



Teaching notes

Inglés IV

LSHI2304



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General information

- Banner code: LSHI2304
- Modality: face to face-online

Course competence

To communicate fluently enough with native speakers, understand the main points of clear texts in standard language about familiar topics, and express themselves by describing wishes, aspirations, plans, and justifying opinions.



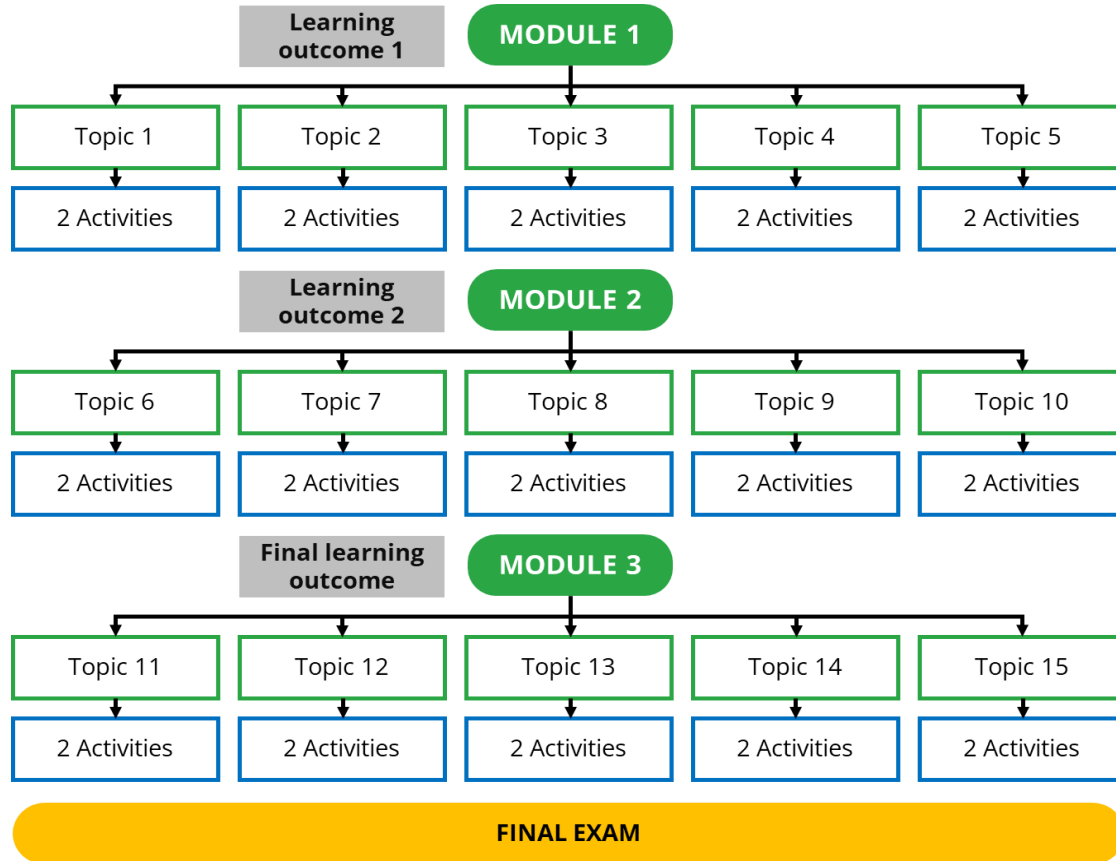


Methodology

1. Course features

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

2. Course structure



3. Didactic method

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

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

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

First, there are 30 activities, two per topic, that allow the student to review and practice what he/she has learned. It is important to emphasize each activity is based on Bloom's taxonomy and the main structure of the OET exam,

and they have a specific purpose such as remembering, understanding, applying, analyze, among others. Remember that answering these activities is a requirement to be eligible to take the final exam. Moreover, there are three learning outcomes, one per module to test the student's understanding of every module. Also, there is a final evaluation of the course that assesses the student's comprehension of the whole course.

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

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

4. How to study the course?

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

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

Final evaluation

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

Scores and course sequence of English courses levels I-V

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

	41-50	LSHI2304 English IV	51-60 B1+				LSHI2304 English IV	LSHI2305 English V
	41>61	LSHI2305 English V						LSHI2305 English V

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

Deliverable	Weight	Description	Week
Learning outcome 1	10%	Partial learning outcome aiming to develop listening, reading, speaking, and writing skills, focusing mostly on speaking.	Week 5
Learning outcome 2	10%	Partial learning outcome aiming to develop listening, reading, speaking, and writing skills, focusing mostly on speaking.	Week 11
Final learning outcome	20%	Partial learning outcome aiming to develop listening, reading, speaking, and writing skills, focusing mostly on speaking.	Week 17
Final exam	60%	From English I to IV there is a final exam with a structure similar to the OET. In English V the final evaluation is the OET.	Week 17
Total	100%	All the 30 activities and learning outcomes must be delivered to have the right to answer the final exam.	



Evaluation

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

Bibliography

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



Recommendations

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

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

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

The teaching coordinator must provide you with this information.

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

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

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

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

The graded activities within each topic and calendar, as well as the course's final presentation, include a rubric that must be used to grade 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/QgDKeZvqtAl>
- How to grade assignments using rubrics: <https://youtu.be/mAbIsLAGlp4>



Syllabus

Topic 1	From scratch
1.1	Simple present and continuous, action and nonaction verbs
1.2	Future forms: present continuous, be going to, will/won't
1.3	Vocabulary: food and cooking, family, and adjectives of personality
Topic 2	Time is money
2.1	Present perfect and simple past
2.2	Present perfect + for / since, and present perfect continuous
2.3	Vocabulary: money and strong adjectives
Topic 3	At a crossroads
3.1	Choosing between comparatives and superlatives
3.2	Articles: a /an, the, no article
3.3	Vocabulary and pronunciation: transportation /ʃ/, /dʒ/, and /tʃ/, collocation: verbs / adjectives + prepositions /ə/
Topic 4	Keep me posted
4.1	Modals of obligation and prohibition: have to, must, should
4.2	Modals of ability and possibility: can, could, be able to
4.3	Vocabulary: phone language, -ed / -ing adjectives
Topic 5	Across the board
5.1	Past tenses: simple, continuous, and perfect
5.2	Past and present habits and states
5.3	Vocabulary and pronunciation: sports /ɔr/ and /ər/, and relationships
Topic 6	Get the show on the road
6.1	Passive (all tenses)
6.2	Modals of deduction: might, can't, must
6.3	Vocabulary: movies and the body
Topic 7	Anybody's guess
7.1	First conditional and future time clauses + when, until, etcetera
7.2	Second conditional, choosing between conditionals
7.3	Vocabulary: education and houses
Topic 8	Go the extra mile
8.1	Choosing between gerunds and infinitives

8.2	Reported speech: sentences and questions
8.3	Vocabulary: work, shopping, making nouns from verbs
Topic 9	Don't cry over spilt milk
9.1	Third conditional
9.2	Quantifiers
9.3	Vocabulary: making adjectives and adverbs, and electronic devices
Topic 10	An inside job
10.1	Relative clauses: defining and nondefining
10.2	Tag questions
10.3	Vocabulary: compound nouns and crime
Topic 11	Putting two and two together
11.1	Embedded questions
11.2	Compound sentences
11.3	Vocabulary: words that act as nouns and verbs
Topic 12	Draw the line
12.1	Modals of preference
12.2	Modals in the past
12.3	Vocabulary: the academic world
Topic 13	Stay the course
13.1	Preposition combinations
13.2	Colons and semi-colons
13.3	Vocabulary: transitional words
Topic 14	Make the cut
14.1	Sentences and fragments
14.2	Identifying sentence types
14.3	Vocabulary: make or do
Topic 15	Last resort
15.1	Identifying conditionals
15.2	Although / in spite of / despite
15.3	Vocabulary: describing faulty goods



Teaching notes per topic

By the end of this course, students are expected to reach a B1+ level of English according to the CEFR, which will be assessed in the final exam (OET).

