



**FIRST SESSION:** Orient the ss about the evaluation form and books used during the course.

**Aim:**

At the end of level 1, students will know how to use basic simple structures to enable them to:

- Extract and understand basic, simple written and oral texts related to classroom language, first meetings, registration forms, and informal social networks.
- Use written and oral means to give basic information about themselves and people's profiles. They will also be able to describe their possessions and lifestyles.
- Interact to respond greetings and farewells, introduce themselves and other people, ask and give information to identify people, personal belongings, favourite things as well as make requests and handle short conversations in tourist contexts provided that the other speaker negotiates meaning and adjusts his/her language to formulaic expressions.

**Keep in mind: Video session: Date:** \_\_\_\_\_ **Activity:** \_\_\_\_\_

**Remember to ...**

- Always write the objective on the board
- Recycle information from previous sessions
- Put structures in context
- Teach one thing at a time
- Personalize examples
- Keep eye contact
- Consider the different learning styles
- Give clear and direct instructions
- Always model the exercise
- Call your students by their names

- Link exercises, activities and tasks
- Keep the four skills in mind... especially how to achieve interaction
- During a reading or listening comprehension activity, your students should check answers among them and then with you.
- Students should always be evaluated somehow at the end of a session.
- It's the students who review grammar points or concepts, not the teacher.

Have a nice course!



**ENGLISH 1 Speak Out Starter Units 1-3**

OBJECTIVE: At the end of this week, the ss will be able to introduce themselves, and other people as well as asking for and giving info about other people.							
	NOTION	FUNCTION	VOCABULARY	GRAMMAR	EXAMPLE	PRONUNCIATION	TASKS
W E E K  1	Classroom language	Giving and receiving classroom orders	Classroom language SB p.6 ex 3a, p.138 WB p.5 ex. 3 a-c	Affirmative and negative Imperatives	Sit down /Don't open your books -Check your name	-Contraction don't	Open task: The T chooses a ss at random to mimic some instructions. After, the rest of the ss are asked to say the instructions in the order they were acted out.
				Requests: what/which	What page, please? Which number, please?	-Intonation for requests and commands	
	Introductions	Introducing yourself	Greetings (Formal and informal) Wb p.5 ex.4, p.7 ex 4a Titles : SB p. 31 Conjunction <i>And</i>	Verb To be: I, he, she Positive form	A) Good morning, I am Mr. Snell, nice to meet you B) I am Mrs. Rodriguez nice to meet you, too He is Mr. Alvarez C) nice to meet you	Mrs vs Ms	Creative task: Work individually or in pairs to create a cartoon in which the characters introduce themselves and other people. Stick your poster around the classroom - 3 -7 characters.
				Introducing others	Review: Titles & greetings -Nicknames	This is + 😊 These are + 😊	
First meetings	Asking for and correcting personal information	Review Greetings and titles	Verb To be: I, you, he and she Yes / No questions	-Excuse me, are you Mr. Snell? -Yes, I am -Is he Mr. Alvarez? -No, he's Mr. Torres	Question intonation	Oral task: Write a nickname /false title on a piece of paper. The papers are mixed and shared out. Now, you have to ask questions to find that person.	
Personal information	Spelling your first, & surname mobile phone number, email address & address	The alphabet SB p.12 ex 1A WB p.10 1a -Numbers 0-10 SB. p 6 ex. 1A WB p. 5 ex 2A-B -address	Verb to be positive statements What's ... name? Possessive adjectives: my, your, his, her	What's your first name? My first name is Lucy SB p. 12 ex 2A WB p. 10 ex 2-3 How do you spell "phone"? P-h-o-n-e SB p. 16 ex 5a	/b/ vs / v/ /i/ vs /e/ /j/ vs /g/ /c/ vs / s/ /z/ Th- Ow /oh vs one	Oral & written task: You have to find out a partner's -Full name, mobile phone number, email address, & address. Ask him and take notes.	

OBJECTIVE: The ss will be able to ask and give info about their own and other's origin, job and current location.



