



Universidad del Valle
Facultad de Humanidades
Escuela de Ciencias del Lenguaje

SYLLABUS

Subject: Survival English	Teacher: José Manuel Cocuyame
Intensity per week: 2 hours	Start date: 13/09/23
Schedule sessions: 25	Closing date: 18/01/24
Duration: 16 weeks	Student level: Pre-basic (A1)

SCOPE AND SEQUENCE

	Functions	Listening	Reading	Writing	Speaking	Lexical	Grammar	Intercultural
Unit 1 Personal Information	Engaging in reflective discussion about personal motivation for learning English.	Listening to dialogues and identifying main ideas and specific phrases. Recognizing rising	Analyzing an arrival card and organizing information. Translating vocabulary lists	Writing sentences using given model phrases and vocabulary. Completing templates and	Participating in dialogues and role-plays to practice communicative exchanges.	Family. "Airport Check-in". "On the Plane".	Formulating and understanding detailed answers to direct questions (short and long form).	Reflecting on the importance of learning English within the cultural context. Understanding

	Understanding and discussing conversations in different contexts (e.g., airport, in-flight). Sharing and organizing personal information, especially in contexts like immigration.	and falling intonation in questions. Differentiating between similar sounds (/v/ and /b/).	related to family and kinship. Recognizing model phrases and sentence structures.	organizing personal information into monologues. Writing multiple sentences using new vocabulary.	Practicing tongue twisters to improve pronunciation. Practicing and delivering monologues based on structured templates.	Personal information. Model phrases. School supplies. Days of the week.	Understanding the grammatical implications of intonation in questions. Identify possessive adjectives (my, your, their) in sentences expressing belonging.	the cultural significance of formal greetings and manners. Reflecting upon the T–V distinction in NAmE (social hierarchy).
Unit 2 Weather Forecast	Sharing thoughts and feelings about the weather using adjectives. Commenting on and discussing characteristics of weather events.	Inferring meaning from visual and auditory information in videos. Noting essential information from weather warning signals. Comprehending questions about	Recognizing and understanding vocabulary related to weather. Analyzing and comparing elements in weather forecasting images.	Translating weather-related vocabulary and constructing sentences with it. Writing sentences to describe weather at different times of day with images. Taking notes from	Sharing interpretations and inferences from images and videos. Practicing pronunciation of adjectives and plural forms. Responding orally to questions	Weather (adjectives, nouns). Model phrases. Meteorological phenomena. Metric system. United States customary units.	Understanding and using adjectives formed with the suffix -y. Using prepositions (from, to, of) in sentences. Constructing sentences using the verb <i>to like</i>	Discussing differences between metric and U.S. customary units in weather forecasting. Discussing how weather information is used and interpreted in

		the weather.	Summarizing main points from dialogues about weather warnings.	weather forecast simulations.	about preferences and weather conditions.	Abbreviations. "Weather Alert".	with various nouns (subject-verb agreement).	different cultural contexts.
Unit 3 Restaurant Order	Discussing and understanding various cooking methods and ingredients. Practicing formal exchanges between customers and waiters. Communicate personal preferences in analyzing menus.	Listening for correct pronunciation and rhythm in religious prayers and dialogues. Noting key ingredients and cooking times from a video. Follow short instructions and suggestions in the classroom.	Reading menus to identify key features such as dish descriptions and prices. Reading and interpreting nutritional labels.	Writing a detailed menu for a themed restaurant, using appropriate prepositions and vocabulary. Summarizing nutritional information from food packages. Translating and interpreting sentences from menus and dialogues.	Acting out dialogues from restaurant scenarios. Practicing polite exchanges and good manners in restaurant contexts. Reading out loud a short text based on personal preferences about meals.	Cooking techniques. Ingredients. Recipes. Standard sequence to order at a restaurant. "At the Restaurant". Collocations. "Grace Before Meals - The Big Bang Theory". Measures Unit Conversion.	Understanding and using conjunctions <i>and</i> and <i>but</i> in sentences. Identifying and practicing plural forms of words. Using prepositions such as <i>with</i> in menu descriptions.	Recognizing cultural differences in date formats between Europe and the USA. Comparing and understanding nutritional labels from different countries. Contrasting national and international cuisine.

						Foods (general, meals, implements, specific). Model phrases.		
Unit 4 Emergency Call	Enhancing pronunciation through tongue twisters and guided practice. Explain an emergency situation using keywords and short sentences. Ask and give detailed information on a particular situation.	Noticing pronunciation differences in various English accents. Identifying familiar words in dialogues and videos (dates). Listening to instructions and completing activities based on spoken guidance.	Reading and understanding the history and usage of emergency numbers. Reading and understanding the components of addresses in the US and Canada. Following the chronology of events of a particular activity.	Writing numbers in long form, from zero to one million. Summarizing the history and function of emergency numbers. Writing and spelling names and email addresses correctly.	Engaging in role-playing activities to practice real-life scenarios. Speaking about the history and function of emergency numbers in different countries. Using adjectives and their antonyms in spoken descriptions.	Numbers (cardinal, ordinal). The alphabet. Adjectives (opposites). Model phrases.	Practicing the conjugation of the verb <i>to be</i> in simple present. Learning and using cardinal and ordinal numbers. Understanding and applying spelling rules for numbers and names.	Reflecting on the experience of learning English pronunciation as a foreigner. Understanding the differences in address formats between the US, Canada, and other countries. Comparing the histories and uses of emergency numbers in different countries.
Unit 5	Practicing	Identify the topic	Use reading	Filling in dialogue	Acting out	Verbs.	Understanding	Comparing