All the topics are divided into three subtopics. The first two focus on grammar aspects of English, and the last one focuses on vocabulary.

Students will find exercises to practice the concepts at the end of each subtopic. Students must complete two activities per topic as well as a learning outcome focused on speaking after each module. This course will be enriched by your knowledge and experience, do not hesitate to add your essence to it!

Topic 1 From scratch

This topic focuses on simple present and continuous, action and nonaction verbs, and future forms using present continuous, be going to, and will. The vocabulary section covers words related to food and cooking, family, and adjectives of personality.

Teaching notes

- This topic aims to extend students' knowledge of how to express habits, temporary actions in progress for everyday life, and future plans using vocabulary about food, cooking, family, and adjectives of personality. Students already know how to use the simple present and how to form it. It could be useful to remind them of the difference in pronunciation of verbs in the third-person singular.
 - -s /s/ (like cooks, eats), /z/ (like pays, has)
 - -es /ɪz/ (like watches, finishes)
 - The irregular pronunciation of "says" /sez/ and "does" /dʌz/

It is also worth reminding them that the simple present can also be used to talk about the future. Students should know how to form the present continuous, it could be useful to remind them that they can use it for future arrangements, which will be covered in the second subtopic of this topic.

Students should have some knowledge of action and nonaction verbs (they are also called dynamic/stative, and progressive/non-progressive verbs). To avoid confusion with the verb "enjoy" (which describes a feeling or state), mention that it is an exception, and it is an action verb. Another troublesome verb can be "look" which is a nonaction verb, but "look at" is an action verb. Focus students' attention on the part that shows that other verbs can be both action and nonaction verbs (like feel and see).

To practice simple present vs continuous, we suggest using the following resource:

University of Victoria. (n.d.). *Present Simple or Present Continuous? - Exercise 1*. Retrieved from <https://continuingstudies.uvic.ca/elc/studyzone/330/grammar/simcon1>

- In the future forms part of the topic, students may have difficulties using future forms correctly because it depends on the intention of the speaker (if it is a plan, a pre-arranged event, or an instant decision). It is important to emphasize that “going to” or present continuous is used for things we have decided, have the intention of doing, or have planned for it. And “will” is for instant decisions, offers, promises, and future facts. Students may know how to use “*gonna*,” remind them that it is OK to use this contraction in informal speech, but never in academic or formal writing.

To practice future forms, we suggest using the following resource:

University of Victoria. (n.d.). *Future: Forms 1*. Retrieved from <https://continuingstudies.uvic.ca/elc/studyzone/330/grammar/fut1>

- Regarding the vocabulary section about food and cooking, students may struggle with the difference between “baked” and “roasted” because both are cooked in the oven. Remind them that “baked” is used for bread, cakes, and mostly sweet things, as well as fruit. “Roasted” always means that it is cooked with fat and is used for meat, potatoes, and vegetables.

To practice using this vocabulary, we suggest the following resource:

OXFORD UNIVERSITY PRESS. (n.d.). *Food and cooking*. Retrieved from <https://elt.oup.com/student/englishfile/intermediate3/vocabulary/food-and-cooking?cc=mx&selLanguage=es>

For more practice on vocabulary about personality, we suggest the following resource:

OXFORD UNIVERSITY PRESS. (n.d.). *Personality*. Retrieved from <https://elt.oup.com/student/englishfile/intermediate3/vocabulary/personality?cc=mx&selLanguage=es>

For more practice on vocabulary about the family, we suggest the following resource:

Games4esl. (n.d.). *Family Members Game*. Retrieved from <https://games4esl.com/esl-classroom-games/family-members-game/>

Topic 2 Time is money

This topic focuses on knowing when to use present perfect vs. simple past, how to use present perfect + for/since, and present perfect continuous. The vocabulary section focuses on words related to money and strong adjectives.

Teaching notes

- Students should know by now how to form present perfect and simple past, but it may be the first time they are contrasting them. It is important to emphasize that the present perfect is used to express an action that started in the past and the specific time is not mentioned, or it is understood.
- Regarding the simple past, it is essential to point out that the simple past requires the speaker to mention the specific time of the action (last night, yesterday, etcetera).
- Students should know most verbs in simple past and past participle; however, this list may help them practice them.

Rebecca. (n.d.) *Common Irregular Verbs – Grouped*. Retrieved from <https://www.englishid.com/english-resource/common-irregular-verbs-grouped/>

To practice present perfect vs. simple past, we suggest the following resource:

University of Victoria. (n.d.). *Present Perfect: Present Perfect or Simple Past?* Retrieved from <https://continuingstudies.uvic.ca/elc/studyzone/330/grammar/upperf2/>

Students should already know how to form the present perfect. Remind them that when we ask questions with “how long...” we cannot use present simple.

- The present perfect continuous tense may be new for some students. Emphasize that just like in present and past we have simple and continuous tenses, this is also true for present perfect. Remind them that the main difference between continuous and simple tenses is that in continuous we use action verbs, and in simple tenses, we use nonaction verbs. It is also useful to mention that usually when we ask questions with “how long...” we commonly use present perfect continuous and for/since. It is important to also point out that the present perfect continuous is used to talk about recent continuous actions that have just stopped or are still continuing.

To practice more the present perfect simple vs. continuous, we suggest the following resource:

BRITISH COUNCIL. (n.d.). *Present perfect simple and continuous*. Retrieved from <https://learnenglish.britishcouncil.org/grammar/b1-b2-grammar/present-perfect-simple-continuous>

To practice for and since we suggest the following resource:

University of Victoria. (n.d.). *Present Perfect: "For" or "Since"?* Retrieved from <https://continuingstudies.uvic.ca/elc/studyzone/330/grammar/upperf1/>

- Regarding the vocabulary about money, it is important to state the difference between lending and borrowing. Something useful would be asking "Can I borrow your pen?/Can you lend me your pen?" Also remind students that a "loan" refers to any money lent by an individual or bank to someone else, and a "mortgage" means lending money just to buy a house or apartment.

To practice more, we suggest using the following resource:

OXFORD UNIVERSITY PRESS. (n.d.). *Money*. Retrieved from <https://elt.oup.com/student/englishfile/intermediate3/vocabulary/money?cc=mx&selLanguage=es>

In the strong adjectives' vocabulary section, remind students that many strong adjectives are used in a non-literal sense, for example, "starving" and "boiling" are meant to express a lot of hunger or extreme heat, but people are not dying from them. Students may ask about -ed adjectives, like "fascinating" vs "fascinated." You can explain general differences should this arise, but they will be covered in later topics.

To practice strong adjectives more, we suggest using the following resource:

Zaitseva, A. (n.d.). Strong Adjectives. Retrieved from <https://www.liveworksheets.com/hl194048uk>

Topic 3 At a crossroads

This topic focuses on comparatives, superlatives, articles (a/an, the, no article) vocabulary about transportation, collocations (verbs/adjectives + prepositions), and how to pronounce the sounds /ʃ/, /dʒ/, /tʃ/, and /ə/.

