



Aim:

At the end of level 2, students will use basic simple structures to enable them to survive in social and everyday situations, satisfying needs of a concrete type to:

- ❖ Understand basic, simple written and oral texts related to people's profiles, routines and things around them. They will be able to extract relevant information from basic texts of places in a town and people's information.
- ❖ Use written and oral means to talk about them and people's personal information, routines, their families, friends, their life at home and their favorite places.
- ❖ Interact in a simple way to introduce themselves and other people, ask and give information to get to know people and places as well as exchange simple information to make arrangements and go shopping; provided that the other speaker negotiates meaning and adjust his/her language to formulaic expressions and speaks slowly and clearly.

Remember to ...

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| <ul style="list-style-type: none">❖ <i>Always write the objective on the board</i>❖ <i>Recycle information from previous sessions</i>❖ <i>Put structures in context</i>❖ <i>Teach one thing at a time</i>❖ <i>Personalize examples</i>❖ <i>Keep eye contact</i>❖ <i>Consider the different learning styles</i>❖ <i>Give clear and direct instructions</i>❖ <i>Always model the exercise</i>❖ <i>Call your students by their names</i> | <ul style="list-style-type: none">❖ <i>Link exercises, activities and tasks</i>❖ <i>Keep the four skills in mind... especially how to achieve interaction</i>❖ <i>During a reading or listening comprehension activity, your students should check answers among them and then with you.</i>❖ <i>Students should always be evaluated somehow at the end of a session.</i>❖ <i>It's the students who review grammar points or concepts, not the teacher.</i> <p style="text-align: right;">Have a nice course!</p> |
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Video session: Date: _____

Activity: _____



INTRODUCE THE SS INTO THE COURSE, BOOKS AND ALSO CARRY OUT A DIAGNOSTIC TEST (30 minutes)

Objective: You will be able to describe, contrast and ask about activities done at the moment of speaking

	NOTION	FUNCTION	VOCABULARY	GRAMMAR	EXAMPLE	PRONUNCIATION	TASKS	
W E E K 1	TEACHING Activities at the moment of speaking	Describing what people are doing	These are the verbs that you have to use to teach present continuous: Cook, ride, speak, drive, play, make, read, remember, draw, lift sth, climb, throw sth, catch, type, paint, run, jump, listen to, walk, work, eat, drink ¹	Present continuous Positive statements I, You, We, They	We are listening to an interesting story. They are watching a football match.	-ing endings	The ss create a crossword puzzle being sentences completion the across and down options and the -ing verbs, the answers. As soon as the ss finish, they will exchange their papers with a partner and solve the crossword.	
		Correcting what people are doing		Present continuous Negative statements I, You, We, They	They aren't sleeping in the sofa.	Verb to be contracted forms		
		Asking what other people are doing		Present continuous Yes /No questions I, You, We, They	Are you doing your homework?	Question intonation		
		Describing what a person is doing			Present continuous Positive statements He, She, It	He is watching TV and She's reading a book. The cat is sleeping.	-ing endings	The ss are asked to bring 6-8 magazine cuts (two of people, one of a place and three of objects). They have to develop a story joining all of the pictures.
		Correcting what a person is doing			Present continuous Negative statements He, She, It	She isn't working, she is having a break.	Verb to be contracted forms - isn't	
		Asking what a person is doing			Present continuous Yes /No questions He, She, It	Is your brother cooking?	Question intonation	

¹ Do not rush the students to memorise all of the verbs in one session. Do review activities in session 2.



Objective: You will be able to ask for and describe places, facilities and kinds of transport as well as buy tickets.

