



Teaching Notes

Inglés I

PTHI2201



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General information

- Banner code: PTHI2201
- Modality: Connect

Course competence

General: To communicate using everyday expressions and basic phrases such as introducing themselves and others, as well as asking and answering simple questions about personal details.



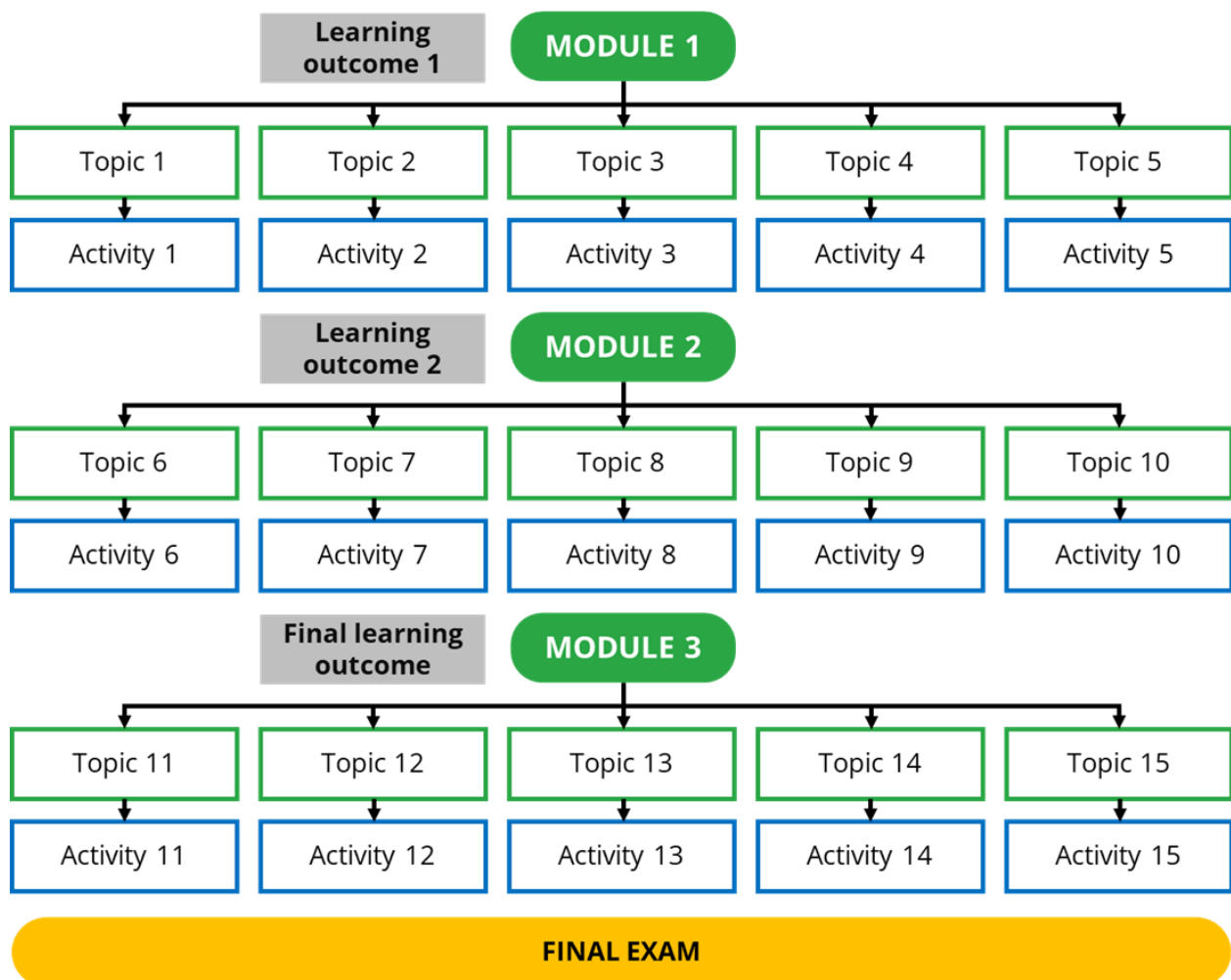


Methodology

1. Course features:

- The course is taught with the **Challenge Based Learning** teaching technique.
- The course is designed to develop a specific competency.
- The contents are divided into three modules.
- Five topics are reviewed in each module through written explanations and videos.
- There are three learning outcomes in the course, one per module.
- 15 activities are developed, one per topic.
- The evaluation of the course is made by:
 - a. 15 activities
 - b. 3 learning outcomes with rubrics
 - c. 1 final evaluation

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:

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

First, there are 15 activities, one 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 15 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.

Important note: After completing each learning outcome, students should refer to the rubric as a guideline to ensure their work meets the required standards of coherence, depth, and overall quality. You can download the rubric in the corresponding space in Module 1, 2, or 3, and also check it in the "Assignments" section.

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 doubt or questions. This final evaluation can be found in the "Assignments" section.



