



Teaching notes

Inglés V

PTHI2205



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General information

- Banner code: PTHI2205
- Modality: Connect

Course competence

To understand the main ideas of complex texts, interact with fluency, and communicate easily with native speakers through clear, detailed texts on a variety of topics and express their opinions.



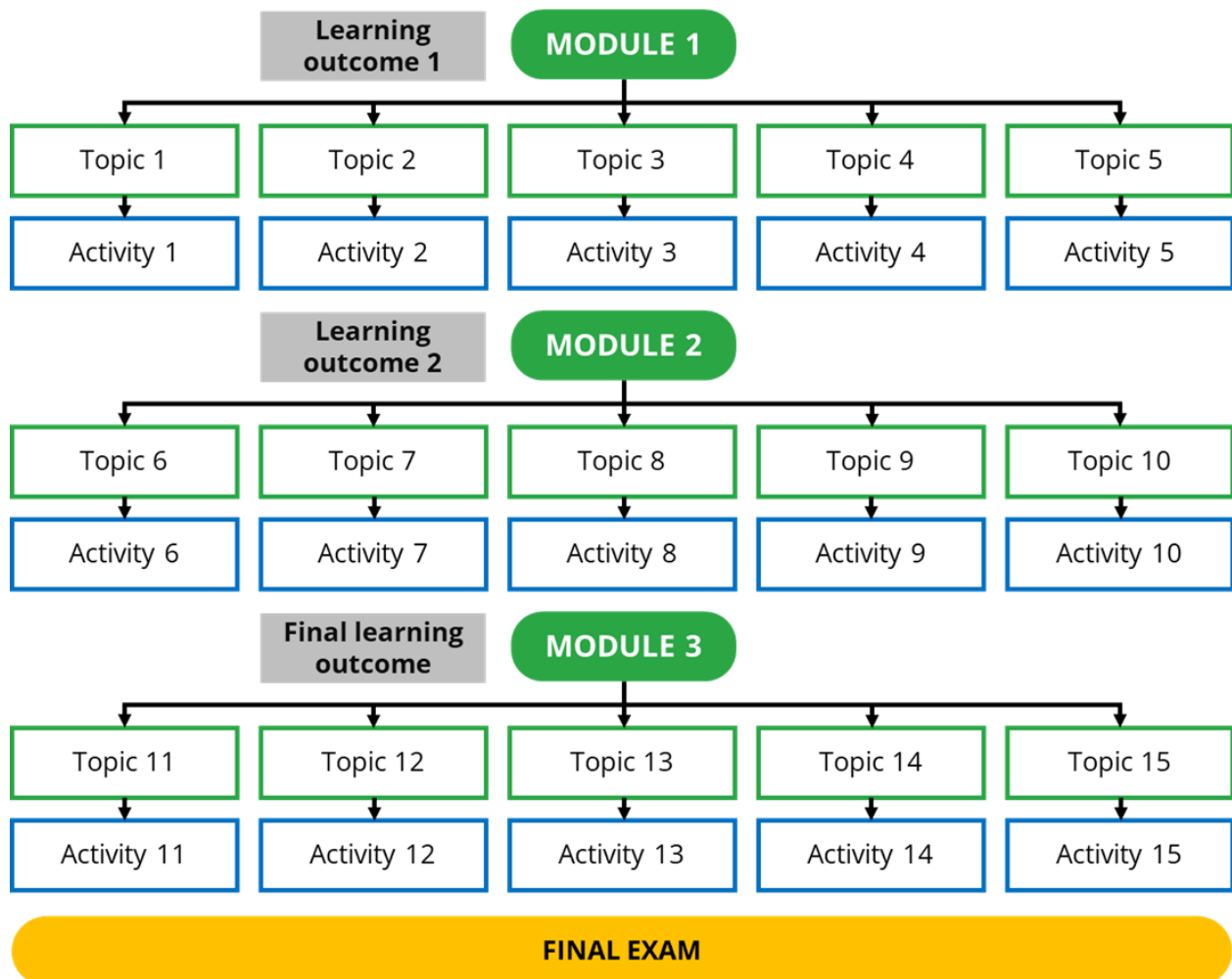


Methodology

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



Syllabus

Topic 1	Tell me more
1.1	Question formation.
1.2	Auxiliary verbs, <i>the...</i> , <i>the... + comparatives</i>
1.3	Vocabulary: compound adjectives and modifiers
Topic 2	How have you been?
2.1	Present perfect simple and continuous
2.2	Using adjectives as nouns, adjective order
2.3	Vocabulary and pronunciation: illnesses and injuries /ʃ/, /dʒ/, /tʃ/, and /k/, and clothes and fashion
Topic 3	That's a story!
3.1	Narrative tenses, past perfect continuous, <i>so / such... that</i>
3.2	The position of adverbs and adverbial phrases
3.3	Vocabulary: air travel, adverbs, and adverbial phrases
Topic 4	What the future holds
4.1	Future perfect and future continuous
4.2	Zero and first conditionals, future time clauses
4.3	Vocabulary: the environment, weather, expressions with <i>take</i>
Topic 5	What if...
5.1	Unreal conditionals
5.2	<i>Wish</i> for present / future, <i>wish</i> for past regrets
5.3	Vocabulary: feelings and expressing feelings with adverbs or <i>-ed</i> or <i>-ing</i> adjectives
Topic 6	Burn the midnight oil
6.1	Used to, be used to, and get used to
6.2	Gerunds and infinitives
6.3	Vocabulary and pronunciation: sleep /s/ and /z/, and music
Topic 7	Break a leg
7.1	Past modals: <i>must have</i> , <i>etc.</i> , <i>would rather</i>
7.2	Verbs of the senses
7.3	Vocabulary: verbs often confused and the body
Topic 8	The latest news
8.1	The passive (all forms); <i>have something done</i> ; <i>it is said that...</i> , <i>he is thought to...</i> , <i>etc.</i>

