary related to noise and verb phrases. The phonetic part of the topic focuses on the phoneme /ŋ/.

Teaching notes

- Make students put can/can't into practice by asking them questions about their abilities and skills. For example, "can you drive a manual car?" "Can you get up easily in the morning?"
- Introduce present continuous and put big emphasis on the fact that this tense is used to describe something that is happening at this exact moment.
- Don't forget to review the use of is/are and isn't/aren't and the order of questions, although they have already learned this, it is always useful to remind them.
- Make a small comparison between simple present and present continuous just so they do not get confused. You will see this in depth in the following topic.
- When introducing the new verb phrases, ask them to come up with new ones.
- When learning about noise-related vocabulary, elicit conversation about loud parties, loud people at the movies, loud dogs, etc. It can give them a chance to practice speaking and talk about their personal experiences.
- Overall, the use of the phoneme /ŋ/ is very straight forward. However, it may not be as noticeable in words like think, drink, thanks, etc. Always encourage students to learn about phonetics and realize the importance of subtle sounds like these.

Topic 6 Traveling around the world

In this topic, simple present tense and present continuous tense will be compared and differentiated in their functions. This topic also covers object pronouns and vocabulary related to the weather, the seasons and words used to tell a story. The phonemes /aɪ/, /ɪ/, and /i/ are also covered and practiced.

Teaching notes

- In this topic, you will be able to compare and contrast simple present vs. present continuous. Make sure students understand by using keywords in examples such as: now, in the afternoon, every month, later, etcetera.
- Make sure they understand why stative verbs cannot be used in present continuous. Translate an example to them if necessary, so they can realize how awkward it sounds.
- Explain to students what a subject, verb and object are within a sentence. Review with them what a pronoun is. Then, give them tricky examples for them to identify what the object pronoun is.
- It may be easier for them to understand objects if you repeat to them that they are used to avoiding repetition and that they are not the ones doing the action but the ones receiving the action.
- Before moving on to the weather vocabulary, involve students by asking them to look at their weather app in their cellphones. Ask them to look for the weather in different cities and write down the different ones they see, even if they do not know how to say them in English at the beginning.

- Tell them a story, an anecdote, or an urban legend to capture their attention. Perhaps show it in a screen, so they can follow along and identify words used to tell a story in an easier manner. Help them classify those words, so they can do it by themselves with the story in the topic.
- Spend some time on the pronunciation of phonemes /ɪ/ and /i/ since the concept of long and short vowels is new to Spanish speakers. Encourage them to practice by repeating out loud and inform them about how such a subtle detail in pronunciation can change the meaning of their message when speaking to others.

Topic 7 Enjoying the city as a tourist

This topic focuses on the grammatical structure of 'like + verb + ing'. In it, the use of the verbs 'do' and 'be' is reviewed to identify their functions. The vocabulary focuses on the date and ordinal numbers, as well as music-related vocabulary, while the phonetics section focuses on the phonemes /ð/ and /θ/, and /y/.

Teaching notes

- The use of 'verb + ing' to talk about likes and dislikes is a great opportunity to foster conversation within the group. It can be done as a group, in pairs or small groups, but encourage them to talk about themselves and about the things they like and dislike and how much they like or dislike them.
- Explain the difference between an auxiliary and a main verb. So far, they know about the verb to be and do. Review with them the different ways in which we use them for questions. Go over the tips with them and make them identify the correct auxiliary in certain examples by using those tips.
- Although the rules for writing ordinals in numbers are pretty simple, make sure they are making the spelling changes in those words ending in *ve*, *y*, and for *1*, *2* and *3*.
- Write that day's date on the board or computer, specifically using an ordinal number, and make an emphasis on the way American English writes dates, which can be very confusing for language learners. Practice saying years with them by breaking them into two numbers. Ask them about holidays or birthdays to get a quick practice.
- Two of the hardest phonemes to identify and master for English learners are /ð/ and /θ/. Be patient and use a lot of repetition and examples.

