



Teaching Notes

Inglés 1

LSH11804



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General information

- Banner code: LSH11804
- Modality: face to face-online

Course competence

Competence 1. Listening

Comprehend basic common expressions and phrases that are used frequently in daily life.

Competence 2. Speaking

Communicate in a basic level. Introduce himself or herself, as well as other people to talk about present, past, and future activities.

Competence 3. Reading

Understand basic expressions, phrases and grammar structure presented in articles, paragraphs and exercises of the book.

Competence 4. Writing

Construct basic paragraphs in which the student is able to express basic information about his or her personal life and other members of his or her life.





Methodology

1. Characteristics of the course

- **Development of Competence:** The course is designed to develop proficiency in the four key abilities of the English language: reading, writing, listening, and speaking.
- **Content Structure:** The course is divided into three sections, each containing five topics.
- **Adaptive Learning and Evaluation:** Activities are offered at three difficulty levels and include adaptive evaluations. The level of difficulty for each activity is based on the score obtained in the previous evaluation, allowing students to move up or down levels throughout the course.
- **Performance Levels:** Each topic features an adaptive evaluation to determine the student's performance level: standard, intermediate, or advanced.
- **Classroom Activities:** Every topic, from 1 to 15, includes a classroom activity tailored to the student's performance level as indicated by the adaptive evaluation. Students choose activities corresponding to their level.

Course Structure

- 15 adaptive Challenges
- 15 classroom Activities
- 1 partial Exam
- 1 final Challenge with Three Levels
- 1 final Exam

2. Structure of the course

Structure of the course

Each week follows a structured approach:

1. **Classroom Instruction:** The professor explains the topic of the week in the classroom.
2. **Adaptive Evaluation:** After the classroom instruction, students complete an adaptive evaluation. This evaluation determines the challenge and evaluation for the following topic.
3. **Individual Activities:** All activities are completed individually, allowing for the assessment of each student's performance level.



3. Didactic Model

Topics 1 to 15 each include a classroom activity that students must complete individually with the assistance of the professor. After the explanation of Topic 13, students begin working on the final challenge. The course employs adaptive learning to meet the specific educational needs of each student based on their interests. Following the second challenge, each subsequent task offers two options with increased difficulty, with the challenge level determined by the student's performance in the previous task. For levels above the standard, additional resources such as tutorials or videos are provided to help students complete the challenges.

4. Special considerations for the course

At the end of the explanation of each topic, students must consult the **Challenges section** available on the platform to check the instructions for carrying out the challenge. The result of the adaptive evaluation will determine the level for the next challenge.

Levels:

There are 3 levels, each one represented by a different color. To level up, it is necessary to obtain a grade equal to or greater than 90 in the current challenge. To stay at the same level, you must obtain a grade between 50 and 90. If you obtain a grade lower than 50, you will return to lower immediate level (if one is available).

Level	Description
Yellow	Standard
Green	Intermediate
Purple	Advanced

During the course, you can move among the levels.

Additional resources

The challenges in green or purple come with additional resources, which can be a tutorial or video with an explanation for the activity.

Bonus points:

As a stimulus for reaching a higher level, bonus points are automatically granted in the current challenge.

Level	Bonus points	Value of the challenge
Yellow	No bonus	100 points
Green	20 points	80 points
Purple	30 points	70 points



Evaluation

	Item	Weight per item	Total
15	Activities	2	30
15	Challenges	3	45
1	Final challenge	5	5
1	Partial exam	10	10
1	Final exam	10	10
		Total	100

Bibliography

→ This course requires a complementary platform:

→ 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 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/QgDKeZvqtAI>
- How to grade assignments using rubrics: <https://youtu.be/mAbIsLAglp4>



Syllabus

Topic 1.	Greetings and Introducing yourself
Topic 2.	Stars and stripes
Topic 3.	Our habits and routines
Topic 4.	How often do you?
Topic 5.	Are you participating in the next American Idol?
Topic 6.	Days we love!
Topic 7.	A National Portrait
Topic 8.	A Night to Remember
Topic 9.	An unbelievable story
Topic 10.	What kind of food do you like?
Topic 11.	Which one is cheaper?
Topic 12.	How do you see yourself in the future?
Topic 13.	Is the first impression the last impression?
Topic 14.	The world of internet
Topic 15.	Have you ever...?



