



# Teaching Notes

Inglés III  
LBHI2503



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## General information

- Banner code: LBH12503
- 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.



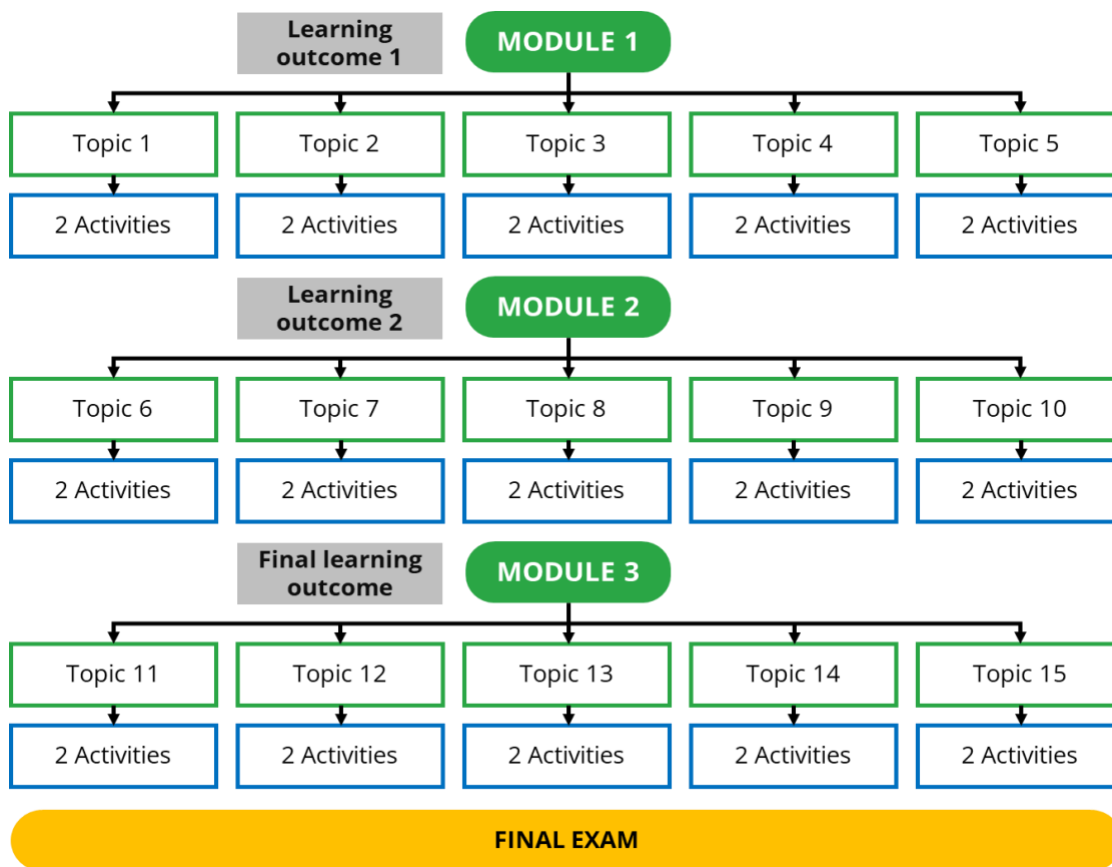


## Methodology

### 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 of 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

**Evaluation weight: table I of English I to IV and table for English V**

Deliverable	Weight	Description	Week
<b>Learning outcome 1</b>	10%	Partial learning outcome aiming to develop listening, reading, speaking, and writing skills, focusing mostly on speaking.	Week 3
<b>Learning outcome 2</b>	10%	Partial learning outcome aiming to develop listening, reading, speaking, and writing skills, focusing mostly on speaking.	Week 5
<b>Final learning outcome</b>	20%	Partial learning outcome aiming to develop listening, reading, speaking, and writing skills, focusing mostly on speaking.	Week 7
<b>Final exam</b>	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
<b>Total</b>	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](mailto: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 the 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 located 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

<b>Topic 1</b>	<b>Query, continuous and tones</b>
1.1	Word order in questions
1.2	The simple present and present continuous
1.3	Possessive adjectives
1.4	Vocabulary and pronunciation: common verb phrases, appearance and personality, clothes, and prepositions of place /ə/ and /ər/
<b>Topic 2</b>	<b>Time warp</b>
2.1	The simple past: regular and irregular verbs
2.2	The past continuous
2.3	Vocabulary: vacations and prepositions of time and place: at, in, on
<b>Topic 3</b>	<b>Connect the dots</b>
3.1	Time sequencers and connectors
3.2	Be going to for plans and predictions
3.3	Vocabulary: verb phrases and airport
<b>Topic 4</b>	<b>Forward fusions</b>
4.1	Present continuous for future arrangements
4.2	Defining relative clauses
4.3	Vocabulary: verbs + prepositions and paraphrasing
<b>Topic 5</b>	<b>Perfectly past or perfect present?</b>
5.1	Present perfect + yet and already
5.2	Present perfect or simple past
5.3	Vocabulary: housework, make or do? And shopping
<b>Topic 6</b>	<b>Unveiling expressions, comparisons, and vibrant vocabulary</b>
6.1	Indefinite pronouns
6.2	Comparative adjectives and adverbs, as... as.
6.3	Vocabulary and pronunciation: adjectives ending in -ed and -ing, /ɛ/, /oʊ/, and /ʌ/, types of numbers & /ə/
<b>Topic 7</b>	<b>Utmost fitness: ever enough</b>
7.1	Superlatives (+ ever + present perfect)
7.2	Quantifiers, too, (not) enough
7.3	Vocabulary and pronunciation: describing a town or city, health and the body /ʌ/
<b>Topic 8</b>	<b>Exploring time travel with verbs</b>