Topic 8 Talking about the past

This topic introduces the simple past tense, simple past form of the verb to be, as well as irregular and regular verbs. In the vocabulary section, students can learn about past time expressions and form words related to professions by using the -er ending.

Teaching notes

- To start with the teaching of simple past tense, you need to be sure that the verb to be is understood before moving to the regular and irregular verbs.
- With the past tense form of regular verbs, make a special emphasis on pronunciation. While verbs like *wanted* and *painted* are easy to say, students tend to omit the *d* or *t* sound that verbs such as *cleaned*, *listened*, *cooked*, and *talked* end with and just say the infinitive form.
- As you know, irregular verbs need to be memorized, as they do not follow a rule like regular verbs do. Try to implement review exercises, warm ups, or quizzes throughout the course, so they can continue remembering and using those forms, not only in this or the following topic.

- A big mistake that English learners do when using the negative or interrogative form of simple past tense is to make a double negative: she didn't called me. Make a point of this early on so that students keep an eye on their own mistakes.
- When forming words related to professions by adding -er, -or, -ian or -ist, brainstorm with them about examples and new jobs that been created in the past years such as: influence – influencer, blog – blogger, podcast – podcaster, etcetera.
- For past time expressions, use real-life examples about what has been going on in the classroom, the campus, the city, the country, or the world. This will ensure a strong connection of the word they are learning into situations they have experienced. Examples: we started the semester *last* January. The class ended *before* recess.
- If there is enough time, play the following story by Edgar Allan Poe written in simplified English. It starts at 6:05, although you can play the whole thing if you find it useful.
 - Easy Stories in ENGLISH. (2019). *The Heart That Told the Truth*. Retrieved from <https://easystoriesinenglish.com/heart/>

Topic 9 Describing where you were

In this topic, the simple past tense continues to be reviewed and practiced, especially through the regular and irregular verbs and their past forms. Other grammatical structures that this topic covers are determiners, there is and there are, some, any, and plural nouns. As for vocabulary, students will keep learning about irregular verbs and also about house related words. Phonemes /ɛr/ and /ɪr/ are practiced.

Teaching notes

- Review with the students the rules and exceptions for simple past tense. Make sure they remember the past forms of the verb to be, as well as how to form affirmative, negative, and interrogative sentences.
- Make a list with the class of regular and irregular verbs and ask them about the infinitive and past form.
- Introduce determiners by using pictures or things they can all see. After determiners are seen in class, continue with *there is* and *there are*, and allow them to describe a place or a room using both topics. Ask them questions about that place, picture, or room, so they can practice the answer “yes, there is/are” and “no, there isn’t/aren’t.”
- Ask students to designate a part of their notebook or take a couple pieces of paper to make a verb table with four columns. One will be for the verb in its infinitive form, another for the verb in its past form, another one for the past participle (don’t explain that yet but mention it will come in handy later) and one for the meaning in Spanish. Having a table like this, written by hand, can be useful with the memorization of verbs, and it is beneficial to have at hand for further classes.
- Ask students to describe their houses just to practice house related vocabulary.
- If there is enough time, give students the chance to tell a story (people usually engage better with tales that have to do with horror or the supernatural) just to allow them to make use of past tense verbs and expressions. Ask questions about the stories.

Topic 10 Speaking about what you experienced

This topic reviews the use of there is and there are, as well as the past tense of 'to be' by introducing there was and there were. It focuses on countable and uncountable nouns, as well as prepositions of place and movement and vocabulary related to food and drinks.