	NOTION	FUNCTION	VOCABULARY	GRAMMAR	EXAMPLE	PRONUNCIATION	TASKS
W E E K 2	TEACHING Activities at the moment of speaking	Asking and Specifying what people are doing	Wh- words: what /who/ how many /where/²	Present continuous what /who/ how many /where/ + 😊 + is / are +ing	Who is she talking to? What are they reading? Where are they going?	Who <u>’s</u>	The ss bring a screen cap from one of their fav TV series, etc. They have to label the people or characters in it. Then, they prepare some -wh questions and then in pairs, they ask the other about their screen cap.
	TEACHING Location	Locating places at the airport	Places: SB p.62 ex1a, p. 72 ex 3a, 144 WB p.37 ex 1a Prepositions of place: near, next to, behind, opposite, between, on the right / left, in front of	Where is + place?	Where is the bank? The bank is near the train station.	Contraction there’s Places word stress	Oral task: Work with a partner to be ss A and ss B. SS A needs to find a specific facility at the airport. SS B needs to get to a place in the airport. Ask each other to reach where you wanna go.
	TEACHING Existence	Expressing places existence	Places and facilities: SB p. 62 ex 1a, p. 70 1a, p. 144 WB p. 37 ex 1a-c	There is / are Positive statements	There is a snack bar here.	there’s a/an	Oral task: Work in pairs to buy a ticket, and ask for and give info on prices, transport and schedules. You are in London and want to travel to other city. Ask about the available transport to go there, the ticket prices and schedules.
		Expressing lack of existence		There is / are Negative statements	There isn’t a cash machine here. SB p. 63 ex 4a, p.129 ex 6.1 WB p. 37 ex 2	-any	
	Asking for places and facilities		There is / are Yes /No questions SB p. 63 ex 5a, p. 70 ex p. 2a-c	Is there a bar near here? SB p. 129 ex 6.1 b WB p. 37 ex 3	Question intonation		
	Expressing existence and quantity	Transport: SB p. 64 ex 1a, p. 70 ex 3a WB p. 39 ex 1-2, p. 43 ex 4a -schedules	There is / are + any, a lot of, some, a, an SB p. 64-65 WB p. 40 ex 3 There is/are	-There are a lot of double-decker buses in London -Is there a train from the airport to Venice?	-any		

² Use the material in Speakout elementary workbook unit 8



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			-prices in € and £ and phrases to buy a ticket	Question form	-A single ticket to Brussels, please. SB p.66-67, p. 70 ex 6a WB p. 41 ex 2 p. 43 ex 3	Single	Buy a ticket according to your taste for transport.
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Objective: You will be able to give and ask for general information.

	NOTION	FUNCTION	VOCABULARY	GRAMMAR	EXAMPLE	PRONUNCIATION	TASKS
WEEK 3	TEACHING Profiles	Giving personal information	Words that go with: like, have, work, drive, study, live, go & do. Example: Drive a car, study at the university Sb p. 40 ex 1a, p. 48 ex 1a, p. 142 ex 1a WB p. 24 ex 1a,b	Present simple Positive statements I, We, You, They SB p. 40 ex 2a, 41 ex 5a-c	I live in a flat, work in an office and study part time.	Verbs word stress	Written task: Use the format attached at the end of the program: Project 3
		Correcting personal information		Present simple Negative statements I, We, You, They	They don't study, they work part-time. WB p. 25 ex 3	don't	
		Adding and contrasting general information	Conjunctions: And, but /because	Present simple Positive & Negative statements I, We, You, They	We drive to work because it's very far but/and they walk to work! SB p. 41 ex 5a-c, 9a p.125 ex 4.1 WB p. 25 ex 4	But	
		Asking personal information	Review Words that go with: like, have, work, drive, study, live, go & do	Present simple Question form I, We, You, They	Do you live alone? Do they study? Do you listen to rock music? SB p. 41 ex 8a, p. 48 ex 2a, p. 125 ex 4.1 b-c WB p. 25 ex 5	Question intonation	



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	Asking and giving accurate info about someone else	Where/ what / what kind of + object	Present simple I, We, You, They Wh- questions (use extra material)	Where do you live? What do they do?	Wh- + Do 😊	a questionnaire to find out info about your new acquaintance/ friend.
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Objective: You will be able to describe, give and ask for general information about you and other people.