8.1	Will and won't for predictions and other uses
8.2	Review of verb forms: present, past, and future
8.3	Vocabulary: opposite verbs, verb + back, and modifiers
<b>Topic 9</b>	<b>Into infinity and beyond</b>
9.1	Uses of the infinitive
9.2	Uses of the gerund (verb + -ing)
9.3	Vocabulary: verbs + infinitive: try to, forget to, etc., and verbs + gerund
<b>Topic 10</b>	<b>Mustn't miss this</b>
10.1	Have to, don't have to, must, must not and can't
10.2	Should and first conditional
10.3	Vocabulary and pronunciation: get /ʊ/, and /u/, and confusing verbs
<b>Topic 11</b>	<b>Perfecting the present</b>
11.1	Present perfect + for and since
11.2	Present perfect or simple past?
11.3	Vocabulary: words related to fear, phrases with for and since
<b>Topic 12</b>	<b>Kickstart your language game</b>
12.1	Expressing movement
12.2	Word order of phrasal verbs
12.3	Vocabulary: sports and phrasal verbs
<b>Topic 13</b>	<b>Passive power</b>
13.1	The passive voice
13.2	Used to
13.3	Vocabulary and pronunciation: people from other countries /ʃ/, /tʃ/, and /dʒ/, and school subjects
<b>Topic 14</b>	<b>From might to mighty</b>
14.1	Might
14.2	So, neither + auxiliars
14.3	Vocabulary and pronunciation: noun formation, similarities and differences /ð/ and /θ/
<b>Topic 15</b>	<b>The perfect journey</b>
15.1	Past perfect
15.2	Reported speech
15.3	Vocabulary: time expressions, say or tell?



## Teaching notes per topic

### Topic 1

#### Query, continuous and tones

This topic focuses on sentence structure (order of words) so the student may start identifying grammar tenses structures like simple present and present continuous, in addition to vocabulary about appearance and personality, clothes, and prepositions of place.

### Teaching notes

- Start with a review of parts of speech, like pronouns, auxiliary and some verbs. Then remind students that in English we have a different way to express ideas.
- Explain in whiteboard with simple sentences that contain subject, verb and complement. Students tend to get confused with auxiliary and verb be, review once again the verb be.
- After that, you may start explaining the simple present we suggest showing some images related to daily activities, so the student related the tense to a specific time in the day. For example, you may show people getting ready to go to work or school. Using images and simple sentences to explain them.
- Then explain the main use of simple present, sentence structure and the adding of -s in third person.
- After that explain present continuous, explain the difference in sentence structure and uses of the tense, as a whole class you may create in the whiteboard a comparative table, where you show the students differences between the tenses.
- Perform some exercises with your students to practice sentence structure and rules of misspelling in third person. We suggest the following resources:
  - a. British Council. (n.d.). *Present Simple*. Retrieved from <https://learnenglish.britishcouncil.org/grammar/english-grammar-reference/present-simple>
  - b. EnglishCLUB. (n.d.). *Present Continuous*. Retrieved from [https://www.englishclub.com/grammar/verb-tenses\\_present-continuous.php](https://www.englishclub.com/grammar/verb-tenses_present-continuous.php)
- Now you may practice the vocabulary learned about clothes, asking your student to answer:
  - a. What are you wearing today?
  - b. I am wearing a blue short, some jeans and a white t-shirt.
- Ask students to ask between them that question to practice, and as a teacher be aware to give feedback related to word order, vocabulary, pronunciation, etcetera.

### Topic 2

#### Time warp

This topic focuses on simple past, so the students may learn how to express past actions that already have finished, you may review some basic verbs to express some ideas same as sentence structure, use and time expression related to tense simple past. In addition, they will learn that we have regular and irregular verbs at the moment of conjugation, then they will learn vocabulary about vacations and prepositions of time.

### Teaching notes

- Review and explain to your students once again sentence structure of Simple past, do not forget to review positive, negative, and yes and no questions. Same as uses of the tense and time expressions. Give some examples and ask them questions with DID.
- Then explain that we use regular and irregular verbs. Explain to them the rules of adding -ed and also that they must memorize irregular verbs, we suggest you use the irregular verbs list that is almost at the end of the book (you may suggest learning them and study constantly)
- To learn the irregular verbs, you may use an oral practice exam where you ask the three columns shown in the list, and the student must tell you the whole 3 columns like the following example.  
Be-was/were -been.
- After some practice of them in pronunciation and some sentences shown to the students, do not forget to explain them also past continuous, once again sentence structure, uses and time expressions. Give some examples to the students and perform some exercises in the whiteboard or visit the following pages to perform them electronically.
  - <https://es.liveworksheets.com/>
  - <https://en.islcollective.com/english-esl-worksheets/search/IELTS>
  - <https://wordwall.net/es>
- Then after some practicing, ask the students to write what they did during their last vacation, so they may practice vocabulary learned and prepositions of time like in, at and on, in a paragraph, after finished and check grammar mistakes, ask the students to practice the following questions and use the paragraph to give answer:
  - What did you do in Christmas?
  - How do you spend the holidays?
  - What did you eat in Christmas Eve?

### Topic 3 Connect the dots

This topic focuses on time sequencers and connectors, so the students may learn how to join their ideas at the moment of speaking and writing, you may review some basic expressions to learn how to use connectors. In addition, they will learn and practice the use of be going to, then they will learn vocabulary about airport.

#### Teaching notes

- Remind and show the students why connectors are important in English. You may show them examples with sentences.
- Explain the use of be going to, do not forget make emphasis in the use of the grammar rule. Also explain the structure of the use of be going to. You may have a review of simple future, so the students do not get confused. You may show them some picture where they practice sentences of expressing predictions.
- Make some flashcards about vocabulary related to the airport. Also, you may show them videos and photos of real things you find on an airport. There are several videos, and webpages where you may find information. Also, you may get into an airline webpage to learn the vocabulary.
- After vocabulary learned, you may ask the students to create a dialogue where they live different possible situations (they may also practice the vocabulary learned in the last topic related to vacations).
- Losing luggage
  - Can not find the gate for the flight.
  - How to book a ticket flight?