Teaching notes

- Review with students the use of there is and there are, as well as the past simple form of the verb to be before starting the topic.
- An interesting way to implement the new grammatical structure is by showing them a picture of their city or school in the past and talk about the differences they can find. Ex.: "There was an auditorium, but now there isn't one."
- Show many examples of countable and uncountable nouns, as it can be a difficult concept. Take into consideration that uncountable nouns such as water or chocolate are used incorrectly most of the time. We say, for example, "two waters, please" or "I got six chocolates" when we should say "two glasses of water" or "two bottles of water, please" and "I got six chocolate bars" instead.
- The best way to exemplify prepositions of time and place is through visuals, therefore, do not hesitate in using pictures, illustrations, videos, or live examples.
- After learning about food and drinks, as well as past tense and countable and uncountable nouns, a good way to put all of this new knowledge together is by asking students what they had for dinner the day before or breakfast this morning.
- If there is time at the end, ask them to describe the plot of a movie or TV show in past tense. Other students can ask questions and guess.

Tema 11 Counting and comparing

In this topic, quantifiers, and the questions of 'how much' and 'how many' will be introduced and practiced. Also, students will learn about the use of comparative adjectives and vocabulary related to food containers. They will learn how to write and say high numbers and how to pronounce phonemes /ʃ/ and /s/.

Teaching notes

- Although all quantifiers are important to teach and remember, make a strong emphasis on the words many/much and a few/a little, as those are the only ones that only apply to either countable or uncountable nouns.
- Teach them about how many/a few are used with words in plural and the plural form of the verb to be, as well as how much/a little are used with words in singular and the singular form of the verb to be. This can make it easier for them to identify which quantifier they should use.
- Show the class two or three objects that are very evidently different, for example: a tennis ball, a basketball, and a rubber ball. You can then compare the three and introduce the topic by doing this comparison on size, weight, appearance, wear, and other qualities.
- Ask them to make comparisons based on topics: musicians, movies, cities, animals, years, foods, etc.
- After looking at the different food containers, ask them about which containers are commonly used for foods. To engage them in this topic, tell them about how in Sweden they keep foods such as cheese, ham, caviar, mayonnaise, and mustard in metallic tubes resembling the toothpaste tubes we use in the American continent.

- Look at the article on this information at: Budesheim, L. (2021). *Food in a Tube – Swedish Style*. Retrieved from <https://heartsgroup.org/food-in-a-tube-swedish-style/>
- Other examples of unusual packaging you can discuss are water in a box (USA), wine in boxes (Mexico and other countries), milk in bags (Canada), potato chips in a tube (Pringles®).
- When practicing how to say big numbers, encourage students to divide them into sets of three numbers to make it easier to read.
- The sound /s/ may be difficult to achieve for English learners with Spanish as a mother tongue. Tell them this sound is a softer 'sh', not a hard 'sh' as it is found in Spanish words like 'concha' or 'chicle.'

Topic 12 Planning the brightest future

This topic focuses on superlative adjectives, the use of 'to be + going to' for planning the future, future time expressions and vocabulary related to buildings, places, and city vacations.

Teaching notes

- Review with students the use of comparative adjectives. Again, make use of three or more real life objects in person or in pictures in order to showcase the differences among them.
- Think of different topics as you did when introducing comparative adjectives, for them to express their opinions on the best, the worst, the most beautiful, the least interesting, etc. Some examples are a singer's albums, movies from a saga, subjects from school, soda flavors, cities in Mexico, etcetera.
- Remind them on how to use the verb to be in simple present, in affirmative, negative, and interrogative forms. This will help you when introducing the simple future tense.
 - If you are using extra resources from the internet or made by you, be careful and avoid using *will*, both for this and the next topic, as it can cause confusion and the topic only covers future tense with 'going to' at this point in time.
- To practice, ask them to tell you about their plans for the afternoon or the week. Make sure they are able to implement future-time expressions, as well.
- After learning the topic's vocabulary related to city spots you can visit on vacation and the verbs related to travelling, ask students to daydream and plan the perfect vacation for them. Ask them to share with the class.

Topic 13 Predicting the future

This topic also covers the use of 'to be + going to', but this time for predictions. It also goes over adverbs of manner and its modifiers. The vocabulary of this topic focuses on verb phrases and commonly used adverbs.