	NOTION	FUNCTION	VOCABULARY	GRAMMAR	EXAMPLE	PRONUNCIATION	TASKS
<b>W E E K  2</b>	<b>Jobs</b>	Giving info about somebody's job	-Jobs SB p.10 ex 1a, WB p.8 ex 1a Article a/an	<b>Possessive adj:</b> your, is, her, their <b>Verb to be</b> I, you, he, she, they affirmative	<b>What's your job?</b> I'm a chef <b>What's her job?</b> She is an engineer	<b>Jobs (Word stress)</b>	<b>Oral &amp; written:</b> Work in pairs to interview a partner about 5 of his favourite actors/singers, etc and their occupation...
	<b>Origin</b>	Expressing your origin	-Countries, nationalities & cities Photo bank SB p.139  -Conjunction: but Adverb: now	-Verb to be: I, You positive statements  -Where are you from?	I am from Oslo, I'm Norwegian, but I'm in Pert now. It's my first time in Australia SB p.8 ex 3a, p.9 ex 4a, 5a,c p.16 ex 1a-b, p.119 ex 1.1 a-b	<b>Countries (Word stress)</b> WB p. 6 ex 3B Contractions: 'm, 're	<b>Written task:</b> Write a Blog entry about your: full name, origin & current location, job, favourite actor/TV series...
	<b>jobs</b>	Correcting Information about your origin, job and current location	-Countries  -Capital letters SB p. 9 ex 5B WB p.7 ex 5 Jobs Photo bank p.139	<b>Verb to be: I, You Yes /No Questions</b>  SB p. 10 ex 2 A,C WB p. 8 ex 2 A-B, 3 a-c	Are you from Tuscany? Are you in The USA? Are you in L.A. now? Are you + Italian? Are you an engineer? SB p. 10 ex 2A,C WB p. 8 ex 2A,B, 3A-C	<b>Countries and jobs (Word stress)</b>  Question intonation	<b>Oral:</b> Imagine you are from Canada. Choose a city to be your origin & a city to be your current location. Work with a partner to ask questions and find out his/her origin and location. H has to find yours as well. Take notes. <b>*see appendix</b>
	<b>location</b>	Giving information about someone else's origin, job, and current location	<b>Review:</b> origin, job and current location	<b>Verb to be:He, she, it positive statements</b> SB p. 10-11 reading  -Where is he/she from?	He/she is from Madrid She is a teacher He's in Ottawa now	Jobs word stress	<b>Oral or creative task:</b> Prepare a presentation or a poster to describe your famous: actors, sportsmen, etc. Include origin, job, and current location as well as pictures
	Asking and giving info about someone else's origin, job, and current location	<b>Review vocabulary for:</b> -Jobs -Countries, cities & nationalities	<b>Verb to be: He, She, it Yes / No Questions</b>	<b>Is Madrid in Portugal?</b> No, it isn't. It's in Spain <b>Is Adele English?</b> SB p.11 ex 4a-c, 5a-c p.16 ex 4a p.148 WB p.9 ex 5a	Countries and jobs Word stress	<b>Written:</b> Write a 2 <sup>nd</sup> blog entry about some of your favourite countries and their landmarks.	



**OBJECTIVE:** The ss will be able to express and describe their own and other's age and family relationships.

	NOTION	FUNCTION	VOCABULARY	GRAMMAR	EXAMPLE	PRONUNCIATION	TASKS
<b>W E E K  3</b>	<b>Age</b>	Expressing age	-Numbers 11-100 SB p. 20 ex 1,2 p. 26 ex 3a-b WB p. 13 ex 1a,b <b>*Famous people</b> (ask the ss to bring info in advance)	Verb to be: I, you, he, she, it	-I'm 17 years old, How old are you? -I'm 19 years old	Thirteen vs thirty	<b>Oral and written creative task:</b> *Create a multiple choice quiz on famous people's ages. Then work in pairs to do both quizzes.
		Asking for ages		How old + are/is 😊	<b>How old is he? He's 15</b> SB p. 20 ex 3a-b p.21 ex 8a	Th	
	<b>Friends and family</b>	Describing friends and family and their relationship	-Family members SB p.18 ex1-2,p.26 ex 1a WB p.11 ex 2a, p.12 reading -Friend, boy/girlfriend, pet (dog, cats ,etc) -Prep. With	This is/ these are + possessive adjectives	This is my father with my mother, they're in the cinema. They are 25 in this photo These are my cousins and their friends	This vs these  Family members word stress	<b>Oral task:</b> Work in pairs or trios to describe a selfie.  Give info about:  -where they are  -the people there  -their age and your relationship with them
		<b>Testing:</b> Family relationships	-Review family members -Open 24 /7	Possessive adjectives	<i>Our /Your</i> business is in the city centre SB p. 20 Reading p.21 ex 5a, 6a, 7 WB p. 13 ex 2a		
		Correcting people's age and relationship	-Review family members -Status: divorced, married, single, in a relationship -Conjunctions but,and	Verb to be Yes / No questions	<b>Is your sister married?</b> No, she isn't but she is in a relationship <b>Are your brothers 20 years old?</b> Yes, they are Are you cousins?	Question intonation	<b>Oral &amp; written task:</b> Bring info about tv series characters in advance. Work in pairs to ask your partner the characters': age, relationship, status, etc
	<b>Messages</b>	Writing text messages	-Pronouns -Prepositions <sup>1</sup> : at, in, to, from SB p.19	Pronouns contractions SB p. 19 ex 3a-d WB p. 12 ex. 4a	Lisa is not here: Lisa' s not here Paul's out tonight	Pronouns contractions	<b>Creative written task:</b> Write a text message using chat signs. Exchange messages so as to re-write it. <b>See appendix</b>