8.2	Reporting verbs
8.3	Vocabulary: crime and punishment, and the media
Topic 9	Fish where the fish are
9.1	Clauses of contrast and purpose
9.2	Uncountable and plural nouns
9.3	Vocabulary: advertising, business, prefixes, and suffixes
Topic 10	Fact or fiction
10.1	Quantifiers: <i>all, every, both</i> , etc.
10.2	Articles
10.3	Vocabulary: science and collocations
Topic 11	Sharpening the pencil
11.1	Compounds of <i>some, any, no, every</i>
11.2	Relative clauses
11.3	Vocabulary: euphemisms
Topic 12	Ahead of the curve
12.1	Ellipsis and substitution
12.2	Conjunctions: <i>although, despite, in spite of, otherwise, unless</i>
12.3	Vocabulary: titles in the workplace
Topic 13	Tangled timelines
13.1	Mixed conditionals
13.2	Inversion with negative adverbials – adding emphasis
13.3	Vocabulary: different ways of saying if
Topic 14	A clean bill of health
14.1	Clauses of contrast, purpose, reason, and result
14.2	Discourse markers – linking words
14.3	Vocabulary: health
Topic 15	Getting on our soapbox
15.1	The subjunctive
15.2	Cleft sentences
15.3	Vocabulary: politics



Teaching notes per topic

By the end of this course, students are expected to reach a B2 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.

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 Tell me more

This topic focuses on question formation, auxiliary verbs, and comparatives.

Teaching notes

- The first subtopic focuses on question formation to provide students with the necessary basis to form them correctly. Students should be familiar with the basic rules. We suggest this resource for more practice on indirect questions.

Test-English. (n.d.). *Indirect questions*. Retrieved from <https://test-english.com/grammar-points/b1-b2/indirect-questions/>

- In all the examples you will see contractions. It is important to remind the students of the full form and that contractions are commonly used in spoken communication.
- The second subtopic focuses on auxiliary verbs and comparatives. Most students should be familiar with these concepts, but what could be new is using auxiliary verbs to show emphasis. When reviewing the comparatives, make sure you tell students that they cannot separate *the more, etc.* from the *adjective* or *adverb* that goes with it; and that occasionally we just use the two comparatives, as in "*the more, the merrier*". For more practice, we suggest this resource.

Test-English. (n.d.). *The ... the... comparatives*. Retrieved from <https://test-english.com/grammar-points/b1-b2/the-the-comparatives/>

- The vocabulary section is aimed at making spoken communication easier. As an extra challenge, you can incorporate idioms as fun practice after each topic. In this topic, we suggest using this exercise.

IELTS BUDDY. (n.d.). *Idioms Practice*. Retrieved from <https://www.ieltsbuddy.com/idioms-practice.html>

Topic 2 How have you been?

This topic focuses on presenting perfect simple and continuous, how to use adjectives as nouns and organize them, and vocabulary about illnesses, injuries, clothes, and fashion.

Teaching notes

- Students at this level should have some knowledge about when to use present perfect simple and continuous. The aim is to help them practice more and emphasize that the present perfect continuous is used to highlight both the continuity and temporary nature of an action. We suggest the following resource for more practice.

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

- The second part of the topic focuses on adjectives as nouns and adjective order. It is important to highlight that we seldom use more than three adjectives. To practice more, we suggest the following resource.

BRITISH COUNCIL. (n.d.). *Adjective order*. Retrieved from <https://learnenglish.britishcouncil.org/grammar/english-grammar-reference/adjective-order>

- The vocabulary is meant to expand students' knowledge about illnesses, injuries, clothes, and fashion to help them engage in casual conversation.
 - To practice vocabulary about illnesses and injuries, we suggest the following listening resource: OXFORD online english. (n.d.). *Injuries and First Aid – Listening Lesson (B1)*. Retrieved from <https://www.oxfordonlineenglish.com/injuries-first-aid>.
 - To practice vocabulary about clothes and fashion, we suggest the following listening resource: Oliveira, S. (2023). *English Listening Test: Clothing & Fashion*. Retrieved from <https://www.espressoenglish.net/english-listening-test-clothing-fashion/>

Topic 3 That's a story!

This topic focuses on narrative tenses, past perfect and continuous, so/such... that, the position of adverbs and adverbial phrases, and vocabulary about air travel, adverbs, and adverbial phrases.

Teaching notes

- Students should have some knowledge about the narrative tenses, perhaps the only new material would be the past perfect continuous. Just make sure to emphasize that the continuous

is only used with action verbs. For more practice on narrative tenses, we suggest the following resource.

Test-English. (n.d.). *Narrative tenses – all past tenses*. Retrieved from <https://test-english.com/grammar-points/b1-b2/narrative-tenses/>

- For more practice on the intensifiers, *so/such... that*, we suggest the following resource.

BRITISH COUNCIL. (n.d.). *Intensifiers: 'so' and 'such'*. Retrieved from <https://learnenglish.britishcouncil.org/grammar/b1-b2-grammar/intensifiers-so-such>

- Regarding the position of adverbs and adverbial phrases, students should have an instinctive knowledge of the topic, so it could be more beneficial to use “*what sounds right*” instead of focusing heavily on the rules. A tip you could give students is, “*if you do not know where the adverb goes, put it before the main verb*”. For more practice, we suggest the following resource.

Test-English. (n.d.). *Position of adverbs and adverb phrases*. Retrieved from <https://test-english.com/grammar-points/b1-b2/position-of-adverbs/>

- In the vocabulary part, it is useful to highlight that *actually* is a false friend, and it means *in fact*, that *especially* is used to express *above all* and *specially* is only used with adjectives or participial adjectives, and the difference between *at the end* and *in the end*. To practice the vocabulary, we suggest the following listening exercise.

ESLFlow. (n.d.). *Airport and Air Travel Language and Speaking Skills Exercises and Worksheets*. Retrieved from <https://eslflow.com/airports-and-aviation-vocabulary-and-speaking-exercises.html>

Topic 4 What the future holds

This topic focuses on the future perfect and continuous, zero and first conditionals, future time clauses, and vocabulary to talk about the environment, weather, as well as expressions with take.

Teaching notes

- Students may know how the future perfect and future continuous work through readings. We recommend highlighting that the *future perfect* emphasizes the completion of the action and that the *future continuous* is often used with action verbs and as an alternative to going to or the present continuous to talk about future plans. To practice more, we suggest the following resource.