Survival Guidance	dialogues from previous units, like interviews, weather discussions, restaurant orders, and emergency calls. Discussing polite and impolite behavior when ordering at a restaurant. Identify and discuss cultural practices linked to different groups of peoples.	of short oral documents (keywords, topic, general idea). Following a real-life emergency call and noting key information. Understanding polite expressions and manners in a restaurant setting.	strategies: prediction, scanning, and selective reading to infer meaning. Translating and understanding dialogue transcriptions for detailed comprehension.	blanks with appropriate words or phrases. Writing sentences with determiners and specific vocabulary.	dialogues from previous units to practice oral production. Pronunciation of plural marks, vowels, consonants, digraphs intelligibly. Recounting details from an emergency call video.	Model phrases. "At an Interview". Transportation (general, specific). "Talking about the Weather". Spoken English (noun, verb, adjective, adverb). "Ordering a Meal". Months of the year. "A 9-1-1 Call". Determiners.	and using subject personal pronouns in English. Learning the function and use of common determiners and adverbs (well, very, here, really, right, today). Using prepositions (in, of, with, from, to, by) and conjunctions (and, or, but) in sentences.	personal pronouns and their cultural implications in English and Spanish. Reflect on the role of English as a language of advertising around the city. Recognizing the meaning of hand gestures across different cultures.
---------------------------------	---	--	---	---	--	---	--	---

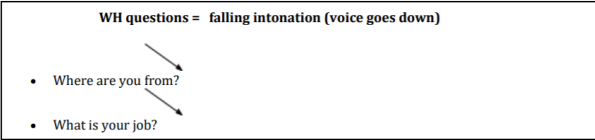
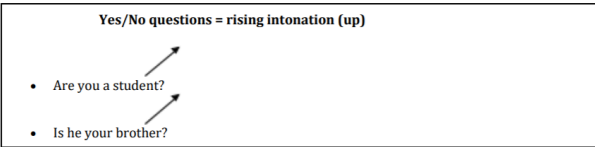
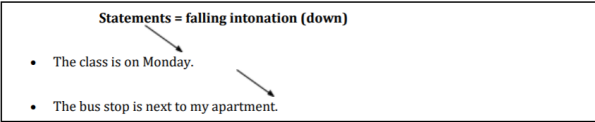
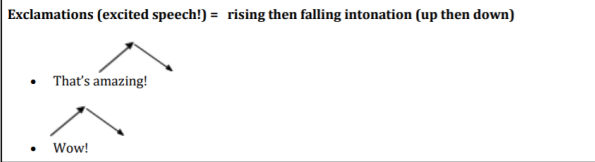
LESSON PLAN 01

Unit 01	Topic: Giving Personal Information	Class length: 5 hours of class time and 1 hour of autonomous work
Objectives The students will be able to: • Reflect on personal motivations for learning English • Describe the steps of an airport check-in process • Construct sentences using family vocabulary • Understand dialogues and identify key vocabulary and phrases • Differentiate rising and falling intonation in questions		Materials and resources → Printings → Whiteboard → Eraser → Markers → Online video sharing platforms (YouTube) → Laptop → Online bilingual dictionaries (Collins, WordReference, Cambridge) → Learning applications (Duolingo)

PRE-TASK	TIME	MATERIALS
The student will be asked the following question: "What pushes you to learn English?" with the aim to make him reflect upon the value of motivation in his learning process. Since this is the first approach to EFL for the student, it is advisable to let him speak in Spanish.	20 min	Notebook

To introduce the subject, the teacher will ask the student to describe all the steps following an airport check-in. Nonetheless, the teacher will accompany the reasoning with comments on specific details and words related to these sorts of communicative situations.	40 min	Whiteboard – Eraser – Markers
TASK	TIME	MATERIALS
The teacher will display a video about two conversations, one at the airport, following the steps when doing a check-in, and the other at the plane, when an air hostess comes along to present the in-flight meal for a passenger. The student will listen to the dialogues without the transcription and comment on what he understood about the two situations in the first playback. In the second one, he will be given the transcription to go through the dialogues, spotting specific words and phrases, especially portraying good manners and colloquialisms. The teacher will explain the relevance of highlighting specific words and sentences to grasp the main idea of a communicative exchange in a foreign language.	60 min	Appendix 01 Check In At The Airport Conversation – English At The Airport Part 1
Good manners imply greetings, especially in formal situations, as seen in the previous dialogues. Therefore, the teacher will explain how to accurately use the formal greetings (good morning, afternoon, evening). When pointing out the difference between <i>good evening</i> and <i>good night</i> , the teacher must bear in mind not only the time of the day, but also the meaning that these words have for native speakers. The student will have the chance to practice the articulation of the phoneme	40 min	Follow Along – Tongue Twisters – B & V Sounds