Teaching notes per topic

This methodology requires the student to complete a set of tests that are referred to as challenges. There is a **challenge** for each topic, which must be **completed only once inside or outside the classroom**. Here are some recommendations that will lead you to carry out the adaptive release methodology effectively:

- According to your class schedule, set a class for topic explanation and another for the completion of the activity in the classroom.
- The challenges (tests) must be completed only once, and it will determine the level: standard (#.0), intermediate (#.1) or advanced (#.2). So, if the student obtains tests 2.1 in the second week and 3.2 in the third week, it means that the student has advanced to the third level.
- Some activities contain an additional document, whether in PDF or Word format. For the delivery, you can propose some options to students:
 - Print the sheets and complete
 - Create a document (computer or hand) with the answers.
 - For video presentations that are required to evaluate speaking, students must record themselves and upload the video to a YouTube channel or a cloud service (Dropbox, Google Docs, OneDrive, etc.) and provide the link to the professor.
 - Also, if time and capacity allow, students can present in the classroom.
- There is a possibility that students are on different levels within the same classroom. All tasks are individual, but if you believe it pertinent, students who are on the purple level can provide assessment for students who are on the standard level and require additional help.
- **No student gets left behind, so make sure that each week everybody has access to the next challenge.**
- Inspire courage and confidence, since they are both important components to develop successfully while learning a foreign language.
- **Badges are not prizes or additional points**, they are merely a visual representation of the effort they have made throughout the challenges. Encourage students to reflect or research about each one, to identify the main tourist attractions of each city.
- Dialogue is important, make sure students feel confident to ask if they have any doubts and to participate when required. Everybody must have a chance to stand up and speak, since it's the only way to lose the fear.
- Give your best to expect the best from students.

Topic 1

Teaching notes

The first topic focuses on two basic elements for a Second Language Learner: *subject pronouns* and *greetings*. In the following teachers' notes we will provide with additional grammar notes and extra support for each of the topics. In Topic 1 the first subtopic is **Subject Pronouns**, which tends to be easy to teacher ONLY when we illustrate them with dialogues, realia, photos and plenty of examples.

To achieve students' comprehension on the grammar, we need to take the following into consideration:

- Highlight that fluent speakers of English use subject pronouns to replace names and also, they use them to avoid repetitions. Also, contractions are commonly used in conversations, especially when the subject is a pronoun.

- Also highlight that in English there is only one form of *you*, which is used for singular and plural, and for formal or informal situations. In your Sts' language (s), there may be different pronouns for second person singular and plural and also formal and informal forms.

In regards of pronunciation, you need to point out the following:

- Vowels (*a, e, i, o, u*) have no one-to-one relation between letter and a sound, e.g., the letter *e* can be pronounced in more than one way, e.g., *he, very, they*. However, reassure your Sts that there are more common combinations of letters that are usually pronounced the same way, and these will be pointed out to Sts as the course progresses.

Moreover, another focus of this first subtopic are **numbers**, for this reason get the class to try to count from 0 to 20. You start with the number 0 and get a student to say the next number. Try to elicit all numbers from 0-20. Then do the same counting backwards, starting from 20. Sts can play the next game for higher numbers:

1. The game is *Buzz* and get Sts to sit or stand in a circle and count out loud. When they come to a number that contains 3 (e.g., 13) or a multiple of 3 (e.g., 3, 6, 9) they have to say *buzz* instead of the number.
2. If a student makes a mistake, either saying the number instead of *buzz*, or simply saying the wrong number, he/she is out. And the next player begins again from 1.
3. Keep going until there is only one student left, who is the winner, or until the group has gotten to 30 without making a mistake.
4. You can also play *Buzz* with 7, as the wild number and go up to 50.

In the second subtopic the main grammar point is **verb to be**. Since the vocabulary is nationality, begin with a detailed explanation of the meaning of *nationality*. Tell Sts that the nationality word is normally the same as the word for the language of the country, e.g., in *Spain* the language is *Spanish*, in *Hungary* the language is *Hungarian*, etc. As an additional information think about the following and use it as you see fit:

- Remind Sts that in a conversation it is more common to use contractions in negatives than the full form.
- In the negative, the verb *be* can be contracted in two ways, e.g., *You aren't Italian* (contracting *not*)

or *You're Italian* (contracting *are*).

- With short answers, explain to Sts that although native speakers often use *Yes, I am* instead of just *Yes*, both ways of answering are perfectly correct. However, answering just *Yes* or *No* can sound abrupt.

Topic 2

Teaching notes

The second topic develops three important grammar points: possessive adjectives & plurals, adjectives and imperatives. In the first subtopic, the main focus are possessive adjectives, which tend to be complex for Sts since they need to have them clean in their first language. Therefore, clarify the following:

- In some languages, the possessive adjectives agree with the following noun, i.e., it can be masculine, feminine, or plural depending on the gender and number of the noun that comes after. In English, nouns don't have gender, so possessive adjectives don't change, and the use of, e.g., *his/her*, simply depends on whether we are talking about something belonging or related to a man or to a woman.
- Remind Sts that *your* is used for singular and plural.

The first subtopic is also based on **a/an, plurals; this/that/these/those**. As additional grammar information takes the following into consideration so you can explain it to Sts:

- **a / an (Indefinite article)**. - Articles are easy for some nationalities and more difficult for others, depending on their L1. Here the focus is just on the indefinite article. Some nationalities may not have an indefinite article, and others may confuse the number one with the indefinite article as it may be the same word in their L1.