- c. During the flight: would you like something to drink sir? (How to ask something to flight attendants).
- Here are some videos and webpages that may help you.
  - a. Portable Professional. (2022, March 12). *5 TIPS FOR BUYING FLIGHTS ONLINE | Must know in 2023* [Video file]. Retrieved from <https://www.youtube.com/watch?v=NZtM3HH37tY>
  - b. Oliveira, S. (n.d.). *Airpot English: Conversation Lesson*. Retrieved from <https://www.espressoenglish.net/travel-english-conversations-in-the-airport/>

#### Topic 4 Forward fusions

This topic focuses on present continuous reference in future tense, so the students may learn how to express future events, plans, etc. with present continuous, you may review basic sentence structure of this grammar tense same as other uses that has. In addition, they will learn what are relative clauses, how help us to connect ideas and the type of clauses that we have in English and vocabulary related to verbs + prepositions and paraphrasing.

#### Teaching notes

- Have a brief review related to present continuous tense, invite the students to participate expressing sentences with this tense. (You may use different images that show people doing different activities and invite the students to express orally the actions). After practice, mention students and explain the different uses of present continuous, just like future time reference. You may show some examples to them to understand better.
- Then explain the student the use of relative clauses and how they are important in English. Explain to them that they may not get confused with Wh-questions words, due some of relative clauses are those words. Instead, you may give some examples of how to use them. Invite students to practice more about the topic doing electronic exercises on webpages.
  - a. <https://es.liveworksheets.com/>
  - b. <https://en.islcollective.com/english-esl-worksheets/search/IELTS>
  - c. <https://wordwall.net/es>
- Remind the students what are verbs and prepositions, so you may explain better the topic about verbs + prepositions. You may show them some examples to understand and perform as a whole class exercises.
- For paraphrasing ask students to find an article related to any topic, then print it and share them in the class, they per teams they would paraphrase the information found in the article, you may have different versions.
- Remind students that paraphrasing it is good for writing language and academic papers.

#### Topic 5 Perfectly past or perfect present?

This topic focuses on present perfect tense, so the students may learn how to use this grammar tense, in addition to sentence structure and uses of the tense. In addition, they will learn the difference between present perfect and simple past, how and when use each of them. And vocabulary related to housework, shopping, and the difference between make and do.

**Teaching notes:**

- Explain the students how to form the present perfect tense and remind them that we use have and has as auxiliary of the tense. Then you may also remind that we use for 3rd person singular has. Also explain to them that from irregular verbs we would use the third column. Do not forget to explain the difference between yet and already, you may give some examples to the students.
- Then in a chart table write down differences between simple past and present perfect, once again you may write down in summary differences in form, uses and time expression to memorize, so student may identify when to use each tense. You may also make a question to them to use both tenses.
- After grammar explanation, go to vocabulary of housework and shopping, using both grammar tense you may ask students to practice orally between them. Ask them to express what they did the day before using simple past and present perfect. For present perfect you may explain to them that it is used to express experiences in life.
- Then after sharing as a whole class, ask one of the students to share their activities and giving positive feedback explain to them the difference between make and do, here are some web pages that may help.
  - a. Cambridge Dictionary. (n.d.). *Do or make?* Retrieved from <https://dictionary.cambridge.org/us/grammar/british-grammar/do-or-make>
  - b. Cambridge Dictionary. (n.d.). *Already, still or yet?* Retrieved from <https://dictionary.cambridge.org/us/grammar/british-grammar/already-still-or-yet>

**Topic 6** Unveiling expressions, comparisons, and vibrant vocabulary

This topic focuses on the use of something, anything, etc. explain to the students the use of each and the indefinite pronouns. In addition, they will learn how to compare two things using adjectives and adverbs in addition to some words like verbs we may add -ing and -ed to transform them.

**Teaching notes**

- First explain to the students that we have several words that works as indefinite pronouns. They can be classified for person, things, and places. You may use the following webpage to explain the topic.
  - a. BRITISH COUNCIL. (n.d.). *Indefinite pronouns*. Retrieved from <https://learnenglish.britishcouncil.org/grammar/english-grammar-reference/indefinite-pronouns>
- For comparatives, you may show a list of most common adjectives that we use to describe things. They explain to them the use of comparatives. How the adjectives may change according to the syllables and the change of spelling. You may use some photos of people wearing different type of clothes and using comparatives they may express the differences.
- After explaining the change of adjectives in comparatives you may explain how an adjective may change adding -ing and -ed. You may use the following video as reference.
  - a. Arnel's Everyday English. (2021, March 14). *ADJECTIVES | -ED | -ING | English grammar and vocabulary* [Video file]. Retrieved from <https://www.youtube.com/watch?v=plmqZgGXEb8>
- b. You may also use Google to search for lists with adjectives and their change when we add -ing and -ed.
  - Practice with your students, they may use electronic exercises.



- a. <https://es.liveworksheets.com/>
- b. <https://en.islcollective.com/english-esl-worksheets/search/IELTS>
- c. <https://wordwall.net/es>

### Topic 7 Utmost fitness: ever enough

This topic focuses on the use of superlatives, the use of quantifiers like too and enough and some vocabulary related to describing a town or city, talk about health and the human body.