/v/, present in <i>good evening</i>, as this sound is hard to pronounce for Spanish speakers. The teacher will play a video showing three tongue twisters which contrast the sounds /b/ and /v/. The student must repeat each of them out loud the best he could but, essentially, hearing the distinction between both sounds.		
Given the nature of the communicative situation of this unit, it is important to explain the topic of rising and falling intonation of questions in English. In order to illustrate this difference, the teacher will play a video with examples on the matter. The student will write, in his own words, what he understood from both intonations after the playback. Later, the teacher will remark that, depending on the intention, the interlocutors might use one intonation or the other, and will point out that the <i>falling intonation</i> is not often used in the Spanish dialect of this region of the country.	30 min	Top Notch 3E Level 1 Pronunciation Coach Video – Intonation of Questions Support: Questions and Intonation: Up or Down? – American English Pronunciation

		WH questions = falling intonation (voice goes down)  • Where are you from? • What is your job? Yes/No questions = rising intonation (up)  • Are you a student? • Is he your brother? Statements = falling intonation (down)  • The class is on Monday. • The bus stop is next to my apartment. Exclamations (excited speech!) = rising then falling intonation (up then down)  • That's amazing! • Wow!
Following the latest topic on the intonation of the questions, this section will emphasize asking questions. The teacher will hand over a print illustrating all Wh-questions with simple examples, and the long and short form of answers to those questions. The student must transcribe the column of <i>information questions</i> to his notebook and translate each of them. The teacher will help the student to acknowledge that these types of questions demand <i>detailed answers</i> and, therefore, are pronounced with a falling intonation.	30 min	Appendix 03

Since it is commonly done when entering a foreign country, the immigration agents ask questions associated with the family and kinship. Because of this, a <i>model phrase</i> containing the verb <i>to be</i> will allow the student to connect the vocabulary of the <i>family</i> . The teacher will then write the phrase "I have 3 (three) sisters" on the whiteboard, explain it to the student, and underscore the number <i>three</i> and the word <i>sisters</i> . The teacher will then point out that these two words may be changed to come up with new sentences, allowing the interlocutor to fill his communicative needs.	20 min	Appendix 04
POST-TASK	TIME	MATERIALS
The teacher will hand over a print with an example of an arrival card on one side and a template on the other. This arrival card has two columns, one of them showing a list of personal information, and the other a paragraph with sentences that organize the information into a monologue. The teacher will explain the example, and the student must work out the template with only the help of online bilingual dictionaries. The practice of the monologue will be achieved with the guidance of the teacher.	60 min	Appendix 02 Online Bilingual Dictionaries: Cambridge Dictionary WordReference Collins Dictionary
AUTONOMOUS WORK	TIME	MATERIALS
The student must translate the list of vocabulary related to <i>family</i> . With this information, he must write in his notebook a list of 20 sentences using the <i>model phrase</i> with the verb <i>to be</i> as practiced.	30 min	Appendix 04

Following the exercise of commonly used collocations by foreigners with low English proficiency, the student must practice the articulation of "I'm sorry. I don't speak English." In order to receive feedback from the teacher, he must record himself –with the support of a voice recorder application– saying the collocation out loud.	10 min	Voice recorder (WhatsApp)
Duolingo includes a section for the user to practice the English sounds with a separated list of vowel and consonant phonemes, and games to exercise the learning. The teacher will show the student this section in the application and ask him to play the /v/ sound as an example. The student must use this tool frequently to enhance his pronunciation.	20 min	Duolingo for Schools

APPENDIXES

→ APPENDIX 01

Airport Check-in

Agent : Good afternoon, sir. How are you today?

Passenger: I'm good. Thanks.

Agent: Can I have your ticket and your passport, please?

Passenger: Here you go.

Agent: Thank you. Do you have any carry-on luggage?

Passenger: Yes. This bag.

Agent: Can you put it on the scales, please?

Passenger: Sure.

Agent: And do you have any check-in luggage?

Passenger: Yes. One suitcase.

Agent: Can you put it on the scales, please? Did you pack your bags yourself?

Passenger: Yes, I did.

Agent: Would you like a window or an aisle seat?

Passenger: An aisle seat, please.

Agent: Here's your passport. And this is your boarding pass.

Passenger: Thank you very much.

Agent: You're welcome. Have a great trip!

On the Plane

Passenger: Excuse me. Can I have an extra pillow, please?

Air hostess: Certainly, sir.

Passenger: Thank you.

Air hostess: What would you like for your in-flight meal? We have the option of chicken and rice or a small bread roll with butter.

Passenger: Chicken and rice, please.

Air hostess: Would you like a drink?

Passenger: Yes, I would like a lemonade, please.

Air hostess: Here you are. Enjoy the flight!