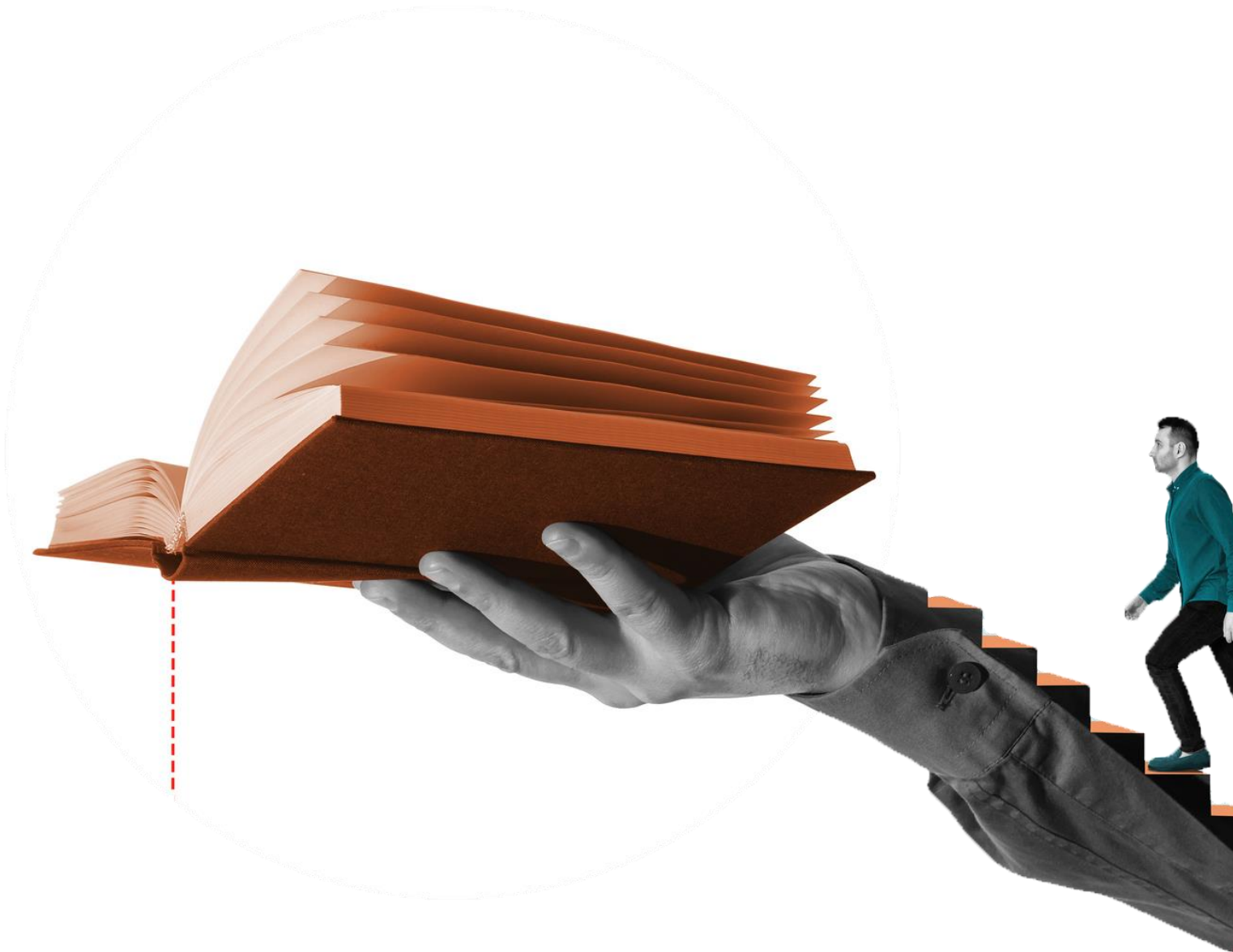
Evaluation

| Units | Assessment Tools | Score |
|-------|-------------------|-------------------|
| 15 | Activities | 30 |
| 3 | Learning outcomes | 45 |
| 1 | Final exam | 25 |
| | Total | 100 points |

| Number of activity | Assessment Tools | Score |
|--------------------|--------------------|-------------------|
| 1 | Activity 1 | 2 |
| 2 | Activity 2 | 2 |
| 3 | Activity 3 | 2 |
| 4 | Activity 4 | 2 |
| 5 | Activity 5 | 2 |
| 6 | Learning outcome 1 | 15 |
| 7 | Activity 6 | 2 |
| 8 | Activity 7 | 2 |
| 9 | Activity 8 | 2 |
| 10 | Activity 9 | 2 |
| 11 | Activity 10 | 2 |
| 12 | Learning outcome 2 | 15 |
| 13 | Activity 11 | 2 |
| 14 | Activity 12 | 2 |
| 15 | Activity 13 | 2 |
| 16 | Activity 14 | 2 |
| 17 | Activity 15 | 2 |
| 18 | Learning outcome 3 | 15 |
| 19 | Final exam | 25 |
| | Total | 100 points |

Bibliography

- This course doesn't require a textbook.
- This course doesn't 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 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/QgDKeZvgtAI>
- How to grade assignments using rubrics: <https://youtu.be/mAblsLAglp4>

 Syllabus

| | |
|----------------|--|
| Topic 1 | Who are you? |
| 1.1 | Greetings and introductions |
| 1.2 | Subject pronouns and verb to be (affirmative form) |
| 1.3 | Vocabulary: Numbers 0 – 1000. |
| 1.4 | Pronunciation: /θ/, /h/, /aɪ/, and /i/ |
| Topic 2 | Where are you from? |
| 2.1 | Verb to be (negative and interrogative forms) |
| 2.2 | Question words |
| 2.3 | Vocabulary: Countries and nationalities |
| 2.4 | Pronunciation: /ɪ/, /oʊ/, /ʃ/, /dʒ/, and /tʃ/ |
| Topic 3 | What's this? |
| 3.1 | Singular and plural nouns |
| 3.2 | Demonstrative determiners |
| 3.3 | Vocabulary: Small things and souvenirs |
| 3.4 | Pronunciation: /z/, /s/, /d/, and /ð/ |
| Topic 4 | Who are they? |
| 4.1 | Family members |
| 4.2 | Possessive adjectives and possessive case |
| 4.3 | Vocabulary: Adjectives of personality and physical appearance |
| 4.4 | Pronunciation: /ʌ/, /ə/, /ɑ/, and /æ/ |
| Topic 5 | What is your routine? |
| 5.1 | Present simple: affirmative form and adverbs of frequency |
| 5.2 | Time in present simple (telling the time, prepositions of time with days, months, seasons, time) |
| 5.3 | Vocabulary: Daily activities |
| 5.4 | Pronunciation: /g/, /w/, /b/, and /v/ |
| Topic 6 | What do you do? |
| 6.1 | Present simple: negative and question forms |
| 6.2 | Skills practice in simple present |
| 6.3 | Vocabulary: Jobs and places of work |