<sup>1</sup> Teach these prepositions as phrases.



**OBJECTIVE:** The ss will be able to describe objects, and ask for and mention the owner of specific objects.

	NOTION	FUNCTION	VOCABULARY	GRAMMAR	EXAMPLE	PRONUNCIATION	TASKS
W E E K  4	Objects	Specifying what a thing is	<b>Objects</b> SB p.30 ex a, 2a, 3a-c p.8 ex 1 p. 140 WB p. 19 ex 1a-c	<b>This is-That's +a/an</b>	This is a bookshelf and that is a notice board	-This vs these	<b>Written task:</b> Take a picture of your bedroom and add tags describing your possessions.
		Specifying what things are	<b>Plural of nouns</b> SB p. 140 ex 2a-b	<b>These- those</b>	Those are bookshelves <b>SB p.30 ex 3d</b>	-Plural nouns endings	
	Possessions	Naming objects and their owners	<b>Famous people's possessions</b> SB p. 38 ex 3a	<b>Possessive s + this, that, these, those</b> Positive and negative form	This is Madonna's glove and I think those are Will Smith's glasses <b>SB p.32 reading, ex 3a-b p. 123 ex 3.2</b>	I <i>think</i> ... Alex's Carlo <u>s</u> 's	<b>Oral task:</b> Prepare a brief oral presentation about some possessions of one of your favourite singers, etc.
	Owner	Asking about the owner of objects	<b>-Famous people's possessions</b>  -I think it is/they are...	<b>Whose + object + is/are + this, that, these, those</b>	Whose shoes are those? (I think) They are Michael's	Whose I <i>think</i> ...	<b>Creative task:</b> Use pics to create a brochure about famous people's possessions. Write only questions but do not provide the answers.
	Clothes	Describing clothes to identify them	<b>Clothes and colours</b> Photo bank p. 141 p. 38 ex 4a Wb p. 21 ex 3-4 -I think it is/they are...	<b>What colour is/are</b> 😊's + object(s)  <b>It's/they're + colour</b>	What colour is Madonna's glove? It's... <b>WB p. 22 ex 5a</b>	<i>Shirt</i> =f	<b>Creative task:</b> Write a 5 question Blog quiz about TV/ comic characters clothes colour. <i>What colour is Spider man's outfit?</i>
Identifying people and places	Correcting information about people and places	<b>-Here /Over there</b>	<b>-Possessive adjectives</b>  <b>-Verb to be: yes/no questions</b>  <b>-Who is /are + determiners</b>	<b>Are those our classmates over there?</b> Who is that? She's our Math teacher Is our classroom here? <b>SB p. 31 ex 4a, p.38 ex 2a p.123 ex 3.1 a-b</b> <b>WB p. 20 ex 4a, 5a-b</b>	Math Who's	<b>Oral Task:</b> You didn't come the first class and don't know the location of Mediateca and the Video rooms. Ask a partner to make sure where they are.	



**OBJECTIVE:** The ss will be able to describe and contrast their own as well as other's abilities. They will also be able to ask for help.