- **Plural nouns.** - The system in English of making regular nouns plural is very straightforward, simply adding an s. "es" (ɪz) is added to some nouns when it would be impossible to pronounce the word by adding just an s, e.g., *watches*. A very small number of English words have an irregular plural form, e.g., *child-children*.
- The meaning of **this/these** (for things within reach) and **that/those** (for things out of our reach or far away) is easier to demonstrate than it is to explain. They can be adjectives (*this book*) or pronouns (*What's this?*).
- For pronunciation most nationalities find the *th* sound difficult to pronounce. As well as having problems producing the sound, they may initially find it impossible to distinguish between the produce the unvoiced* *th/θ* in, e.g., *think*, and the voiced* *th/ð* in, e.g., *this, there*, etc.
- At this level you should concentrate your efforts on getting Sts to try to make the actual sound by putting their tongues behind their teeth (you can demonstrate this). But at the same time make Sts aware that there is a voiced and unvoiced version and encourage them to hear the difference and to try voicing the */ð/* *mother* sound. Your goal, as always, should be *intelligible* pronunciation.

In the second subtopic you have to teach efficiently the meaning, uses and categories of **adjectives**. Remind Sts that the grammar of adjectives in English is very simple and there is only *one* possible form that never changes. Finally, when an adjective describes a noun, there is only *one* possible position: *before* the noun. When you think Sts need more practice not only for this grammar but for the others:

- Give Sts the Grammar photocopyable activity.

In the third subtopic emphasize the simplicity of **imperatives** by doing the following:

- There are only two forms, e.g., *Stop/Don't stop*.
- Emphasize too that an imperative can sound abrupt in English if you are asking somebody to do something, e.g., *Close the door (please). I'm cold*. Here it would be much more normal to use a polite request with *Can...*, e.g., *Can you close the door, please?*
- *Let's (= Let us) + infinitive* is used to make suggestions that include the speaker.
 - a) A positive suggestion is made by using *Let's + infinitive*, eg., *Let's go to the movies*.
 - b) A negative is made with *Let's not*, e.g., *Let's not eat here*.

Topic 3

Teaching notes

The third topic develops *simple present tense* by analyzing the affirmative, negative, questions and question words. To begin with, the first subtopic introduces **simple present in affirmative and negative**, that is why it is important to explain in detail and emphasize the next points:

- There is only one ending in the simple present (third person singular verbs add an -s or -es). All other forms are the same as the infinitive. For this reason, the use of the pronoun (*I, you*, etc.) is not optional as it is in many languages. It is essential as it identifies which person is being referred to.
- In the negative, highlight the use of *don't* and *doesn't*, which are put before the infinitive. These contracted forms (of *do not* and *does not*) are almost always used in spoken English and in informal writing.
- Highlight that *goes /gəʊz/* and *does /dəz/* are spelled the same but pronounced differently.

The second subtopic analyzes **simple present questions**. In this case, there is one important aspect to emphasize and that is the auxiliary *do* and *does* and *jobs*:

- The auxiliary *do* (and *does*) can puzzle Sts if they try to translate questions word for word. Explain (in Sts' L1 if you prefer) that *auxiliary* means "helper", and that the auxiliaries *do* and *does* "help" to form questions and

negatives. They do not have a separate meaning. The auxiliaries *do* and *does* are also often used to soften a *yes/no* answer. (Which can sound abrupt), e.g., *Do you live here? No, I don't.*

- For pronunciation, point out that many jobs' words end with this sound /əɹ/, e.g., *teacher, soldier*, etc. If the sound is difficult for your Sts, model it yourself so that Sts can see your mouth position and get Sts to repeat it a few more times.

The third subtopic focuses on **word order in questions**. This word order in English is less flexible than in many other languages, and this especially true of questions. Sts often have problems remembering the position of the auxiliaries *do* and *does* in simple present questions.

- Remind Sts that the auxiliary comes first UNLESS there is a question word.

Topic 4

Teaching notes

Topic 4 is based on three important grammar points: *Whose...? possessive's*, *Prepositions* and *Position of adverbs and expressions of frequency*. The first subtopic provides a detailed explanation of **Whose...? possessives**, for this reason Sts tend not to have many problems with the possessive *s* which is being used in English with things such as: places, e.g., *Harry's bag* and people, e.g., *Jane's brother*. However, they may be less clear about not using it in phrases like *The end of the movie* or in compound noun phrases like *bus stop* (if this is an *of* construction in their L1).

- Names that end in *s*.- *James's* or *James'*? After names ending in *s*, you can add either 's or just apostrophe. We teach the first form as it is more common and follows the basic rule. The pronunciation is /ɪz/, e.g., /dʒeɪmzɪz/.