Teaching notes

- Review with students the use of 'going to + verb to be' to talk about the future. Make sure they have a good understanding on how to construct an affirmative, negative, and interrogative sentence in simple future and that they use contractions for them to have more naturalness when they are speaking.
- Make a distinction on how we can use the future tense for plans but also for predictions, which may or may not happen and are based on what we see, feel, or have experienced before.
- Talk to them about their predictions for the future and discuss with them on why they are predicting such things.

- Remind students about what an adverb is and the different kinds of adverbs there are through different examples.
 - You can refresh your memory with this quick article: Thesaurus.com. (2021). *6 Types Of Adverbs Used In The English Language*. Retrieved from <https://www.thesaurus.com/e/grammar/types-of-adverbs/>
- You can strengthen their understanding of the different adverbs of manner by asking them to act in simple things. For example: Alisa, could you please move to the left *slowly*? Carlos, could you please move your chair *loudly*?
- At some point in class, you can make a list of examples where adverbs of manner are used and ask them to read them. Later on, when modifiers are introduced, use the same list of examples, and add modifiers to see the change in intensity.
- Ask them to predict someone's future. It could be someone in class, themselves, or a celebrity. You can make use of what is happening to someone currently that has been talked about on the news or has become viral in social media during the last few days. Then, you can ask questions such as: *what do you think is going to happen? What kind of consequences are there going to be? Do you think they are going to apologize?*

Topic 14 Talking about your needs

This topic introduces the use of verbs + infinitives, explains the differences between definite, indefinite and the zero articles. It also covers vocabulary related to phones and the internet, and it also aids in identifying the verbs that usually are used with an infinitive.

Teaching notes

- Explain to students how adding an infinitive to a verb helps us to know more about what the main action is. For example: Nathan promised to visit her next year. What is the main verb? Promised. What did Nathan promise? To visit. Asking these two questions can help them understand the structure in a better way.
- Review the kinds of articles (definite and indefinite) to then move on to focusing on 'the'. Go over each of the rules for using 'the' and not using 'the' (zero article) and give extra examples if needed.
 - Take into consideration that it maybe linguistically shocking for your students to learn that English allows not using an article in certain cases, since Spanish always have some sort of article or determiner before a noun.
- Make sure students understand that not every verb can be used for the verb + infinitive structure. Give some examples of verbs not included in the list to show how awkward and non-sensical they sound.
- Tie some of the previous topics together by talking about things they like, prefer, intend, hate, remember, want, etc. and vocabulary related to the internet, making an emphasis on how these names of apps do not use an article. For example: *I hate to spend time on Facebook.*

Topic 15 Sharing past adventures

This final topic introduces the present perfect tense in its positive, negative, and interrogative form, it compares and contrasts it with simple past tense and introduces the past participle form of irregular verbs.

Teaching notes

- Review with students the conjugation of the verb 'to have' in simple present for each of the pronouns. Present the abbreviations of 's/'ve and *hasn't/haven't* to them.
- When introducing the present perfect tense to students, you can make use of some sort of timeline where you can place present perfect in the past but continuing at certain times in the present, while simple past is placed in the past and ends there. This can help students grasp the difference between the two tenses.
- Ask them to bring the table of verbs they were working on in one of the past topics and explain how they will now fill the third column with the past participle form of the verb.
- If possible, make the memorization process easier for them by introducing them to some of the patterns for past simple and past participle forms.
 - Nash, K. (n.d.). *Irregular Verbs*. Retrieved from <https://www.englishgrammar101.com/module-3/verbs-types-tenses-and-moods/lesson-7/irregular-verbs>
- Ask them to share about past experiences they have had. You can start by asking questions such as *have you ever climbed a mountain?*
 - Another option is to involve students in speaking and practicing by playing a classroom-appropriate version of the game 'Never Have I Ever' with some movement or sign to replace the sip of a drink (as it is usually played at parties). The curiosity and comedic factor of this game usually encourages students to participate and make questions using the present perfect structure.