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

- Students could have some knowledge about the zero conditional. If you have an advanced class, you can mention that this conditional can also be used in the past, for instance: *if people didn't*

work, they didn't have money. Students should know by now how to use the first conditional; the new aspect is that they can use the future perfect and future continuous in the main clause. We suggest the following listening exercise for more practice.

elIlo. (n.d.). *First Conditional*. Retrieved from <https://www.elIlo.org/class/B1/B1-10-First-Conditional.html>

- In the future time clauses part of the topic, it is important to emphasize that a future tense can never be used after *if* or *any of the future time clauses*.
- To practice the vocabulary, we suggest the following listening exercise.

ESLeSchool. (n.d.). *Talking about the Weather*. Retrieved from <https://www.esleschool.com/ib-talking-weather/>

Topic 5 What if...

This topic focuses on unreal conditionals, *wish* for present or future situations and past regrets, and vocabulary about feelings.

Teaching notes

- Students should know the structure of second and third conditionals, in this topic we only contrast them and try to focus on oral fluency (using contractions). It is important to emphasize that the second conditional is used to refer to hypothetical situations in the present or future which could be changed or not, for example, "*If you ate better, you would have better health*". It is also worth highlighting that the third conditional talks about hypothetical situations in the past that did not happen, for example, "*If I had known that was the winning ticket, I would have bought it*". Mixed conditionals will be addressed later in the course, we suggest not focusing too much on them. For more practice, we suggest the following listening exercises.
 - BRITISH COUNCIL. (n.d.). *Third conditional*. Retrieved from <https://learnenglishteens.britishcouncil.org/grammar/b1-b2-grammar/third-conditional>
 - Sound Grammar. (n.d.). *Past Conditional / Regrets*. Retrieved from <https://soundgrammar.com/learn/L5-CEFR-B2/L5-10-past-conditional.htm>
- In the second subtopic, it is useful to mention that *wish + simple past* is used with the pronouns *I* or *we* to talk about things we would like to be different and that the past tense has a future meaning, for example, "*I wish I was taller. If I were taller, I'd play basketball*". In this section, it is important to highlight that *wish + would/wouldn't* is only used to talk about things we would like other people to do. We never use this structure with the pronouns *I* or *we*. Also, remind students that *would* and *had* can be contracted ('d) for more fluency. For more practice, we suggest the following resource.

BRITISH COUNCIL. (n.d.). *Wishes and hypotheses*. Retrieved from <https://learnenglish.britishcouncil.org/grammar/english-grammar-reference/wishes-and-hypotheses>

- The vocabulary section focuses on feelings and expressing feelings with adverbs or -ed or -ing adjectives. We suggest the following listening exercise for more practice.

elllo. (n.d.). *Mad and Embarrassed*. Retrieved from <https://www.elllo.org/english/1201/1210-Vella-EmotionHer.htm>

Topic 6 Burn the midnight oil

The grammar focus of this topic is on used to, be used to, get used to, gerunds, and infinitives. The vocabulary includes terms related to sleep and music, and the pronunciation of /s/ and /z/.

Teaching notes

- Using *used to* to talk about past habits should not be new for students, however, some could make mistakes with *didn't use to*. It is important to remind students that when speaking, it is better to contract would ('d) for fluency. The new structure for students is *be used to* or *get used to + gerund*. A common mistake is to use the base form instead of the gerund or a noun ("I'm used to taking a shower / showering take a shower"). It is also crucial to highlight the difference between *be used to* and *get used to* (you can use the example "be angry" and "get (become) angry"). We suggest the following listening resource for more practice.

LEARNENGLISH-ONLINE. (n.d.). *Used To Listening Exercise – Somebody I Used to Know*. Retrieved from <https://www.learnenglish-online.com/listening/music/somebodyiusedtoknow.html>

- Students should already know that gerunds can be used with infinitives (with to) and base forms after certain verbs. In this section, the focus should be on polishing that previous knowledge, and introducing verbs that can take either form or that mean something completely different depending on the tense. It is important to highlight that *try + gerund* is used for advice, and *needs + gerund* is an alternative to a passive construction (*The car needs to be cleaned/The car needs cleaning*). For more practice, we suggest the following resource.

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

- To practice the pronunciation of words with /s/ or /z/ sounds, we suggest using the following listening resource.

Portal Académico. (n.d.). *PRONUNCIATION: /S/, /Z/, /IZ/*. Retrieved from <https://portalacademico.cch.unam.mx/ingles2/what-do-you-do-in-your-free-time/pronunciation>

- The vocabulary about music and sleep aims for better fluency in communication. To practice more, we suggest using the following listening resources.
 - RANDALL'S ESL CYBER LISTENING LAB. (n.d.). *General Listening Quiz "RADIO STATIONS"*. Retrieved from <https://www.esl-lab.com/intermediate/radio-stations/>
 - RANDALL'S ESL CYBER LISTENING LAB. (n.d.). *General Listening Quiz "SLEEPING PROBLEM"*. Retrieved from <https://www.esl-lab.com/intermediate/sleeping-problem/>

Topic 7 Break a leg

This topic focuses on past modals, verbs of senses, and vocabulary regarding verbs that are often confused and the body.

Teaching notes

- Students should already know some of these modal verbs to make deductions about the present, this first section aims to use the same modal verbs for deductions about the past. It is important to highlight that *should have / ought to have* are used to criticize someone's actions. It is also relevant to remind students of negative contractions and *have ('ve)* for fluency. We suggest the following listening resources for more practice.

Pasarán G. (n.d.). *B2.3 Listening Past Modals*. Retrieved from [https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Past_modals/B2.3_Listening_Past_Modals_gj1969910rz](https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Past_modals/B2.3_Listening_Past_Modals_gj1969910rz)
- The second section of the topic focuses on the verbs of the senses. Students should already know how to use *look + adjective* and *look like + noun*. This section aims to use these structures with other verbs and introduce the structure *as if*. We suggest the following resource for more practice.