| | |
|-----------------|---|
| 6.4 | Pronunciation: /j/, /l/ and /r/ |
| Topic 7 | Where is the park? |
| 7.1 | The imperative |
| 7.2 | Giving directions and prepositions of direction |
| 7.3 | Vocabulary: Places in a city |
| 7.4 | Pronunciation: /aʊ/, /ɔ/, and /ɔɪ/ |
| Topic 8 | Can you speak English? |
| 8.1 | Modal verb: Can / can't |
| 8.2 | Verbs of preference: Like, love, hate |
| 8.3 | Vocabulary: Food, drinks, and common verbs |
| 8.4 | Pronunciation: /ʊ/, /u/, and /ɪ/ |
| Topic 9 | What are you doing this summer? |
| 9.1 | Present continuous |
| 9.2 | Present continuous vs simple present |
| 9.3 | Vocabulary: Traveling verb phrases |
| 9.4 | Pronunciation: /əʀ/, /ɑr/, and /ɔr/ |
| Topic 10 | What is your favorite room? |
| 10.1 | There is / there are |
| 10.2 | Prepositions of place |
| 10.3 | Vocabulary: My house |
| 10.4 | Pronunciation: /ɑɪr/, /ɪr/, and /ɛr/ |
| Topic 11 | What did you do yesterday? |
| 11.1 | Verb to be in simple past |
| 11.2 | Simple past: affirmative form |
| 11.3 | Vocabulary: regular vs irregular verbs |
| 11.4 | Pronunciation: Regular verbs in simple past |
| Topic 12 | Can you speak in present and past? |
| 12.1 | Simple past: affirmative, negative and question forms |
| 12.2 | Reviewing basic tenses: present simple, present continuous, and past simple |
| 12.3 | Pronunciation: Review of vowel sounds /u/, /ʊ/, /i/ and /ɪ/ |
| Topic 13 | What's your favorite movie? |
| 13.1 | Talking about movies and object pronouns |

| | |
|-----------------|--|
| 13.2 | Vocabulary: Movie genres |
| 13.3 | Pronunciation: Review of vowel sounds /ɪ/, /ɛ/, and /eɪ/ |
| Topic 14 | What's the weather like today? |
| 14.1 | Order of adjectives and clothes |
| 14.2 | Vocabulary: The weather |
| 14.3 | Pronunciation: Review of vowel sounds /eɪ/, /ɛ/, and /æ/ |
| Topic 15 | Are you ok? |
| 15.1 | Modal verb <i>should</i> and health problems |
| 15.2 | Vocabulary: Parts of the body |
| 15.3 | Pronunciation: Review of vowel sounds /ʌ/, /ɑ/, /oʊ/ and /ɔ/ |



Teaching notes per topic

By the end of this course, students are expected to have achieved an A1 level of English according to the CEFR, which will be assessed in the final exam (OET).

All the topics are divided into three or four subtopics. They focus on grammar, use of English, vocabulary, and pronunciation. We recommend you check the videos **before** class as many of them provide examples that you will need to teach the lesson successfully, especially the ones which focus on pronunciation. It is very important that students do **not** skip the pronunciation exercises, as they will help them improve their pronunciation and clarity when speaking.

At the end of each subtopic, students will find exercises to practice the concepts. 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 Who are you?

This topic focuses on greetings and introductions, subject pronouns, the verb *to be* in affirmative form, the numbers, and the pronunciation of the phonemes /θ/, /h/, /aɪ/, and /i/.

Teaching notes:

- Start by greeting the students and asking them if they know how to introduce themselves in English.
- As the students of this course are true beginners, it is recommended that throughout the course, the teacher speaks clearly and slowly and preferably in English. The use of English is highly important so that the students can receive effective input and get used to the language.
- The teacher can choose students or ask for volunteers so that they practice the dialogues in front of the class, but it is also suggested that students get in pairs to practice them.
- When teaching the numbers, the teachers should ask the students to repeat them after them so that they pay attention to pronunciation.
- When teaching the phonemes, it is very important that the teachers produce the sounds and tell them how to do it, so that students can imitate them. Teach them carefully how to pronounce the phonemes /θ/ and /i/ as students tend to struggle with them. Make sure that students can properly pronounce the /i/ as, in the next topic, they will learn the /I/, so they need to differentiate them.
- The teacher should also say the tongue twister slowly so that students grasp all the sounds. It is recommended that the teacher helps the students classify the words by phoneme.
- It is highly recommended that the teacher encourages the use of the additional resources provided, as they include extra explanations, information, and sometimes exercises.

Topic 2 Where are you from?

This topic focuses on the verb to be in negative and question forms, question words, countries and nationalities, and the pronunciation of the phonemes /ɪ/, /oʊ/, /ʃ/, /dʒ/, and /tʃ/.

Teaching notes:

- Start by asking the students if they have traveled to another country or if they know people from other countries. Ask them what nationalities the people in those countries are.
- It is recommended that the teacher uses flashcards or visual aids to present the vocabulary. The teacher can also add celebrities of different nationalities to better illustrate the topic.
- After the topic has been explained, students should get in pairs or small groups to practice the dialogues and create their own to exchange information.
- The teacher should model the pronunciation of the five phonemes of the topic and point out the difference of the /ʃ/, /dʒ/, and /tʃ/ sounds as they tend to be difficult and hard to identify by Spanish speakers. Also, here it is very important that students learn to produce the /ɪ/ sound. Tell them about the differences between /ɪ/ and /i/, and show them how the meaning of words can change depending on which "i" they use: *this – these, ship – sheep, chip – cheap, fit- feet*, etc.
- The teacher should also say the tongue twister slowly so that students grasp all the sounds. It is recommended that the teacher helps the students classify the words by phoneme.
- It is highly recommended that the teacher encourages the use of the additional resources provided, as they include extra explanations, information, and sometimes exercises.