Learning outcomes

Learning outcome 1

Name	Learning outcome 1
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Description	The student will record a video talking about several aspects of their lives and themselves in general with the objective of applying for a scholarship of a renowned university.
Instructions	<ol style="list-style-type: none"> 1. Individually, search online for a master's program that you would like to apply to. It can be in any country, any university, any field of study. Read about the requirements to enter the program and the skills and abilities you need to be considered for a scholarship. 2. Then, write a script in which you will narrate in a 2-3-minute video where you: <ol style="list-style-type: none"> a. Talk about yourself, your family, the place where you live and your hobbies and interests. b. Talk about your university studies and specializations, your professional goals and why you are interested in the program. c. Describe your skills and abilities you have that are useful for a good student, describe the way in which you like to do things. d. Describe your perspective on the field and try to convince them about you being the best option for the scholarship. 3. Next, watch the following video and take notes: <ol style="list-style-type: none"> a. Click on this link, you can activate the subtitles in case you need them: College Essay Advisors. (2022, June 30). <i>CEA's Guide to the University of Wisconsin-Madison's Supplemental Essay Prompt</i> [Video file]. Retrieved from https://www.youtube.com/watch?v=aGfi5J2EFNo b. After taking notes, go back to your script and edit, modify, add, or eliminate anything you need. c. Practice reading your text a couple of times before recording. 4. It is important to have a title for the video and a proper structure: Introduction, body, and conclusion. Moreover, you MUST appear in the video while speaking. Therefore, it is advisable to practice at least two or three times before you start recording. 5. Finally, record your video and upload it to YouTube and upload the YouTube link and your script in its proper section. <p>Note</p>

	<p>If you want to learn how to create and share videos, follow this tutorial.</p> <ul style="list-style-type: none"> ▪ “How to create videos: share a video on YouTube”, click here.
Demonstration	Deliver your learning outcome based on the evaluation criteria shown in the following rubric .

Learning outcome 2

Name	Learning outcome 2
Description	The student will record a video talking about a place they have visited or lived in. If they have not been there before, they can imagine they were there on vacation and talk about it like it happened in the past.
Instructions	<ol style="list-style-type: none"> 1. Individually, do research on a city you visited or lived in the past. Look for the weather, the activities they do there, tourist spots, things to do in the city, places to stay, among others. On the other hand, you can choose any place you want and imagine you were there. It is important to gather some pictures for the final part of the assignment. 2. Then, write a script in which you will narrate in a 2-3-minute video where you: <ol style="list-style-type: none"> a. Talk about the place, why you chose that place, if you like it or not. b. Talk about your experience visiting that place. Talk about your trip (plane, train, bus, among others.), the dates, the season in which you were there, the place where you stayed, the places you went to, the foods you ate, the activities you did, who you went with, among others. Use the simple past tense and there was/were. c. Choose one part of the city that you really enjoyed and describe it as clearly as possible. Use adjectives, determiners, prepositions, etcetera. d. Talk about facts and traditions of that place or things people do or are used to doing. Use simple present for habits, facts, truths, and traditions and present continuous for things they may be doing at the present moment. 3. Next, watch the following video and take notes. <ul style="list-style-type: none"> • Lindsey Meyers. (2020, April 22). <i>Trip to Paris (past simple, regular and irregular verbs)</i> [Video file]. Retrieved from https://www.youtube.com/watch?v=tJUPY6ebirk • After taking notes, go back to your script and edit, modify, add, or eliminate anything you need. • Practice reading your text a couple of times before recording.

	<p>4. It is important to have a title for the video and a proper structure: Introduction, body, and conclusion. Moreover, you MUST appear in the video while speaking. Therefore, it is advisable to practice at least two or three times before you start recording.</p> <p>5. Finally, record your video and upload it to YouTube and upload the YouTube link and your script in its proper section.</p> <p>Note</p> <p>If you want to learn how to create and share videos, follow this tutorial.</p> <ul style="list-style-type: none"> • “How to create videos: share a video on YouTube”, click here.
Demonstration	Deliver your learning outcome based on the evaluation criteria shown in the following rubric .

