



Aim:

At the end of level 3, students will know how to use basic simple structures to enable them to:

- ❖ Understand short, simple written and oral texts related to everyday material such as conversations, biographies as well as short simple news and articles. They will be able to extract relevant information as well as following the order or understand the sequence of the information and simple narrations.
- ❖ Use written and oral means to describe people's plans, biographies, likes and dislikes, past holidays and celebrations.
- ❖ Interact to describe past experiences, plans, biographies, likes and dislikes, past holidays and celebrations 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: _____



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

Objective: SS will be able to give info about their own and other people's biographies.

	NOTION	FUNCTION	VOCABULARY	GRAMMAR	EXAMPLE	PRONUNCIATION	TASKS
W E E K 1	TEACHING: PEOPLE'S LIVES	Talking about people's biographies	Months of the year, days of the week. Ordinal numbers Dates: SB p. 75 ex 6a SB p. 75 ex 5-6, p. 82 ex 2a WB p. 46ex 4a Prepositions: in /on	Verb to be Past simple Positive form I, You, We, They	I was born on May 24 th 1986.	Ordinal numbers ending Was/were	Whole class presentation: SS tell the class when and where they, their parents and siblings were born. I was born in March and my parents were born in June and April.
				Verb to be Past simple Positive form He, She, It	She was born in January, on January 12 th 1976.	Ordinal numbers endings Was	
		Correcting people's biographies	Review: month of the year, ordinal numbers, and dates.	Verb to be Past simple Negative form I, You, We, They	I wasn't born in July, I was born in June	wasn't/ weren't	to write a mini biography about a famous person you like.
				Verb to be Past simple Negative form He, She, It	She wasn't born in Hawaii; she was born in New Scotia.	wasn't	
		Asking info about people's biographies	Review: month of the year, ordinal numbers, and dates.	Verb to be Past simple Question form I, You, We, They	Were you born in May? Were they born in 1990?	Question intonation	Creative task: Create a quiz about famous people bios (5-7 questions) Use Yes / No and <i>Wh</i> -questions. <i>Was Heath Ledger born in The USA?</i> <i>When was Wayne Rooney born?</i> Then work with a partner to take both quizzes.
				Verb to be Past simple Question form He, She, It	Was Jim Carrey born in Canada? Was he born in 1964?	Question intonation	
		Asking for and giving specific info about people's biographies	Where When	When/ where + was /were + 😊 +born?	When was Marilyn Monroe born? Where were they born?	Where_ were/was	



Objective: SS will be able to describe, ask and give info about their own as well as other people's weekend activities.

	NOTION	FUNCTION	VOCABULARY	GRAMMAR	EXAMPLE	PRONUNCIATION	TASKS	
W E E K 2	TEACHING: WEEKEND ACTIVITIES	Talking about weekend activities	Regular verbs: SB p. 82 ex 4a WB p. 48 ex 4 😊 + vb + with 😊 SB p. 77 ex 6a Past Time phrases: last week, yesterday morning, etc	Past simple Positive form I, We, You, They	On Sunday I stayed home and listened to music. We studied with our teacher.	-ed endings: SB p. 77 ex 3a-b WB p. 48 ex 4b	Creative task: Create a poster using some pictures to describe your weekend activities then make a presentation to share it with your classmates.	
			Irregular verbs Past time phrases 😊 + vb + with 😊	Past simple Positive form He, She, It	Yesterday, he travelled to Chiapas with his girlfriend.	-ed endings	Creative task: Use 4-5 pics from a magazine of people doing things. Link them to write a story about their weekend activities.	
			Review: Regular and irregular verbs and past time expressions 😊 + vb + with 😊	Past simple Negative form I, We, You, They	I didn't go out with my family last week. She didn't travel yesterday.	Contraction didn't	Written task: You went on holiday and had a lot of trouble Use the format attached at the end (Project 8) to describe it.	
		Regular and irregular verbs 😊 + vb + with 😊	Past simple Negative form He, She, It	He didn't dance with Lea, he danced with Helen.				
		Asking and giving info about weekend activities	Asking and giving info about weekend activities	Regular and irregular verbs 😊 + vb + with 😊	Past simple Question form I, We, You, They	Did they read the new Hunger games book? Yes, they did. Did you go to the new theme park?	Question intonation	Oral task: Pair work Student A Your friend sent you a holiday postcard of his last holiday but he didn't tell you much. Now, He is back and you want to know more.
				Regular and Irregular verbs 😊 + vb + with 😊	Past simple Question form He, She, It	Did they have dinner with their family last Sunday?	Question intonation	
		Asking and giving specific info about weekend activities	Asking and giving specific info about weekend activities	Regular and Irregular verbs	Past simple <i>Wh-</i> questions I, We, You, They	Where did you go yesterday?	Where_ did	Student B. Prepare some questions to ask your and know as much as you can about your friend's holiday.
					Past simple <i>Wh-</i> questions He, She, It	What did she do last night?		