	NOTION	FUNCTION	VOCABULARY	GRAMMAR	EXAMPLE	PRONUNCIATION	TASKS
W E E K 5	Abilities	Describing abilities	<b>Verb phrases</b> SB p. 106 ex 1a, WB p. 63 ex 1 <b>Phrases:</b> Well/ very well /quite well	<b>Modal verb Can positive form</b>	I can learn languages well They can read very well and they're only 5	Can=/ə/ Quite	<b>Written task:</b> You're an unemployed person. Write a short announcement describing your abilities.
		Describing lack of ability	<b>Phrases:</b> not very well/at all	<b>Modal verb Can negative form</b>	They can't sing at all We can't drive a bus I can't swim very well <b>SB p.147 (Photo bank)</b> <b>WB p. 64 ex 3a-b</b>	Can't=/æ/ At all	<b>Pre task, written task:</b> <b>*See appendix</b> Prepare a quiz to find out a partner's abilities
		Asking and giving information about people's abilities	<b>-How/what about you?</b>	<b>Modal verb Can Yes/No questions</b>	Can you dance? Can it play dead? <b>SB p.107 ex 5-6, p.115</b> <b>WB p.68 ex b-c</b>	How about you?	<b>Final Oral task:</b> <b>SS A</b> is the interviewer (who uses the quiz in the pre task) <b>SSs B &amp; C:</b> you are looking for a part time job.
		Adding and contrasting abilities	<b>Conjunctions: and, but</b>	<b>What + (object) can + 😊 + vb + ?</b>	What can they sing? What can she cook? What musical instruments can you play? <b>WB p. 114 ex 2a</b>	Question intonation	<b>SS A</b> asks you about your abilities to find out your best job option.
	Help	Asking for help	<b>Verbs to express ability</b>	<b>/Can't /+ read, hear, see, write, open, remember,</b>	I can't see the numbers -Can you read the numbers for me, please? <b>SB p. 137 ex 10.1 b</b> <b>WB p. 64 ex 4</b>	Can't=/æ/  Question intonation	<b>Oral &amp; written task:</b> Work in trios. You need to copy down the evaluation form but A) you can't see very well B) you can't write at all Ask SS C for help.



**OBJECTIVE:** The ss will be able to express how they feel, make and accept an invitation, order in a restaurant, and buy things.

	NOTION	FUNCTION	VOCABULARY	GRAMMAR	EXAMPLE	PRONUNCIATION	TASKS
W E E K  6	Mood	Expressing mood	-Feelings: SB p.22 ex 1a, p.126 ex 5a, p.140 WB p. 15 ex 1  -Too -What's the problem?	Verb to be: 3 forms	What's the problem? I'm bored Is he tired? Yes, he is And I'm tired, too Are they hungry?	Adjectives stress  Have  Let's	<b>Creative task:</b> Create a storyboard using different locations: The beach, a cold/ hot place, etc. The characters are having a conversation about how they feel.
	Suggestions	Making suggestions	Collocations with have: Have a coffee/a cola/ a break For + minutes Go to the + places	Let's + verb SB p. 22 ex 2-3, p. 26 ex 6a, p. 121 ex 2.3 WB p. 15 ex 2a,b p. 17 ex 5a	I'm bored- let's go to the cinema Let's have a coffee Let's take a break for 5 minutes		<b>Pre task:</b> work with new vocabulary and activities people can do there. <b>*see appendix</b> <b>Final oral task:</b> Work in trios to decide where to go since you skipped English class. Use the pre task
		Accepting suggestions	Expressions to accept a suggestion: -Great / good idea/ cool / OK	Let's + verb SB p. 23 ex 5a-b WB p. 15 ex 3a-b	A) Let's go have a soda! B) Good idea, I'm thirsty	Intonation to show interest	
Food and drink	Ordering in a café	-Food and drink: SB p.34 ex2a p.38 ex 5 WB p. 23 ex 1 -Prices SB p. 35 ex 6a WB p. 23 ex 4	Can & could for requests  How much is a/are	-Can I help you? -Yes, a sandwich and a coffee, please SB p.34-35, p.38 ex 6a p.123 ex 3.3 wb p.23 ex 2	Could  How	<b>Oral task:</b> Work in trios/4s to buy as much food as you can with £45. <b>*use the menu from the appendix</b>	