The second subtopic is based on **prepositions of time: at, in, on**. Encourage Sts to practice the basic rules, such as:

- There is a simple rule for *in*. The rules for *on* and *at* require a little bit more effort to remember, because these include the exceptions *on the weekend, at night*.
- Some uses are not yet practiced (*in* + months and year, *on* + dates) because Sts do not have this lexis yet, but they are focused on later.
- Under prepositions of place, Sts focus on *at* or *in* and *to*. The main goal is for Sts to be clear that *at* and *in* are used for position whereas *to* is used for movement. Sts also learn that *in/at* are often alternatives when talking about place, e.g., *I was in a restaurant/at a restaurant last night*.

Sometimes there is a subtle difference between the two prepositions in this context, but it is not necessary to go into this at this level.

The third subtopic carries out **position of adverbs and expressions of frequency**. In this grammar point, go through the rules with the class:

- The normal position of adverbs of frequency is before the main verb, but after *be*. However, *sometimes* and *usually* can be used at the beginning of a sentence or clause for emphasis, e.g., *sometimes I wake up really early*.
- Similarly, the normal position of expressions of frequency is at the end of a sentence or a verb phrase, but they are sometimes placed for emphasis at the beginning, e.g., *Every day I check my emails first thing in the morning*.

Topic 5

Teaching notes:

The last topic in module 1 introduces two new grammar points and wraps up the lesson with a review: *can/can't*, *present continuous* and *simple present or present continuous*? To begin with, the first subtopic introduces **can/can't**, for this reason go through the rules with the class and emphasize the following:

- *Can* is the first modal verb that Sts are introduced to. Modal verbs, unlike normal verbs, do not add *s* in 3rd person singular (he/she can, NOT he/she cans). Questions are made by inverting the verb and subject, not with *do/does*, e.g., *Can you come?* NOT *Do you can come?* Negative are formed by adding *n't* (*not*), not with *don't/doesn't*, e.g., *I can't swim* NOT *I don't can swim*.
- The normal form of a second verb after a modal verb is the infinitive without *to*. This can be hard to remember for many Sts who are used to thinking of the infinitive as with *to* (*to be or not to be...*) and adding *to* after *can* is a common error.
- Although other languages may have an equivalent verb to *can* (=be possible/permitted), they probably do not use this same verb to also talk about ability (*I can sing, I can play the piano*) and would express this with an equivalent of *know how to*.
- There are two pronunciation problems related to *can/can't*:
 - a) *Can* is usually unstressed = /kən/ in affirmative sentences like *I can sing*. Your Sts may find this difficult to hear and to say. If they stress *can*, the listener may think they are saying a negative sentence.
 - b) The negative *can't* is always stressed. Not stressing it can cause a communication problem (the listener may understand *can*, not *can't*). The pronunciation of this word varies among different groups of native English speakers. The standard pronunciation is /kænt/, but there are regional variations. The important thing for Sts is to make sure that they stress /kænt/ very strongly.

The second subtopic illustrates the different uses and structures of **present continuous**. Sts don't usually find the form of the present continuous difficult (*be + -ing* form of the verb), but they may have problems using it correctly, especially if they do not have an equivalent form in their L1. A common mistake is to use the present simple, not continuous, for things that are happening now, e.g., *Hello. What do you do here?* The spelling rules for the *-ing* form are the following:

- With the *-ing* form, remind Sts that verbs ending in *y* don't change the *y* for an *i* as they do in third person singular (e.g., *study-studying* NOT *studing*).

The third subtopic contrasts the **present continuous** with the **simple present**. In order to clarify any difference between these two tenses without confusing Sts, consider these notes:

- There is a clear difference in use between the simple present and present continuous:
 - a) The simple present is used for habitual actions (things that are always true or that happen every day).
 - b) The present continuous is used for temporary actions, things happening now, at this moment.
- The use of these two forms can cause problems either because Sts don't have the present continuous in their L1, or because English is "stricter" about using it when talking about now.
- Use your Sts' L1 to contrast it with English, so you can anticipate or correct errors.
- Remind those stative verbs, e.g., *want, like, need, have* (= possess), and *know*, are not normally used in the present continuous.

Topic 6

Teaching notes

The first topic in this second module introduces three important grammar elements: *object pronouns*, *the structure like + (verb + -ing)* and *review of be or do*. In the first subtopic, we study **object pronouns**, such as: *me, you, him, them, etc.* It is important to go over the uses and examples, therefore consider doing the following:

- Take into consideration that Sts will be familiar with some examples of object pronouns in phrases like *I love you* or *Excuse me*.
- Keep in mind the main problems will be with word order and mixing up subject and object pronouns, e.g., *I spoke to she*.
- As a teacher, you could point out that the object pronoun *me* is used instead of the subject pronoun *I* to answer the question *Who?.*, e.g., **A** *Who wants a cup of coffee?* **B** *Me!* (NOT *I*).