#### Teaching notes

- First have a fast review of comparatives, explain, and give examples of comparatives, now give an example of a superlative and explain the use of superlatives and how the adjectives change. You may also explain to them the use of expression of ever and present perfect.
- Show the students that we count nouns as countable and uncountable, so you may explain the quantifiers for those who are not countable. You may use the following websites for more information.
  - a. Linguapress English Grammar. (n.d.). *Quantifiers in English*. Retrieved from <https://linguapress.com/grammar/quantifiers.htm>
  - b. EnglishCLUB. (n.d.). *Quantifiers*. Retrieved from <https://www.englishclub.com/grammar/determiners-quantifiers.php>
- You may create a comparative table where you put some objects who are countable and uncountable and ask students which quantifiers can be used with the objects.
- You may use flashcards related to words that can be used to describe town and city. Then, ask students to work in teams or couples and ask.
  - a. How is your city?
  - b. How is your hometown?
- You would use flashcards to explain body parts and vocabulary related to health. You may use websites to learn health vocabulary.
  - a. TheBritannicaDictionary. (n.d.). *Health Vocabulary Words*. Retrieved from <https://www.britannica.com/dictionary/eb/3000-words/topic/health>
  - b. 7ESL. (n.d.). *Health Vocabulary: Health and Healthcare in English*. Retrieved from <https://7esl.com/health-healthcare-vocabulary-english/>
- After checking vocabulary with students, you may play with them Simon says, with basic vocabulary about the human body. Also, you may show students in a presentation several images about illnesses, so they explain how you can struggle and combat illness. Also, to review vocabulary of health.

### Topic 8 Exploring time travel with verbs

This topic focuses on the use of simple future for predictions. Review basic grammar tenses like simple present, simple past and simple future. Vocabulary related to opposite verbs and modifiers.

#### Teaching notes

- First give a fast review related to basic grammar tenses like simple present, simple past, simple future. You may write down a chart to explain the differences between them. Then give some exercises related to those topics to students, or you may get ready with a pop-quiz. Then, remind the students that we use simple future for predictions. Give some examples.
- Show some images to the students related to predictions, like weather or talk about the future, and ask them to tell you sentences or ideas using simple present tense referring to predictions.
- Now you may ask them to work in couples, and create dialogues related to grammar tenses: simple present-routines. Simple past-actions finished, Simple future with plans and predictions.
- You may show to students' videos about opposite verbs or dictate some verbs and ask them to find in a webpages like dictionaries or thesaurus to search the antonym of such words, so they realized the opposite verbs.
  - a. Cambridge Dictionary: <https://dictionary.cambridge.org/thesaurus/>
  - b. WordReference: <https://www.wordreference.com/>
- Ask students to write down sentences using each word.
- With the same sentences, explain to them why modifiers are important and ask them to change some elements of those sentences.

### Topic 9 Into infinity and beyond

This topic focuses on the use of the infinitive, the gerund and some verbs with gerund and common verbs that can be use in infinitive.

#### Teaching notes

- Start with a review of the verbs taught in topic 8. Then, introduce that such verbs can be used with the preposition to create the infinitive.
- To explain the infinitive, it is recommended to show the irregular list of verbs to students, so they realize how the verb does not change.
- Emphasize saying that the verb cannot be conjugates, you may also show them what are the intransitive verbs.
- During listening practice, you may choose a song and play it at least twice, so the students complete the lyrics of the song. They would realize how do we use infinitives, gerund, and verbs with infinitive.

### Topic 10 Mustn't miss this

This topic focuses on the use of modal verbs like have to, must, can and should. Also, the use of first conditional and the use of get and some confusing verbs.

#### Teaching notes

- Start with a brief explanation of what modal verbs are. Then, introduce the use of have to and must. Explain when we use these modal verbs and the difference between them, also you may remind them that we have can and should for request and petitions. You may use several real situations with photos or sentences, so the student may practice when do we use each modal verb.
- To explain the first conditional, have a fast review about simple present tense and simple future, show the use of it and also that we have an inversion.

- Emphasize the inversion and the use of comma when we write sentences.
- Ask students to write sentences with 1st conditional and ask them to share orally. You may also use videos about this conditional, so they have ideas, also you may watch it twice.
  - a. Learn English with Tangerine Academy. (2022, October 5). *First Conditional - English Conversation Practice - Improve Speaking Skills* [Video file]. Retrieved from <https://www.youtube.com/watch?v=1nGXGoFxr5M>
- To explain the use of get with verbs you may watch the following video:
  - a. BBC Learning English - ¿Quieres aprender a hablar inglés? (2018, September 3). *5 uses of 'get' - English In A Minute*. Retrieved from <https://www.youtube.com/watch?v=uLoZoOfxXfc>
  - b. English with Ronnie · EnglishLessons4U with engVid. (2020, July 2). *How to use "GET" like a native English speaker* [Video file]. Retrieved from <https://www.youtube.com/watch?v=TOXFZigrPzE>
- After watching the videos, you may ask the students to create dialogue where they use some examples of get and share it with the class.

### Tema 11 Perfecting the present

This topic focuses on the use of present perfect and prepositions for and since. Difference between present perfect and simple past. Vocabulary related to fear and phrases with for and since.

#### Teaching notes

- Start with a review of the grammar tenses present perfect and simple past. Then explain to students that we sometimes use the prepositions for and since to mention a start point of time or a time when something started. You may create a comparative chart to explain differences between the tenses.
- To explain the present perfect, once again give examples to students and remind them that we have regular and irregular verbs.
- Emphasize saying that even though they are used to talk about past they have different uses and context.
- During listening practice, you may use a video related to talking about fear or horror things in English, ask the students to take notes of expressions that they may use to express fear. Ask them to share with the rest of the class, you may use videos, music and documentaries related to fear topic.
- Encourage students to visit several webpages where they may perform different exercises related to sentences with for and since:
  - a. <https://es.liveworksheets.com/>
  - b. <https://en.islcollective.com/english-esl-worksheets/search/IELTS>
  - c. <https://wordwall.net/es>

### Topic 12 Kickstart your language game

This topic focuses on the use of verbs that are used to express movements of objects and also phrasal verbs related to movement. In addition to vocabulary related to sports and phrasal verbs related to sports.