**ENGLISH 1 Speak Out Starter Units 1-3**

	<b>Buying Things</b>	Asking for prices and buying things	-Phrases to ask for specific things: here/over there /by the + object (window, camera, etc)  -Prices	How much is/are+ this / that  Can/could I have one/ 3/ 5	Can I have one of those watches, please? One of these? No, one of those by the window <b>WB p. 23 ex 5</b>	How much  by the	<b>Oral task: *see appendix</b> Use the pic to ask for prices and buy what you can with £200 (£200 each ss). a) You are the seller b, c and d) are the customers
W E E K 7	<b>Review: (Grammar review- Quizzes)</b> The teacher asks about the grammar points they saw in the course. The students name them and write them on the board. The students give mini presentations in teams about the grammar and notional points. The teacher makes corrections and provides feedback. Pronunciation according to SS's needs						
W E E K 8	8:30-10:00 <b>Final Oral Exam</b> 10:00-12:00 <b>Final exam.</b> 12:00-13:00 <b>Grades</b> 13:00-13:30 <b>Feedback</b> 13:30-14:00 <b>Capture Grades</b>						

**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&sellLanguage=en>
- ESL galaxy <http://www.esl-galaxy.com/reading.html>
- Helbling languages website <http://www.helblingyoungreaders.com/?pagename=extras>