Taken from: <https://www.grammarbank.com/dialogue-examples-airport-check-in.html>

→ APPENDIX 02

Arrival Card

Full Name	Mia Treviso	Hello. My name is Mia Treviso. I'm 28 years old <u>and</u> I'm Peruvian. My purpose for the trip is vacation <u>and</u> visiting relatives. My destination is Miami, Florida. I will stay in the country for two months.
Date of birth	September 17 th , 1995	
Nationality	Peruvian	
Passport number	482516372	
Flight number	5265	
Purpose of trip	Vacation and visiting relatives	
Duration of stay	2 months	
Destination	Miami	
Address in country	500 NW 2ND AVE MIAMI FL 33101-0117 USA	
Email	mia.treviso.95@yahoo.es	

Full Name		Hello. My name is _____. I'm _____ years old and I'm _____. My purpose for the trip is _____ and _____. My destination is _____. I will stay in the country for _____.
Date of birth		
Nationality		
Passport number		

Flight number		
Purpose of trip		
Duration of stay		
Destination		
Address in country		
Email		

Edited from: https://en.wikipedia.org/wiki/Arrival_card

→ APPENDIX 03

Information Questions	Long Answers	Short Answers
What's your name?	My name's Guillermo.	Guillermo
How old are you?	I'm 35 years old.	Thirty-five.
Who's the person next to you?	He is an important businessman.	An important businessman.
Why is she seeing you off?	Because she's my girlfriend.	She's my girlfriend.
Where's your luggage?	It's in the car.	In the car.
When are you leaving?	I'm leaving next week.	Next week.

→ APPENDIX 04

FAMILY			
Child	Mother	Father	Kid
Parent	Wife	Son	Baby
Brother	Husband	Daughter	Sister
Mom	Dad	Uncle	Twin
Aunt	Grandmother	Daddy	Cousin
Mama	Grandfather	Ancestor	Sibling

Edited from: Davis, M. & Gardner, D. (2010). *A Frequency Dictionary of Contemporary American English*. Routledge.

LESSON PLAN 02

Unit 02	Topic: Understanding a Weather Forecast	Class length: 5 hours of class time and 2 hours of autonomous work
Objectives The student will be able to: - Analyze different elements in weather forecasting images - Summarize and identify key information in weather warning dialogues - Practice number agreement and pronunciation of plural forms - Understand and use the prepositions from, to, and of correctly - Practice note-taking and understanding broadcasted weather information		Materials and resources → Text-to-speech websites → Printings → Laptop → Whiteboard → Eraser → Markers → Online video sharing platforms (YouTube)

PRE-TASK	TIME	MATERIALS
The teacher will ask the student to describe the weather at that moment of the session by saying: "How's the weather today?" in English and wait if the student understands the request, if not, the teacher could make use of some gestures and exaggerating adjectives, such as <i>hot</i> , <i>windy</i> , or <i>cold</i> . Thereafter, the student will express –most probably in Spanish– his perceptions on the weather. The nature of the answer gives rise to start talking about adjectives in English. The teacher will hand over a print with a list of vocabulary on the weather, and briefly explain how nouns, such as <i>rain</i> , <i>wind</i> , <i>cloud</i> , <i>fog</i> , might	20 min	Appendix 01

change into an adjective by adding the suffix -y in the vast majority of cases in English.		
The teacher will show an image of the comic strip 'Dennis the Menace.' With the image on the laptop screen, the student must tell what he understands about the situation (skimming), without going into detail about the written part (scanning). The aim is for him to observe as many semantic elements in the image as possible. Then, the student will have to tell how many words in the dialogue he could guess, and whether he could infer others, in order to get the humor –irony– of the scene. The teacher will translate the sentence and ask the student to describe in one word what the main theme of the comic strip is and what makes it thought-provoking.	20 min	Comic strip (Dennis the Menace)  "IF YOU WERE HAVING SUCH A ROUGH DAY AT THE OFFICE, DAD, WHY DIDN'T YOU JUST COME HOME?"
TASK	TIME	MATERIALS

The teacher will play a short video about the characteristics of hurricanes in relation to their category. The playback will not be stopped, and the student will watch the video twice. The student will then have to comment on what he understood, giving especial emphasis to the elements that intervene in this type of meteorological phenomenon, such as wind speed.	15 min	Why Hurricane Categories Make a Difference – The Weather Channel
The student will observe three images about weather forecasting. The aim is to notice how many elements support this kind of <i>information note</i> –icons, text, figures, abbreviations, maps– and compare them in each image. Then, the teacher will ask what the best forecast is, and call attention to a couple of differences between the metric system and the United States customary units.	15 min	Appendix 02
The teacher will explain the meaning of three prepositions: <i>from</i>, <i>to</i> and <i>of</i> through some examples and gestures. The teacher might use a real gift card –realia– to help illustrate the meaning of <i>from</i> and <i>to</i>. The student will then have to explain with its own words the difference and orally construct some sentences. The teacher will explain how the preposition <i>of</i> imply possession, but also the fact that there are multiple ways, in both languages, to express it. At this point, the teacher will write five sentences with this preposition on the whiteboard, taking advantage of the past vocabulary.	40 min	Whiteboard – Eraser – Markers
The student will watch a video from the National Oceanic and Atmospheric	15 min	Tropical Storm Warning / Hurricane Warning (NOAA)