#### Teaching notes

- Start with a review of prepositions of place to express where objects, places and people are.

- To explain the use of prepositions of movement to express how objects and people move in different places. You may use examples with images and sentences to understand the concepts.
- Now, explain the use of some prepositions and other words to create phrasal verbs, and explain briefly what phrasal verbs are used for. Give examples and ask the students to create a dialogue with common phrasal verbs.
- Then, show the students vocabulary about sports and phrasal verbs related to sports. You may ask the students to share: -What is your favorite sport? Among them. During listening practice, you may use a video related to sports, tell the students to take notes of expressions that they may use while doing or playing sports. Ask them to share with the rest of the class, you may use videos, sports documentaries.
- Encourage students to make a brief presentation where they explain the sport that they do, play or like.

### Topic 13 Passive power

This topic focuses on the use of passive voice and active voice which are used to focus on objects instead of subjects as main element of a sentence. In addition, the use of used to, vocabulary related to nationalities and school supplies and subjects.

#### Teaching notes

- Start with a review of basic grammar tenses like simple present, past and future, and their variations like present perfect, past continuous, etc. You may ask students to create a conceptual map where they just write down important characteristics of each grammar tense.
- To explain the use of passive, you may also explain what active voice is and show them the inversion between elements to create the passive voice. You may use the following video:
  - a. 7ESL Learning English. (2018, October 20). *Passive Voice in English: Active and Passive Voice Rules and Useful Examples* [Video file]. Retrieved from <https://www.youtube.com/watch?v=nRGLDDoBBdc>
- Now, give extra examples to comprehend better, you may also use webpages where you find exercises to practice.
  - a. <https://es.liveworksheets.com/>
  - b. <https://en.islcollective.com/english-esl-worksheets/search/IELTS>
  - c. <https://wordwall.net/es>
- Then, show the students the grammar rule of used to and explain its use and sentence pattern structure. You may ask students to choose 5 habits or activities that they do not do anymore and express them to the class with used to: I used to walk to school, now I drive to work.
- After showing the student's vocabulary related to countries and nationalities, you may use a listening activity and create a glossary in their notebooks. Then, show them vocabulary related to school supplies and subjects, they may practice orally by expressing their favorite subjects and what are the objects that they have in the schoolbag.
  - a. What is your favorite subject? My favorite subject is history because we read about important people.
  - b. What do you have inside your schoolbag? I have a pencil, notebook, and my English book.

### Topic 14 From might to mighty

This topic focuses on the use of the modal verb might. The use of so, neither + auxiliaries and vocabulary related to noun formation and how to express similarities and differences.

### Teaching notes

- Start with a review of the modal verbs to express possibilities, suggestions, and petitions, such as can and may. Then explain to the class the use of might and how it can be inverted with may.
- Then you may practice showing some situations in a presentation where the student may use might or may to practice the difference between them.
- Emphasize saying that may be used for real things with high possibilities and present tense meanwhile might it is use with past tense and for lower probability that something may happen.
- You may explain either with its auxiliaries with a video, due students need oral practice to master it. Also, you may explain the most common which is so + neither and neither + nor. There are several webpages with explanation and electronic exercises that you may use for the class or so the students may practice more.
  - a. Neither or nor exercises: <https://www.myenglishpages.com/english/grammar-exercise-either-or-neither-nor.php>
  - b. Practice of Neither: <https://www.engblocks.com/grammar/exercises/either-or-neither-nor/either-or-neither-nor-exercise-1/>
- Encourage students to visit several webpages where they may find information about the use of So:
  - a. <https://linguapress.com/grammar/points/so.htm>
  - b. [https://www.macmillandictionary.com/dictionary/british/so\\_1](https://www.macmillandictionary.com/dictionary/british/so_1)
- For better understanding, with small dialogues and conversation about free topics, you may encourage students to practice these topics.

### Tema 15 The perfect journey

This topic focuses on the use of Past Perfect use the same as its structure and time expressions. Besides the use of direct and reported speech and time expressions, and the difference between say and tell.

### Teaching notes

- Start with a review of all grammar tenses seen so far. You may create a table chart, conceptual map, or a brainstorm to explain them briefly to students.
- Give extra exercises to practice them as same as practice them orally and listening (you may use songs, complete the lyrics to practice).
- Now, explain the difference between direct indirect speech. You may use videos, content media, images and to explain the change between grammar tenses.
- Emphasize in grammar tense change between them, you may practice several exercises with the students to comprehend or check this video.
  - a. 7ESL Learning English. (2018, October 12). *REPORTED SPEECH: Verb Tense Changes | Direct and Indirect Speech in English* [Video file]. Retrieved from <https://www.youtube.com/watch?v=ZGdtgapUpqg>

- You may also review time expressions and classified them per grammar tense, which ones are use in present perfect, which ones for past, etcetera.
- Then explain the difference between the verbs say and tell, you may use the following video:
  - a. Learn English with Rebecca · engVid. (2020, December 2). *Learn English: SAY or TELL?* [Video file]. Retrieved from <https://www.youtube.com/watch?v=vh3Pu61uCuM>
- There are several webpages where you get information and exercises related to the topic.
  - a. [https://www.english-hilfen.de/en/exercises/confusing\\_words/say\\_tell.htm](https://www.english-hilfen.de/en/exercises/confusing_words/say_tell.htm)
  - b. [https://www.englishclub.com/vocabulary/cw-say-tell\\_quiz.php](https://www.englishclub.com/vocabulary/cw-say-tell_quiz.php)



## Learning outcomes

### Learning outcome 1

Name	Learning outcome 1
Description	The student will create a presentation about his/her family to practice the grammar and vocabulary elements of module 3.