### 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

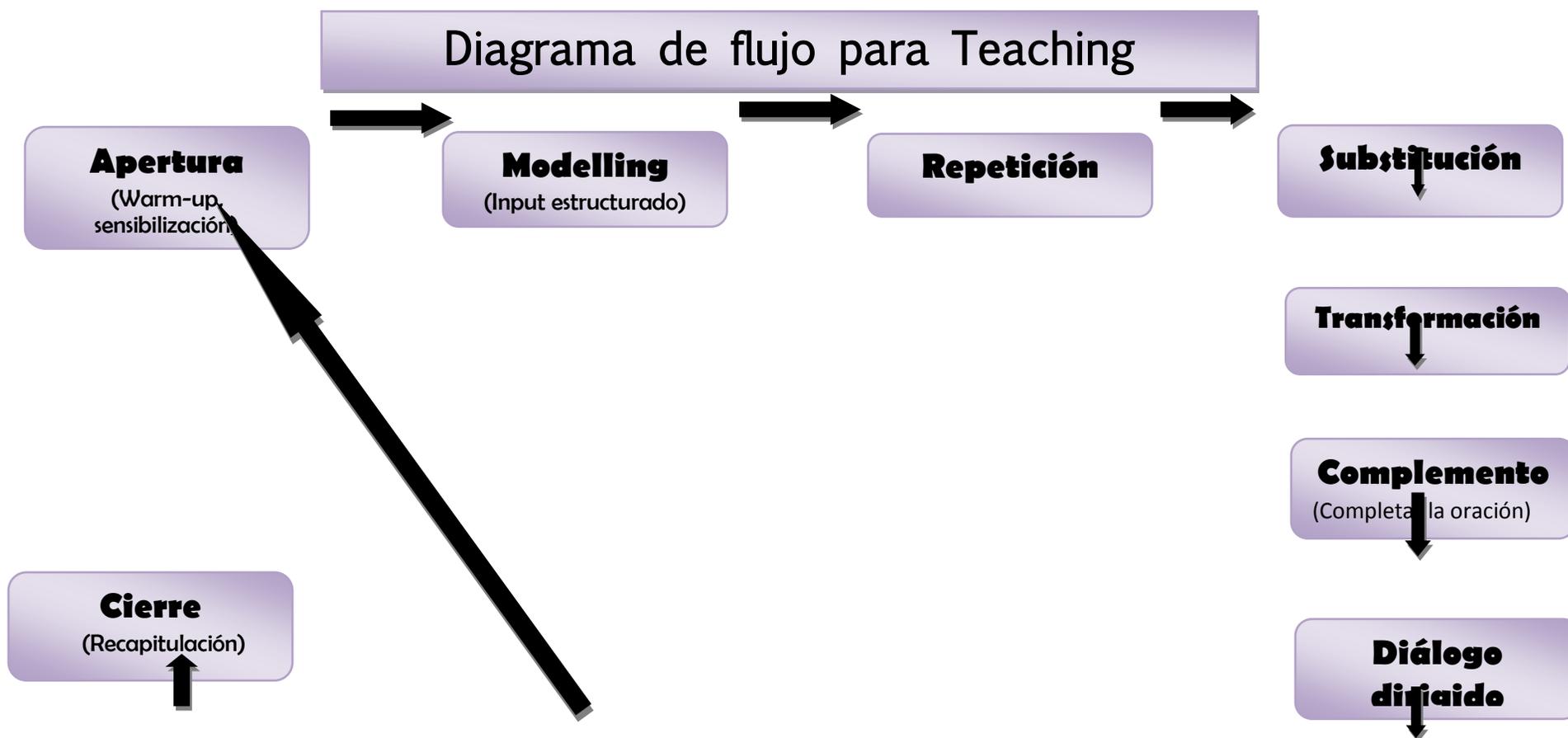
### Evaluation

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	-	20%	20%	Listening	-	20%	20%
Speaking	10%	10%	20%	Speaking	6%	8%	14%

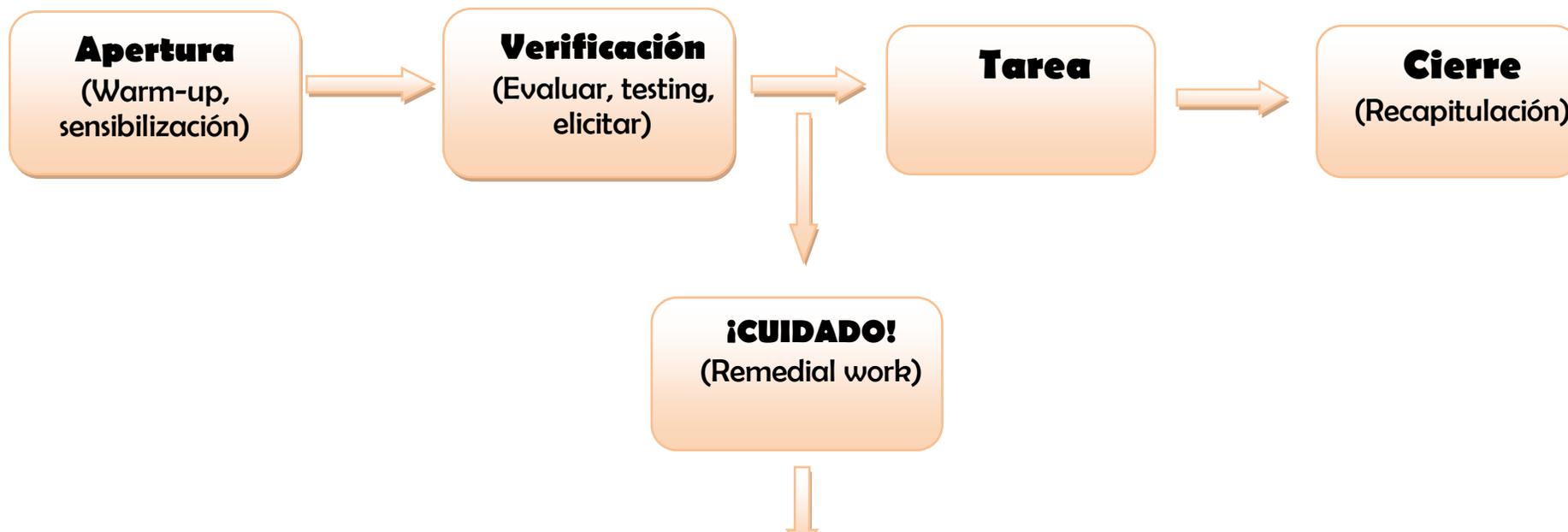


Writing	10%	10%	20%	Writing	10%	10%	20%
Grammar	-	30%	30%	Grammar	-	30%	30%
Mediateca	-	6 % extra		Mediateca	-	6%	6%
TOTAL			100%	TOTAL			100%





## Diagrama de flujo para "TESTING"





## ORIGIN, JOBS AND LOCATION



### Interculture CLIL: Geography

**1 Look at the map of Canada.**

MESSAGES



# Chatspeak



## CHATSPEAK AND SMILEY DICTIONARY

@	= at	BCOZ	= because	MSG	= message	:~)	= happy
2DAY	= today	CING	= seeing	PLS	= please	:(	= sad
2MORO	= tomorrow	CU	= see you	R	= are	::O	= shocked
2NITE	= tonight	FRND	= friend	THX	= thanks	::D	= laughing
4EVER	= forever	GR8	= great	U	= you	:-(	= crying
4	= for	H8	= hate	W8	= wait	>:[	= angry
B	= be	L8	= late	XLNT	= excellent	:~)	= winking
B4	= before	L8R	= later	Y	= why	B~)	= wearing glasses