The second subtopic introduces **structure like + (verb + -ing)** and for this reason reflect and apply the next points:

- You need to consider that Sts may find it strange that in English we use the same verb to say *I love you* and *I love shopping* (or *I hate him* and *I hate getting up early*). Highlight that *love* and *hate* are used for strong like and dislikes, not just for emotional feelings for people.
- Explain carefully that when another verb follows *love, like, don't mind, don't like, and hate*, the *-ing* form is normally used, e.g., *buying, going*, not the infinitive, e.g., NOT *I love buy clothes*.
- It is highly important to remind Sts that the infinitive with *to* is also possible after *like, love, and hate* in certain circumstances, and is common in American English, but it may be confusing for Sts and it's probably best to avoid it at this stage.
- Be ready for mistakes like: *do you like swimming? Yes, I like very much* (no object pronoun *it*).
- Finally, review the spelling rules by reminding them, e.g., that verbs ending in *y* don't change the *y* for an *I* as they do in third person singular (e.g., *study-studying* NOT *studing*), and about the double consonant in, e.g., *swimming*.

The last subtopic reviews **be or do**, because Sts have already learned to use the verb *be*, the simple present, and the present continuous. For many Sts the use of *do* and *does* in questions and negatives in **the simple present takes some time to get used to, and as a result there is sometimes a tendency to overuse them. Thus, clarify the next points:**

- Sometimes, Sts forget that *be* can work as a main verb and as an auxiliary, and it does not form questions and negatives in the same way, but simply by inverting the subject and verb or adding *not*.

Topic 7

Teaching notes

The main objective of this topic is introducing and explaining these grammar elements: *Simple past of be: was/were* and *Simple past: regular verbs*. In the first subtopic, we focus on **simple past of be: was/were** and it is important to exemplify the uses, structure for both in detail. First of all, *was* is the past of *am* and *is*, and *were* of *are*. You have to explain as many times it is necessary that *was* and *were* are used to talk about both recent and distant completed actions in the past, e.g., *I was tired this morning. Caesar was a Roman Emperor*. Moreover, make the following clear:

- *Was* and *were* are used exactly like *is* and *are*, i.e. they are inverted to make questions (*he was > was he?*) and *not (n't)* is added to make negatives (*wasn't, weren't*).
- Explain that we also use the passive construction *was born* to talk about the time and place of our birth.
- Some Sts tend to remember *was* and forget *were*.

- Focus on the pronunciation of *was* and *were*, which have two different pronunciations depending on whether they are stressed or not (i.e., they can have either a strong or weak pronunciation).
 - a) *Was* and *were* tend to have a weak pronunciation in affirmative sentences: *I was /Wəz/ born in 1990. They were /Wər/ famous.*
 - b) *Was|wasn't* and *were|weren't* have a strong pronunciation in short answers in negative sentences: *Yes, I was /Wʌz/, No, I wasn't /Wʌznt/, Yes we were /Wər/, No, we weren't /Wərnt/.*
 - c) Remind Sts that, as well as stressing one syllable more than others in multi-syllable words, we also stress certain words more than others. There are words that carry the “message” of the sentences and are usually nouns, main verbs, adjectives/adverbs, and end position prepositions. Small words like pronouns, articles, and prepositions (not in end position) are not normally stressed. It is this mixture of stressed and unstressed words that gives English its rhythm.

In the second subtopic of **simple past: regular verbs**, it is important to emphasize that the simple past is used for completed actions in the past, both distant and recent. The form of regular simple past verb is very easy. The main problem Sts have is the pronunciation, and remembering to use infinitive, not the *-ed* form, after *did/didn't*. Also, the regular simple past ending (*-ed*) can be pronounced in three different ways:

1. *-ed* is pronounced /t/ after verbs ending in these unvoiced sounds*: /k/, /p/, /f/, /s/, /ʃ/, /tʃ/, e.g.,
 - a. *relaxed, stopped, booked, laughed, missed, washed, watched.*
2. After voiced endings* *-ed* is pronounced /d/, e.g., *arrived, called, changed, showed.* This is by far the biggest group.
3. After verb endings in /d/ or /t/ the pronunciation of *-ed* is /ɪd/, e.g., *wanted, chatted, needed, decided.*
 - a. This group is very small.
4. In practice, the difference between 1 and 2 is very small and can only be appreciated when a verb is said in isolation or is followed by a word beginning with a vowel (e.g., *I liked it*).
5. However, the difference between 3 and the other two is significant (it is an extra syllable), and many Sts tend to pronounce all simple past verbs in this way, e.g., /lʌkɪd/. /Stɑpɪd/, etc.

Extra information:

- **Voiced** consonant sounds are made in the throat by vibrating the vocal cords, e.g., /b/, /l/, /m/, /v/, etc. **Unvoiced** consonant sounds are made in the mouth without vibration in the mouth, e.g., /p/, /k/, /t/, /s/, etc.
- You can demonstrate this to Sts by getting them to hold their hands against their throats. For voiced sounds they should feel a vibration in their throat, but not for unvoiced sounds.