Topic 3 What's this?

This topic focuses on singular and plural nouns, demonstrative determiners, small things and souvenirs, and the pronunciation of the phonemes /z/, /s/, /d/, and /ð/.

Teaching notes:

- Start by asking the students if they know what question words are, and to give you examples.
- To explain the demonstrative determiners, it is recommended to bring different objects or use school objects that students have. Ask the students to provide their own examples and get them in pairs or small groups to practice the topic.
- Emphasize the different structures to form plurals, and the importance of learning by heart the irregular ones.
- During the listening practice, play the video at least twice, and make sure that students properly pronounce the demonstrative determiners.

- During section 4, the teacher should model the pronunciation of the four phonemes of the topic and point out the difference between the /z/ and /s/ sounds as the /z/ sound tends to be mispronounced by Spanish speakers. Some examples of words could be: *price -prize, ice – eyes, bus – buzz, peace – peas, place – plays, etc.*
- The teacher should also say the tongue twister slowly so that students grasp all the sounds. It is recommended that the teacher helps the students classify the words by phoneme.
- It is highly recommended that the teacher encourages the use of the additional resources provided, as they include extra explanations, information, and sometimes exercises.

Topic 4 Who are they?

This topic focuses on the use of possessive adjectives and the possessive case, family members, adjectives of personality and of appearance, and the pronunciation of the sounds /ʌ/, /ə/, /ɑ/, and /æ/.

Teaching notes:

- Start with a warm-up showing your family members, and then ask the students if they have any siblings, who they live with, or anything related to their family members.
- After explaining the topic, show them an image of a famous family and ask them for family relationships to make sure they understood the topic.
- For topic 4.3, use images of celebrities so that, after the explanation, they can describe them. If possible, play “Guess who!” with them (either the original game or an adaptation created by you).
- During section 4, the teacher should model the pronunciation of the four phonemes of the topic and ask the students to repeat them. These sounds do NOT exist in Spanish; thus, it is very important that students learn to recognize and produce them.
- The teacher should also say the tongue twister slowly so that students grasp all the sounds. It is recommended that the teacher helps the students classify the words by phoneme.
- It is highly recommended that the teacher encourages the use of the additional resources provided, as they include extra explanations, information, and sometimes exercises.

Topic 5 What is your routine?

This topic focuses present simple in positive form, adverbs of frequency, time in simple present, daily activities, and the pronunciation of the phonemes /g/, /w/, /b/, and /v/.

Teaching notes:

- Start the lesson by telling the students what you did before arriving to class. Then ask them what they did. Then, start teaching the vocabulary and explaining the lesson.
- It is recommended that, when you explain the simple present tense, your prompt examples from the students and use their names, this way, they will easily remember the examples and structure.
- To teach how to tell the time, you can also draw a clock on the board and then explain the topic.
- During section 4, the teacher should model the pronunciation of the four phonemes of the topic and ask the students to repeat them. Ask the students to pay close attention to the phonemes /b/ and /v/ because they make no difference in Spanish, but in English, if depending on which you use, the word changes completely. Some examples could be *berry – very, best – vest, boat – vote, bet – vet, banish – vanish, etc.*
- The teacher should also say the tongue twister slowly so that students grasp all the sounds. It is recommended that the teacher helps the students classify the words by phoneme.
- It is highly recommended that the teacher encourages the use of the additional resources provided, as they include extra explanations, information, and sometimes exercises.

Topic 6 What do you do?

This topic focuses on the negative and question forms of the simple present tense, on vocabulary of jobs and places of work, and on the pronunciation of the phonemes /j/, /l/ and /r/.

Teaching notes:

- Start the lesson by reviewing how to use the simple present tense in positive form, emphasizing the third person singular.
- Explain the topic and prompt examples from the students.
- During the listening exercises, play the audio/video at least twice and, if necessary, reduce the speed so that students understand better.
- During the reading exercise, it is recommended that students volunteer to read aloud or that you choose who reads next. This way, they will also practice their speaking skills and you can check if there are any questions regarding vocabulary.
- During section 4, the teacher should model the pronunciation of the three phonemes of the topic and ask the students to repeat them. Ask the students to pay close attention to the phoneme /j/ as it is **not** the same as the letter j.
- The teacher should also say the tongue twister slowly so that students grasp all the sounds. It is recommended that the teacher helps the students classify the words by phoneme.
- It is highly recommended that the teacher encourages the use of the additional resources provided, as they include extra explanations, information, and sometimes exercises.

Topic 7 Where is the park?

This topic focuses on the imperative, giving directions, prepositions of direction, places in a city, and the pronunciation of the sounds /aʊ/, /ɔ/, and /ɔɪ/.

Teaching notes:

- Start the lesson by asking the students if there are parks, schools, supermarkets, banks, etc., near their homes. You can also ask them how they get to school, or how they go from their classroom to the cafeteria, for example.
- Then, explain the topic. Use visual aids so that the students understand better, and when explaining how to give directions, use nonverbal language to exemplify your directions.
- During the listening exercises, play the video at least twice and, if necessary, reduce the speed so that students understand better.
- You can adapt the speaking activity to a conversation in pairs or in small groups, so that they interact with one another. You can ask them to give directions from their homes or school to any other popular place in your city.
- During section 4, the teacher should model the pronunciation of the three phonemes of the topic and ask the students to repeat them. These phonemes are not so complicated for Spanish speakers, but we recommend that the teacher checks the videos in advance so that they have examples of words with these sounds.
- The teacher should also say the tongue twister slowly so that students grasp all the sounds. It is recommended that the teacher helps the students classify the words by phoneme.
- It is highly recommended that the teacher encourages the use of the additional resources provided, as they include extra explanations, information, and sometimes exercises.