JOB



**ENGLISH 1 Speak Out Starter Units 1-3**

**a** Match the words with the pictures. Then listen and check.

<input type="checkbox"/> teacher				
<input type="checkbox"/> electrician				
<input type="checkbox"/> sales person				
<input type="checkbox"/> bus driver				
<input type="checkbox"/> nurse				
<input type="checkbox"/> hairdresser				
<input type="checkbox"/> doctor				
<input type="checkbox"/> waiter				
<input type="checkbox"/> factory worker				
<input type="checkbox"/> cook				
<input type="checkbox"/> police officer				
<input type="checkbox"/> secretary				

The aim of this task is to make the students write and ask the questions without receiving too much help. Yet, the task must not be expanded too much.

**Pre task:** The teacher has to provide the students with this vocabulary, let the ss match the pics and practice pronunciation.

2. Meanwhile, the teacher has to write some abilities (in disorder) according to only 3 or 4 of the jobs above, 3 abilities per job should be enough.

3. The ss have to categorize them as lists:

A teacher can **grade exams**    A bus driver can **drive a bus**    A police officer can **run very fast**

**TASK:**

4. Now, the ss have to write questions using You

Can you run very fast?

Can you grade exams?

Can you drive a bus?

5. In pairs/ trios, etc, they ask each other the questions and tick what they can do in order to know what they can be....The best job option is the one that got most ticks.

**PLACES AND ACTIVITIES**

For this task, practice pronunciation. The ss do not have to memorize this vocabulary so let them read if they need to.



### Fun places

1 1.12 Match the words with the places. Then listen and repeat.

amusement park aquarium arcade beach bowling alley  
 disco ice rink Internet café multiplex cinema restaurant  
 shopping centre skatepark sports centre



2 Use the table to write six sentences.  
 You can go shopping at the shopping centre.

You can go	shopping	at the	skatepark.
	dancing		bowling alley.
	ice skating		shopping centre.
	swimming		ice rink.
	bowling		disco.
	skateboarding		beach.

**LEARNING TO LEARN**  
 New vocabulary is easier to remember when you use it to talk about the real world.



Even when the ss are asked to order in a café, they also should be able to use the structures to order other things.

For this task the ss should be able to order pizza and beverages. Yet, do not use would like at all.

**Ordering a pizza**

**FILE**

**SERVER**  
Are you ready to order?  
What would you like?  
Anything else?  
Would you like a dessert?

**CUSTOMER**  
Can I have a Four Seasons pizza, please?  
I'd like a tiramisu, please.  
A Tuna pizza, please.  
Can I have the bill, please?

**LINKS pp 14-15**

**Vocabulary pizza toppings**

**1a Find the ingredients in the pizzas.**

anchovies	olives
olives	tuna
peppers	ham
vegetables	onion

**1b Read the menu and match the pictures with the pizzas.**

**GINO'S PIZZAS**

**Pizzas**

- 1 Margherita** tomato, cheese. £5.95
- 2 Napoli** tomato, cheese, anchovies. £5.95
- 3 Vegetarian** tomato, cheese, olives, peppers. £6.45
- 4 Tuna** onion, sweetcorn, tuna. £6.45
- 5 Alaska** tomato, cheese, olives, Italian salami. £6.95
- 6 Americana** tomato, cheese, spicy sausage, onion. £6.95
- 7 Ham** tomato, cheese, ham, mushrooms. £6.95
- 8 Four Seasons** tomato, cheese, Italian salami, anchovies, mushrooms, olives. £7.95

**Drinks**

- Soft drinks £2
- Mineral water £1.50
- Coffee £2.45
- Tea £1.95
- Hot chocolate £2.50
- Milkshake £2.95

**Desserts**

- Ice cream £3.75
- Tiramisu £4.25
- Cheesecake £4.75

**LANGUAGE NOTE** Toppings are added by default. But in this menu, tomato is uncountable.

## BUYING THINGS



For this task the ss are free to set the prices .