



Teaching Notes

Inglés 2

LSH11805



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General information

- Banner code: LSH11805
- Modality: face to face-online

Course competence

Competence 1. Listening

Understand the main ideas of complex speech on concrete and abstract topics.

Competence 2. Speaking

Give clear and detailed information on a wide range of subjects related with topics and vocabulary of general culture.

Competence 3. Reading

Understand complex instructions of exercises in general readings; identify the content and relevance of new themes.

Competence 4. Writing

Write short texts with detailed descriptions using grammar according to the subject.





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.	Talking about the present
Topic 2.	Talking about the past
Topic 3.	Talking about the future
Topic 4.	Talking about experiences
Topic 5.	Using the simple future
Topic 6.	Using comparatives and superlatives
Topic 7.	Using Infinitives and gerunds
Topic 8.	Talking about advice and possibilities
Topic 9.	Talking hypothetically and about experiences
Topic 10.	Talking about inventions, past habits and decisions
Topic 11.	Talking about sports and common expressions
Topic 12.	Talking about news and gossip
Topic 13.	Focusing on speaking: Present tenses review
Topic 14.	Focusing on speaking: Past tenses review
Topic 15.	Focusing on speaking: Future tenses review



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

It is important to review the grammar rules of the present simple and present continuous before going to class, so that you can provide a clear explanation of the topic. In addition, don't forget to watch the videos so that you know what to expect when you play them in class.

Topic 2

Teaching notes

It is important to review the grammar rules of the past simple and past continuous before going to class, so that you can provide a clear explanation of the topic. In addition, don't forget to watch the videos so that you know what to expect when you play them in class.

Topic 3

Teaching notes

It is important to review the grammar rules of be going to, present continuous and defining and non-defining relative clauses before going to class, so that you can provide a clear explanation of the topic. In addition, don't forget to watch the videos so that you know what to expect when you play them in class.

Topic 4**Teaching notes**

It is important to review the grammar rules of the present perfect, simple past and the differences between some and any before going to class, so that you can provide a clear explanation of the topic. In addition, don't forget to watch the videos so that you know what to expect when you play them in class.

Topic 5**Teaching notes:**

It is important to review the grammar rules of will and of the present, past and future tenses covered up to this point before going to class, so that you can provide a clear explanation of the topic. In addition, don't forget to watch the videos so that you know what to expect when you play them in class.

Finally, in this unit you will have the first learning outcome, so make sure that you read it and its rubric so that you are able to provide clear instructions so that students know what to do and what you expect from them.

Topic 6**Teaching notes**

Before going to class, it is important to review the grammar rules and identify the differences of comparative, superlatives and quantifiers, so that you can provide a clear explanation of the topic. In addition, don't forget to watch the videos so that you know what to expect when you play them in class.

Topic 7**Teaching notes**

It is important to review the grammar rules and differences of infinitives, gerunds and modal verbs before going to class, so that you can provide a clear explanation of the topic. In addition, don't forget to watch the videos so that you know what to expect when you play them in class.

Topic 8**Teaching notes**

It is important to review the grammar rules and differences of Modal Verb Should, Conditional type 1 and the different types of pronouns before going to class, so that you can provide a clear explanation of the topic. In addition, don't forget to watch the videos so that you know what to expect when you play them in class.

Topic 9

Teaching notes

It is important to review the grammar rules and differences of conditional 2, present perfect and simple past

before going to class, so that you can provide a clear explanation of the topic. In addition, don't forget to watch the videos so that you know what to expect when you play them in class.

Topic 10

Teaching notes

It is important to review the grammar rules of passive voice, used to and the modal verb might before going to class, so that you can provide a clear explanation of the topic. In addition, don't forget to watch the videos so that you know what to expect when you play them in class. As you can see, in this unit you will have the second learning outcome, so make sure that you read it and its rubric so that you are able to provide clear instructions so that students know what to do and what you expect from them.

Tema 11

Teaching notes

It is important to review the vocabulary and grammar rules and differences of Verbs and prepositions of movement, phrasal verbs and the structure so or neither + auxiliary before going to class, so that you can provide a clear explanation of the topic. In addition, don't forget to watch the videos so that you know what to expect when you play them in class.

Topic 12

Teaching notes

It is important to review the vocabulary and grammar rules and differences of past perfect, reported speech and questions without auxiliary verbs before going to class, so that you can provide a clear explanation of the topic. In addition, don't forget to watch the videos so that you know what to expect when you play them in class. Also, this unit has a game of reported speech, so make sure you have a good internet connection so that your students can play the game without problems.

Topic 13

Teaching notes

This topic is a review of the present tenses, so make sure that you know their differences and similarities to provide a clear explanation to the students. Also, the exercises are online, so make sure your internet connection works properly. Don't forget to check the videos, as they are crucial for the development of the speaking activities of this unit.

Topic 14

Teaching notes

This topic is a review of the past tenses, so make sure that you know their differences and similarities to provide a clear explanation to the students. Also, the exercises are online, so make sure your internet connection works properly. Don't forget to check the videos, as they are crucial for the development of the speaking activities of this unit.

Tema 15

Teaching notes

This topic is a review of the future tenses, so make sure that you know their differences and similarities to provide a clear explanation to the students. Also, the exercises are online, so make sure your internet connection works properly. Don't forget to check the videos, as they are crucial for the development of the speaking activities of this unit. Finally, there is an IELTS practice here, so answer it at home before going to class, so that you know possible vocabulary doubts of the students and so that you know what to expect when students answer it. As you can see, in this unit you will have the THIRD EVIDENCIA, so make sure that you read it and its rubric so that you are able to provide clear instructions so that students know what to do and what you expect from them.