Test-English. (n.d.). *Verbs of the senses: look, sound, feel, etc.* Retrieved from <https://test-english.com/grammar-points/b1-b2/verbs-of-the-senses/>
- The last section of the topic focuses on verbs that are often confused and advanced vocabulary about the body. We suggest the following resources for more practice.
 - CAMBRIDGE. (n.d.). *Easily confused words*. Retrieved from <https://www.cambridgeenglish.org/learning-english/activities-for-learners/b1v055-easily-confused-words>
 - elllo. (n.d.). *Body Idioms - Part 1*. Retrieved from <https://www.elllo.org/english/1451/1465-MegTodd-BodyIdioms.htm>

Topic 8 The latest news

This topic focuses on the passive (all forms), the causative (have), reporting verbs, vocabulary about crime, punishment, and the media.

Teaching notes

- Students should be familiar with all the different forms of the passive, but you might want to review the structure. Students tend to overuse *by*, try to highlight that it is not necessary in all cases. Students might have issues with the *causative*, point out that this structure is used to get somebody to do something for you, and at times, it can also be used to express that something (usually bad) has been done to you (*I had my bike stolen*). The aim of the part concerning “*it is said that...*” “*he is thought to...*” is just to help students get familiar with the structure. For more practice, we suggest the following resources.
 - Test-English. (n.d.). *The passive voice – all tenses*. Retrieved from <https://test-english.com/grammar-points/b1-b2/passive-voice-all-tenses/>
 - University of Victoria. (n.d.). *Causatives 1*. Retrieved from <https://continuingstudies.uvic.ca/elc/studyzone/490/grammar/causatives1>
- Students should already know how to use reported speech with *say*, *tell*, *ask*, etc. Highlight that these new reporting verbs are an alternative to expressing more accurately what someone else is saying. Emphasize that we commonly use the negative infinitive (*not to + verb*) and the negative gerund (*not + verb ing*) after reporting verbs. For more practice, we suggest the following resource.
 - University of Victoria. (n.d.). *Reported Speech 1*. Retrieved from <https://continuingstudies.uvic.ca/elc/studyzone/490/grammar/reported-speech1>
- The last part of the topic focuses on vocabulary about crime and punishment and the media. We suggest the following resources for more practice.
 - Benchmark Education Solutions. (n.d.). *IELTS Vocabulary – News and Media*. Retrieved from <https://edubenchmark.com/blog/ielts-vocabulary-news-and-media/>
 - Test-English. (n.d.). *FIGHTING CRIME BY ANALYSING HANDWRITING – B1+ LISTENING TEST*. Retrieved from <https://test-english.com/listening/b1-b2/fighting-crime-analysing-handwriting/>

Topic 9 Fish where the fish are

This topic focuses on clauses of contrast and purpose, uncountable and plural nouns, and vocabulary about advertising, business, prefixes, and suffixes.

Teaching notes

- Students should already know what *although* means, you can use that to introduce *even though* and *though*, just highlight that the difference between the three is the level of formality and sentence position. In this part, it is also important to emphasize that *in order to* and *so as to* are more formal than *to*. A common mistake in this section is that students use *for + infinitive* (“*I went to school for to talk to my mentor*”). Regarding the clauses of purpose, it is crucial to let students know that when there is a new subject, we must use *so that*, not *in order to*, *to*, or *so as to* (“*We changed classrooms so that in order to students would be more comfortable*”). For more practice, we suggest the following resource.

Test-English. (n.d.). *Clauses of contrast and purpose*. Retrieved from <https://test-english.com/grammar-points/b1-b2/clauses-contrast-purpose/>

- The second part of the topic should not be new for students. It is important to highlight that even if nouns end in *s*, they can be uncountable, like *politics* and *news*. Here students learn how to talk about individual items using *a piece of* or an undetermined amount using *some*. The list of nouns is not too long, encourage students to learn them by heart. For more practice, we suggest the following resources.
 - University of Victoria. (n.d.). *Collective Nouns and Pronouns Exercise*. Retrieved from <https://continuingstudies.uvic.ca/elc/studyzone/410/grammar/410-collective-nouns-pronouns1>
 - University of Victoria. (n.d.). *How to Count Non-Count Nouns 1*. Retrieved from <https://continuingstudies.uvic.ca/elc/studyzone/330/grammar/mass1/>
- The vocabulary section focuses on new everyday words for students. To practice more, we suggest the following resources.
 - BlinkLearning. (n.d.). *Activity A. Unit 1 VOCABULARY*. Retrieved from <https://www.blinklearning.com/coursePlayer/clases2.php?idclase=36643519&idcurso=721400>
 - BRITISH COUNCIL. (n.d.). *Does it have a prefix or a suffix?* Retrieved from <https://learnenglishteens.britishcouncil.org/exams/grammar-vocabulary-exams/does-it-have-prefix-or-suffix>
 - OXFORD UNIVERSITY PRESS. (n.d.). *Business*. Retrieved from <https://elt.oup.com/student/englishfile/upperint3/vocabulary/business?cc=mx&selLanguage=es>

Topic 10 Fact or fiction

This topic focuses on quantifiers, articles, vocabulary about science and collocations.

Teaching notes

- The first part of the topic focuses on quantifiers. Students are familiar with them, and they should know what they mean. The rules here can be overwhelming, we suggest focusing on the examples and encouraging them to use *what sounds right*. It is important to highlight that *all* can be used without a noun when it is followed by a relative clause (“I’ve forgotten *all/everything (that) I did yesterday*”). It is also relevant to emphasize that here the verb agrees with the object pronoun (*all of them are, most of it is, etc.*). Regarding *no, none, and any*, remind students that double negatives must not be used. It is also important to point out that students can use *not + either* instead of *neither... nor* in spoken English to sound less formal (*Alex didn’t come and Jorge didn’t (come), either*). For more practice, we suggest the following resource.

BRITISH COUNCIL. (n.d.). *Quantifiers*. Retrieved from <https://learnenglish.britishcouncil.org/grammar/english-grammar-reference/quantifiers>

- The second part talks about articles. Students should know the basic rules; it is important to highlight the use of articles with institutions, geographical, and other place names like streets. Regarding geographical names, it is relevant to point out that most of the time if it sounds well, it is correct. Focus on the rules that are different. For more practice, we suggest the following resource.