Topic 8 Can you speak English?

This topic focuses on the modal verbs can and can't, the verbs of preference, food, drinks, and common verbs, and the pronunciation of the phonemes /ʊ/, /u/, and /ɪ/.

Teaching notes:

- Start the lesson by telling the students something that you can and cannot do. Then, ask about their abilities. Tell them that they will learn about the modal verb *can*.
- Draw a chart on the board explaining the different uses of *can* / *can't* so that the students have a visual representation of them.
- You can add a speaking activity where students talk about the things they can and cannot do.

- Ask them, then, about the activities they like, love, and hate doing, and explain the topic of verbs of preference.
- During section 4, the teacher should model the pronunciation of the three phonemes of the topic and ask the students to repeat them. Here, it is very important that students pay close attention to the /ʊ/ and /u/ as these are sounds that we, Spanish speakers, cannot perceive so easily (just like with the /i/ and /I/ sounds of topics 1 and 2). Emphasize the importance of learning them, as they change the meanings of words: *full – fool, pull – pool, look – Luke*, etc.
- The teacher should also say the tongue twister slowly so that students grasp all the sounds. It is recommended that the teacher helps the students classify the words by phoneme.
- It is highly recommended that the teacher encourages the use of the additional resources provided, as they include extra explanations, information, and sometimes exercises.

Topic 9 What are you doing this summer?

This topic focuses on present continuous, simple present, traveling verb phrases, and the pronunciation of the phonemes /ər/, /ɑr/, and /ɔr/.

Teaching notes:

- Start the lesson by asking the students what they're doing tonight, this week, and the weekend. Then, explain the topic.
- Point out the main differences between present simple and continuous and provide examples so that you check if they understood the differences.
- During the listening exercises, play the audio/video at least twice and, if necessary, reduce the speed so that students understand better.
- During the reading exercise, it is recommended that students volunteer to read aloud or that you choose who reads next. This way, they will also practice their speaking skills and you can check if there are any questions regarding vocabulary.
- During section 4, the teacher should model the pronunciation of the three phonemes of the topic and ask the students to repeat them. Here, it is very important that students pay close attention to the difference of sounds among the three phonemes, so we recommend that you check the videos before class so that you have some examples ready.
- The teacher should also say the tongue twister slowly so that students grasp all the sounds. It is recommended that the teacher helps the students classify the words by phoneme.
- It is highly recommended that the teacher encourages the use of the additional resources provided, as they include extra explanations, information, and sometimes exercises.

Topic 10 What is your favorite room?

This topic focuses on there is/there are, prepositions of place, house related vocabulary, and the pronunciation of the sounds /ɑɪr/, /ɪr/, and /ɛr/.

Teaching notes:

- Start the lesson by telling the students which is your favorite room in your house and describe it. If you prefer, you can also talk about your favorite classroom or place at the university. Then, tell them what you like about the place, using there is there are. Ask them about their favorite place and/ or piece of furniture. Then, explain the topic.
- Tell them how to use the prepositions of place. It is recommended that you project the image or that you take realia to exemplify the prepositions in a clearer way. Make the students pay attention to the differences between on, in, above, into, between, among, under, below, next to, beside. Remember, the prepositions presented in the topic are just the general ones, but you need to explain them the most used ones.
- When presenting the vocabulary, it is recommended that you use flashcards or that you project them individually.
- During section 4, the teacher should model the pronunciation of the three phonemes of the topic and ask the students to repeat them. Here, it is very important that students pay close attention to the difference of sounds among the three phonemes, so we recommend that you check the videos before class so that you have some examples ready. Also, compare them to the ones they learned in the previous topic as they are all r-colored vowels.
- The teacher should also say the tongue twister slowly so that students grasp all the sounds. It is recommended that the teacher helps the students classify the words by phoneme.
- You can change the speaking activities from a recording to a dialogue between the students. The important thing is that they talk.
- It is highly recommended that the teacher encourages the use of the additional resources provided, as they include extra explanations, information, and sometimes exercises.

Topic 11 What did you do yesterday?

This topic focuses on the verb to be in simple past, the affirmative form of the simple past, regular and irregular verbs, and the pronunciation of the regular verbs in simple past.

Teaching notes:

- Start the lesson by telling the students what you did yesterday and ask them what they did. Then, present the topic, prompting the students for examples.
- Emphasize that the verb *to be* and the other verbs are **not** conjugated the same.
- Present the students the chart of the irregular verbs and emphasize the importance of memorizing them.

- Then, take it slow when explaining the pronunciation of the regular verbs; it is very important that they learn to identify the three different endings. Give them as many examples as possible and ask them to repeat after you.
- Check the tongue twister with them, first ask them to repeat it slowly, line by line, and then a bit faster.

Topic 12 Can you speak in present and past?

This topic focuses on the simple past tense in positive, negative, and question forms, and it is also a review of the basic tenses covered so far: present simple, continuous, and simple past. It also focuses on reviewing the vowel sounds /ʊ/, /ʊ/, /i/ and /ɪ/ through minimal pairs.