Teaching notes

- Students should know the basic rules of comparative and superlative forms of adjectives and adverbs. This subtopic focuses on reinforcing them and reviewing them. Some students may mix comparative and superlative forms, some typical mistakes would be confusing "as" and "than" (This car is as fast ~~than~~ the other one), omitting the definite article (He's ___ best car racer), and confusing adjectives and adverbs (She drives ~~more~~ quick than me).

To practice comparatives and superlatives, we suggest the following resource:

University of Victoria. (n.d.). *Comparatives and Superlatives 1*. Retrieved from <https://widiopranoto.github.io/EnglishLesson/330/grammar/regcom1.html>

- Students already know how to use articles. In this subtopic, we cover the basic rules and try to correct common mistakes, such as the incorrect use of the definite article when generalizing (“The women usually know how to dance”).

To practice articles a bit more, we suggest using the following resource:

test-english. (n.d.). *A/an, the, no article – the use of articles in English*. Retrieved from <https://test-english.com/grammar-points/a1/a-an-the-no-article/>

- Regarding pronunciation, these consonant sounds /ʃ/, /dʒ/, and /tʃ/, are commonly confused by students, emphasize the following:
 - “Sh” is always pronounced /ʃ/ (shower, shoe, she), as well as “-tion” (station, pronunciation).
 - “J” is always pronounced /dʒ/.
 - “Ch” is normally pronounced /tʃ/, but it can also be pronounced /ʃ/, especially in words of French origin (chef, machine). It is also sometimes pronounced /k/ in words like chorus, technology, etcetera.

To practice these sounds, we suggest using the following resource:

Wingate, C. (n.d.). *American English Sounds*. Retrieved from <https://www.americanenglishsounds.net/t643-choose-match.html>

Regarding the schwa /ə/, it is worth mentioning that it is the most common sound in English, and it can be spelled by any vowel. This sound usually occurs in unstressed syllables or words such as articles and prepositions. To practice this sound, we suggest the following resource:

Pronunciation STUDIO. (n.d.). *Schwa /ə/ – a Pronunciation Guide*. Retrieved from <https://pronunciationstudio.com/schwa-pronunciation-guide/>

Collocations can be challenging, remind students that some adjectives can be used with more than one preposition depending on the meaning. For example, “good at” means to be an expert, but “good for” means something beneficial. To practice collocations, we suggest the following resource:

test-english. (n.d.). *Adjective + preposition – dependent prepositions*. Retrieved from <https://test-english.com/grammar-points/b1/adjective-preposition/>

Topic 4 Keep me posted

This topic focuses on modals of obligation and prohibition, ability and possibility, and vocabulary about phone language and -ed/-ing adjectives.

Teaching notes

- Students should already know how to form sentences and questions using have to/must and should/shouldn't. This subtopic focuses on contrasting them in more detail and helping students avoid mistakes such as:
 - Saying "must ~~to~~" (I must ~~to~~ do my homework).
 - Confusing "must not" (prohibition) and "don't have to" (not necessary).
 - Using "must" instead of "had to" in past tense (I ~~must~~ do the dishes last night).

To practice modals of obligation and prohibition, we suggest the following resource:

test-english. (n.d.). *Have to, must, should – obligation, prohibition, necessity, advice*. Retrieved from <https://test-english.com/grammar-points/b1/have-to-must-should/>

Regarding should and should, it is important to emphasize that "should" is not as strong as "have to" or "must," and we use it to give advice or express an opinion.

- In the second subtopic, the focus is on when to use each modal. The students already know the basic rules of "can," "could," and "be able to." It is important to emphasize that "can"/"can't" is a modal verb that has a conditional structure ("could"/"couldn't") but no present perfect or past perfect, nor gerund, so students must use "be able to" in these cases. For the future tense, it is common to use "can" or "will be able to."

To practice more, we suggest the following resource:

test-english. (n.d.). *Can, could, be able to – ability and possibility*. Retrieved from <https://test-english.com/grammar-points/b1/can-could-be-able-to/>

- In the vocabulary section, technology-related vocabulary is ever-changing, you can find more recent verbs or expressions. It may be relevant to say that even if people now do not physically "hang up" the phone when ending a call, the expression continues to be used to say that you end a conversation.

To practice more, we suggest using the following resource:

English4real. (n.d.). *English Vocabulary Exercises for B1 – On the phone*. Retrieved from https://english4real.com/practice/b1_v-on-t-phone.html

In this subtopic it is important to emphasize that the ending “-ed” is for the person experiencing the feeling, and the “-ing” ending is for the thing or person producing the feeling. As it was mentioned in topic 2, students may be familiar with some of these adjectives, it is important to point out that not all adjectives for feelings exist in “-ed” and “-ing” form. For example, stressed-stressful (not stressing), scared – scary (not scaring).

To practice more, we suggest using the following resource:

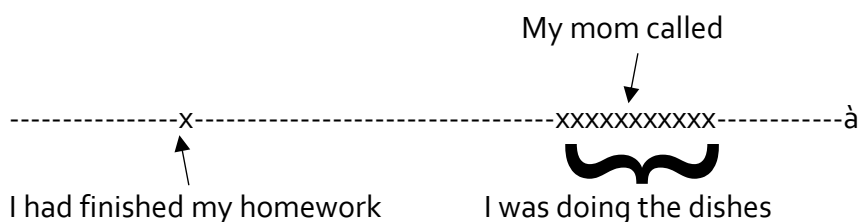
test-english. (n.d.). *-ed/-ing adjectives – adjectives from verbs*. Retrieved from <https://test-english.com/grammar-points/b1/ed-ing-adjectives-adjectives-verbs/>

Topic 5 Across the board

This topic focuses on past tenses (simple, continuous, and perfect, habits and states) and vocabulary about sports and relationships, as well as the pronunciation of /ɔr/ and /ər/.

Teaching notes

- Students already know how to form the simple past, past continuous, and past perfect, but this will be the first time they see the three tenses together. Highlight that these tenses are used to tell stories in the past (I was doing dishes when my mom called and asked me if I had already finished my homework). You can draw a timeline to show how the three tenses work together.



To practice more these past tenses, we suggest the following resource:

test-english. (n.d.). *Past simple, past continuous, past perfect*. Retrieved from <https://test-english.com/grammar-points/b1/past-simple-past-continuous-past-perfect/>

- The students may know how to use “used to.” In this subtopic, the focus is on contrasting “used to” for past habits with “usually” for present habits. Highlight that in this structure, we often do not repeat the main verb and use the auxiliary with “anymore” or “any longer” instead when we contrast past and present habits. For example, “I used to swim, but I don’t anymore.”

To practice more, we suggest the following resource:

test-english. (n.d.). *Used to, didn't use to – past habits and states*. Retrieved from <https://test-english.com/grammar-points/a2/used-to/>

- Regarding the vocabulary about sports, it is important to point out that the coach is the person who oversees training, strategy, and team selection, and in baseball this person is called “the manager.” Emphasize that we usually use both words to describe where you play sports “tennis court,” “golf course,” “baseball field,” etc. It could be important to point out that in most sports, zero score is often said as “nothing” (They won three to nothing), but in tennis, we use “love” (fifteen-love).