University of Victoria. (n.d.). *Articles - Fine-tuning 1*. Retrieved from <https://continuingstudies.uvic.ca/elc/studyzone/490/grammar/articles-fine-tuning1>

- The last part of the topic focuses on vocabulary about science and collocations. For more practice, we suggest the following resource.

OXFORD UNIVERSITY PRESS. (n.d.). *File 10: Progress Check*. Retrieved from <https://elt.oup.com/student/americanenglishfile/level04/level4tests/level4file10?cc=mx&sellanguage=es>

Topic 11 Sharpening the pencil

This topic focuses on compounds of *some, any, no, every*, relative clauses, and vocabulary about euphemisms.

Teaching notes:

- Students should be familiar with the first part of the topic. However, it is important to highlight that when we use *compounds of some* in questions, these are usually the object of the question. For more practice, we suggest the following resources.

- [englisch-hilfen.de](https://www.english-hilfen.de/en/exercises/confusing_words/something_anything.htm) (n.d.). *something, anything, someone, anyone, somewhere, anywhere – Exercise*. Retrieved from https://www.english-hilfen.de/en/exercises/confusing_words/something_anything.htm
- [GrammarBank.com](https://www.grammarbank.com/no-every-compounds.html). (n.d.). *No / Every Compound Forms*. Retrieved from <https://www.grammarbank.com/no-every-compounds.html>
- By now, students know what clauses are, the focus here is in identifying the structure and how to use *defining* and *non-defining relative clauses*. If you have an advanced class, we suggest introducing *whom*. For more practice, we suggest the following resources.
 - [Test-English](https://test-english.com/grammar-points/b2/relative-clauses/). (n.d.). *Relative clauses – defining and non-defining*. Retrieved from <https://test-english.com/grammar-points/b2/relative-clauses/>
 - [University of Victoria](https://continuingstudies.uvic.ca/elc/studyzone/410/grammar/410-whom-whose-whos). (n.d.). *Whom, Whose, and Who's*. Retrieved from <https://continuingstudies.uvic.ca/elc/studyzone/410/grammar/410-whom-whose-whos>
- The last part of the topic focuses on euphemisms. Many of these are new for students, we suggest using flashcards and eliciting examples from students. For more practice, we suggest the following resources.
 - [LIVEWORKSHEETS](https://www.liveworksheets.com/ia1267258ek). (n.d.). *Euphemisms*. Retrieved from <https://www.liveworksheets.com/ia1267258ek>
 - [Palomares, M.](https://quizlet.com/_dcduqx?x=1qqt&i=b2vsm) (n.d.). *Euphemisms*. Retrieved from https://quizlet.com/_dcduqx?x=1qqt&i=b2vsm

Topic 12 Ahead of the curve

This topic focuses on ellipsis and substitution, conjunctions, and vocabulary about titles in the workplace.

Teaching notes

- The first part of the topic might be new for students. Here the focus is on fluency, we recommend highlighting that we cannot remove the subject pronoun after *before, after, because, when, and while*. For more practice, we suggest the following resources.
 - [BRITISH COUNCIL](https://learnenglish.britishcouncil.org/grammar/c1-grammar/ellipsis). (n.d.). *Ellipsis*. Retrieved from <https://learnenglish.britishcouncil.org/grammar/c1-grammar/ellipsis>
 - [OXFORD UNIVERSITY PRESS](https://elt.oup.com/student/solutions/advanced/grammar/grammar_05_022e?cc=mx&sellLanguage=es). (n.d.). *Unit 5 - Exercise 2 - Ellipsis*. Retrieved from https://elt.oup.com/student/solutions/advanced/grammar/grammar_05_022e?cc=mx&sellLanguage=es
- Students should be familiar with the second part of the topic, the emphasis here is on practice. For more exercises, we suggest the following resources.

- University of Victoria. (n.d.). *Basic Subordinating Conjunctions 1*. Retrieved from <https://continuingstudies.uvic.ca/elc/studyzone/330/grammar/subcon1>
- University of Victoria. (n.d.). *The Death Car: Exercise on Conjunctions and Transitions*. Retrieved from <https://continuingstudies.uvic.ca/elc/studyzone/410/reading/deathqz/>
- The last part of the topic focuses on vocabulary. For more practice, we suggest the following resources.
 - blair english. (n.d.). *Corporate/Business job hierarchy vocabulary exercise*. Retrieved from <http://www.blairenglish.com/exercises/business/exercises/hierarchy/hierarchy.html>
 - ESOL Courses. (n.d.). *English for Work – Completing Job Applications*. Retrieved from <https://www.esolcourses.com/content/exercises/wordmatch/7/job-applications-quiz1.html>
 - OXFORD online english. (n.d.). *Working In An Office – Listening Lesson (B1-B2)*. Retrieved from <https://www.oxfordonlineenglish.com/working-in-an-office>

Topic 13 Tangled timelines

The topic focuses on mixed conditionals, the inversion with negative adverbials, and vocabulary regarding different ways of saying “*if*”.

Teaching notes

- Students have been introduced to the topic of mixed conditionals. In this section, it is important to focus on reviewing the conditionals type 2 and 3. If you have an advanced class, you can point out that continuous forms (past continuous or present perfect continuous) are also used in the *if-clause*. For more practice, we suggest the following resources.
 - OXFORD UNIVERSITY PRESS. (n.d.). *Unit 9 - Exercise 2 - Mixed conditionals*. Retrieved from https://elt.oup.com/student/solutions/upperint/grammar/grammar_09_022e?cc=mx&selLanguage=es
 - Test-English. (n.d.). *Mixed conditionals – If I were you, I wouldn’t have done it*. Retrieved from <https://test-english.com/grammar-points/b2/mixed-conditionals/>
- In the second part of the topic, it is important to encourage students to use inversions where appropriate, not overusing them. Point out that after *No sooner...* we use *than*, but after *Hardly/Scarcely* we use *when* or *before*. For more practice, we suggest the following resources.
 - BRITISH COUNCIL. (n.d.). *Inversion after negative adverbials*. Retrieved from <https://learnenglish.britishcouncil.org/grammar/c1-grammar/inversion-after-negative-adverbials>

- Test-English. (n.d.). *Inversion with negative adverbials – adding emphasis*. Retrieved from <https://test-english.com/grammar-points/b2/inversion-negative-adverbials/>
- The last part of the topic focuses on different ways of saying *if*. For more practice, we suggest the following resource.
 - Test-English. (n.d.). *Unless, even if, provided, as long as, etc. – other expressions in conditionals*. Retrieved from <https://test-english.com/grammar-points/b2/unless-even-if-provided-as-long-conditionals/>

Topic 14 A clean bill of health

The topic focuses on clauses of contrast, purpose, reason, and result, as well as discourse markers and vocabulary about health.