Topic 8

Teaching notes

The current topic #8 continues with simple past tense and analyzes two main aspects: *simple past: irregular verbs* and *simple past: regular and irregular verbs*. In the first subtopic about **simple past irregular verbs** we need to demonstrate that the vast majority of verbs in the past are regular. However, a small number of verbs (several of which are very common) are irregular in the simple past. These verbs don't add *-ed* in the past, they change their form. This change can be just one or two letters, e.g., *wear > wore*, or can be a completely new word, e.g., *go > went*. In order to improve Sts' comprehension on the current topic, take the following points into consideration:

- Emphasize that irregular verbs are only irregular in the affirmative. In questions and negatives, as with regular verbs, the infinitive is used after *did/didn't*.
- There is a list of the most common irregular verbs on *page 165* of the Student's book.
- If you think Sts need more practice, you may want to give them Grammar photocopyable activity at this point.
- If you think Sts need more practice about vocabulary, you may want to give them the Vocabulary photocopyable activity at this point.

The second subtopic combines **simple past: regular and irregular verbs**. Therefore, it is advisable to give Sts extra challenge, for instance: get Sts to predict how the *-ed* pronounced for each verb, /d/, /t/, or /ɪd/. Then play the listening activity for them to check. Moreover, you could play the three interviews again and get Sts to listen and read the audioscript on page 120, so they can see exactly what they understood /didn't understand. Translate and explain any new words or phrases. Also, additional support is to remind Sts of the following:

- The Grammar Bank reference section is purely review and remind Sts how to form the past tense with regular and irregular verbs using the auxiliaries *did/didn't*.
- It also reminds them that *was/were* is the past tense of *be* and that questions are formed by inverting the subject and verb, and negatives are made by adding *not*, e.g., *wasn't*.

Topic 9

Teaching notes

The current topic analyzes two main aspects related to: *There is/are, some/any + plural nouns* and *there was/were*. In the first subtopic is advisable to read through the audioscripts and decide if you need to pre-teach any new lexis before Sts listen. This introduction will help Sts to acquire more vocabulary and get ready for the grammar explanations. Consequently, it is important to explain and clarify the next grammar notes:

- Some Sts tend to always use *there is* for both singular and plural nouns, because in their language there is only one form. They may also confuse **There is/are** and *It is/They are*.
- Besides, *some* and *any* are indefinite articles used here with plural countable nouns. For simplicity's sake, *some* is taught here as only being used in positive sentences, however (as will later be pointed out), it can also be used in questions and especially in requests, e.g., *Do you want some crackers? Do we need some more chairs?*
- *Some* and *any* with uncountable nouns is presented in **10.1**.

The second subtopic goes through a set of activities related to **there was/were**. For this reason, it is advisable to begin with vocabulary about prepositions and demonstrate their meaning by using sentences about the classroom, e.g., *A chair in the classroom*. Then, you could give more practice with the prepositions by asking questions about things/people in the classroom. Also, you can encourage and help Sts to cross out silent letters when they learn new words, like this: *listen*. Besides, emphasize that if Sts can recognize the phonetic transcriptions next to words in the dictionary, this will help them to identify silent letters.

- If Sts have dictionaries, you could get them to check their answers with the phonetics in their dictionary. This will help them to build their confidence in dictionary use.

Consequently, the additional support for *There was/were* is based on the next explanations:

1. *There is/there are* can be used in any tense simply by changing the form of *be*, this the past is *there was/were*.
2. Although it works in exactly the same way as *there is/there are*, Sts have a tendency to forget the plural form *there were*.

Topic 10

Teaching notes

In the last topic of module 2 we study two grammar aspects: *countable/uncountable nouns; a/an, some/any* and *quantifiers; how much/many, a lot of*. The first subtopic analyses **countable/uncountable nouns; a/an, some/any**, which shouldn't cause too many problems, but what may cause confusion is that some words are countable in English, but uncountable in Spanish, e.g., *cheese*- uncountable in English, countable in Spanish. Moreover, provide extra explanations by doing these:

- Give more examples of when a noun can be countable or uncountable. This occurs when we can think of e.g., *a chicken* (a whole chicken) and *chicken* (e.g., chicken pieces).

Other examples: *a soda* (= a can or glass of soda), *soda* (=the liquid in general); *a coffee* (=a cup of), *coffee* (= a quantity of coffee beans or powder in a jar).