Administration (NOAA) of the United States. In this video, the viewer can see how a NOAA Weather Radio receives tornado and hurricane warning signals, alerting people of the danger through high-pitched tones accompanied by a text and voice message. During the playback, the student must detail all the signs (text, high-pitched tone, voice message) that give essential information about the weather warning.		
The teacher will show a video of a weather forecast's simulation for Chicago. The broadcast, although it is a simulation, had iconic aids that supported the information on the weather for the whole week. The video will be played for the first time and the student must tell how the information was broadcast: first the prediction for the afternoon and evening of that day, and later the forecast for the week from Tuesday to Saturday. The teacher will then pass the whiteboard, eraser and marker to the student. For the second playback, the student must write all words he understands, as if he were taking notes. He may jot the words down in Spanish or English, depending on whether he remembers the correct spelling.	45 min	Weather Report (Chicago News) Whiteboard – Eraser – Markers Support: Meteorologist Calls Kids On-Air to Relay Tornado Warning
The teacher will challenge the student to answer the question: 'What would be your perfect weather?' The teacher will anticipate an oral response using some of the adjectives from the list of vocabulary. At this point, the student might go across his notebook to review the exercises done. The teacher will then rewrite the sentence on the whiteboard, using <i>and</i> in order to link the adjectives into a <i>full</i> sentence. Inserting the <i>conjunction</i> into an independent sentence, the student will be able to infer its meaning, and understand how to use it with different adjectives.	30 min	Appendix 01

With the objective of consolidating the vocabulary about the <i>family</i> , and the <i>weather</i> , the teacher will write three <i>model phrases</i> with the verb <i>to like</i> . In these sentences, the subject must be a family member, and the direct object must be a noun related to the weather, as in the example: "My <u>brother</u> likes <u>rainbows</u> ." Due to the propositional content of the model sentences, several <i>possessive pronouns</i> might emerge. The teacher will translate the sentences, word by word, and have the student notice the way in which the verb <i>to like</i> can combine various nouns to express preferences.	40 min	Appendix 01
POST-TASK	TIME	MATERIALS
The student must analyze three dialogues that take place in three different situations. Each situation shows a weather warning at a particular location. The three dialogues have several keywords underscored. At the bottom, in the same diagram, appears the question: "What is the current situation?" In the cells below this row, the student must <i>summarize</i> the main information of each weather warning. The objective is for the student to figure out what the meteorological phenomenon is, and to be able to disaggregate the most pertinent information as if it were a real situation. Remark: All three dialogues might be heard from a text-to-speech website because the original sites only had the written part, and it ultimately helps the understanding. At this point, in order to develop <i>synthesis</i> –Higher-Order Thinking Skills, the	60 min	Appendix 03 Text-to-speech website

teacher will have the student to reflect on the kind of information emitted to the listener. In this sense, the three warnings communicate three pieces of information: classification of the meteorological phenomenon, location, and magnitude.		
AUTONOMOUS WORK	TIME	MATERIALS
The student must translate the list of vocabulary related to the <i>weather</i>. He will highlight the words that catch his attention the most, and the ones that he already knows. After that, the student must take the adjectives from the first column of the table and construct 12 sentences using the three <i>model phrases</i> presented in class: • The morning is (...) • The afternoon is (...) • The night is (...) The student must remember how the weather is in the city at a specific time of the day, and describe it with two adjectives minimum. The sentence must be accompanied by an image or drawing in order to add a degree of iconicity to the depiction.	60 min	Appendix 01
To cover some difficulties in both the number agreement and pronunciation of the plural forms in English, the student must highlight, with a discernible color, all the words in plural throughout his notebook, and with the support of online bilingual dictionaries, practice their pronunciation.	20 min	Notebook – Highlighter – Eraser – Pencil

With the purpose of reinforcing the list of vocabulary about the <i>weather</i> and the <i>family</i> , the student must construct a list of 15 sentences using the <i>model phrases</i> with the verb <i>to like</i> as practiced, paying attention to not repeat any nouns.	40 min	Appendix 01

APPENDIXES

→ APPENDIX 01

WEATHER			
ADJECTIVES		NOUNS	
Hot	Cold	Rain	Snow
Cool	Warm	Flood	Thunder
Dry	Mild	Drizzle	Season
Sunny	Damp	Sun	Heat
Windy	Cloudy	Wind	Ice
Humid	Foggy	Sky	Storm
		Temperature	Cloud

Dust	Climate
Hurricane	Breeze
Forecast	Lightning
Fog	Drought
Rainbow	Sunshine

Edited from: Davis, M. & Gardner, D. (2010). *A Frequency Dictionary of Contemporary American English*. Routledge.

→ APPENDIX 02



Figure 01

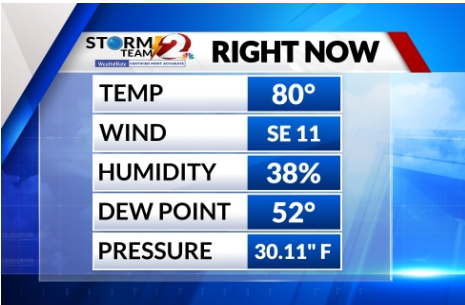


Figure 02

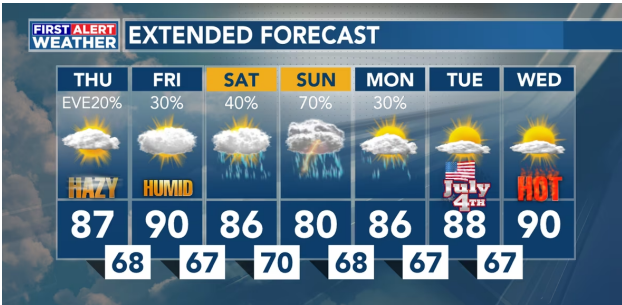


Figure 03

¹Taken from: <https://www.wogx.com/news/orlando-weather-forecast-storms-likely-as-cold-front-moves-across-central-florida>

