



Teacher's Guide

English 2

LTHI2202

Connect



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General Information

- Connect
- Study Plan 2018
- Modality
 - Banner code: LTHI2202.
 - Modality: Online.
 - Teaching method: Blended learning.

Competence

To communicate in a basic level by using everyday expressions and develop the four skills: listening, reading, writing, and speaking.

Methodology

Course features:

Our English as a second language courses correspond to the University's three distinctive elements: **Happiness, Tailored learning experience and Experiential learning.**

The content is available in the technological platform (Canvas) assuring the same standard quality, regardless of the place or campus in which the subject is being studied. The activities in each course are designed with the purpose of assuring the development of competences in our students by setting achievable learning outcomes.

Characteristics:

This methodology requires the student to complete a set of activities, such as the following:

- There is a quiz for each topic, which must be completed only once inside or outside the classroom.
- There is a learning outcome for each module.
- There is a final evaluation.

In addition, the main characteristics of our courses are the following:

- **Blended learning:** classroom interaction plus appropriate computer mediated activities.
- **Correlation with the Common European Framework of References for Languages (CEFR):** students completing a course should reach a level of language skill as described by the CEFR.
- **TOEFL preparation:** including free practice according to the student's level.
- **Grammar reference:** all topics include brief grammar explanations presented with cross reference to further information and activities on different platforms.
- **Vocabulary:** American and British vocabulary presented in all topics.

Approaches:

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- **Four skill development approach**

To provide a well-balanced development of the four language skills (listening, speaking, reading and writing), this course includes per topic: team activities, individual activities and homework.

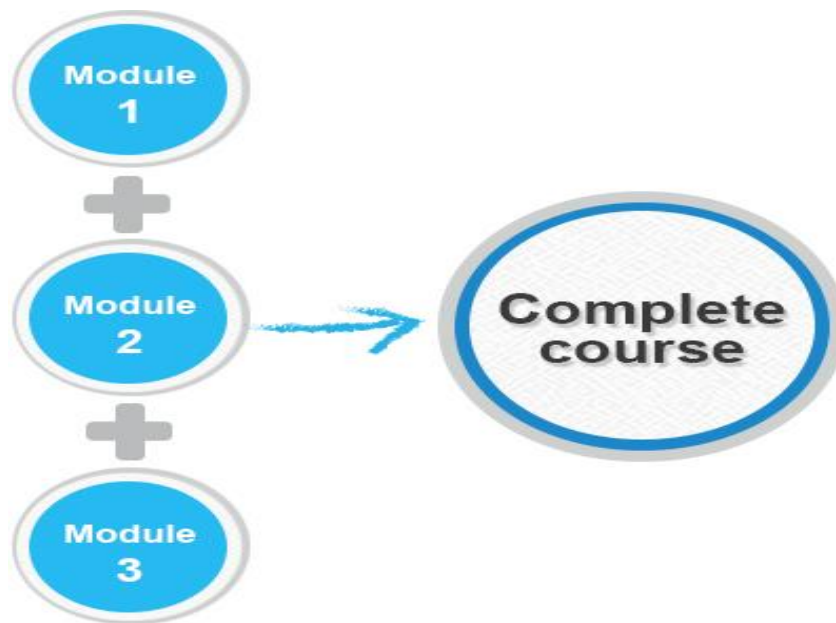
- **Communicative approach**

Students use diverse communication strategies and real-life English to build language and to produce meaningful communication. The role of the teacher will be a facilitator of learning and one of the main tasks is to provide the student with positive feedback. Some of these tasks are student-centered and it is expected to have active listeners as well as the use of authentic materials to apply knowledge.

- **Structural approach to cooperative learning**

The activities are designed to positively engage students to the class. To meet the requirements of these activities, student interaction and participation are vital in every activity. In this way, communication and collaborative learning are promoted.

Course structure:



Evaluation

Units	Assessment Tools	Score
15	Quizzes	60
3	Learning Outcomes	30
1	Final Evaluation	10
	Total	100 points

Activities	Score
Quiz 1	4
Quiz 2	4
Quiz 3	4
Quiz 4	4
Quiz 5	4
Learning Outcome 1	10
Quiz 6	4
Quiz 7	4
Quiz 8	4
Quiz 9	4
Quiz 10	4
Learning Outcome 2	10
Quiz 11	4
Quiz 12	4
Quiz 13	4
Quiz 14	4
Quiz 15	4
Learning Outcome 3	10
Final Evaluation	10
Total	100

Bibliography and Special Resources

Textbook

- It doesn't require a textbook.

Supplementary book

- It doesn't require a supplementary book.

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Course Content (Topics)

Module 1. ENGLISH TENSES

During this module, students will learn to identify and use different present, past and future tenses.

Topic 1. Talking about the present

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. Talking about the past

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. Talking about the future

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. Talking about experiences

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. Using the simple future

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.

Module 2. ENGLISH IN USE

During this module, students will be able to identify and use common grammar structures in English, that appear in different certification and proficiency tests, such as the OET.

Topic 6. Using comparatives and superlatives

Before going to class, it is important to review the grammar rules and identify the differences of *comparatives*, *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. Using infinitives and gerunds

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. Talking about advice and possibilities

It is important to review the grammar rules and differences of modal verb *should*, *first conditional* 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. Talking hypothetically and about experiences

It is important to review the grammar rules and differences of *second conditional*, *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. Talking about inventions, past habits, and decisions

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.

Module 3. ENGLISH PRACTICE

The focus of this unit is on practicing the four skills after having acquired different grammar structures, vocabulary, and pronunciation skills throughout the previous topics.

Topic 11. Talking about sports and common expressions

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. Talking about news and gossip

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. Focusing on speaking: Present tenses review

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. Focusing on speaking: Past tenses review

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.

Topic 15. Focusing on speaking: Future tenses review

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.

As you can see, in this unit you will have the third 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.

Use of Rubrics

The graded activities within each topic and calendar, as well as the course's final presentation, include a rubric that must be used to grade student's work. This is especially important for our competency model since it is how we measure the development of skills in our students. Each rubric is 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/QgDKeZv9tAI>
- How to grade assignments using rubrics: <https://youtu.be/mAblsLAgIp4>

Recommendations

- **Training material on the Canvas technology platform**
 - Digital tutorial for teachers: <https://bit.ly/2SbMaNK>
 - Digital tutorial for students: <https://bit.ly/35IBnP6>

- **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 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 students' grades.

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