Objective: SS will be able to describe and ask about memorable holidays and special dates.

	NOTION	FUNCTION	VOCABULARY	GRAMMAR	EXAMPLE	PRONUNCIATION	TASKS
W E E K 3	TEACHING: SPECIAL HOLIDAYS/ DATES & EVENTS	Talking about past events	Past events: festivals, concerts, sports championships, etc.	There was/ were	There was a huge concert last year. Yesterday, there were two football matches.	was	Written individual task: You are living abroad and want to tell your family about recent events. Use the writing tips attached at the end of the programme to write an email describing: what kind of event it was, where it was, who was there and why was it special.
		Talking about memorable holidays/ special dates	Time phrases: SB p. 75 ex 8a Holidays WB p. 46 ex 4c	Was/were positive, Positive, negative and question forms Where + Was/were	Where were you last Christmas? Was he in the concert yesterday night? SB p. 74-75, p.82 ex 1a, p.131 ex 7.1b	Where _ were/was	
		Asking for & Giving opinions about past events	Adjectives to describe events SB p. 78 ex 1a Phrases to give opinions: Fantastic!, It was horrible, etc SB p. 78 ex 3a	How + was/were...? Was/were positive, Negative and question forms	How was the concert? It was great! The movie was funny. SB p.78-79 WB p. 49	Showing feeling in conversations SB p. 79 ex 5a	Oral pair task: You and your friend were to very different events and want to share your experiences. Ask each other about the event: what kind of event it was, where it was, who was there and why was it special.
	TEACHING: HOLIDAYS	Asking info about past holidays	Holiday activities SB p. 86 ex 1a, p. 92 ex 3a WB p. 52 ex 1	Past simple Question form	Did you go on holiday last summer? SB p.87 ex 5a-b,p.133ex 8.2a WB p.55 ex 1a-c	Question intonation	
TEACHING: STORIES	Telling stories	Stories World record breakers Regular verbs For + number + years/months, hours, etc.	Past simple Positive form All pronouns	Hachiko waited his owner for 9 years. In 1930 some people danced for 5 hours. SB p. 76 reading, p. 77 ex 5a, p. 90 ex 1a WB p. 48 ex 3a	-ed endings	Written individual task: Create a story about an extraordinary world record breaker. Include his bio, and records. Use between 50 and 100 words.	
TEACHING: FIRST MEETINGS	Describing first meetings	Irregular verbs SB p. 84 ex 2a Prepositions in/on/at SB p. 85 ex 4-5 WB p. 51 ex 5a	-Past simple positive form -Was/were positive form	I met my best friend at the university We were on holiday when we met SB p. 84-85, p. 94 ex 3a, p.133 ex 8.1 a-b WB p.50 ex1	At Irregular verbs	Written individual task: You have a blog and want people to share friendship or special stories. Write your entry in which you describe how you met some of your friends/ best friend(s) or special people to you. Begin your story with How I met ...	



Objective: SS will be able to describe and ask about people's plans.