Teaching notes

- The first part of the topic focuses on clauses of contrast, purpose, reason, and result. Students have already studied clauses of contrast and purpose in topic 9, the aim of this part is to focus on structure and new vocabulary. For more practice, we suggest the following resource.
 - Test-English. (n.d.). *Clauses of contrast, purpose, reason and result*. Retrieved from <https://test-english.com/grammar-points/b2/clauses-contrast-purpose-reason-result/>
- The second part of the topic aims for students to acquire more fluent communication through discourse markers. We suggest the following resources for more practice.
 - CAMBRIDGE. (n.d.). *Discourse markers*. Retrieved from <https://www.cambridgeenglish.org/learning-english/activities-for-learners/b1go61-discourse-markers>
 - Test-English. (n.d.). *Discourse markers – linking words*. Retrieved from <https://test-english.com/grammar-points/b2/discourse-markers/>
- The last part of the topic focuses on vocabulary about health, we suggest the following resources for more practice.
 - BRITISH COUNCIL. (n.d.). *Health*. Retrieved from <https://learnenglish.britishcouncil.org/vocabulary/b1-b2-vocabulary/health>
 - OXFORD online english. (n.d.). *Going to the Doctor - Listening Lesson (B1)*. Retrieved from <https://www.oxfordonlineenglish.com/going-to-the-doctor>

Topic 15 Getting on our soapbox

The topic focuses on the subjunctive, cleft sentences, and vocabulary about politics.

Teaching notes

- The first part of the topic focuses on the subjunctive mood. Students have seen uses of it in conditional structures. Make emphasis on the verbs and adjectives that require the subjunctive mood. For more practice, we suggest the following resource.
 - EnglishCLUB. (n.d.). *Subjunctive Quiz*. Retrieved from <https://www.englishclub.com/grammar/subjunctive-quiz.php>
- The second part talks about cleft sentences. Here the focus should be on how certain words or phrases add emphasis to what we are saying. These sentences have a specific intonation pattern, encourage students to imitate it. We suggest the following resources for more practice:
 - CAMBRIDGE. (n.d.). *Cleft sentences*. Retrieved from <https://www.cambridgeenglish.org/learning-english/activities-for-learners/b2g058-cleft-sentences>
 - Oxford UNIVERSITY PRESS. (n.d.). *10A adding emphasis (2): cleft sentences*. Retrieved from https://elt.oup.com/student/englishfile/advanced3/grammar/file10/grammar10_a01?cc=mx&selLanguage=es
 - Test-English. (n.d.). *Cleft sentences - adding emphasis*. Retrieved from <https://test-english.com/grammar-points/b2/cleft-sentences/>
- The last part of the topic focuses on vocabulary about politics. We suggest using flashcards to study the terms and the following resources for extra practice.
 - Khan Academy. (2023). *Media as a linkage institution*. Retrieved from <https://www.khanacademy.org/humanities/us-government-and-civics/us-gov-political-participation/us-gov-the-media/v/media-as-a-linkage-institution>
 - Palomares, M. (n.d.). *Vocabulary about politics*. Retrieved from https://quizlet.com/_dcefmfz?x=1jqt&i=b2vsm



Learning outcomes

Learning outcome 1

Name	Learning outcome 1
Description	The student will create a video discussing an event that changed the world and describe what they would have done differently for this event to have a better impact on the world.
Instructions	<ol style="list-style-type: none"> 1. Individually, search online and find an event that changed the world, for example, World War II, the Industrial Revolution, the Fall of the Berlin Wall, among others. 2. In a document, write a script you will use for a 2–3-minute video that contains the following: <ol style="list-style-type: none"> a. A description of the event in general. Mention what happened, when, where, and the impact it had on the world. b. A description of three of the most important aspects of that event and the consequences that originated from them. c. A description of what you would have done differently to make things better, regarding those three aspects. d. A description of how these changes you propose would make the world better and what you wish for future generations. 3. Then, create visual aids that you will use to illustrate your ideas in a video and record it. <ol style="list-style-type: none"> a. Do not forget to cite your sources in APA format and include them at the end of the presentation. b. 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. 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. 5. 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 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

Name	Learning outcome 2
Description	The student will create a video of a pitch for an innovative product that solves a safety need to practice the grammar and vocabulary elements of module 2.
Instructions	<ol style="list-style-type: none"> 1. Individually, think about the dangers of not being safe at home and what situations could make your house vulnerable. 2. Next, create a new product or service that can make your house more secure. Keep it simple. The product or service can consist of modifying something that already exists or creating something completely new, just do not show something that already exists as an innovation, change something. Then define the ideal target audience for this product. 3. After that, write a script to describe the problem you identified, how the new product or service is the only one that can solve it, and the impact this solution would have on people’s lives. Be as dramatic as possible. Look for statistics or facts that can make the problem and the solution tangible. Make sure to include in the script how much money you have raised from previous investors (obviously this is made up), what you are asking the sharks to invest, and what percentage of the company you are willing to give for it (equity). 4. Then, create visual aids to support your presentation, including a draft of what the product or service would look like. <ol style="list-style-type: none"> a. Do not forget to cite your sources in APA format and include them at the end of the presentation. b. You can use tools like Canva, Adobe Express, Genial.ly, or any other tool to make your video. 5. Now, use all the things you created in steps 1-5 and make a 2–3-minute video where you give your pitch. <ol style="list-style-type: none"> a. You can look at these videos for inspiration. <ul style="list-style-type: none"> • Shark Tank Global. (2022, May 27). <i>The “Best Pitch Ever!” On Shark Tank With Haven Shark Tank US Shark Tank</i>