**Instructions**

1. Individually, search online and find to complete your vocabulary learn in this module 1 to speak about your family, you may use different websites.
2. Then, write a script in which you will narrate in a 2-3-minute video where you:
  - a. Describe in detail the members of your family, you may choose five members of your family, may be only the people who live with you (you will describe them in physically, personality, type of clothes they wear, daily activities, places you have gone on vacation, experiences as family and housework they perform during the week or weekend).
  - b. Besides, you will talk about yourself, about physical appearance, activities you perform, experiences, among others.
  - c. You may use photos where you show the activities that each family member does, the same for physical description, to talk about the outfits, appearance, and personality, same for your case.
  - d. Remember to correctly use grammar tenses learn in this module like simple present to express about daily routines, present continuous for action now, simple past for end actions, and present perfect to talk about experiences, try to mention different activities that you and your family do.
  - e. You may also mention activities you perform with them using make or do, like to do the dishes, make food, among others.
3. Next, you may create short videos as examples of activities to add in your main video, about the activities you perform as a family together. You can watch these videos for inspiration of what you may do.
  - Healthy Wealthy Skinny. (2020, March 21). *Fun Things To Do At Home - With Family, Kids, and Alone* [Video file]. Retrieved from [https://www.youtube.com/watch?v=m-IDVvB\\_BQg](https://www.youtube.com/watch?v=m-IDVvB_BQg)
  - HGTV. (2018, July 7). *3 Fun Family Game Night Ideas | HGTV* [Video file]. Retrieved from <https://www.youtube.com/watch?v=SFoMjEP91Uo>

**Note**

You can use tools like Canva, Adobe Express, or Genial.ly too or any other tool to make your video.
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>5. Finally, record your video and upload it to YouTube and upload the YouTube link and your script in its proper section.</p> <p><b>Note:</b> If you want to learn how to create and share videos, follow this tutorial.</p> <ul style="list-style-type: none"> <li>• “How to create videos: share a video on YouTube”, click <a href="#">here</a>.</li> </ul>
<b>Demonstration</b>	Deliver your learning outcome based on the evaluation criteria shown in the following <b>rubric</b> .

## Learning outcome 2

<b>Name</b>	<b>Learning outcome 2</b>
<b>Description</b>	The student will design a presentation about two famous (your favorite) English authors/painters/singers, among others, in which he or she mentions important facts of their lives and why they are famous with the



	objective of practicing the grammar and vocabulary elements of module 2.
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Individually, search online and find information related to English or American authors, painters, singers, musicians, among others. You must collect the references to justify the information.</li> <li>2. Then, write a script in which narrate in a 2-3-minute video where you:       <ol style="list-style-type: none"> <li>a. Describe in detail important facts of the two figures you chose, you may choose 2-3 of them due you have to may use comparatives, superlatives, Quantifiers, Indefinite pronouns, modal verbs, and vocabulary learn through this module.</li> </ol> </li> <li>3. Besides, you will answer the following questions:       <ol style="list-style-type: none"> <li>a. Why are they famous?</li> <li>b. Why did you choose those figures?</li> <li>c. What are some of their famous contributions?</li> <li>d. What is your overall opinion of their contributions and talents?</li> </ol> </li> <li>4. In addition, you may use photos where you show your figures' work or important facts or even keywords.</li> <li>5. Then, create a slide where you compare the two of them, and a third figure, so you can use superlatives.</li> <li>6. Remember to correctly use grammar tenses learned in this module like indefinite pronouns, modal verbs, gerunds, indefinite pronoun, should and first conditional.</li> <li>7. You may also use vocabulary learned in this module such as <i>verbs + infinitive</i>, <i>get + verbs</i>, <i>opposite verbs</i>, <i>verbs + back</i> and modifiers.</li> <li>8. Moreover, you may ask your teacher to check your script and grammar content and syntaxes.</li> </ol> <p><b>Note</b></p> <p>You can use tools like Canva, Adobe Express, Genial.ly too or any other tool to make your video.</p> <ol style="list-style-type: none"> <li>9. It is important to have a title for the video and a proper structure: Introduction, body, and conclusion. Moreover, you <b>MUST</b> appear in the video while speaking. Therefore, it is advisable to practice at least two or three times before you start recording.</li> <li>10. Finally, record your video and upload it to YouTube and upload the YouTube link and your script in its proper section.</li> </ol>

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

### Learning outcome 3

<b>Name</b>	<b>Learning outcome 3</b>
<b>Description</b>	The student will prepare a presentation based on an interview with a family member aged between their mid-30s and 60s or older. The interviewee will share detailed childhood experiences. This will enable the

	student to apply the grammar and vocabulary from module 3 while recounting their interview experience.
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1. First, conduct an independent online search to gather information about the activities people engaged in during decades prior to the 2000s. Make sure to keep track of the sources you use for this information as you will need to cite them later. Feel free to use a variety of websites for your research.</li> <li>2. Next, select a person to interview. Please note that if the person responds in Spanish, you will need to translate both the questions you ask and the responses you receive.</li> </ol> <p><b>Questions for the interview</b></p> <ol style="list-style-type: none"> <li>a. Ask the person you are interviewing to share memories about his/her relatives, including grandparents and other family members who passed away before you were born. What did they look like? How did they interact with the interviewee?</li> <li>b. Inquire about his/her earliest memories from childhood before he/she started school. What activities did he/she engage in? How was he/she treated by others? What games did he/she play?</li> <li>c. Request him/her to share school experiences. How was the school environment? What aspects did he/she enjoy or dislike?</li> <li>d. Ask if he/she remembers witnessing any significant historical events. If so, have him/her describe memories of these events in detail. If he/she ever encountered a historical figure, what does he/she remember about that person?</li> </ol> <ol style="list-style-type: none"> <li>3. Moreover, it is recommended that you record the interviewee to ensure no information is lost. After the interview is completed, show short videos or photos of themselves and the interviewee. You should then translate the information and questions, create a script, and have it reviewed by their teacher.</li> <li>4. In addition, correctly use the grammar tenses that have been taught in this module. These include the indefinite present perfect, simple past, phrases with 'for' and 'since', the passive voice, 'used to', 'might', past perfect, 'say' and 'tell', and reported speech.</li> <li>5. Don't forget to use the vocabulary learned in this module. This includes noun formation, expressions of similarities and differences, time expressions, and sports terminology.</li> <li>6. Once the information has been translated into English and reviewed by the teacher, the student should create a presentation featuring</li> </ol>