Learning outcome 3

Name	Learning outcome 3
Description	The student will record a video about a person he/she admires and make predictions about their future.
Instructions	<ol style="list-style-type: none"> 1. Individually, choose a famous person (that is still alive) that you admire. It can be an actor, musician, entrepreneur, writer, influencer, among others. Do research on them, what they did in their past, what they have done through their career, what they are doing right now. 2. Then, write a text in which you will narrate in a 2-3-minute video where you: <ol style="list-style-type: none"> a. Talk about that person, their initial years, their start in their profession, the things they have or haven't done yet. b. Describe how they are, how they do things and compare them to other people in the same industry. c. Talk about why you admire them, how they have been influential in your life, what part of their work has been important to you. d. Describe what they like to do, how many movies, books, companies they have, what they have accomplished, among others. Be as detailed as possible with your descriptions. e. Talk about what you think their future is going to look like. Make predictions about what they are doing next and how they are doing it. Give your reasons and explanations for such predictions. 3. Next, watch the following video as a reference for your learning outcome. <ul style="list-style-type: none"> • Essential English Online. (2020, September 5). <i>IELTS SPEAKING SAMPLE ANSWER: A PERSON YOU ADMIRE! (Steve jobs)</i> [Video

	<p>file]. Retrieved from https://www.youtube.com/watch?v=sObEvaiVKm4</p> <p>4. It is important to have a title for the video and a proper structure: Introduction, body, and conclusion. Moreover, you MUST appear in the video while speaking. Therefore, it is advisable to practice at least two or three times before you start recording.</p> <p>5. Finally, record your video and upload it to YouTube and upload the YouTube link and your script in its proper section.</p> <p>Note</p> <p>If you want to learn how to create and share videos, follow this tutorial.</p> <ul style="list-style-type: none"> • “How to create videos: share a video on YouTube”, click here.
Demonstration	Deliver your learning outcome based on the evaluation criteria shown in the following rubric .

Learning outcome 1. Rubric

Performance level				
Evaluation criteria	Highly competent 100%-86%	Competent 85%-70%	Have not developed the competence yet 69%-0%	%
1. Descriptions and fluency	35-30 points	29-25 points	24-0 points	35
	The student presents a thorough description of his/her life, studies, interests, and goals. The student elaborates on each of the points indicated in the instructions and explains them fluently and appropriately.	The student presents a good description of his/her life, studies, interests, and goals, missing some of these aspects. The student elaborates on all the points indicated in the instructions and explains them fluently and appropriately enough.	The student does not present a good description of his/her life, studies, interest, and goals. Only talks about a couple of these aspects. The student elaborates just a couple of the points indicated in the instructions and does not explain them fluently and appropriately enough.	
	35-30 points	29-25 points	24-0 points	35

2. Content and script	<p>The student's presentation reflects a thorough investigation of the program and its requirements.</p> <p>The way in which the different points were covered in the video reflects a careful planning and writing of the script, embracing the advice shown in the video they watched.</p>	<p>The student's presentation reflects a good investigation of the program and its requirements.</p> <p>The way in which the different points were covered in the video reflects an acceptable planning and writing of the script, embracing the advice shown in the video they watched.</p>	<p>The student's presentation does not reflect a good investigation of the program and its requirements.</p> <p>The way in which the different points were covered in the video does not reflect a careful planning and writing of the script, and it does not take into consideration the advice shown in the video they watched.</p>	
3. Grammar and vocabulary	<p>30-26 points</p> <p>The student demonstrates full command of the grammar and vocabulary elements studied in the module such as: verb to be, subject pronouns, possessive adjectives, days of the week, numbers, classroom language, singular and plural nouns, imperatives, colors, modifiers, feelings, simple present, word order, verb phrases, question words, whose, prepositions of time and place, expressions of frequency, daily routine, family, months, adverbs, can/can't, present continuous, among others.</p>	<p>25-21 points</p> <p>The student demonstrates some command of the grammar and vocabulary elements studied in the module such as: verb to be, subject pronouns, possessive adjectives, days of the week, numbers, classroom language, singular and plural nouns, imperatives, colors, modifiers, feelings, simple present, word order, verb phrases, question words, whose, prepositions of time and place, expressions of frequency, daily routine, family, months, adverbs, can/can't, present</p>	<p>20-0 points</p> <p>The student does not demonstrate command of the grammar and vocabulary elements studied in the module such as: verb to be, subject pronouns, possessive adjectives, days of the week, numbers, classroom language, singular and plural nouns, imperatives, colors, modifiers, feelings, simple present, word order, verb phrases, question words, whose, prepositions of time and place, expressions of frequency, daily routine, family, months, adverbs, can/can't, present continuous, among others.</p>	30