	NOTION	FUNCTION	VOCABULARY	GRAMMAR	EXAMPLE	PRONUNCIATION	TASKS
W E E K 4	TEACHING: PLANS	Talking about plans	Life changes/goals SB p. 108 ex 1a, p. 114 ex 3a WB p. 65 ex 1a-b, 2a Time phrases: Next summer, this month, etc SB p. 109 ex 4a, 5a	Be Going to Positive statements I, We, You, They	I'm going to learn to speak Italian. What about you? SB p. 116 ex 3a-b WB p. 66 ex 4-5	Ordinal numbers ending: 1 st , 2 nd , 3 rd , 4 th . Time phrases word stress Going = / i /	Written and oral task: Do you have any bad habits? Write a description about the things you would like to change and your plans to do so. Compare your description with a partner and report your findings to the class.
		Talking about someone else's plans	Be Going to Positive statements He, She, It	Next summer he's going to learn Japanese cooking. WB p. 66 ex 3			
		Correcting info about plans	Review: life changes/goals and time phrases vocabulary	Be Going to negative statements I, We, You, They	We're not going to save money this month.	going to	
		Correcting info about someone else's plans		Be Going to negative statements He, She, It	She isn't going to stop smoking this summer. SB p. 137 ex 10.2		
		Asking and giving info about plans	Do you have any plans for this month? Review: Time phrases	Be Going to Yes /No questions I, We, You, They	Are you going to go to start classes this month?	Question intonation	
		Asking and giving info about someone else's plans		Be Going to Yes /No questions He, She, It	Is he going to get fit this month? Is she going to save money for her trip?		
		Asking and giving info about plans	Wh- words	Be Going to Wh- questions I, We, You, They, He, She, It.	What is she going to do this weekend?	Where _ are /is	Oral and written task: What life changes have you got in mind? Do you think anyone else in the classroom has the same plans as you? Write a list of at least 5 of them and then go around the classroom asking your partners to find out if anyone has the same plans as you.



Objective: The ss will be able to express and contrast their own and other people's hobbies, likes and dislikes.

	NOTION	FUNCTION	VOCABULARY	GRAMMAR	EXAMPLE	PRONUNCIATION	TASKS
W E E K 5	TEACHING: LIKES AND DISLIKES	Talking about likes and dislikes	Hobbies: SB p. 96 ex 4, p. 97 ex 5a-6a, p. 104 ex 2a p.135 ex 9.1 WB p. 59 ex 5 Phrases to answer to questions: No, not at all /not really/ It depends on...	Present simple positive negative and question + Like, love, hate +ing	I love doing sports. She hates going to the gym and he doesn't like doing exercise. WB p.58 ex 1, p.54 ex 4 Do you like dancing? It depends on the music.	-ing endings not at all	Oral task: Work with a classmate you usually don't talk to and ask him/her about his/her hobbies. Try to find as much info as you can. Take notes and then report your findings to the group.
	TESTING: HOBBIES	Talking about new hobbies	Review Hobbies Conjunctions so/ and	Be going to + Like, love, hate +ing	Matilda loves dancing so she's going to take dancing lessons. SB p. 137 ex 10.2 WB p. ex 1a -2a	going to	Oral & written task: Prepare a presentation about how different are you and your friends or siblings, mention what activities you prefer. Add some of your and their plans to take up a new hobby.
	TEACHING: ABILITY	Expressing abilities and lack of ability Describing past ability Expressing past lack of ability	Modifiers: Really well, quite well, well, not at all Modifiers And/ but	Testing: Can to express ability. Could to express past ability. Could not /couldn't To express lack of past ability.	I like playing board games. I can play chess really well. When I was seven I could play the piano but now I can't. I can speak three languages now but when I was 15, I couldn't	Can't=/æ/ Could Couldn't	Written task: Write a description contrasting your current and past abilities.



Objective: SS will be able to make, accept and refuse invitations.