	<p>images and videos of the interviewee. The student will then recount the experience and discuss some of the responses provided by the interviewee. And comment some of the answers the person told you.</p> <p>You can watch these videos to have some ideas.</p> <ul style="list-style-type: none"> <li>• The Senior Circle. (2020, December 1). <i>Conversation with the Elderly</i> [Video file]. Retrieved from <a href="https://www.youtube.com/watch?v=WgTjG394WrE">https://www.youtube.com/watch?v=WgTjG394WrE</a></li> <li>• Family History Fanatics. (2020, December 20). <i>AWESOME TIPS for Interviewing Family Members</i> [Video file]. Retrieved from <a href="https://www.youtube.com/watch?v=IhUjAVjQr38">https://www.youtube.com/watch?v=IhUjAVjQr38</a></li> </ul> <p><b>Note</b></p> <p>You can use tools like Canva, Adobe Express, Genial.ly too or any other tool to make your video.</p> <p>7. It is important to have a title for the video and a proper structure: Introduction, body, and conclusion. Moreover, you <b>MUST</b> appear in the video while speaking. Therefore, it is advisable to practice at least two or three times before you start recording.</p> <p>8. Finally, record your video and upload it to YouTube and upload the YouTube link and your script in its proper section.</p> <p><b>Note</b></p> <p>If you want to learn how to create and share videos, follow this tutorial.</p> <ul style="list-style-type: none"> <li>• “How to create videos: share a video on YouTube”, click <a href="#">here</a>.</li> </ul>
<b>Demonstration</b>	Deliver your learning outcome based on the evaluation criteria shown in the following <b>rubric</b> .

### Learning outcome 1. Rubric

Performance level				
Evaluation criteria	Highly competent 100%-86%	Competent 85%-70%	Have not developed the competence yet 69%-0%	%
	35-30 points	29-25 points	24-0 points	35

<p><b>1. Description of a family member and self-description</b></p>	<p>The student deeply describes his/her family members and himself/herself using the vocabulary learn in this module.</p> <p>The student uses the correct sentence structure grammar tenses learned in the module.</p> <p>The student use different types of vocabulary to actions that each family member performs.</p>	<p>The student describes a family member and himself/herself with lack of vocabulary and in a superficial way.</p> <p>The description of the family members is not clear. And needs practice in sentence order structure based in grammar tenses learned in this module.</p> <p>The student present this in the video with an acceptable level of fluency and accuracy.</p>	<p>The student does not correctly describe the family members and himself/herself too.</p> <p>The student forgets vocabulary and grammar, syntax and has lack of coherence.</p> <p>The student present this in the video with an unacceptable level of fluency and accuracy and lack of vocabulary in verbs to describe actions.</p>	
<p><b>2. Retelling other's people actions</b></p>	<p><b>35-30 points</b></p> <p>The student comprehends and uses regular and irregular verbs in simple past. He/she correctly distinguishes the difference in pronunciation of regular verbs ending in -ed.</p> <p>The student uses different types of grammar tenses learned in this module to give details in his/her</p>	<p><b>29-25 points</b></p> <p>The student uses regular and irregular verbs in simple past correctly when he/she explains different activities performed by the family members.</p> <p>The student uses different types of grammar tenses learned in this module to vary the coherence of the presentation. The student read the information prepared.</p>	<p><b>24-0 points</b></p> <p>The student lacks vocabulary in irregular verbs, needs to practice pronunciation with regular verbs with an unacceptable level of fluency and accuracy.</p> <p>The student does not use sentences learned in this module; he/she needs more practice of grammar tense to master them. Express the ideas not clear during the presentation.</p>	<p><b>35</b></p>

	presentation. Uses keywords instead of text in slides.			
3. Grammar and vocabulary	<b>30-26 points</b>	<b>25-21 points</b>	<b>20-0 points</b>	30
	The student demonstrate full command of the grammar and vocabulary elements studied in the module such as word order in questions, verb phrases, simple present, simple past, present perfect, be going to, make or do, adjectives for physical appearance and personality, travel, present continuous, present continuous with future arrangements, verbs + prepositions, relative clauses, vocabulary in: clothes, travel, housework and airport, irregular and regular verbs, prepositions of place, prepositions of time and place	The student demonstrates some command of the grammar and vocabulary elements studied in the module such as word order in questions, verb phrases, simple present, simple past, present perfect, be going to, make or do, adjectives for physical appearance and personality, travel, present continuous, present continuous with future arrangements, verbs + prepositions, relative clauses, vocabulary in: clothes, travel, housework and airport, irregular and regular verbs, prepositions of place, prepositions of time and place like in/on/at, paraphrasing.	The student does not demonstrate command of the grammar and vocabulary elements studies in the module such as word order in questions, verb phrases, simple present, simple past, present perfect, be going to, make or do, adjectives for physical appearance and personality, travel, present continuous, present continuous with future arrangements, verbs + prepositions, relative clauses, vocabulary in: clothes, travel, housework and airport, irregular and regular verbs, prepositions of place, prepositions of time and place like in/on/at, paraphrasing.	