To practice more, we suggest using the following resource:

Cambridge English. (n.d.) *VOCABULARY ACTIVITIES SPORT*. Retrieved from <https://www.cambridgeenglish.org/images/sport-vocabulary-activities-document.pdf>

The vocabulary about relationships is quite straightforward. However, it may be important to point out that “meet somebody” means to see someone for the first time and “know somebody” is used to refer to someone you have met before. Also, you could add that the word “mate” can be added to other words, like “housemate,” “schoolmate,” “workmate,” etc.

To practice more, we suggest using the following resource:

OXFORD UNIVERSITY PRESS. (n.d.). Relationships. Retrieved from <https://elt.oup.com/student/englishfile/intermediate3/vocabulary/relationships?cc=mx&selLanguage=es>

- In the pronunciation of /ɔr/ and /ər/, it is important to emphasize that “-or” which is usually pronounced /ɔr/, changes to /ər/ after “w.”

Topic 6 Get the show on the road

This topic focuses on reviewing passive voice in all tenses, modals of deduction, and vocabulary about movies and the body.

Teaching notes

- Students already know how to use passive voice I present and past tenses. They will be introduced to the passive in all tenses, reminding them the form (be + verb in past participle). The emphasis should be placed on reminding students to use the verb to be in the correct tense. Some typical mistakes you can find are the following:
 - Using active voice instead of passive voice (The coffee ~~sells~~ at the coffee stand).
 - Problems of form like forgetting to use the verb to be or using the participle incorrectly.

- Thinking that they always must include “by” in passive voice.

To practice more, we suggest using the following resource:

English Grammar Online. (n.d.). *Mixed Exercise on Passive Voice*. Retrieved from <https://www.ego4u.com/en/cram-up/grammar/passive/exercises?o6>

- Regarding modals of deduction, students should know how to use these modal verbs in other context (“may” or “might” for possibility, “must” for obligation, “can’t” for permission). Here these modal verbs are used to speculate and make deductions. Remind students that although using “be” is quite common, “might,” “can’t” and “must” can be used with other verbs. Some typical mistakes you could find with your class are as follows:
 - Students using “must not” instead of “can’t” for something impossible (“It ~~must not~~ be true”).
 - Students using “can” instead of “might” or “may” to express possibility (He ~~can~~ be American).

To practice more, we suggest using the following resource:

OXFORD UNIVERSITY PRESS. (n.d.). *modals of deduction must, might, can’t*. Retrieved from https://elt.oup.com/student/result/engint/a_grammar/unit07/7c_1?cc=mx&sellLanguage=es

- In the vocabulary section, we suggest telling students that “movie” and “film” are the same thing but using “film” is more common in British English. Also, remind them that many people say, “sci-fi movies” instead of “science fiction movies.”

To practice more, we suggest using the following resource:

BRITISH COUNCIL. (n.d.). *Lesson 1: Film Vocabulary*. Retrieved from <https://premierkillsenglish.britishcouncil.org/course-stages/lesson-1-film-vocabulary>

- Regarding the verbs about the body, remind students that all of them are regular except for “bite.”

To practice more, we suggest using the following resource:

english-at-home.com. (n.d.). *English Verbs of Body Movement*. Retrieved from <https://english-at-home.com/vocabulary/english-verbs-body-movement/>

Topic 7 Anybody’s guess

This topic focuses on first conditional and future time clauses, second conditionals, when to use first or second conditional, and vocabulary about education and houses.

Teaching notes

- Students should know how to use basic first conditional sentences (if+ present, future with will). The focus here is on introducing “Unless” instead of “if not” and other future time clauses like “when,” “as soon as,” “unless,” etc., mentioning that they work the same way as if-clauses, they are followed by verbs in present tense, even if they refer to the future. It is also important to highlight that the main clause can be an “imperative” or “going to” instead of “will.” A common mistake you could find is students using a future form with “when,” “unless,” etc. (I’ll do it when I# have time).

To practice more, we suggest using the following resource:

OXFORD UNIVERSITY PRESS. (n.d.). *Exercise 3: First conditional and future time clauses*. Retrieved from

<https://elt.oup.com/student/project/level4/unit06/grammar/exercise3?cc=mx&sellLanguage=es>

- Students should know how to form the second conditional from previous courses. The focus here is to review it and contrast it with the first conditional. Something new for students would be using conditionals without “if” in sentences (“I would never buy an appartement close to a night club or hospital” instead of “I would never buy an apartment if it were close to a night club or hospital”). This should not be a problem since students already know how to form sentences using the phrase “I would like....”

For more practice, we suggest using the following resource:

University of Victoria. (n.d.). *Second Conditional 1*. Retrieved from

<https://continuingstudies.uvic.ca/elc/studyzone/410/grammar/2cond1/>

- Regarding the vocabulary, in the education section, you can remind students that “grades” refer to the score you get on exams and classes in US English. In British English, “grades are only the score you get on exams, and they are letters, not numbers. Another difference is that “College” also means “University” in US English, whereas in British English “College” refers to vocational training.

To practice more, we suggest using the following resource:

Cambridge English. (n.d.). *Vocabulary activities*. Retrieved from

<https://www.cambridgeenglish.org/images/297190-education-vocabulary-activities.pdf>

- In the vocabulary section related to houses, remind students that “suburbs” are not the same thing as “slums.” “Suburbs” are residential areas outside the city, and “outskirts” is the area the furthest away from the city center.

For more practice, we suggest using the following resource:

AGENDA WEB. (n.d.). *House / furniture -1*. Retrieved from https://agendaweb.org/vocabulary/house_furniture-exercises.html

Topic 8 Go the extra mile

This topic focuses on when to use gerunds and infinitives, reported speech, and vocabulary about work, shopping, and making nouns from verbs.

Teaching notes

- Students already know the basic rules of gerunds and infinitives, but separately. The focus here is to contrast both forms. Here students will review the verb in infinitive, in base form, and in gerund. “Like” is listed in the gerund section, however, you can mention that it can also be used in gerunds without a change in meaning. In the next level, students will review in more detail verbs that take the infinitive or the gerund with a change in meaning. The idea here is for them to develop an intuitive use of gerunds and infinitives.

For more practice, we suggest using the following resource:

University of Victoria. (n.d.). *Gerunds and Infinitives 1*. Retrieved from <https://continuingstudies.uvic.ca/elc/studyzone/410/grammar/gerinf1>

- Some students may know how to use reported sentences. Remind students that the basic idea of reported speech is that you are reporting what someone else said, and you move the tenses or forms “backwards,” for example, the present to the past, will to would, etcetera.

To practice more, we suggest using the following resource:

englisch-hilfen.de. (n.d.). *Reported Speech in different English tenses – Exercise*. Retrieved from https://www.englisch-hilfen.de/en/exercises/reported_speech/sentences.htm

- It is important to remind students that “must” changes to “had to” but “must not” stays the same. For example: “*You must not be late.*” *She said I must not be late.* It is also relevant to highlight that when direct speech is reported at a later time or in a different place from when or where it was originally said, some time and place words may change

as well, for example “tomorrow” may change to “the next day,” “this” may change to “that,” etcetera.

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To practice more, we suggest the following resource:

test-english. (n.d.). Indirect speech – reported speech. Retrieved from <https://test-english.com/grammar-points/b1/reported-speech-indirect-speech/>

- Reported questions may be new to most students. The most important thing to highlight is the change in word order, as well as the use of if/whether in yes/no questions.