	<p><i>Global</i> [Video file]. Retrieved from https://www.youtube.com/watch?v=D83MdEeYe6g&t=9s</p> <ul style="list-style-type: none"> Shark Tank Global. (2022, April 15). <i>The Sharks Struggle To Understand Doorbot's Value Shark Tank US Shark Tank Global</i> [Video file]. Retrieved from https://www.youtube.com/watch?v=um-iVXiXedc <p>b. You can use tools like Canva, Adobe Express, Genial.ly, or any other tool to make your video.</p> <ol style="list-style-type: none"> 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 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

Name	Learning outcome 3
Description	The student will create a video where they will describe an initiative to make the world a better place to practice the grammar and vocabulary elements of module 3.
Instructions	<ol style="list-style-type: none"> First, imagine you are the CEO of one of the biggest companies in the world and you are asking people to support a series of actions you will start developing soon to make the world a better place. Individually, think of at least 10 things big companies could do to make the world better and choose five. Now, research the positive impact those five actions could have on the world. Find at least three reliable sources that talk about this. Next, choose a company where you would be the CEO and think about what that company could do to perform those five actions. It can be a collaboration between your company and others. Then, explain the actions in detail and the positive impact they would have on the world so you can convince people to support your ideas.

	<ol style="list-style-type: none"> 6. In addition, write a script with the information you gathered in points 2-4 that you will use to create a 2–3-minute video where you talk about this. 7. After that, create visual aids to support your presentation, you must show them in your video. <ol style="list-style-type: none"> a. Do not forget to cite your sources in APA format and include them at the end of the presentation. b. You can use tools like Canva, Adobe Express, Genial.ly, or any other tool to make your video. 8. 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. 9. 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 this tutorial.</p> <p>“How to create videos: share a video on YouTube”, click here.</p>
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%	%
1. Description of the event	35-30 points	29-25 points	24-0 points	35
	<p>The student uses the appropriate tenses to describe the event in detail (narrative tenses) saying what happened, when, where, and the impact it had on the world.</p> <p>The student sounds confident and presents with an excellent level of fluency and accuracy, and the visual aids effectively support their ideas.</p> <p>The student makes 0-3 grammar/spelling mistakes, and the narration follows a logical order.</p>	<p>The student uses the appropriate tenses to describe the event (narrative tenses) but forgets to mention one of these information points: what happened, when, or where. However, they do mention the impact this event had on the world.</p> <p>The student sounds confident and presents with an acceptable level of fluency and accuracy, and the visual aids effectively support their ideas.</p> <p>The student makes 4-10 grammar/spelling mistakes, and the narration follows a logical order.</p>	<p>The student uses narrative tenses incorrectly to describe the event and forgets to mention two or more of these information points: what happened, when, or where. The student forgets to mention the impact this event had on the world.</p> <p>The student does not sound confident and presents with an unacceptable level of fluency and accuracy. The visual aids do not support their ideas.</p> <p>The student makes more than 11 grammar/spelling mistakes, and the narration does not follow a logical order.</p>	
2. Description of the most important aspects and their consequences	35-30 points	29-25 points	24-0 points	35
	<p>The student thoroughly describes three of the most important aspects of this event and their consequences.</p>	<p>The student describes three of the most important aspects of this event and their consequences.</p>	<p>The student describes two or one of the most important aspects of this event and their consequences.</p>	

	<p>The student uses comparatives to state why those three aspects were relevant.</p> <p>The student sounds confident and presents with an excellent level of fluency and accuracy, and the visual aids effectively support their ideas.</p> <p>The student makes 0-3 grammar/spelling mistakes, and the narration follows a logical order.</p>	<p>The student uses comparatives to state why those three aspects were relevant.</p> <p>The student sounds confident and presents with an acceptable level of fluency and accuracy, and the visual aids effectively support their ideas.</p> <p>The student makes 4-10 grammar/spelling mistakes, and the narration follows a logical order.</p>	<p>The student uses comparatives incorrectly to state why those three aspects were relevant.</p> <p>The student does not sound confident and presents with an unacceptable level of fluency and accuracy. The visual aids do not support their ideas.</p> <p>The student makes more than 11 grammar/spelling mistakes, and the narration does not follow a logical order.</p>	
	30-26 points	25-21 points	20-0 points	
3. Description of the changes, their impact, and wishes for future generations	<p>The student carefully describes the changes they would make to those three aspects and the impact they would have on the world using the appropriate conditionals, and their wishes for future generations with the correct grammar structure.</p> <p>The student sounds confident and presents with an excellent level of fluency and accuracy, and the visual aids effectively support their ideas.</p>	<p>The student describes the changes they would make to at least two aspects and the impact they would have in the world using the appropriate conditionals, and their wishes for future generations with the correct grammar structure.</p> <p>The student sounds confident and presents with an acceptable level of fluency and accuracy, and the visual aids effectively support their ideas.</p> <p>The student makes 4-10 grammar/spelling</p>	<p>The student fails to correctly describe the changes they would make to at least two aspects and the impact they would have on the world.</p> <p>The student does not use the appropriate conditionals, and their wishes for future generations are not grammatically correct.</p> <p>The student does not sound confident and presents with an unacceptable level of fluency and accuracy. The visual aids do not support their ideas.</p>	30

	The student makes 0-3 grammar/spelling mistakes, and the narration follows a logical order.	mistakes, and the narration follows a logical order.	The student makes more than 11 grammar/spelling mistakes, and the narration does not follow a logical order.	
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%	%
1. Description of the problem	35-30 points	29-25 points	24-0 points	35
	The problem is clearly described and well-defined. The problem is relevant to the target audience and has a significant impact on their lives. The problem is supported by credible evidence and statistics.	The problem is described and defined but could be more specific or clear. The problem is not too relevant to the target audience and has some impact on their lives. The problem is supported by some evidence or statistics, but they may not be very credible or convincing.	The problem is vague, unclear, or poorly defined. The problem is not relevant to the target audience or has little or no impact on their lives. The problem is not supported by any evidence or statistics, or they are irrelevant or inaccurate.	
2. Description of the solution	35-30 points	29-25 points	24-0 points	35
	The solution is clearly explained and well-designed. The solution is original and creative. The solution directly addresses the problem and provides a real and effective way to solve it. The solution is supported by credible evidence and statistics.	The solution is explained and designed but could be more specific or clear. The solution is somewhat original or creative. The solution addresses the problem but may not be executable or effective. The solution is supported by some evidence or statistics, but they may not be very credible or convincing.	The solution is vague, unclear, or poorly designed. The solution is not original or creative. The solution does not address the problem, or it is not feasible or effective at all. The solution is not supported by any evidence or statistics, or they are irrelevant or inaccurate.	
	30-26 points	25-21 points	20-0 points	30