- Sts have already learned the rules for *a/an*, *some* and *any* plus singular and plural countable nouns in 9.1. Here they can learn that *some* can also be used with singular uncountable nouns meaning “a quantity of”, “not an exact amount”, e.g., *some butter*, *some milk*.
- Sts may find it strange using *some* and *any* with “singular” words, e.g., *butter*, since they previously used *some* and *any* with plural nouns and may have translated them in their heads as plural words.
- Make sure you point out the exception of using *some* for offers and requests. Sts usually assimilate this rule instinctively through learning set phrases like *Would you like some coffee?*

The second subtopic illustrates **quantifiers; how much/many, a lot of**, etc. Emphasize and go through the rules with the class:

- **A lot of:** in affirmative sentences native speakers normally use *a lot of* for big quantities. It is also possible to use *a lot of* in negatives and questions, although it is more common to use *much/many*.
- When we use *a lot of* (NOT *a lot of*) in short answers or when we don't give the noun, e.g., *I eat a lot of chocolate*, but *I eat a lot*.
- In colloquial English people often use *lots of* as an alternative to *a lot of*. At this level it is best just to teach Sts to use *a lot of*, while recognizing the alternate form.
- **Much/many:** *much* and *many* are used mainly in negative sentences and questions. *Many* is also sometimes used in affirmative sentences in formal English, e.g., *Many people live in houses in the US*. However, *much* is not normally used in affirmative sentences, e.g., NOT *Americans drink much coffee*.
- Tell Sts to think of *much* as a singular and *many* as plural to help them to remember which one to use.

Tema 11

Teaching notes

The first topic in module 3 focuses on *comparatives* and *superlatives*. The first subtopic is based on **comparative adjectives**, and you may want to clarify the grammar by emphasizing:

- There are clear rules governing the formation of comparative adjectives.
- The spelling rules for *big*, *hot*, etc. are the same as for verbs ending in *-ing*, e.g., *big > bigger*.
- To simplify the rules even further, tell Sts that for short adjectives (one syllable), add *-er*. For all the rest (two syllables or more), add *more* (except adjectives ending in *-y*).
- If you think they still need more practice, you may want to give them the Grammar photocopiable activity.

The second subtopic develops **superlative adjectives** which is similar to comparatives, but Sts must know the differences between both in detail. First you have to make sure Sts are clear about the difference between comparatives (to compare two things or people, etc.) a superlative (to say which is, e.g., the smallest/largest, I a group or more). In your Sts' L1 they may just use the comparative form *+the*. (Typical error: *the better place in the world...*). Moreover, explain the following points carefully:

- Formation of superlatives is very easy once Sts know comparatives. *-er* changes to *-est* in short adjectives, and *more* changes to *the most* before long adjectives.
- The spelling rules are exactly the same as for comparatives, e.g., *hotter/the hottest*; *prettier/the prettiest*.
- Highlight that we use *in the world*, *in the class*, etc. after superlatives, NOT *of*.
- If you think they still need more practice, you may want to give them the Grammar photocopiable activity.

Topic 12

Teaching notes

The next topic 12 provides a complete explanation and practice of: *be going to (plans)*, *future time expressions* and *be going to (predictions)*. To begin with, the first subtopic shows everything related about **be going to (plans)**, **future time expressions**. Therefore, you may want to ask Sts to go over the Grammar Bank on *page 142* and then clarify the next notes:

- *Be going to* + base form is the most common way to express future plans, and the main future form taught in this level. It is often used with time expressions like *tonight*, *next week*, *next summer*. Sts don't usually find the concept of *going to* a problem, but the form needs plenty of practice. A typical error is the omission of the auxiliary *be*, e.g., *I going to have dinner*.
- In song lyrics, *going to* is sometimes spelled *gonna* because the way it is pronounced. Discourage Sts from using this in written English.
- Some Sts may know the future form *will* and may ask about this. Explain that both *going to* and *will* are used to talk about the future. In the *American English File* series, *be going to* is presented first to talk about plans and predictions. *Going to* for predictions is practiced in the next lesson. Sts will learn the grammar of *will* in *American English File Level 2* but will see some examples in *Practical English*.
- For pronunciation, when native speakers speak quickly, they tend to pronounce *going to* as *gonna*. It is a good idea to point out these pronunciations to Sts as they will hear it if they have contact with native speakers or listen to songs, and they will see it written down in song lyrics. This pronunciation is widespread in British and American English, particularly in conversation, although it might not be appropriate in some formal situations. At this level we recommend that is better to teach the more "correct" pronunciation, i.e., pronouncing both words *going* and *to* (using weak form of *to*), and Sts can use the more colloquial form later when their speed of speech increases.

In the second subtopic we study **be going to (predictions)** and technically the only different is the use of this structure in comparison with the later subtopic. In this section, Sts learned the use of *going to* to express future plans in the previous lesson, here the same structure is used to make predictions (what we think or are sure will happen). It is very important to explain carefully that *will* can also be used to make predictions. This is taught in Level 2.