	NOTION	FUNCTION	VOCABULARY	GRAMMAR	EXAMPLE	PRONUNCIATION	TASKS
W E E K 6	TEACHING: CELEBRATIONS	Talking about gifts and celebrations	Gifts: SB p. 96 ex 1-2, p.72 (website reading) WB p. 60 ex 2a-c Special occasions: Christmas, etc.	Present simple All forms Frequency adverbs Imperatives	Do you give gifts? Yes, I do How often do you give chocolates? SB p. 96-97	Adverbs	Oral task: Choose three special occasions and then work in pairs to interview a partner. You want to know how different you and your classmates celebrate those occasions, what gifts they (don't) give. Report your findings to the class.
		Talking about future and past celebrations	Gifts and shopping mistakes SB p. 98 ex 3d Conjunctions so/and	-Going to -Past simple -Object pronouns SB p. 135 ex 9.2	It's my brother's birthday and I'm going to buy him a GPS for his car. Last year I gave him a CD, he didn't like it.	Possessive 's	Oral pair task: Last year, you gave a person the wrong gift on the wrong occasion. Work in pairs to share your experiences and your plans to avoid doing the same this year.
	TEACHING: INVITATIONS¹	Making an invitation	-Are you free on ...? -Would you like to... -Places to hang out and activities to do there	Would +verb + complement?	a) Are you free this weekend? Would you like to come to my slumber party?	Would & Contraction I'd	Task for invitations Creative task: Make your own invitation card. Tell people about where it is going to be, the activities you're going to do, the food, the music, etc... USE THE EXTRA FORMATS ATTACHED AT THE END
Accepting an invitation		Phrases to accept an invitation: Sure/Sounds good I'd love to	Would like /love to	I'd love to come to your party.			
Refusing an invitation		Phrases to refuse: I'd like to but I can't /I'm going to be busy that day/ I (already) have plans/Maybe next time/ I have to... Phrases to accept apologies: That's OK/Don't worry/It's not a problem	Would like /love to but ...	I'd love to but I already have plans. Don't worry maybe next time...	Question intonation		

¹ Bring extra materials as they are not provided in the book.



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
		13:30-14:00 Capture Grades
8		