For more practice, we suggest using the following resource:

englisch-hilfen.de. (n.d.). *Reported questions – Exercise*. Retrieved from https://www.englisch-hilfen.de/en/exercises/reported_speech/questions.htm

- Regarding the vocabulary section, in the work vocabulary it is important to mention that we use “apply for” when we are sending a letter or a form to ask for a job. Also, that “fired” can be used with “be” or “get” to express that we lose our job.

For more practice, we suggest using the following resource:

Excellent ESL 4U. (n.d.). *ESL Work Vocabulary*. Retrieved from <https://www.excellentesl4u.com/esl-work-vocabulary.html>

- In the vocabulary section making nouns from verbs, students already know how to form some nouns such as study -> student, teach -> teacher, and so on. The phrases included in this section are more advanced than that but follow the same principle.

For more practice, we suggest using the following resource:

verbling. (n.d.). *Forming Nouns from Verbs*. Retrieved from <https://www.verbling.com/deck/5cd5cb64f303bc000751f17a/forming-nouns-from-verbs>

Topic 9 Do not cry over spilt milk

This topic focuses on third conditional sentences, quantifiers, and vocabulary to make adjectives and adverbs, as well as vocabulary about electronic devices.

Teaching notes

- The first part should be easy for students as they know how to form other conditionals and the third conditional structure is similar in Spanish. However, be mindful of the following issues that students might produce.
 - Using “would have” in the “if-clause” (“If I ~~would have~~ known, I would have said something”).
 - Using the past perfect in both clauses (“If I had known, I ~~had said~~ something”).

For more practice, we suggest using the following resource:

University of Victoria. (n.d.). *Third Conditional 1*. Retrieved from <https://continuingstudies.uvic.ca/elc/studyzone/490/grammar/third-conditional1>

- The quantifiers section should be easy for most students as many of them should know them. The only new thing will be seeing them all together. In the small quantities section, emphasize that “a little” and “very little” are quite different in meaning (“very little is more negative), and the same applies to “very few.” In the “zero quantity” section, emphasize that “no” must be used with a noun (“I have no friends”). Also point out that “None” is a pronoun, so it is used on its own (“Is there any pop in the fridge?” “No, I’m afraid there’s none left”).

For more practice, we suggest using the following resource:

test-english. (n.d.). *Much, many, little, few, some, any – quantifiers*. Retrieved from <https://test-english.com/grammar-points/a2/much-many-little-few-some-any/>

- In the vocabulary section regarding “making adjectives and adverbs” remind students that:
 - “-y” and “-able” are commonly used as endings for adjectives.
 - “un-” and “im-” are commonly used to make negative adjectives, but some adjectives formed with “-ful” (like careful), sometimes make the opposite adjective with “-less” (careless).
 - Sometimes the final “e” is eliminated before an “-ly” suffix, for example “comfortably.” Also, sometimes when adjectives end with consonant + “y,” the “y” changes to “i” before adding the suffix (lucky – luckily).

To practice more, we suggest using the following resource:

EnglishExercises.org. (n.d.). *WORD FORMATION - PREFIXES & SUFFIXES*. Retrieved from <https://www.englishexercises.org/makeagame/viewgame.asp?id=3677>

Topic 10 An inside job

This topic focuses on relative clauses, tag questions, and vocabulary made of compound nouns and around the topic of crime.

Teaching notes

- Students already had an introduction to defining relative clauses, however, nondefining relative clauses might be new for some. Highlight that “defining relative clauses” cannot be omitted because they contain important information, and “nondefining relative clauses” can be omitted because they give extra information. Highlight that “that” cannot be used in nondefining relative clauses. If you have an advanced class, you can point out that “whom” can be used as a relative pronoun instead of “who” to refer to the object of the verb in the relative clause or after prepositions, however, it is more formal and less common than “who.” Some common mistakes you can encounter are as follows:
 - Students confusing “who” and “which” (“She’s a neighbor ~~which~~ lives next door.”)
 - Students using a personal pronoun (“She’s the woman ~~she~~ is in my team.”)
 - Students using “that” in nondefining relative clauses (“The movie, ~~that~~ we saw yesterday, was incredible.”)

For more practice, we suggest using the following resource:

test-english. (n.d.). *Defining and non-defining relative clauses*. Retrieved from <https://test-english.com/grammar-points/b1/defining-and-non-defining-relative-clauses/>

- The tag question section could be difficult for students if they do not identify the main or auxiliary verb correctly. Practice identifying the main verb or auxiliary first, to help them succeed.

For more practice, we suggest the following resource:

University of Victoria. (n.d.). *Tag Questions 1*. Retrieved from <https://continuingstudies.uvic.ca/elc/studyzone/410/grammar/410-tag-questions1/>

- In the vocabulary section that covers compound nouns, remind students that compound nouns have more stress on the first word. The part about crime should be easy for students.

For more practice we suggest using the following resource:

esl lounge student. (n.d.). *Crime Vocabulary 2*. Retrieved from <https://www.esl-lounge.com/student/vocabulary/3v26-crime-vocabulary-2.php>

Topic 11 Putting two and two together

This topic focuses on embedded questions, compound sentences and words that act as nouns and verbs.

Teaching notes

- The structure of embedded questions is quite like reported speech questions. The main difference here is the use of “whether” and introductory phrases. The first step is to understand the structure and word order. In embedded questions, the word order remains the same as in a statement. For example, “I asked where you live.” We suggest using introductory phrases to make it more natural, for example “What time does the train leave?” can be transformed to “I wonder what time the train leaves.”

For more practice, we suggest using the following resource:

University of Victoria. (n.d.). *Embedded Questions 1*. Retrieved from <https://continuingstudies.uvic.ca/elc/studyzone/410/grammar/410-embedded-questions1/>

- Students already know what a clause is. The main focus of this subtopic is on coordinating conjunctions (“and,” “but,” “or,” “so,” “for,” “yet”) and conjunctive adverbs (“however,” “therefore,” “moreover,”) to connect independent clauses. The use of semicolons and transitional words will be reviewed in topic 13, but you can tell students it is used to connect two independent clauses in a compound sentence.

For more practice, we suggest the following resource:

University of Victoria. (n.d.). *Compound Sentences 1*. Retrieved from <https://continuingstudies.uvic.ca/elc/studyzone/410/grammar/410-compound-sentences1>

- The vocabulary section covers words that can be used as verbs or nouns depending on the context.

For more practice, we suggest using the following resource:

esl lounge student. (n.d.). *Words as Nouns and Verbs Gap Fill Quiz*. Retrieved from <https://www.esl-lounge.com/student/vocabulary/4v54-advanced-both-nouns-and-verbs-gap-fill.php>

Topic 12 Draw the line

This topic covers modals of preference, modals in the past and vocabulary about the academic world.

Teaching notes

- Students are familiar with modals and the use of would. The new structure is using “would rather” to express preference when different choices are possible. You can highlight that we can

use it as a whole phrase “would rather” followed by a verb in base form or using a subject and verb in simple past. It is important to point out that “prefer” and “would prefer” are not followed directly by base verbs.

For more practice, we suggest using the following resource:

University of Victoria. (n.d.). *Modals of Preference - Exercise 1*. Retrieved from <https://continuingstudies.uvic.ca/elc/studyzone/410/grammar/410-modals-of-preference1>

- The second subtopic is a review of modals in the past. Students should be familiar with these modal verbs, their structure, and use. The aim here is to focus on oral and written production.