Topic 13

Teaching notes

The following topic focuses on *adverbs (manner and modifiers)* and the structure *verbs + infinitive*. The first subtopic develops **adverbs (manner and modifiers)** which Sts usually find formation of these adverbs fairly straightforward. In order to make sure Sts comprehend the grammar correctly, it is advisable to follow the next points:

- Explain that the most common word order with these kinds of adverbs is to put the adverb after a verb or verb phrase, e.g., *He drives very quickly*, *I speak English very well* (typical error: *I speak very well English*).
- a. 7ESL Learning English. (2018, October 20). *Passive Voice in English: Active and Passive Voice Rules and Useful Examples* [Video file]. Retrieved from
- b. Sts may try to use *hardly* instead of *hard*, e.g., *I work hardly*. Explain that *hard* is irregular and doesn't add *-ly*.
- c. *Hardly* is a word that means *almost not*, e.g., *I hardly slept last night*, *I hardly ever go to the theater*.
- d. Sts learned *hardly ever* in 4.3.
- e. **Modifiers:** The position of these is very straightforward. You may want to point out that you can't use *very* with strong adjectives, e.g., *great*, *fantastic*, *awful*, etc.

- f. **Pronunciation:** adding *-ly* to an adjective does not change the stress pattern at all, e.g., *dangerous-dangerously*. Some Sts have a tendency to stress the adverb ending, e.g., *dangerously*.

In the second subtopic about **verbs + infinitive**, you need to provide a clear explanation and practice of this structure. Thus, go through the rules with the class and give a proper answer for questions, you may want to specify the next points:

- *Live* is often known as the base form and *to live* as “the infinitive with *to*” or “the full infinitive”. The negative is formed by adding *not*, e.g., *to be* or *not to be*.
- The base form (*live*) is used, for example, in questions and negatives with *do/does* and *did*, e.g., *Where do you live? I don't live here.*
- The full infinitive (*to live*) is used very widely in English. One of its main uses is after a lot of common verbs like *want, need, decide, hot, etc.*, e.g., *I want to live in the city.*
- Some verbs, a smaller group, are followed by the gerund (*-ing*), e.g., *like, love, hate (I like cooking)*, which Sts learned in 6.2.
- However, some native speakers, particularly American, use the infinitive after *like*, e.g., *I like to cook.*

Topic 14

Teaching notes

In the current topic 14, we examine *articles* and a new tense *present perfect*. The first subtopic pulls together the used of definite/indefinite article (and noun uses) that Sts have seen so far. It is advisable that you point out that the Grammar Bank information covers the basic uses of the article but is not exhaustive, as some of the more complex rules, e.g., the use of articles with geographical words, will be dealt with later in the course. The difficulties you Sts have with articles will depend to a large extent on how articles are used or not used in their L1.

- If you think they still need more practice, you may want to give them the Grammar photocopiable activity.

The second subtopic develops present perfect, and it is presented here in two of the most basic uses. These two uses, i.e., for recent past actions and past experience when the time is not referred to. These uses may be difficult for Sts if they don't know how to use their equivalent correctly in Spanish. Moreover, the form of the present perfect may also be problematic, as it is the first time Sts have seen *have* used as an auxiliary verb with all its contractions (*I've...*, *he's...* etc.). Besides, for the regular and irregular past participles emphasize the following:

- Regular verbs shouldn't cause any problems for Sts since they are the same as the simple past. Sts simply have to remember the pronunciation rules for *-ed*.
- Many irregular past participles also have the same form as the simple past. However, those are different (e.g., *speak > spoke > spoken*) may cause problems as Sts may confuse the two forms. For this reason, it is worth giving special attention to these verbs.

Tema 15

Teaching notes

The last topic in this level reviews *Present perfect & simple past*, and *question formation*. In the first subtopic, it is intended to explain **present perfect and simple past** as a gentle introduction to the contrast between them. The importance of this review relies on the fact that since many conversations typically begin with an opening question in the present perfect, e.g., *Have you been to the new French restaurant? Yes, I have* and continue in the past tense, e.g., *What did you think of it? I love it.*

- **Been or gone?** This can be a tricky grammar point for Sts to assimilate. Instead of *Have you been to Mexico?* Sts often say (incorrectly) *Have you gone to Mexico?* Or *Have you been in Mexico?*
- After you examine and explain the previous notes, focus on the exercises on page 147.
- For extra support, get Sts to read the dialogue in C to practice their pronunciation.

- If you think they still need more practice, you may want to give them the Grammar photocopiable activity.

Finally, the second subtopic **reviews question formation** through Grammar, Vocabulary and pronunciation from the whole course. Remind Sts to cover the interview and to look at five of Sir Ian McKellen's answers. Then ask them, *what were the questions?* To improve understanding, do the following:

- Set a limit for Sts to try to remember the questions.
- Get Sts to compare with a partner before checking answers.
- **Alternative:** put Sts in pairs and tell them to look at the interview again and to choose eight questions to ask their partner.
- Sts interview each other. Monitor and help.
- Get some feedback from the class.