²Taken from: <https://www.wdtn.com/weather/>

³Taken from: <https://www.13abc.com/2023/06/29/june-29th-weather-forecast/>

→ **APPENDIX 03**

Weather Alert		
Hurricane <u>Hurricane Irma</u> crashes into <u>the Keys</u>. The monster storm will tear through <u>Florida's</u> west coast. Whiplash <u>winds</u> over 100 miles an hour, torrential <u>rain</u>, <u>tornadoes</u> and a dangerous <u>storm</u> surge still to come. The <u>category four</u> juggernaut, larger than the state of Florida. Nearly <u>seven million were told</u> to evacuate across three states. Already hundreds of thousands <u>without power</u>.	Flood Reported heavy <u>thunderstorms</u> producing flash <u>flooding</u> are ongoing across the warned area. Up to <u>five inches of rain</u> have fallen. Flash flooding is ongoing or expected to begin. Flooding of small creeks and streams, <u>urban areas</u>, and rivers as well as other poor drainage and low-lying areas. This is a particularly <u>dangerous situation</u>. <u>Seek higher ground now!</u>	Earthquake ALCO: "This is Alameda County, we're experiencing a <u>pretty good earthquake</u> right now!" SCLCO: "Santa Clara County! We've just had a <u>major earthquake!</u> We have <u>damage</u> in <u>the center!</u>" LIVERMORE: "We've just had a moderate to severe earthquake lasting approximately <u>25 to 30 seconds</u>."
What is the current situation?		

LESSON PLAN 03

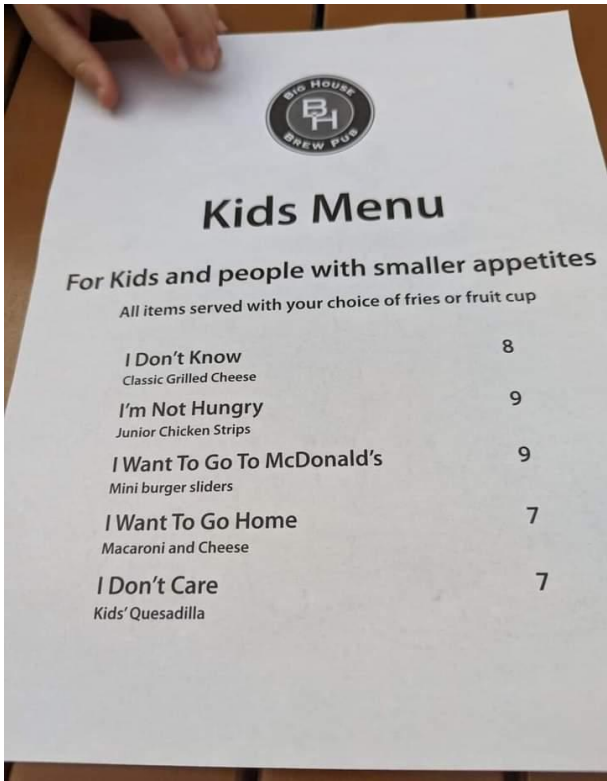
Unit 03	Topic: Ordering at a Restaurant	Class length: 5 hours of class time and 2 hours of autonomous work
Objectives The students will be able to: • Identify and understand key cooking techniques and ingredients in a recipe • Understand how to read nutritional value tables on food packages • Understand the use of good manners and courtesy forms • Create a complete menu for a restaurant using food vocabulary • Practice ordering food at a restaurant using a structured dialogue		Materials and resources → Text-to-speech websites → Printings → Whiteboard → Eraser → Markers → Laptop → Online video sharing platforms (YouTube)

PRE-TASK	TIME	MATERIALS
The teacher will guide the student while showing a video of the chef Gordon Ramsay preparing a Crab Eggs Benedict in the context of a MasterClass. This video, subtitled in English, shows the cooking techniques (boiling, seasoning, whisking) and ingredients (butter, eggs, vinegar, chives) used in the recipe. In the first playback, the student must pay attention to the ingredients and the cooking times. In the second, the teacher will stress the most relevant terms regarding the cooking techniques and the ingredients, and translate them to the student as the video is unwind.	30 min	Gordon Ramsay's recipe video (1:45–2:48 9:52–11:25)

With the aim of practicing how to properly write a date in the manner of the NAmE, the teacher will show an image that compares the logic of Europeans versus the logic of United-Statesians in the manner of the <i>accurate</i> order for writing dates. Although the explanation is quite simple, this example exhibits the intercultural skill that a foreign language student needs to develop from an early stage in the learning process.	20 min	Whiteboard – Eraser – Markers European Logic DD.MM.YYYY  American "Logic" MM/DD/YYYY 
To introduce the standard sequence to order at a restaurant, the teacher will ask the student to detail how a formal exchange between the costumer and the waiter is, and the sequence in which a dinner is served, specifying which dishes come last (drinks) or are optional (desserts). Later, the student will be presented with the standard sequence (starter, main course, drink, dessert). At this point, the teacher might also indicate the value of good manners and courtesy forms in this communicative context. The teacher will mention how the words <i>appetizer</i> and <i>starter</i> are viewed as synonyms, and the difference in pronunciation between the words <i>desert</i> and <i>dessert</i>.	30 min	Whiteboard – Eraser – Markers
TASK	TIME	MATERIALS