For more practice, we suggest using the following resources:

- English Current. (n.d.). *Speaking Activity: It must have been written by ... (Past Modals)*. Retrieved from <https://www.englishcurrent.com/speaking/speaking-activity-past-modals-speculation/>
- English Current. (n.d.). *ESL Murder Mystery Game: Mystery at Mr. Grim’s Mansion*. Retrieved from <https://www.englishcurrent.com/games/esl-murder-mystery-game-grims-mansion/>
- The last part of the topic focuses on vocabulary regarding the academic world, these are words that are commonly used in schools and can be quite useful for students in their academic career.

For more practice, we suggest using the following resource:

English grammar. (n.d.). *GVoog - The American Educational System - Vocabulary exercise*. Retrieved from https://www.english-grammar.at/online_exercises/general-vocabulary/gvoog-american-educational-system.htm

Topic 13 Stay the course

This topic covers preposition combinations, the use of colons and semi-colons, and transitional words.

Teaching notes

- The first part of the topic focuses on preposition combinations, reviewing noun + preposition combinations, adjective + preposition combinations, and verb + preposition combinations. Most students should have heard most of these combinations, the aim here is for students to practice them, so they become natural for them. Some common mistakes you can find are as follows:

- Using a preposition that does not match the sentence: "I was amazed ~~from~~ by the beauty of the place."
- Leaving out a preposition that should be in a sentence: "I was amazed the beauty of the place."
- Using a preposition that is not needed in the sentence: "I was amazed ~~at~~ that you did it so quickly."

To practice more, we suggest using the following resource:

University of Victoria. (n.d.). *Preposition Combinations 1*. Retrieved from <https://continuingstudies.uvic.ca/elc/studyzone/410/grammar/410-preposition-combinations1>

- The second part of the topic focuses on the proper use of colons and semicolons. It is suggested to emphasize that colons are used to introduce lists or explanations, and semi-colons are used to join two independent clauses that are closely related. Semi-colons are also used before transitional words, which will be covered in the last subtopic.

For more practice, we suggest using the following resource:

University of Victoria. (n.d.). *Using Colons and Semi-Colons Exercise*. Retrieved from <https://continuingstudies.uvic.ca/elc/studyzone/410/grammar/colons1>

- The last subtopic covers transitional words. It is important to highlight that these words make writing and the general expression of ideas more coherent and easier to follow. The words that might be new for students are "yet," "hence," "thus," and "furthermore."

For more practice, we suggest using the following resource:

GB Grammar Bank. (n.d.). *Transition Words Grammar Test 2*. Retrieved from <https://www.grammarbank.com/transition-words.html>

Topic 14 Make the cut

The topic focuses on avoiding fragments in written communication, identifying sentence types, and vocabulary related to make and do.

Teaching notes

- The first subtopic focuses on how to identify and avoid fragments to produce complete sentences in writing. This should not be new for students as they have seen dependent clauses. It is important to highlight that while imperative sentences may look like fragments, they are complete sentences. One of the most common mistakes students make in writing is leaving transitive verbs hanging, this is the perfect opportunity to tackle this issue.

For more practice, we suggest using the following resource:

University of Victoria. (n.d.). *Sentences and Fragments Exercise*. Retrieved from <https://continuingstudies.uvic.ca/elc/studyzone/410/grammar/410-sentences-and-fragments>

- The second subtopic analyzes the types of sentences students can use in their writing. This is a fun opportunity to make students practice all they have learned through their writing. Just make sure they understand that while compound-complex sentences may be fun to write, they can be confusing for the reader.

For more practice, we suggest using the following resource:

University of Victoria. (n.d.). *Identifying Sentence Types*. Retrieved from <https://continuingstudies.uvic.ca/elc/studyzone/410/grammar/410-identifying-sentence-types>

- The vocabulary section covers when to use make or do. Most of these collocations are known to students.

We suggest using the following resource to practice more:

AGENDA WEB. (n.d.). *Make / do*. Retrieved from <https://agendaweb.org/verbs/make-do-exercises.html>

Topic 15 Last resort

The topic focuses on identifying conditionals, using although, in spite of/despite, and vocabulary to describe faulty goods.

Teaching notes

- The first subtopic focuses on contrasting all four types of conditional sentences. None of them should be new for students.

To practice more, we suggest using the following resource:

Using English.com. (n.d.). *'Identifying Conditionals' Quiz*. Retrieved from <https://www.usingenglish.com/quizzes/101.html>

- The second subtopic focuses on how to use “although,” “in spite of,” and “despite.” The most important aspect to highlight is that we do not use a “that-clause” after “in spite of” or “despite.” We use “in spite of the fact that” or “despite the fact that.” Also mention that “despite” is a bit more formal than “in spite of.”

To practice more, we suggest using the following resources:

- PERFECT ENGLISH GRAMMAR. (n.d.). *LINKING WORDS EXERCISE 1*. Retrieved from <https://www.perfect-english-grammar.com/linking-words-contrast-exercise-1.html>
- speakspeak. (n.d.). *Upper-intermediate grammar exercise (B2 level): despite, in spite of, although, even though ex. 1*. Retrieved from <https://speakspk.com/english-grammar-exercises/upper-intermediate/upper-intermediate-grammar-exercise-despite-in-spite-of-although-even-though>

The last subtopic covers vocabulary useful to describe faulty goods.

We suggest using the following resource for more practice:

BRITISH COUNCIL. (n.d.). *Returning goods to a shop*. Retrieved from <https://www.teachingenglish.org.uk/teaching-resources/teaching-adults/activities/intermediate-b1/returning-goods-shop>



Learning outcomes

Learning outcome 1

Name	Learning outcome 1
Description	The student will make a video talking about how their life has changed since they started college, and what they hope to achieve when they finish university, to practice the grammar and vocabulary elements of module 1.
Instructions	<ol style="list-style-type: none"> 1. Individually, think about how your life has changed since you started studying at Tecmilenio regarding friends, career, family, and relationships. Then think about what you want to achieve when you finish your studies. 2. In a document, write a script that you will use for a 2–3-minute video where you talk about the following things: <ul style="list-style-type: none"> • The activities you used to do before starting university and how you used to manage your time. • The things that changed once you started studying at Tecmilenio, regarding family, friends, and relationships in general. • The habits that you now have and how they have changed compared to what you used to do.

	<ul style="list-style-type: none"> The way you see yourself once you get your degree and what you wish to accomplish. <ol style="list-style-type: none"> In addition, create visual aids that you will use to illustrate your ideas in a video and record it. <ul style="list-style-type: none"> To make the video, you can use tools like Canva, Adobe Express, Genial.ly, PowerPoint, Google Slides, or any other tool to make your video. 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. Finally, record your video and upload it to YouTube and upload the YouTube link and your script in its proper section. <p>Note</p> <p>If you want to learn how to create and share videos, follow these tutorials.</p> <ul style="list-style-type: none"> “How to create videos: share a video on YouTube”, click here.
Demonstration	Deliver your learning outcome based on the evaluation criteria shown in the following rubric .

Learning outcome 2

Name	Learning outcome 2
Description	The student will make a video explaining an urban legend, to practice the grammar and vocabulary elements of module 2.
Instructions	<ol style="list-style-type: none"> Individually, search online for urban myths or legends around the world and try to find their origin and some explanation behind them. In a document, write a script that you will use for a 2–3-minute video where you talk about the following things: <ol style="list-style-type: none"> Describe one urban legend in detail and say why you chose it. Explain where the legend comes from and include some explanation of its origin. Describe what could have been different had the events not happened the way they did. Conclude by sharing your opinion on urban legends or myths.