	like in/on/at, paraphrasing.			
<b>Total</b>				<b>100%</b>

### Learning outcome 2. Rubric

Performance level				
Evaluation criteria	Highly competent 100%-86%	Competent 85%-70%	Have not developed the competence yet 69%-0%	%
	35-30 points	29-25 points	24-0 points	35

<p><b>4. Research and video content</b></p>	<p>The student deeply carries out further research in information related to the English or American authors, painters, singers, musicians, among others he or she chose, and he/she masters the information.</p> <p>The student creates a well-structured video script that includes detailed descriptions of two chosen figures, effectively utilizing comparative and superlative forms, quantifiers, indefinite pronouns, modal verbs, and vocabulary from the module. All questions are answered comprehensively and coherently.</p>	<p>The student mentions information about the English or American authors, painters, singers, musicians, among others he/she chose in a general way and reads the information most of the time.</p> <p>The student creates a structured video script that includes descriptions of two chosen figures, using comparative and superlative forms, quantifiers, indefinite pronouns, modal verbs, and vocabulary from the module. Most questions are answered adequately.</p>	<p>The student does not correctly search information of the author/painter/singer he/she chose and read all the time. A lot of text too in his/her slides.</p> <p>The student attempts to create a video script but lacks proper structure and coherence. Descriptions of chosen figures may be insufficient or lacking in the use of comparative and superlative forms, quantifiers, indefinite pronouns, modal verbs, and vocabulary from the module. Some questions may not be fully addressed.</p>	
<p><b>5. Presentation and structure</b></p>	<p><b>35-30 points</b></p> <p>The student effectively follows the provided guidelines, including having a proper structure with an introduction, body, and conclusion. The video includes a title, and the student appears in the video while speaking</p>	<p><b>29-25 points</b></p> <p>Student generally follows the provided guidelines, including a structured presentation with an introduction, body, and conclusion. The video includes a title, and the student appears in the video while speaking, but some aspects may be</p>	<p><b>24-0 points</b></p> <p>The student does not follow the provided guidelines. There is a partial structure with an introduction, body, or conclusion. The video includes a title, but the student partially or does not appear(s) in the video while speaking.</p>	<p><b>35</b></p>



		lacking or incomplete.		
	<b>30-26 points</b>	<b>25-21 points</b>	<b>20-0 points</b>	
<b>6. Grammar and vocabulary</b>	The student demonstrates full command of the grammar and vocabulary elements studied in the module such as, comparative adjectives and superlatives, adverbs and equal comparisons, will and won't.	The student demonstrates some command of the grammar and vocabulary elements studied in the module such as comparative adjectives and superlatives, adverbs and equal comparisons, will and won't.	The student does not demonstrate command of the grammar and vocabulary elements studied in the module such as comparative adjectives and superlatives, adverbs and equal comparisons.  The student incorrectly uses simple present, simple past and simple future, opposite verbs, <i>verb + back</i> , modifiers, to-infinitive, <i>verb+ gerund</i> , modal verbs like have to, don't have to, must and must not, can't, etc., and first conditional.	<b>30</b>
	The student correctly uses simple present, simple past and simple future, opposite verbs, <i>verb + back</i> , modifiers, to-infinitive, <i>verb+ gerund</i> , modal verbs like have to, don't have to, must and must not, can't, etc. and first conditional.	The student partially uses simple present, simple past and simple future, opposite verbs, <i>verb + back</i> , modifiers, to-infinitive, <i>verb+ gerund</i> , modal verbs like have to, don't have to, must and must not, can't, etc. and first conditional.		
<b>Total</b>				<b>100%</b>

## Learning outcome 3. Rubric

Performance level				
Evaluation criteria	Highly competent 100%-86%	Competent 85%-70%	Have not developed the competence yet 69%-0%	%

7. Description and research of the family member	<b>35-30 points</b>	<b>29-25 points</b>	<b>24-0 points</b>	35
	The student conducts thorough research and provides comprehensive information about the family member's activities during decades prior to the 2000s. The student accurately cites all sources, demonstrating a clear understanding of the citation process.	The student conducts research and provides adequate information about the family member's activities during decades prior to the 2000s. The student cites most sources, showing a general understanding of the citation process.	The student provides limited information about the family member's activities, indicating insufficient research. The student cites few or no sources, demonstrating a lack of understanding of the citation process.	
8. Retelling the interviewee's memories and experiences	<b>35-30 points</b>	<b>29-25 points</b>	<b>24-0 points</b>	35
	The student retells the interviewee's memories and experiences in a detailed and engaging manner, effectively capturing the interviewee's voice and perspective. The student includes a wide variety of experiences, such as childhood memories, school experiences, and historical events.	The student retells the interviewee's memories and experiences in an adequate manner, generally capturing the interviewee's voice and perspective. The student includes some variety in the experiences shared.	The student retells the interviewee's memories and experiences in a limited manner, failing to effectively capture the interviewee's voice and perspective. The student includes little variety in the experiences shared.	
9. Grammar and vocabulary	<b>30-26 points</b>	<b>25-21 points</b>	<b>20-0 points</b>	30
	The student uses the grammar and vocabulary taught in module 3 excellently, demonstrating a high level of language proficiency. The student makes no grammatical errors and uses a wide range	The student uses the grammar and vocabulary taught in module 3 well, demonstrating a good level of language proficiency. The student makes few grammatical errors and uses a	The student needs - improvement in using the grammar and vocabulary taught in module 3, demonstrating a low level of language proficiency. The student makes several grammatical errors and uses a limited range of vocabulary.	

	of vocabulary appropriately.	range of vocabulary appropriately.		
				<b>Total</b> <b>100%</b>