The student will observe and analyze a photograph of a particular children's menu (Kids Menu) that only has five options for ordering. This image has the particularity that each option refers to a *collocation* children often repeat at a fast food restaurant. The teacher will get across the meaning of the option, helped by a range of facial and hand expressions, with the translation of the sentence. In this restaurant, the expressions carry a coded message for the waiter, who interprets them as a particular dish that he will then bring to the customer. The student will then copy all five sentences in his notebook with their meaning in Spanish. At the end, the teacher might comment that these collocations are not proper to this communicative situation; on the contrary, English speakers frequently use them in other contexts.

30 min



The teacher will hand over a print with the dialogue *At the restaurant*, which presents four characters (three customers and a waiter) at a restaurant with assorted dishes. The dialogue is acted out in a video which the teacher will play twice. The first time with the aim of identifying the characters and the context of the communicative exchange, and a second time to recognize the sequence in which the customers order, along with determining the purpose

40 min

Appendix 01

of some words being underscored. Later, the teacher will request him to tell whether he understood what each customer ordered and what words, signs or gestures helped him to outline the menu.		
On the laptop screen, the teacher will present three pictures of menus from well-known restaurants in the US –considered to have a particular motif– for the student to distinguish their main features, such as prices, descriptions of the dishes, and special sections on how to form combos. The purpose of this activity is to acknowledge how to choose appropriately between the array of dishes, based mainly on iconic images, dish titles and prices. However, were it difficult to choose from the menu, a person could ask the waiter what the restaurant's specialty is. Two sentences are useful in this situation: "What is the specialty?," "Give me one, please." The teacher will then explain how to use both sentences in real life. Moreover, it is important to highlight that it is common for a restaurant, especially of fast food, to ask if the order is to eat <i>for here or to go</i> .	40 min	Appendix 02
The teacher will present a package of a Ferrero brand product brought from the USA –realia. The student must go across the information outlined along the package and compare it with Colombian food products. The teacher will then call attention to the table of nutritional values at the back and play two videos to illustrate what elements make up this table and the way to identify the nutritional value of these products. Moreover, the student will interpret how, by correctly reading this table, a person might recognize the amount of sugar added to a product.	30 min	Appendix 03 How to Spot Hidden Sugars on ANY Nutrition Label US Food and Drug Administration (FDA) – Nutritional Facts

Considering the religious values and interests of the student, the teacher will play a video from the sitcom The Big Bang Theory. In this scene, mother and son –Mary and Sheldon– thank God through a short prayer before dinner. In this activity, the student will first copy the full prayer in his notebook, and he will watch the video to get to know the communicative exchange, especially focusing on the pronunciation and rhythm –enjambment. The student must pay attention to the words –fed, bread, grateful, plateful– said by the son for he will act out as Sheldon, whereas the teacher will say Mary's lines. Rhythm helps with pronunciation and memory, and the role-play practice makes the activity more engaging.	40 min	Appendix 04 Grace Before Meal – The Big Bang Theory
POST-TASK	TIME	MATERIALS
The teacher will guide the reading practice of the dialogue <i>At the Restaurant</i> with the student. After reviewing the dialogue –with special attention to the waiter's questions, the student and the teacher will begin a role-play. While the teacher will play the waiter, the student will perform as the customer, as if it were a real communicative exchange. The waiter will ask what he wants to order following the standard sequence mentioned, and the customer will reply, helped by the menu he already constructed as part of his autonomous work. The teacher might expect the student to employ a hand of gestures to make himself understood. It is advisable to carry out this activity twice, and point out mistakes after the first performance. In the second act, the student is expected to correct them.	40 min	Appendix 01 Video 1 – At the Restaurant
AUTONOMOUS WORK	TIME	MATERIALS

The student must translate all the underscored words in the dialogue <i>At the Restaurant</i>. These words might be considered keywords as they encapsulate the most relevant <i>chunks of information</i> from which the student can grip the conversation structure.	15 min	Appendix 01 Pencil – Eraser – Highlighter
Previously, the student was confronted with the prepositions <i>from</i>, <i>to</i> and <i>of</i> explored through a series of sentences. This time, the student will scrutinize the difference between the conjunctions <i>and</i> and <i>but</i>. He must create a list of 10 sentences that combine both conjunctions, as in the example: "You <u>and</u> I came in, <u>but</u> then we left." Were it hard to fuse both linking words, the student could write separated sentences using one of the two.	30 min	Support: 
The teacher will share the video <i>Grace Before Meal</i> from the sitcom The Big	15 min	Appendix 04