		continuous, among others.		
Total				100%

Learning outcome 2. Rubric

Performance level				
Evaluation criteria	Highly competent 100%-88%	Competent 84%-70%	Competence not developed yet 66%-0%	%
1. Research of the place they chose	20-17 points The student research thoroughly the place chosen for their learning outcome. The details included in their video demonstrate a deep investigation of the place and a clear understanding of the instructions.	16-13 points The student does enough research about the place chosen for their learning outcome. The details included in their video demonstrate a good amount of investigation of the place and some understanding of the instructions.	12-0 points The student does not do enough research about the place chosen for their learning outcome. The details included in their video does not demonstrate a good investigation of the place and a good understanding of the instructions.	20
	30-27 points The student is able to describe in a detailed manner most of the following aspects: the trip, the city, the dates, the season, the weather, the places they visited, the people they met, the things they tried and ate. The student makes effective use of parts of speech such as adjectives, demonstratives,	26-22 points The student is able to describe in some detail some of the following aspects: the trip, the city, the dates, the season, the weather, the places they visited, the people they met, the things they tried and ate. The student makes sufficiently effective use of parts of speech such as adjectives, demonstratives,	21-0 points The student is not able to describe in detail most of the following aspects: the trip, the city, the dates, the season, the weather, the places they visited, the people they met, the things they tried and ate. The student does not make an effective use of parts of speech such as adjectives,	
2. Description of the trip				

	prepositions, among others.	prepositions, among others.	demonstratives, prepositions, among others.	
3. Pronunciation and fluency	20-17 points	16-13 points	12-0 points	20
	The student makes excellent use of his/her time and is able to describe in detail their trip, with great fluency, accuracy and pronunciation.	The student makes effective use of his/her time and is able to describe their trip with good enough fluency, accuracy and pronunciation.	The student does not make effective use of his/her time and is not able to describe their trip with good enough fluency, accuracy and pronunciation.	
4. Grammar and vocabulary	30-27 points	26-22 points	21-0 points	30
	The student demonstrates full command of the grammar and vocabulary elements studied in the module, such as simple present, present continuous, object pronouns, like + verb + ing, be or do, was/were, simple past, irregular and regular verbs, determiners, there is/are, there was/were, countable and uncountable nouns, prepositions of place and movement, the weather and the seasons, words in a story, date and ordinal numbers, word formation for professions, past time expressions, rooms of the house, food and drinks.	The student demonstrates some command of the grammar and vocabulary elements studied in the module, such as simple present, present continuous, object pronouns, like + verb + ing, be or do, was/were, simple past, irregular and regular verbs, determiners, there is/are, there was/were, countable and uncountable nouns, prepositions of place and movement, the weather and the seasons, words in a story, date and ordinal numbers, word formation for professions, past time expressions, rooms of the house, food and drinks.	The student does not demonstrate command of the grammar and vocabulary elements studied in the module, such as simple present, present continuous, object pronouns, like + verb + ing, be or do, was/were, simple past, irregular and regular verbs, determiners, there is/are, there was/were, countable and uncountable nouns, prepositions of place and movement, the weather and the seasons, words in a story, date and ordinal numbers, word formation for professions, past time expressions, rooms of the house, food and drinks.	
			Total	100%