Teaching notes:

- Review with the students the positive form of the simple past.
- Explain the topic, emphasizing the use of the verb in base form with the auxiliary verbs. Prompt the students for examples.
- Point out the main differences between the present tenses and simple past. Prompt examples from the students.
- During the listening exercises, play the audio/video at least twice and, if necessary, reduce the speed so that students understand better.
- During the reading exercise, it is recommended that students volunteer to read aloud or that you choose who reads next. This way, they will also practice their speaking skills and you can check if there are any questions regarding vocabulary.
- In section 4, the teacher should model the pronunciation of the four phonemes of the topic and ask the students to repeat them. These four sounds are difficult to perceive for Spanish speakers, so give them a lot of practice. It is recommended that the teacher asks them to record themselves saying the minimal pairs of the videos, and that they use the Google pronunciation tool to practice.
- The teacher should also say the tongue twister slowly so that students grasp all the sounds. It is recommended that the teacher helps the students classify the words by phoneme.
- You can change the speaking activities from a recording to a dialogue between the students. The important thing is that they talk.
- It is highly recommended that the teacher encourages the use of the additional resources provided, as they include extra explanations, information, and sometimes exercises.

Topic 13 What's your favorite movie?

The topic focuses on object pronouns, talking about movies, movie genres, and a review of the vowel sounds /ɪ/, /ɛ/, and /eɪ/ through minimal pairs.

Teaching notes:

- Start the lesson by asking the students what's their favorite movie or why. If there is a popular movie in your city at the time of the lesson, you can ask them also if they have seen it and their opinion. You can also ask them about their favorite actor, movie genre, etc. Then, introduce the topic.
- You can draw on the board or project the pronouns chart so that students can see it better. Give them examples of sentences (you can prompt them from the students), ask them to identify the pronouns or the nouns that could be replaced by pronouns, and ask them to tell you what type of pronoun they are.
- It is recommended that, to prompt conversation, you show them a presentation with posters of popular movies of different genres so that students talk about their opinions. You can do this activity in pairs or small groups.
- In section 4, the teacher should model the pronunciation of the three vowel sounds of the topic and ask the students to repeat them. These four sounds are difficult to understand for Spanish speakers, so give them a lot of practice. It is recommended that the teacher asks them to record themselves saying the minimal pairs of the videos, and that they use the Google pronunciation tool to practice.
- The teacher should also say the tongue twister slowly so that students grasp all the sounds. It is recommended that the teacher helps the students classify the words by phoneme.
- It is highly recommended that the teacher encourages the use of the additional resources provided, as they include extra explanations, information, and sometimes exercises.

Topic 14 What's the weather like today?

The topic focuses on the ordered adjectives, clothes, weather, and a review of the vowel sounds /eɪ/, /ɛ/, and /æ/.

Teaching notes:

- Start the lesson by asking the students about the weather at that exact moment, and then ask them what they like to wear in that kind of weather. Then, introduce the topic.
- As this topic has a lot of vocabulary, it is recommended that you use flashcards or visual aids to present the topic. You can use photos of celebrities to get their attention.
- When explaining the topic, emphasize the importance of learning the acronym OSASCOMU to memorize the order of adjectives. Remind them that in all languages we follow a specific order, even though we do it unconsciously, which is why we need to learn the order of adjectives in English, to sound more natural.

- As an extra speaking activity, you can ask them to get in pairs or small groups and talk about their favorite and least favorite weather and the kinds of clothes they wear.
- In section 4, the teacher should model the pronunciation of the three vowel sounds of the topic and ask the students to repeat them. These four sounds are difficult to understand for Spanish speakers, so give them a lot of practice. It is recommended that the teacher asks them to record themselves saying the minimal pairs of the videos, and that they use the Google pronunciation tool to practice.
- The teacher should also say the tongue twister slowly so that students grasp all the sounds. It is recommended that the teacher helps the students classify the words by phoneme.
- It is highly recommended that the teacher encourages the use of the additional resources provided, as they include extra explanations, information, and sometimes exercises.

Topic 15 Are you ok?

The topic focuses on the modal verb *should*, health problems, parts of the body, and the vowel sounds /ʌ/, /ɑ/, /oʊ/ and /ɔ/.

Teaching notes:

- Start the lesson by telling the students that somebody you know has a health issue, and prompt them for advice. You can also ask them for advice on any other topic, like study habits, relationships, music, movies, etc. The idea is that they get an introduction about giving advice.
- Introduce the topic, and if possible, use flashcards to present the vocabulary.
- If possible, play Simon Says with the parts of the body vocabulary and bring rewards for the winners.
- In section 4, the teacher should model the pronunciation of the four vowel sounds of the topic and ask the students to repeat them. These four sounds are difficult to understand for Spanish speakers, so give them a lot of practice. It is recommended that the teacher asks them to record themselves saying the minimal pairs of the videos, and that they use the Google pronunciation tool to practice.
- The teacher should also say the tongue twister slowly so that students grasp all the sounds. It is recommended that the teacher helps the students classify the words by phoneme.
- It is highly recommended that the teacher encourages the use of the additional resources provided, as they include extra explanations, information, and sometimes exercises.



Learning outcomes

Learning outcome 1

| | |
|---------------------|--|
| Name | Learning outcome 1 |
| Description | The student will deliver a presentation talking about their fake family by using the contents learned during module 1. |
| Instructions | In this module, you learned to use basic vocabulary and grammar to start a short conversation in English and talk about nationalities and family members, among others. Therefore, in this first challenge, you will pretend that you are married to a famous person from a different country, and you will present your family tree. Follow these instructions: |

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| | <ol style="list-style-type: none"> 1. First, choose a celebrity from a different nationality to be your "spouse". 2. Then, create a family tree in a presentation software (PowerPoint, Canva, Google Slides, etc.) where you include the photos and names of the following members: <ol style="list-style-type: none"> a. Your parents. b. Your spouse's parents. c. Your siblings. d. Your spouse's siblings. e. Your children. f. Your siblings' children. g. The children of your spouse's siblings. 3. Next, record a 5 – 7 minute-video where you present your fake family tree and: <ol style="list-style-type: none"> a. Introduce us to your fake family. Tell us who they are, how old they are and what their nationalities are (you can invent this information). b. Describe the physical appearance and personality of three of them. 4. Make sure you use the following grammar structures in your presentation: <ol style="list-style-type: none"> a. Subject pronouns. b. Verb <i>to be</i>. c. Possessive adjectives and possessive case. d. Simple present. 5. 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. 6. Finally, record your video and upload it to YouTube and upload the link and your script in its proper section. <p>Note: If you want to learn how to create and share videos, follow this tutorial:</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