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>



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 Teaching

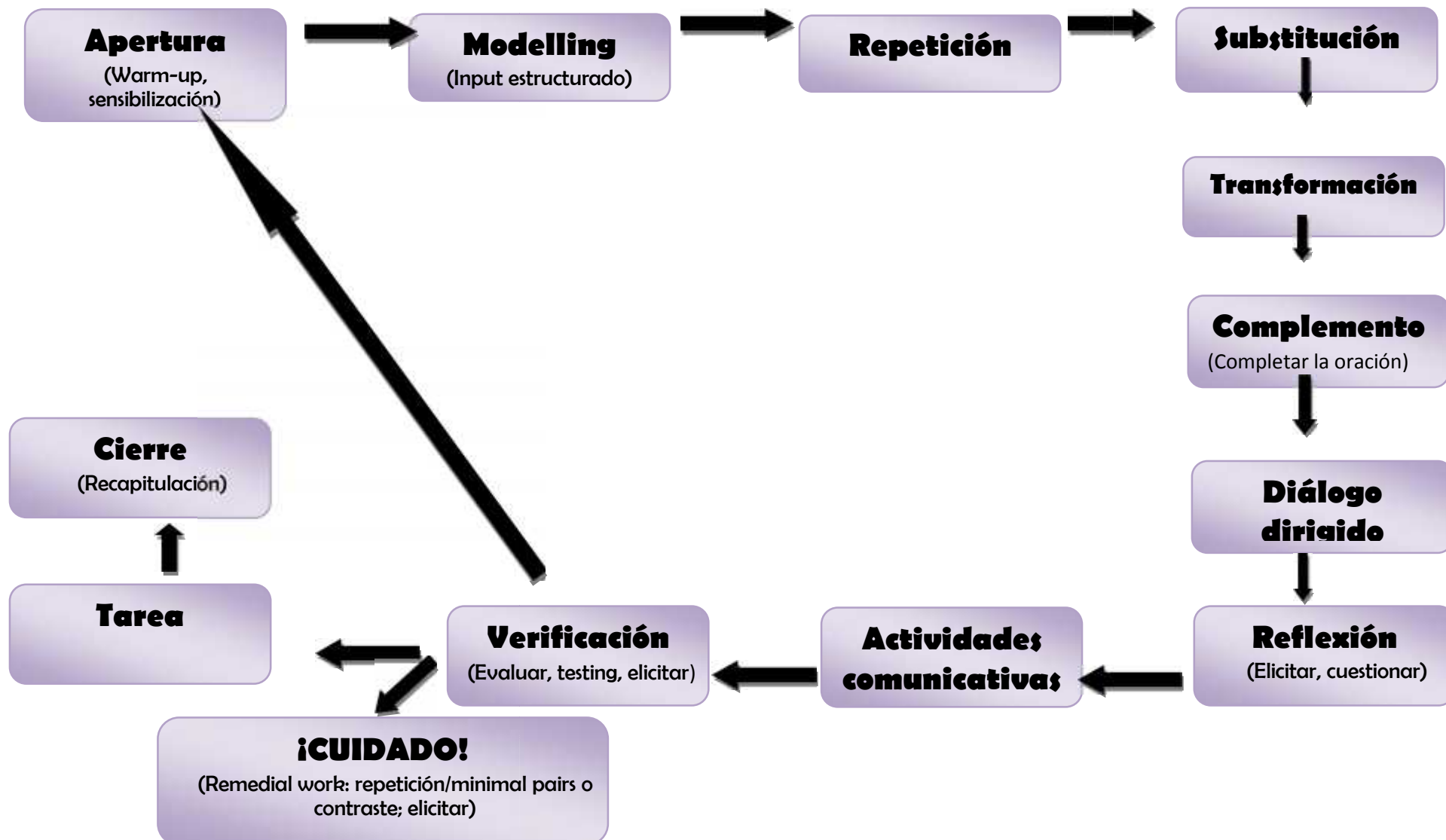
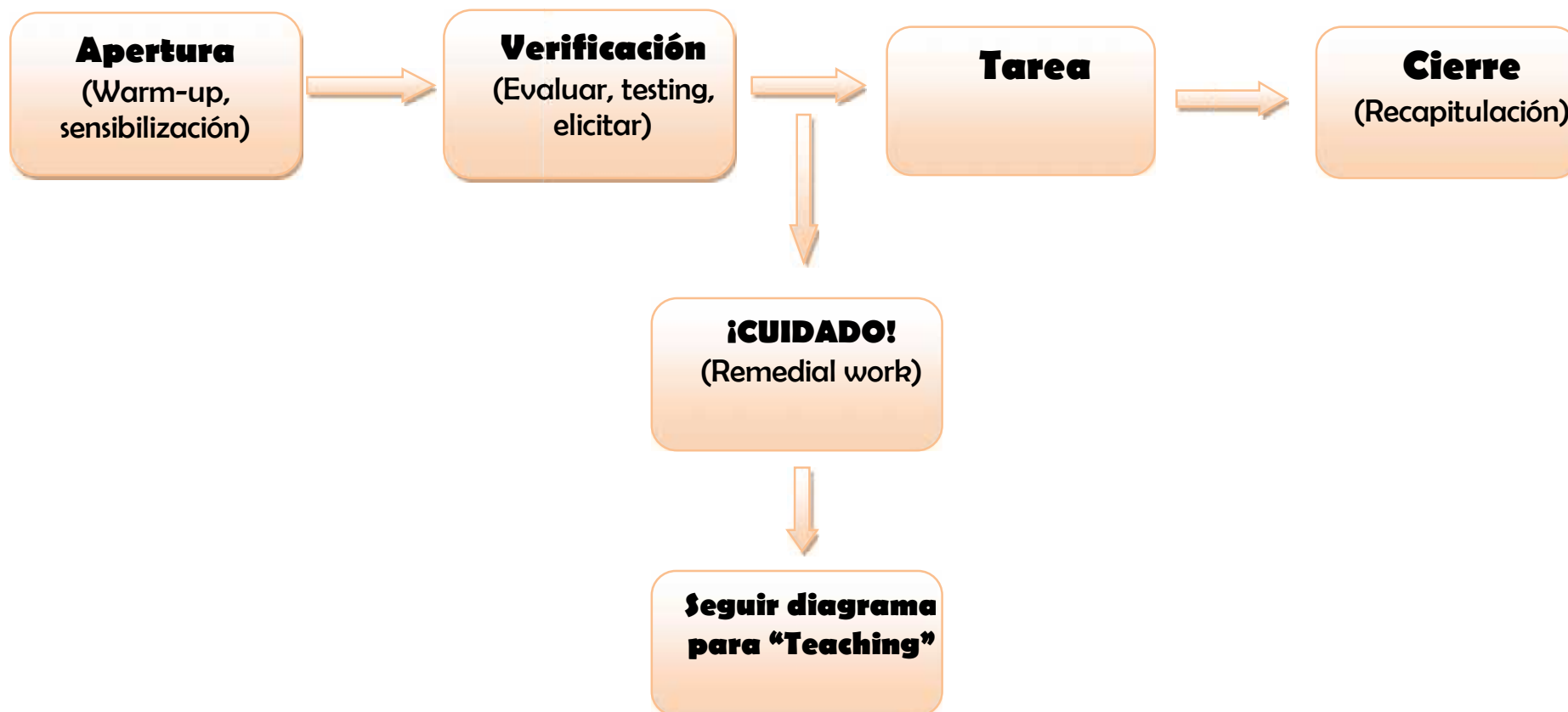