	NOTION	FUNCTION	VOCABULARY	GRAMMAR	EXAMPLE	PRONUNCIATION	TASKS
WEEK 4	TEACHING Profiles	Giving personal information about someone else	Review Words that go with: with: like, have, work, drive, study, live, go & do	Present simple Positive statements He, She, It Reg & irregular verbs	He works in an office She studies at the university of London SB p. 42 ex 1a, p. 43ex 5a	Verb endings (-s/-z) SB p. 26 ex 1b, 3c WB p. 43 ex 3b	Written task: Use the format attached at the end of the program: Project 1
		Correcting personal information about someone else		Present simple Negative statements He, She, It Regular and irregular verbs	She doesn't have any pets SB p. 50 ex 5 WB p. 26 ex 2	doesn't	
		Adding and contrasting general information about someone else	Conjunctions: and/ because / but	Present simple Positive & Negative statements He, She, It	He doesn't do exercise but he likes watching sports WB p. 29 ex 1	doesn't	
		Asking personal info about someone else	Review Words that go with: with: like, have, work, drive, study, live, go & do	Present simple Question form He, She, It	Does he read English books? Yes, he does, but he only reads novels SB p. 127 ex 5.1 a-b SB p. 71 ex 2a WB p. 33 ex 3a-c	Question intonation Does he/she live in a flat?	



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	Asking and giving accurate info about someone else	Where/ what / what kind of + object	Present simple <i>Wh-</i> questions He, She, It	Where does he live? What does she do? SB p. 127 ex 5.1 d, p. 60 ex 2a	<i>Wh-</i> +Does 😊	results. As a class report your findings.
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Objective: You will be able to ask for and tell the time, check time events. You'll also be able peoples' habits and routines.



Objective: You will be able to express your eating habits and also other person's eating habits.

	NOTION NOTION	FUNCTION FUNCTION	VOCABULARY VOCABULARY	GRAMMAR GRAMMAR	EXAMPLE EXAMPLE	PRONUNCIATION PRONUNCIATION	TASKS TASKS
WEEK 5	TEACHING The time	Asking for and telling the time	O'clock /Past/ to Parts of the day: in the morning/ afternoon/ evening/ at night	What time is it? It's...	What time is it? It's eight O'clock. SB p. 45 ex 3a,b p. 48 ex 6a, p. 142, p. 125 ex 4.3 WB p. 28 ex 2	evening	Oral task: Invite two or three friends to watch a film/ see a play /go to a concert. Use the formula: Let's + verb SS A invite your friends out SS B and C ask about the time and the ticket prices Agree to meet at a certain hour.
	TEACHING Timetables	Checking time events	Events: SB p. 48 ex 5a WB p. 28ex 1a-b	What time's the concert? It's...	What time is the play? SB p. 45 ex 4-5 WB p. 29 ex 2a, p. 28 ex 3a	What time 's the play?	
	TEACHING Habits & routines	Describing habits and routines	Movement verbs: SB p. 142 Prepositions: from-to Daily routines: SB p. 52 ex 1a, p.143 ex 1a Days of the week: SB p. 43 ex 7a What time / when / who	Present simple Positive statements I, We, You, They	I get up at 6 in the morning, and on Sunday I get up at 9.		Written: What would your perfect routine be like? Write a description
		Correcting info about habits & routines		Present simple Negative statements I, We, You, They	I don't do exercise every three days.	don't	
		Asking and giving specific info about habits & routines		Present simple Wh- questions I, We, You, They	What time do you go to school on weekdays?	Question intonation Wb p. 34 ex 2	Oral and Written: Work individually to describe one of your favourite TV characters and his /her routine. Add some pictures to your description. Write some follow-up wh- questions for your classmates
		Describing someone else's habits & routines	Review: Phrases related to habits & daily routines & Days of the week.	Present simple Positive statements He, She, It	He goes to work at 8 She has a full English breakfast.	Verb endings (-s/-z)	
		Correcting someone else's habits & routines		Present simple Negative statements He, She, It	He doesn't work on Saturday and Sunday.	doesn't	
Asking and giving specific info about someone else's habits & routines		What time / when/ who	Present simple Wh- questions He, She, It WB p. 33 ex 4 a-b	What does she drink in the morning? Who do you see at the weekends?	What does ☺		