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| Name | Learning outcome 2 |
| Description | The student will deliver a presentation talking about their fake winter vacations by using the contents learned during module 2. |
| Instructions | <p>In this module, you learned to use present simple, present continuous, and vocabulary about routines, time, furniture, etc. Therefore, in this second learning outcome, you will prepare a presentation about your fake winter vacations following these instructions:</p> <ol style="list-style-type: none"> 1. First, imagine that you are extremely rich and always go to exotic places during your winter vacations. 2. Then, prepare a presentation where you talk about: <ol style="list-style-type: none"> a. Your typical winter vacations (What do you usually do? Where do you usually go? Who do you usually travel with?). b. This year's winter vacations (When are you going on vacations? Where are you going? What are you doing? Who are you traveling with? Where are you staying?). 3. Next, make sure that your presentation includes images of the places and key words, but not full paragraphs. 4. In addition, record a 5 – 7 -minute video where you deliver your presentation. 5. Make sure you use the following grammar structures in your presentation: <ol style="list-style-type: none"> a. Present simple. b. Present continuous. c. There is/there are. d. Can/can't. e. Verbs of preference. 6. 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. 7. Finally, record your video and upload it to YouTube and upload the link and your script in its proper section. <p>Note: If you want to learn how to create and share videos, follow this tutorial:</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

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|---------------------|---|
| Name | Learning outcome 3 |
| Description | The students will deliver a presentation talking about an invented Emergency Room (E.R.) movie plot by using the contents learned during module 3, and from the previous two modules. |
| Instructions | <p>Throughout the course, you learned to use and reviewed different structures such as present simple, present continuous, simple past, the modal verb <i>should</i>, the imperative, etc. Also, in this last module you learned to talk about movies and health issues. Therefore, in this third challenge, you will prepare a presentation where you will create the plot of your movie, following the next instructions:</p> <p>Imagine that your school/workplace is organizing a contest where the best movie plot gets a free trip to any movie studio in the world:</p> <ol style="list-style-type: none"> 1. First, prepare a presentation about your movie plot. Include: <ol style="list-style-type: none"> a. The type of movie (What movie genre is it? Why?). b. The characters of your movie (Names of the main characters, describe their physical appearance and personality, which actors would play them). c. The general plot of the story (Use present and past tenses. It must be about a health problem as it is an Emergency Room movie). 2. Next, make sure that your presentation includes images and key words, but not full paragraphs. 3. Then, record a 5 – 7 -minute video where you deliver your presentation. 4. Make sure you use: <ol style="list-style-type: none"> a. Present continuous. b. Present simple. c. Simple past. d. Health vocabulary. e. Movie vocabulary. f. Adjectives of appearance and personality. 5. 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. |

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| | <p>6. Finally, record your video and upload it to YouTube and upload the link and your script in its proper section.</p> <p>Note: If you want to learn how to create and share videos, follow this tutorial:</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% | Haven't developed the competence yet 69%-0% | % |
| 1. Use of English: Grammar and vocabulary. | 45 -39 points | 38 – 32 points | 31 – 0 points | 45 |
| | The student: <ul style="list-style-type: none"> • Has less than three mistakes when using vocabulary | The student: <ul style="list-style-type: none"> • Has between four and seven mistakes when using vocabulary | The student: <ul style="list-style-type: none"> • Has more than eight mistakes when using vocabulary | |

| | | | | |
|---|---|---|---|-----------|
| | <p>(family members, adjectives, nationalities, numbers, and jobs).</p> <ul style="list-style-type: none"> • Has less than three mistakes when using grammar (subject pronouns, verb to be, possessive adjectives, possessive case, simple present). | <p>(family members, adjectives, nationalities, numbers, and jobs).</p> <ul style="list-style-type: none"> • Has between four and seven mistakes when using grammar (subject pronouns, verb to be, possessive adjectives, possessive case, simple present). | <p>(family members, adjectives, nationalities, numbers, and jobs).</p> <ul style="list-style-type: none"> • Has less than eight mistakes when using grammar (subject pronouns, verb to be, possessive adjectives, possessive case, simple present). | |
| | 40 - 35 points | 34 – 28 points | 27 – 0 points | |
| 2. Delivery of the presentation. | <p>The student:</p> <ul style="list-style-type: none"> • Chooses a celebrity from a different country to be their fake spouse. • Clearly and correctly describes three family members. • Clearly introduces their fake family members by talking about their names, ages, and nationalities. | <p>The student:</p> <ul style="list-style-type: none"> • Chooses a celebrity to be their fake spouse, but the celebrity is not from a different country. • Clearly and correctly describes two family members. • Introduces their fake family members by talking about two of the following characteristics: their names, ages, or nationalities, but with some mistakes that may affect understanding. | <p>The student:</p> <ul style="list-style-type: none"> • Chooses a celebrity to be their fake spouse, but the celebrity is not from a different country. • Clearly and correctly describes one family member. • Introduces their fake family member by talking about just one of the following characteristics: their names, ages, or nationalities, but with many mistakes that make it difficult to understand. | 40 |

| | 15-13 points | 13-11 points | 10-0 points | |
|----------------------------------|---|--|---|-------------|
| 3. Visual aids and video. | <ul style="list-style-type: none"> • The presentation includes the family tree with photos and names. • The presentation is visually appealing. • The video is on YouTube. • The video lasts five to seven minutes. | <ul style="list-style-type: none"> •The presentation includes the family tree with some, but not all photos and names. •The presentation is visually appealing. •The video is on YouTube. •The video lasts between three and four minutes. | <ul style="list-style-type: none"> •The presentation includes the family tree but without photos and/or names. •The presentation is not visually appealing. •The video is on YouTube, but the link is broken or cannot be opened. •The video lasts less than three minutes. | 15 |
| | | | Total | 100% |