	<p>3. Create visual aids that you will use to illustrate your ideas in a video and record it.</p> <ul style="list-style-type: none"> To make the video, you can use tools like Canva, Adobe Express, Genial.ly, PowerPoint, Google Slides, or any other tool to make your video. <p>4. It is important to have a title for the video and a proper structure: Introduction, body, and conclusion. Moreover, you MUST appear in the video while speaking. Therefore, it is advisable to practice at least two or three times before you start recording.</p> <p>5. Finally, record your video and upload it to YouTube and upload the YouTube link and your script in its proper section.</p> <p>Note</p> <p>If you want to learn how to create and share videos, follow these tutorials.</p> <ul style="list-style-type: none"> "How to create videos: share a video on YouTube", click here.
Demonstration	Deliver your learning outcome based on the evaluation criteria shown in the following rubric .

Learning outcome 3

Name	Learning outcome 3
Description	The student will make a video talking about an unsolved mystery to practice the grammar and vocabulary elements of module 3.
Instructions	<ol style="list-style-type: none"> Individually, search online for unsolved mysteries around the world and find one you think is worth sharing, try to find as much information as you can. In a document, write a script that you will use for a 2–3-minute video where you talk about the following things: <ol style="list-style-type: none"> Introduce the mystery by saying why you chose it and at least 2 shocking details. Describe the mystery in detail, where it happened, when, and under what circumstances. Describe what was the result, and why it is still unsolved. Conclude by saying how you would solve the mystery and what would happen if it was solved.

	<p>3. Create visual aids that you will use to illustrate your ideas in a video and record it.</p> <ul style="list-style-type: none"> To make the video, you can use tools like Canva, Adobe Express, Genial.ly, PowerPoint, Google Slides, or any other tool to make your video. <p>4. It is important to have a title for the video and a proper structure: Introduction, body, and conclusion. Moreover, you MUST appear in the video while speaking. Therefore, it is advisable to practice at least two or three times before you start recording.</p> <p>5. Finally, record your video and upload it to YouTube and upload the YouTube link and your script in its proper section.</p> <p>Note</p> <p>If you want to learn how to create and share videos, follow these tutorials.</p> <ul style="list-style-type: none"> “How to create videos: share a video on YouTube”, click here.
Demonstration	Deliver your learning outcome based on the evaluation criteria shown in the following rubric .

Learning outcome 1. Rubric

Performance level				
Evaluation criteria	Highly competent 100%-86%	Competent 85%-70%	Have not developed the competence yet 69%-0%	%
	35-30 points	29-25 points	24-0 points	
1. Grammar and vocabulary	The student uses correctly and appropriately all the grammar points (simple present and continuous, future forms, present perfect, simple past, present perfect continuous, comparatives, superlatives, articles, modals of obligation and prohibition, modals	The student uses most of the grammar points correctly and appropriately but makes some minor errors or omissions (simple present and continuous, future forms, present perfect, simple past, present perfect continuous, comparatives, superlatives, articles,	The student makes frequent or major errors or omissions in using the grammar points (simple present and continuous, future forms, present perfect, simple past, present perfect continuous, comparatives, superlatives, articles, modals of obligation and prohibition, modals	35

	<p>of ability and possibility, and past tenses).</p> <p>The student uses a wide range of vocabulary related to food and cooking, family, adjectives of personality, money, strong adjectives, transportation, phone language, -ed / -ing adjectives, sports, and relationships.</p> <p>The student uses verbs/adjectives and prepositions correctly and fluently.</p>	<p>modals of obligation and prohibition, modals of ability and possibility, and past tenses).</p> <p>The student uses some vocabulary related to the topics, but sometimes repeats words or uses inappropriate or inaccurate words related to food and cooking, family, adjectives of personality, money, strong adjectives, transportation, phone language, -ed / -ing adjectives, sports, and relationships.</p> <p>The student uses some verbs/adjectives + prepositions correctly, but sometimes makes minor errors or hesitates.</p>	<p>of ability and possibility, and past tenses).</p> <p>The student uses limited, or irrelevant vocabulary related to food and cooking, family, adjectives of personality, money, strong adjectives, transportation, phone language, -ed / -ing adjectives, sports, and relationships.</p> <p>The student makes frequent or major errors in using verbs/adjectives + prepositions or avoids using them.</p>	
	35-30 points	29-25 points	24-0 points	
2. Content	<p>The student provides clear and detailed information about the activities before starting university, the changes after starting Tecmilenio, the current habits and how they have changed, and the future goals and aspirations.</p>	<p>The student provides some information about the topics (activities before starting university, the changes after starting Tecmilenio, the current habits and how they have changed, and the future goals and aspirations) but</p>	<p>The student provides little or no information about the topics (activities before starting university, the changes after starting Tecmilenio, the current habits and how they have changed, and the future goals and aspirations), or provides</p>	35

		sometimes lacks clarity or detail.	irrelevant or inaccurate information.	
3. Presentation	30-26 points	25-21 points	20-0 points	30
	The student pronounces /ʃ/, /dʒ/, /tʃ/, /ɔr/, and /ər/ sounds clearly and accurately.	The student pronounces most of the sounds (/ʃ/, /dʒ/, /tʃ/, /ɔr/, and /ər/) clearly and accurately, but sometimes makes minor mistakes or hesitates.	The student pronounces the sounds (/ʃ/, /dʒ/, /tʃ/, /ɔr/, and /ər/) poorly or inaccurately, or avoids using them.	
	The student organizes the video into a clear introduction, body, and conclusion. Uses transitions to connect ideas smoothly.	The student organizes the video into an introduction, body, and conclusion, but sometimes lacks transitions or coherence.	The student organizes the video poorly or lacks an introduction, body, or conclusion.	
	The student uses visual aids that are relevant, clear, and attractive to support the presentation.	The student uses visual aids that are somewhat relevant, clear, and attractive, but sometimes distract from the presentation.	The student uses visual aids that are irrelevant, unclear, or unattractive or does not use visual aids at all.	
	The video lasts from 2 to 3 minutes and the audio quality is good.	The video lasts from 2 to 3 minutes but the audio quality is not good.	The video lasts less than 2 minutes or more than 3 minutes and the audio quality is poor.	
			Total	100%

Learning outcome 2. Rubric

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

			69%-0%	
4. Content	35-30 points	29-25 points	24-0 points	35
	The student describes one urban legend in detail and provides a clear and relevant reason for choosing it.	The student describes one urban legend and provides a reason for choosing it.	The student does not describe one urban legend or does not provide a reason for choosing it.	
	The student explains the origin of the legend and its explanation with accurate and sufficient information from online sources.	The student explains the origin of the legend and its explanation with some information from online sources.	The student does not explain the origin of the legend or its explanation or uses inaccurate or insufficient information from online sources.	
	The student describes the possible alternative outcomes of the legend and how they would affect the world.	The student describes the possible alternative outcomes of the legend and how they would affect the world.	The student does not describe the possible alternative outcomes of the legend or how they would affect the world.	
	The student concludes with a well-supported opinion on urban legends or myths.	The student concludes with an opinion on urban legends or myths.	The student does not conclude with an opinion on urban legends or myths or provides an unsupported opinion.	
5. Grammar	35-30 points	29-25 points	24-0 points	35
	The student demonstrates a strong command over English language conventions including:	The student demonstrates a good understanding of English language conventions but may occasionally exhibit minor errors or inconsistencies:	The student demonstrates significant struggles with English language conventions:	
	<ul style="list-style-type: none"> • Correct usage of passive voice across all tenses. • Appropriate application of modals of 	<ul style="list-style-type: none"> • Mostly correct usage of passive voice across all 	<ul style="list-style-type: none"> • Does not apply or misuses passive voice across all tenses. • Does not use or incorrectly uses modals of deduction (like might, can't, must) to express certainty about a subject. 	