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W E E K 6	TEACHING Eating habits	Expressing frequency in peoples' eating habits	Food and drink: SB p. 143, p 54 ex 1a Conjunctions: and/but/ because Time phrases with: in, on, at, and every SB p. 43 ex 8, p. 48 ex 4a,b WB p. 27 ex 4	How often do/ does Present simple Positive and negative statements All pronouns	a) How often do you eat vegetables? b) I eat vegetables every week a) How often does he drink coffee? b) He drinks coffee every day. Does he drink tea at the weekends? No, he doesn't.	Short answers How often Verb endings	Written task: Write a description comparing how different you and one of your friends are when talking about eating habits.
			Adverbs of frequency: SB p. 55 ex 4a-b WB p. 34 ex 2a Position of adverbs: SB p.55 ex 4d Review Food and drink	Present simple Positive and negative statements All pronouns	How often do you eat meat? I hardly ever eat meat. SB p. 55 ex 5a, p. 60 ex 4a How often does he drink have bacon for breakfast? He never has bacon for breakfast. SB p. 54 WB p. 35 ex 4	How often _ does Adverbs word stress	Written task: Work alone and think about the most uncommon food/ fruits and write 5-7-question survey. Exchange it with a partner and answer his/hers.



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W	Review: (Grammar review- Quizzes)
E	The teacher asks about the grammar points they saw in the course.
E	The students name them and write them on the board.
K	The students give mini presentations in teams about the grammar and notional points. The teacher makes corrections and provides feedback.
7	Pronunciation according to SS's needs
W	8:30-10:00 Final Oral Exam
E	10:00-12:00 Final exam
E	12:00-13:00 Grades
K	13:00-13:30 Feedback
8	13:30-14:00 Capture Grades

BOOK COMPONENTS



SPEAK OUT ELEMENTARY: Student's Book, Workbook, Teacher's Resource book, Class audio, DVD & Active Book

ADDITIONAL RESOURCES



MEDIATECA FES Iztacala (at least three per term)



Video Sessions (at least one per term)



Hobbs, Martyn. **For Real beginner**. Helbling Languages. 2011



Molinsky, Steven and Bliss, Bill. **Word by Word Basic (picture dictionary)**. Pearson ESL 2nd edition

ELECTRONIC RESOURCES



Speak out website <http://product.pearsonelt.com/speakout/>



English file website <https://elt.oup.com/student/englishfile/?cc=mx&selLanguage=en>



ESL galaxy <http://www.esl-galaxy.com/reading.html>



Helbling languages website <http://www.helblingyoungreaders.com/?pagename=extras>



MM Publications <http://mmpublications.com/TeachersCorner/TeachingResources/tabid/61/Default.aspx>



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General Characteristics:

This course is part of a 15-level course which is an extracurricular subject. The course has been designed for young adult university students who need to learn English as a Foreign Language and it takes them from A1 to level B2 according to the CEFR (The Common European Framework of Reference for Languages).

	Monday-Thursday courses	Saturday courses
Hours per week	6 hours.	5 hours.
Hours per course	42 hours	40 hours

Evaluation

The process will be divided into two, the midterm and final evaluation. The idea of having both is focused on finding out the progress of students, as well as their needs in the midterm exams. Then, both students and teacher can work to polish up those aspects and find out if any remedial work needs to be done. To get an integral evaluation that allows students and teachers assess the different skills in language the following criteria is proposed.

SATURDAY COURSES				WEEKLY COURSES			
SKILL	Midterm Evaluation	Final Evaluation	TOTAL	SKILL	Midterm Evaluation	Final Evaluation	TOTAL
Reading	-	10%	10%	Reading	-	10%	10%
Listening	-	10%	10%	Listening	-	10%	10%
Speaking	10%	20%	30%	Speaking	8%	16%	24%
Writing	10%	10%	20%	Writing	10%	10%	20%
Grammar	-	30%	30%	Grammar	-	30%	30%
Mediateca	-	6 % extra		Mediateca	-	6%	6%
TOTAL			100%	TOTAL			100%