Learning outcome 2-Rubric

| Performance level | | | | |
|--|--|---|--|----|
| Evaluation criteria | Highly competent 100%-86% | Competent 85%-70% | Haven't developed the competence yet 69%-0% | % |
| 1. Use of English: Grammar and vocabulary. | 45 -39 points | 38 – 32 points | 31 – 0 points | 45 |
| | The student: <ul style="list-style-type: none"> • Has less than three mistakes when using present simple and its time expressions. • Has less than three mistakes when using present continuous and its time expressions. • Has less than three mistakes when using the modal verb can, verbs of preference, and there is/ there are. | The student: <ul style="list-style-type: none"> • Has between four and seven mistakes when using present simple and its time expressions. • Has between four and seven mistakes when using present continuous and its time expressions. • Has between four and seven mistakes when using the modal verb can, verbs of preference, and there is/ there are. | The student: <ul style="list-style-type: none"> • Has more than eight mistakes when using present simple and its time expressions. • Has more than eight mistakes when using present continuous and its time expressions. • Has more than eight mistakes when using the modal verb can, verbs of preference, and there is/ there are. | |
| | 40 - 35 points | 34 – 28 points | 27 – 0 points | |

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|--|---|---|--|--------------------|
| <p>2. Delivery of the presentation.</p> | <p>The student:</p> <ul style="list-style-type: none"> • Chooses exotic destinations for their vacations. • Clearly talks about their vacations by describing their activities, places, and people they travel with. | <p>The student:</p> <ul style="list-style-type: none"> • Chooses exotic destinations for their vacations. • Talks about their vacations by describing two of these elements: their activities, places, and people they travel with, but with some mistakes that may affect understanding. | <p>The student:</p> <ul style="list-style-type: none"> • Chooses common destinations for their vacations. • Talks about their vacations by describing one of these elements: their activities, places, and people they travel with, but with many mistakes that make it difficult to understand. | |
| <p>3. Visual aids and video.</p> | <p>15-13 points</p> <ul style="list-style-type: none"> • The presentation includes photos and key words of the destinations. • The presentation is visually appealing. • The video is on YouTube. • The video lasts five to seven minutes. | <p>13-11 points</p> <ul style="list-style-type: none"> • The presentation includes some photos of the destinations, but also some long sentences. • The presentation is visually appealing. • The video is on YouTube. • The video lasts between three and four minutes. | <p>10-0 points</p> <ul style="list-style-type: none"> • The presentation does not include photos of the destinations and has full paragraphs of text. • The presentation is not visually appealing. • The video is on YouTube, but the link is broken or cannot be opened. • The video lasts less than three minutes. | <p>15</p> |
| <p style="text-align: right;">Total</p> | | | | <p>100%</p> |

Learning outcome 3- Rubric

| Performance level | | | | |
|--|---|--|---|----|
| Evaluation criteria | Highly competent 100%-86% | Competent 85%-70% | Haven't developed the competence yet 69%-0% | % |
| 1. Use of English: Grammar and vocabulary. | 45 -39 points The student: <ul style="list-style-type: none"> Has less than three mistakes when using present simple, present continuous, and simple past and their time expressions. Has less than three mistakes when using health and movie vocabulary and adjectives of appearance and personality. | 38 – 32 points The student: <ul style="list-style-type: none"> Has between four and seven mistakes when using present simple, present continuous, and simple past and their time expressions. Has between four and seven mistakes when using health and movie vocabulary and adjectives of appearance and personality. | 31 – 0 points The student: <ul style="list-style-type: none"> Has more than eight mistakes when using present simple, present continuous, and simple past and their time expressions. Has more than eight mistakes when using health and movie vocabulary and adjectives of appearance and personality. | 45 |
| | 40 - 35 points The student: <ul style="list-style-type: none"> Includes the type of movie and description of the characters of the movie. Sets the movie in the E.R. of a hospital and includes health problems. | 34 – 28 points The student: <ul style="list-style-type: none"> Includes the type of movie and description of the characters of the movie but doesn't cover all the points requested in the instructions. Doesn't set the movie in the E.R. | 27 – 0 points The student: <ul style="list-style-type: none"> Doesn't include the type of movie or description of the characters of the movie, and/or doesn't cover all the points requested in the instructions. | |
| 2. Delivery of the presentation. | | | | |

| | | | | |
|----------------------------------|---|---|--|-------------|
| | <ul style="list-style-type: none"> Clearly describes the plot of the story. | <ul style="list-style-type: none"> of a hospital or doesn't include health problems. Describes the plot of the story but it is a little bit confusing. | <ul style="list-style-type: none"> Doesn't set the movie in the E.R. of a hospital or doesn't include health problems. Does not describe the plot of the story or it is not clear. | |
| 3. Visual aids and video. | 15-13 points | 13-11 points | 10-0 points | 15 |
| | <ul style="list-style-type: none"> The presentation includes photos and key words only. The presentation is visually appealing. The video is on YouTube. The video lasts five to seven minutes. | <ul style="list-style-type: none"> The presentation includes some photos but also some long sentences. The presentation is visually appealing. The video is on YouTube. The video lasts between three and four minutes. | <ul style="list-style-type: none"> The presentation does not include photos and has full paragraphs of text. The presentation is not visually appealing. The video is on YouTube, but the link is broken or cannot be opened. The video lasts less than three minutes. | |
| Total | | | | 100% |