	<p>deduction (like might, can't, must) to convey varying degrees of certainty about a subject.</p> <ul style="list-style-type: none"> • Skilled employment of first conditional and future time clauses to indicate potential future actions. • Proper use of the second conditional to depict hypothetical scenarios. • Effective use of reported speech for conveying previous statements or inquiries. • Appropriate usage of gerunds and infinitives, contingent on the verb or expression used. • Proficiency in using the third conditional to express past hypothetical situations. • Accurate utilization of quantifiers to modify nouns or noun phrases. • Proper usage of relative clauses (both defining 	<p>tenses, with minor errors.</p> <ul style="list-style-type: none"> • Predominantly appropriate application of modals of deduction (like might, can't, must) to convey varying degrees of certainty about a subject, despite occasional inaccuracies. • Adept usage of first conditional and future time clauses to indicate potential future actions, with few mistakes. • Proper and consistent use of the second conditional to depict hypothetical scenarios. • Effective, though sometimes flawed, use of reported speech for conveying previous statements or inquiries. • Generally appropriate usage of gerunds and infinitives, contingent on the verb or expression used, with minor slips. 	<ul style="list-style-type: none"> • Does not employ or misuses first conditional and future time clauses for indicating future actions. • Does not use or improperly uses the second conditional to depict hypothetical scenarios. • Does not use or incorrectly uses reported speech to convey previous statements or inquiries. • Does not utilize or misuses gerunds and infinitives, regardless of the verb or expression used. • Does not use or incorrectly uses the third conditional to express past hypothetical situations. • Does not use or incorrectly uses quantifiers to modify nouns or noun phrases. • Does not use or misuses relative clauses (both defining and non-defining). • Does not use or incorrectly uses tag questions for validating information or seeking consensus. • Does not exhibit accuracy and fluency in vocabulary usage. 	
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	<p>and non-defining).</p> <ul style="list-style-type: none"> • Apt use of tag questions for validating information or seeking consensus. • Fluency and precision in vocabulary usage. 	<ul style="list-style-type: none"> • Proficiency, with slight inconsistencies, in using the third conditional to express past hypothetical situations. • Generally accurate utilization of quantifiers to modify nouns or noun phrases, despite minor errors. • Mostly correct usage of relative clauses (both defining and non-defining), with occasional inaccuracies. • Primarily apt use of tag questions for validating information or seeking consensus, with minor mistakes. • Fluent and precise vocabulary usage, though minor errors or inconsistencies may occur. 		
	30-26 points	25-21 points	20-0 points	
6. Presentation	<p>The video is 2–3 minutes long and has a clear and engaging introduction, body, and conclusion.</p> <p>The video includes visual aids that are</p>	<p>The video is 2–3 minutes long and has an introduction, body, and conclusion.</p> <p>The video includes visual aids that are</p>	<p>The video is too short or too long or does not have an introduction, body, or conclusion.</p> <p>The video does not include visual aids or uses visual aids that are irrelevant,</p>	30

	<p>relevant, creative, and well-designed to illustrate the ideas in the script.</p> <p>The video has clear audio and video quality.</p> <p>The student demonstrates confidence, enthusiasm, and great fluency.</p>	<p>related to the ideas in the script.</p> <p>The video has acceptable audio and video.</p> <p>The student demonstrates some confidence, enthusiasm, and adequate fluency.</p>	<p>uncreative, or poorly designed to illustrate the ideas in the script.</p> <p>The video has poor audio and video quality.</p> <p>The student demonstrates lack of confidence, enthusiasm, or fluency.</p>	
Total				100%

Learning outcome 3. Rubric

Performance level				
Evaluation criteria	Highly competent 100%-86%	Competent 85%-70%	Haven not developed the competence yet 69%-0%	%
	35-30 points	29-25 points	24-0 points	
7. Content	<p>The student introduces the mystery by mentioning 2 shocking details, describing the mystery in detail, describing the result, why it was unsolved, how they would solve it, and what the result would be.</p> <p>The student provides accurate and relevant information and demonstrates original and creative thinking.</p>	<p>The student introduces the mystery by mentioning 1 shocking detail, describing the mystery briefly, describing the result, why it was unsolved, or how they would solve it.</p> <p>The student provides mostly accurate and relevant information and demonstrates some original and creative thinking.</p>	<p>The student does not introduce the mystery, no shocking details are given, and the mystery is described poorly.</p> <p>The student provides inaccurate or irrelevant information or demonstrates little or no original and creative thinking.</p>	35

8. Grammar	35-30 points	29-25 points	24-0 points	35
	<p>The student uses correct grammar, spelling, punctuation, and vocabulary throughout the presentation and script.</p> <p>The sentences are clear, concise, and varied in structure.</p> <p>The student uses most of the following grammar and vocabulary points: Embedded questions, compound sentences, words that act as nouns and verbs, modals of preference, modals in the past, preposition combinations, colons and semicolons, transitional words, complete sentences, correct use of make and do, correct use of conditionals, although, in spite of, and despite.</p>	<p>The student uses mostly correct grammar, spelling, punctuation, and vocabulary throughout the presentation and script.</p> <p>The sentences are mostly clear and concise.</p> <p>The student uses some of the following grammar and vocabulary points: Embedded questions, compound sentences, words that act as nouns and verbs, modals of preference, modals in the past, preposition combinations, colons and semicolons, transitional words, complete sentences, correct use of make and do, correct use of conditionals, although, in spite of, and despite.</p>	<p>The student uses incorrect or inappropriate grammar, spelling, punctuation, or vocabulary throughout the presentation and script.</p> <p>The sentences are unclear or too long or too short.</p> <p>The student uses few or none of the following grammar and vocabulary points: Embedded questions, compound sentences, words that act as nouns and verbs, modals of preference, modals in the past, preposition combinations, colons and semicolons, transitional words, complete sentences, correct use of make and do, correct use of conditionals, although, in spite of, and despite.</p>	
9. Presentation	30-26 points	25-21 points	20-0 points	30
	<p>The video is 2–3 minutes long and has a clear and engaging introduction, body, and conclusion.</p> <p>The video includes visual aids that are relevant, creative, and well-designed to</p>	<p>The video is 2–3 minutes long and has an introduction, body, and conclusion.</p> <p>The video includes visual aids that are related to the ideas in the script.</p>	<p>The video is too short or too long or does not have an introduction, body, or conclusion.</p> <p>The video does not include visual aids or uses visual aids that are irrelevant, uncreative, or poorly designed to</p>	

illustrate the ideas in the script.	The video has acceptable audio and video.	illustrate the ideas in the script.	
The video has clear audio and video quality.	The student demonstrates some confidence, enthusiasm, and adequate fluency.	The video has poor audio and video quality.	
The student demonstrates confidence, enthusiasm, and great fluency.		The student demonstrates a lack of confidence, enthusiasm, or fluency.	
Total			100%