Diagrama de flujo para "TESTING"





Project 7 Units 13-14

A famous person's biography. Write a paragraph about a famous person and say when they were born, where, why they are famous, etc. Attach photos.

Channel Beginners



Channel Intermediate

You are somewhere on holiday but you are not having fun because everything is wrong: the hotel is dirty, the weather is horrible, somebody stole your bag, etc. Send a postcard to your family describing the situation.



Project 8 Unit 15





WRITING AN EMAIL

TIP!

- When writing a letter or an e-mail to a friend, don't forget:
 - to start with *Dear/ Hello/ Hi* + your friend's first name
 - to use a set phrase
How are you? I hope you're well./ How are things?/ I'm writing to tell you about...
 - to end with a set word/phrase and your first name under this.
Yours./ Bye for now./ Love./ Speak to you soon./ Best wishes.
- Do not write very short sentences. Join your sentences with *and, but, so* or *because*.

INVITATIONS

complete the invitation in activity 3A with information about your party. Then talk in pairs.

When's your party?
 ...
 What kind of party are you having?
 ...
 Where are you having it?
 ...
 What time does it start?
 ...
 Who are you going to invite?
 ...
 What activities are you going to have?

1 I'd like to invite you to my party on Saturday. Be there at eight!

2 How about meeting at the skatepark after the exam tomorrow?

3 I hope you can come to my party. I need a DJ!

4 Would you like to go to the movies on Wednesday evening?

C. Read the phrases below. Then match the messages (1-4) on the right with their replies (a-d).

Set phrases to invite and accept or refuse an invitation

Inviting

At the beginning

- *Would you like to come to...?*
- *How about coming to...?*
- *I'm writing to invite you to...*
- *I'd like to invite you to...*

At the end

- *I hope you can make it.*
- *I really want you to come.*
- *Waiting for your reply.*
- *If you decide to come, write back and tell me.*
- *I'm looking forward to seeing you, so please come.*

Accepting

- *Sounds great/awesome/perfect!*
- *Sure!*
- *Thanks for inviting me...*
- *I'd love to come to...*
- *I'm willing to thank you for the invitation.*
- *How could I say no?*
- *I'm really looking forward to it.*

Refusing

- *I'm sorry but I have to...*
- *I'm afraid I can't make it because...*
- *I'd like to come but... Maybe some other time.*
- *It was nice of you to invite me but...*

a I'm afraid I can't because I feel a little sick and I don't think I'll come to school tomorrow.

b I'm sorry but my aunt and uncle are visiting us. I'll come at 7.

c How could I say no? I have some great new songs.

d Sounds great! What's playing?

D. Imagine you're having a party. Write an e-mail inviting a friend to your party. Use the information from activity B.

TIP! Make a first draft of your e-mail and check:

- punctuation
- capital letters
- spelling
- word order
- grammar
- vocabulary / set phrases

Then write your final draft.