Learning outcome 3. Rubric

Performance level				
Evaluation criteria	Highly competent 100%-86%	Competent 85%-70%	Have not developed the competence yet 69%-0%	%
4. Content and research	35-30 points The student is able to understand and follow instructions perfectly. The assignment demonstrates the student's excellent research abilities, as well as a proficient writing, taking into consideration grammar, spelling and structure.	29-25 points The student is able to understand and follow instructions to an adequate degree. The assignment demonstrates the student's good research abilities, as well as a proficient writing, taking into consideration grammar, spelling and structure.	24-0 points The student is not able to understand and follow instructions to a sufficient degree. The assignment does not demonstrate the student's research abilities, as well as a proficient writing, not taking into consideration grammar, spelling and structure.	35
	The student is able to describe greatly the person chosen, including facts from their past, their present and predictions for their future.	The student is able to describe the person chosen well enough, including facts from their past, their present and predictions for their future.	The student is not able to describe the person chosen well enough, by including facts from their past, their present and predictions for their future.	
	The student gives exhaustive details about the person's personality, work, comparison to others, ways of doing things, among others.	The student gives some details about the person's personality, work, comparison to others, ways of doing things, among others.	The student does not give enough details about the person's personality, work, comparison to others, ways of doing things, etcetera.	
	35-30 points	29-25 points	24-0 points	35

<p>5. Presentation and visual aids</p>	<p>The video has a clear and engaging title and structure, and the visual aids enhance the presentation effectively. The student appears in the video and is clearly visible, audible, and engaging. The script is well-structured, engaging, and persuasive.</p> <p>The student makes excellent use of their time and is able to describe a person in great detail with great fluency, accuracy and pronunciation.</p>	<p>The video has a clear title and structure, and the visual aids support the presentation effectively. The student appears in the video and is clearly visible and audible, but the presentation could be more engaging. The script is well-structured but could be more engaging or persuasive.</p> <p>The student makes good use of their time and is able to describe a person in sufficient detail with good fluency, accuracy and pronunciation.</p>	<p>The video has a title and structure, but the visual aids are not clear or do not support the presentation effectively. The student appears in the video but may not be clearly visible or audible. The script does not flow well or is not well-structured.</p> <p>The student does not make good use of their time and is not able to describe a person in sufficient detail with a good fluency, accuracy and pronunciation.</p>	
<p>6. Grammar and vocabulary</p>	<p>30-26 points</p> <p>The student shows a full command of the grammar and vocabulary learned in the module such as quantifiers, comparative adjectives, superlative adjectives, future tense with going to, future time expressions, adverbs of manner, modifiers, verb phrases, common adverbs, verbs + infinitive, definite, indefinite and zero articles, present perfect, simple past, regular and irregular verbs, past participles, prepositions of place</p>	<p>25-21 points</p> <p>The student shows some command of the grammar and vocabulary learned in the module such as quantifiers, comparative adjectives, superlative adjectives, future tense with going to, future time expressions, adverbs of manner, modifiers, verb phrases, common adverbs, verbs + infinitive, definite, indefinite and zero articles, present perfect, simple past, regular and irregular verbs, past participles, prepositions of place and movement, food and drinks, high</p>	<p>20-0 points</p> <p>The student does not show command of the grammar and vocabulary learned in the module such as quantifiers, comparative adjectives, superlative adjectives, future tense with going to, future time expressions, adverbs of manner, modifiers, verb phrases, common adverbs, verbs + infinitive, definite, indefinite and zero articles, present perfect, simple past, regular and irregular verbs, past participles, prepositions of place and movement, food and drinks, high</p>	<p>30</p>

	and movement, food and drinks, high numbers, food containers, places and budlings, verbs related to city vacations, phones and the internet.	numbers, food containers, places and budlings, verbs related to city vacations, phones and the internet.	numbers, food containers, places and budlings, verbs related to city vacations, phones and the internet.	
Total				100%