<p>3. Visual aids, grammar, vocabulary, and performance</p>	<p>The visual aids are clear, attractive, and professional. They enhance the presentation and support the main points of the problem and the solution. They include a draft of the product or service that shows its features and benefits.</p> <p>The student demonstrates a prominent level of accuracy and knowledge using grammar and vocabulary items related to the topics such as used to, be used to, and get used to correctly in different contexts. The student can choose between gerunds and infinitives appropriately; can use past modals to express regrets and preferences; can use the passive voice in different tenses and with reporting verbs; can use clauses of contrast and purpose accurately; and can use quantifiers and articles correctly with</p>	<p>The visual aids are clear and appropriate but could be more attractive or professional. They relate to the presentation and support some of the main points of the problem and the solution. They include a draft of the product or service that shows some of its features and benefits.</p> <p>The student demonstrates adequate accuracy and knowledge of the grammar and vocabulary items related to the topics. The student can use used to, be used to, and get used to mostly correctly in different contexts; can choose between gerunds and infinitives with some accuracy; can use past modals to express regrets and preferences with some variation; can use the passive voice in some tenses and with some reporting verbs; can use clauses of contrast and purpose with some accuracy; and can use quantifiers and</p>	<p>The visual aids are unclear, unattractive, or unprofessional. They distract from the presentation or do not support the main points of the problem and the solution. They do not include a draft of the product or service, or it does not show its features or benefits clearly.</p> <p>The student demonstrates a low level of accuracy and knowledge of the grammar and vocabulary items related to the topics. The student can use used to, be used to, and get used to incorrectly or inconsistently in different contexts; can choose between gerunds and infinitives randomly or incorrectly; can use past modals to express regrets and preferences incorrectly or repetitively; can use the passive voice incorrectly or rarely in different tenses and with reporting verbs; can use clauses of contrast and purpose incorrectly or rarely; and can use quantifiers and articles incorrectly or inconsistently with</p>	
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	<p>uncountable and plural nouns.</p> <p>The performance is confident, engaging, and persuasive. The presenter uses appropriate language, tone, and body language. The presenter follows the script and keeps within the time limit.</p>	<p>articles mostly correctly with uncountable and plural nouns.</p> <p>The performance is somewhat confident, engaging, or persuasive. The presenter uses mostly appropriate language, tone, and body language. The presenter mostly follows the script and keeps close to the time limit.</p>	<p>uncountable and plural nouns.</p> <p>The performance is not confident, engaging, or persuasive. The presenter uses inappropriate language, tone, or body language. The presenter does not follow the script or goes over or under the time limit significantly.</p>	
Total				100%

Learning outcome 3. Rubric

Performance level				
Evaluation criteria	Highly competent 100%-86%	Competent 85%-70%	Have not developed the competence yet 69%-0%	%
1. Content	35-30 points The student provides relevant and well-researched information about the five actions they propose, their positive impact on the world, and how their company would implement them. The student cites at least three sources in APA format and includes them at the end of the presentation.	29-25 points The student provides general information about the five actions they propose, their positive impact on the world, and how their company would implement them. The student cites at least two sources in APA format and includes them at the end of the presentation.	24-0 points The student provides general information about less than five actions they propose, their positive impact on the world, and how their company would implement them. The student cites less than two sources in APA format, cites them incorrectly, and includes them at the end of the presentation or does not include them at all.	35
	35-30 points The student delivers a 2–3-minute video that is engaging, well-organized, and supported by visual aids. The student speaks clearly, confidently, and fluently. The student demonstrates a thorough and	29-25 points The student delivers a 2–3-minute video somewhat engaging, well-organized, and supported by visual aids. The student speaks clearly, confidently, and fluently enough. The student demonstrates a satisfactory and	24-0 points The student delivers a video that does not meet the time requirements, it is not engaging, well-organized, or supported by visual aids. The student does not speak clearly, confidently, or fluently enough. The student demonstrates a limited or incomplete	
2. Performance				

	insightful understanding of the task and the grammar aspects and produces a clear, coherent, and convincing video that meets all the requirements.	accurate understanding of the task and the grammar aspects and produces a clear and coherent video that meets most of the requirements.	understanding of the task and the grammar aspects and produces a vague or inconsistent video that meets few or none of the requirements.	
	30-26 points	25-21 points	20-0 points	
3. Grammar	The student uses correct and varied grammar structures related to the topics covered in the module and makes few or no errors and shows a wide range of structures. The student can form sophisticated sentences using compounds of some, any, no, every; relative clauses; euphemisms; ellipsis and substitution; conjunctions; titles in the workplace; mixed conditionals; inversion with negative adverbials; diverse ways of saying if; clauses of contrast, purpose, reason, and result; discourse markers; vocabulary about health; the subjunctive; cleft sentences; vocabulary about politics.	The student uses mostly correct and varied grammar structures related to the topics covered in the module but makes occasional errors. The student can form complex sentences using compounds of some, any, no, every; relative clauses; euphemisms; ellipsis and substitution; conjunctions; titles in the workplace; mixed conditionals; inversion with negative adverbials; diverse ways of saying if; clauses of contrast, purpose, reason, and result; discourse markers; vocabulary about health; the subjunctive; cleft sentences; vocabulary about politics.	The student uses some correct and varied grammar structures related to the topics covered in the module but makes frequent errors. The student can form simple sentences using compounds of some, any, no, every; relative clauses; euphemisms; ellipsis and substitution; conjunctions; titles in the workplace; mixed conditionals; inversion with negative adverbials; diverse ways of saying if; clauses of contrast, purpose, reason, and result; discourse markers; vocabulary about health; the subjunctive; cleft sentences; vocabulary about politics.	30
			Total	100%