Diagrama de flujo para Teaching

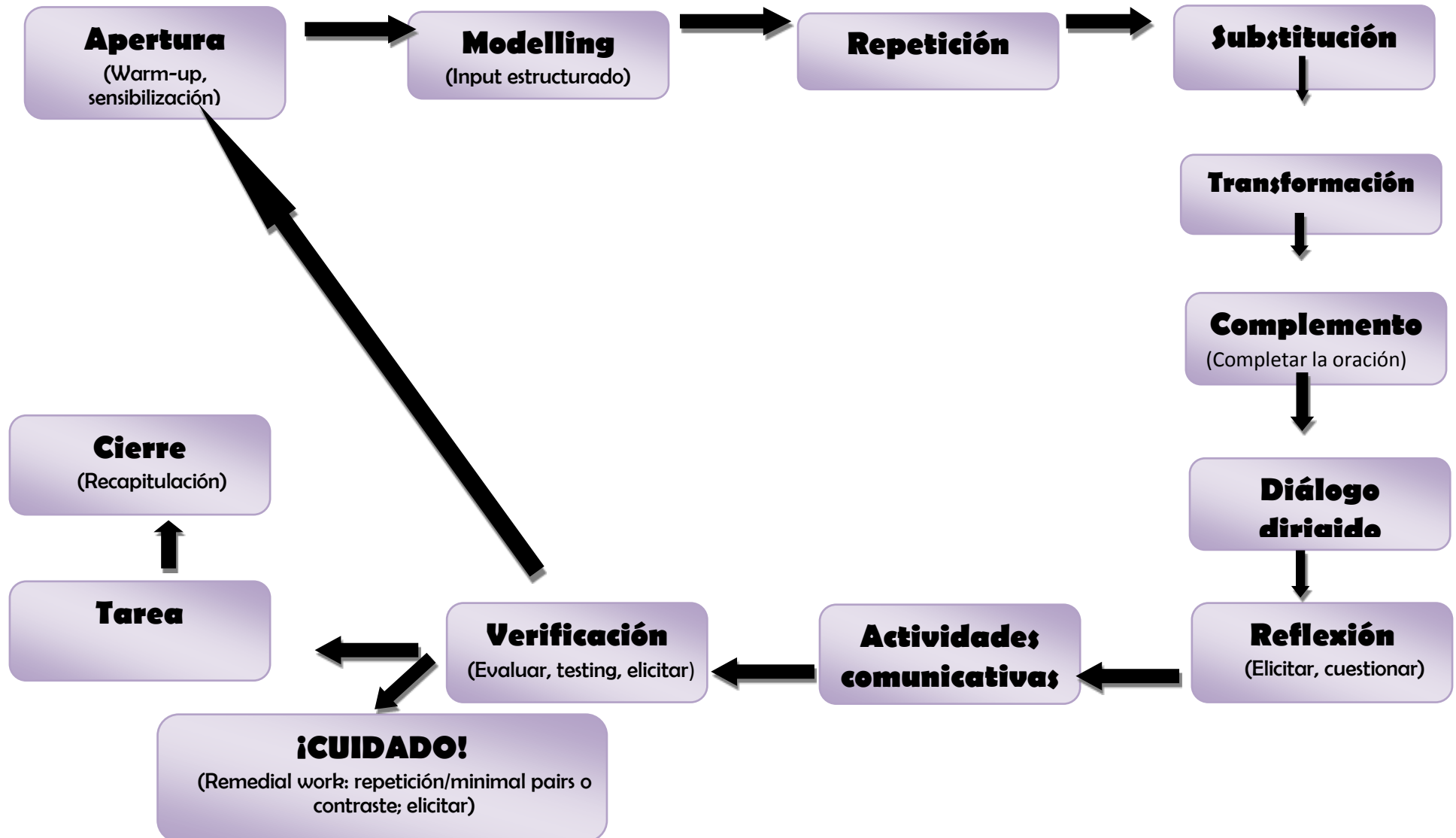
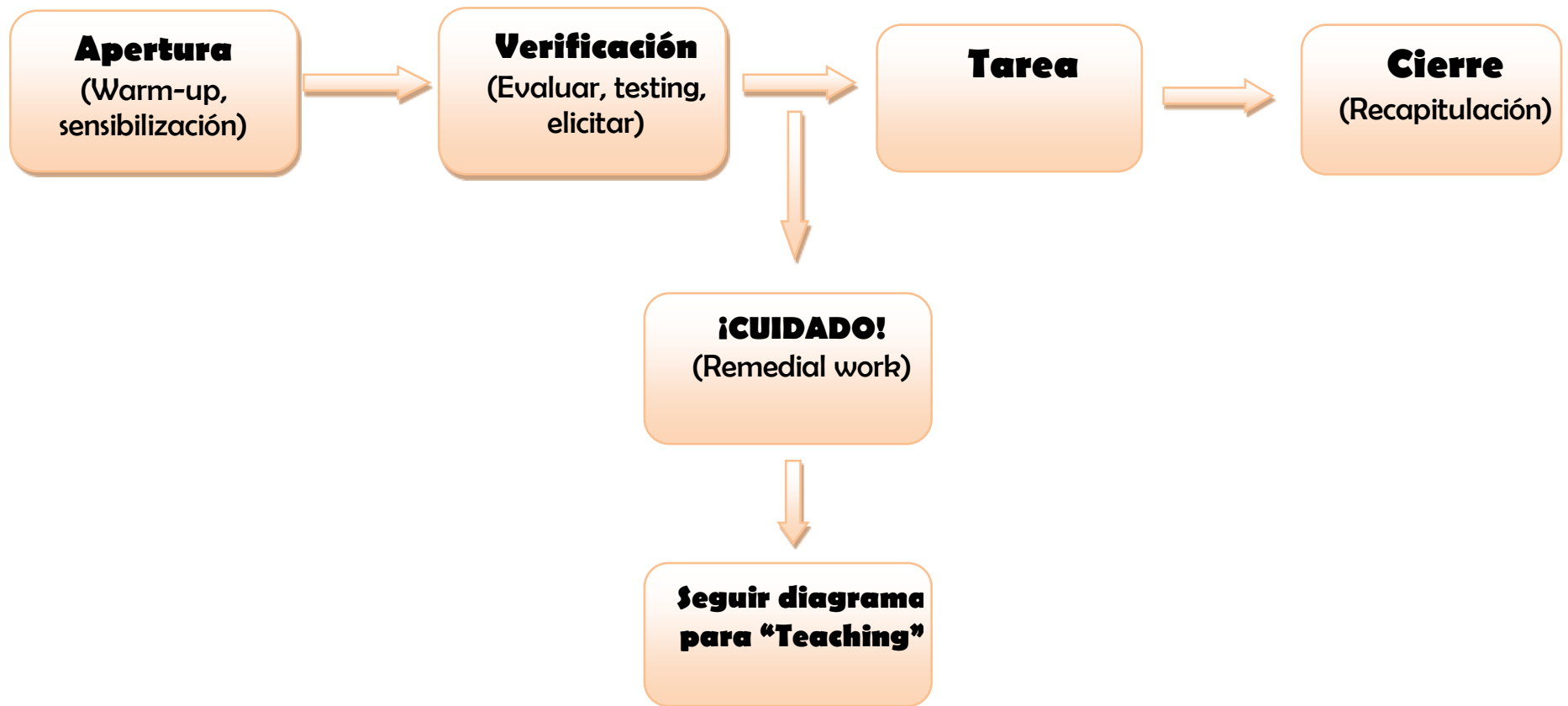




Diagrama de flujo para "TESTING"





ADDITIONAL TASK MATERIALS

Project 3
Units 5-6

Channel Pre-Intermediate

Create your own website. Write about yourself, your hobbies, your friends, etc. Stick your pictures and think of a title for your website.



Project 1
Units 1-2

Channel Elementary

Find information about an unusual job (e.g. dog walker: a person who takes somebody else's dogs for a walk) and describe it. Would you like to do this job? Why/Why not? Find pictures.