Bang Theory with the student. He must review the video frequently, in order to practice it in real life. Whenever the teacher and the student get together to share a meal, they will repeat this prayer: the teacher will recite the lines of Mary, while the student will recall those from Sheldon. In this sequence, a short list of four words must be learned by the student: fed, bread, grateful, plateful.		Grace Before Meal – The Big Bang Theory
The teacher will hand over a print with the Measures Unit Conversion Chart to the student, and emphasize the most common units of measurement in each of the four categories (length, area, volume, weight). This material has the purpose to be a handy resource should the student ever need it facing a real-life situation. The learner must translate each unit of measurement and highlight which of them he assumes are simpler to fathom.	20 min	Appendix 05
The teacher will hand over a print with a table of vocabulary about <i>food</i>, and the student must translate all the words. Additionally, he must come up with a complete menu, following the standard sequence, for a themed restaurant in a detailed manner, i.e., the starter must have two dish options to order. The teacher will expect the preposition <i>with</i> to bump up, for it is frequently used to give detail to a dish. The student will later underscore the <i>with</i>'s in his menu's options in order to understand its meaning. The student might also use some specific –culturally rooted– terms when creating his menu. At this point, it is relevant to mention the value of culture and the language of origin when a person is portraying his preferences. Due to the background of these words, that carry unique meanings, they are difficult to transpose into other languages.	40 min	Appendix 06

--	--	--

APPENDIXES

→ APPENDIX 01

At the Restaurant

Waiter: Good evening! Are you ready to order?

Mary: Well, first, can you please tell me what is today's soup?

Waiter: It's bean soup. It's very good!

Mary: Ok. I'd like soup as a starter, and then could I have filet scallop for my main course.

Waiter: Is that with salad?

Mary: With vegetables, please!

Waiter: Certainly, madam!

Anna: I'd like the same for my starter, please. And then I'd like spaghetti bolognaise for my main course, with salad.

Waiter: And to you, sir?

Man: Could I have risotto as a starter, please? And then what is chicken Amalfi?

Waiter: It's our speciality. It's chicken with a tomato and mushroom sauce.

Man: That sounds good! I'd like that, please!

Waiter: And would you like something to drink?

Man: Mary, Anna, would you like wine?

Mary: I'd love a glass of red wine.

Waiter: The house wine?

Mary: Yes, that's fine, thanks!

Anna: I just like some sparkling water.

Man: Okay, two glasses of the house red wine and a bottle of sparkling water, please.

Waiter: Very good!

Anna: They have very good desserts here, too. The ice cream is wonderful.

Mary: Great! I love Italian ice cream.

Man: Me too!

Media, S. (2014). Video 1 - At the restaurant [YouTube Video]. On YouTube. <https://youtu.be/sIWm5Fi8Z7Q>

→ APPENDIX 02

Pollo Tropical Menu



Figure 01

McDonald's After Midnight



Figure 02

The International House of Pancakes (IHOP)



Figure 03

¹Taken from: <https://www.ebay.com/itm/115359181149>

²Taken from: <https://www.businessinsider.com/mcdonalds-testing-breakfast-lunch-overlap-2013-2>

³Taken from: <https://www.delish.com/food-news/a34301632/ihop-fall-menu-2020/>

→ APPENDIX 03



Raisinets by Ferrero U.S.A

→ APPENDIX 04

Grace Before Meals - The Big Bang Theory

By his hand
We are all fed.
Give us Lord
Our daily bread.
Please know that we are truly
Grateful
For every cup,

And every
Plateful
Amen.

Oninjao. (2010). Sheldon says grace HD With Subs [YouTube Video]. On *YouTube*. <https://youtu.be/HF6b9aeuUZU>

→ APPENDIX 05

Measures Unit Conversion Chart

Length

1 inch (in)	2.54 cm
1 foot (ft)	0.30 m
1 yard (yd)	0.91 m
1 mile (mi)	1.61 km

Area

1 square inch (in ²)	6.45 cm ²
1 square foot (ft ²)	929 cm ²
1 square yard (yd ²)	0.84 m ²
1 acre (ac)	4.04 km ²
1 square mile (mi ²)	2.59 km ²

1 centimeter (cm)	0.39 in
1 meter (m)	3.28 ft
	1.09 yd
1 kilometer (km)	0.62 mi

1 square centimeter (cm ²)	0.15 in ²
1 square meter (m ²)	10.75 ft ²
1 hectare (ha)	2.47 ac
1 square kilometer (km ²)	0.39 mi ²

Volume

1 fluid ounce (fl. oz.)	29.57 ml
1 cup (c)	236 ml
1 pint (pt)	473 ml
1 quart (qt)	946 ml
1 gallon (gal)	3.78 l

1 cubic centimeter (cm ³)	0.06 in ³
1 cubic meter (m ³)	1.31 yd ³
1 cubic millimeter (mm ³)	0.03 oz
1 liter (l)	0.26 gal
	0.03 bushel (bu)

Weight

1 ounce (oz)	28.35 g
1 pound (lb)	454 g
1 stone (st)	6.35 kg
1 ton (t)	907.15 lb

1 gram (g)	0.03 oz
1 kilogram (kg)	2.2 lb
1 metric ton (mt)	2205 lb

Edited from: https://d32ogoqmya1dw8.cloudfront.net/files/mathyouneed/conversion_tables.v2.pdf

➔ APPENDIX 06

FOODS

GENERAL - MEALS - IMPLEMENTS		SPECIFIC FOODS	
Cup	Dinner	Fish	Ice
Plate	Lunch	Salt	Egg
Meal	Knife	Sugar	Chicken
Breakfast	Fork	Fruit	Pepper
Spoon	Grill	Meat	Rice
Snack	Supper	Vegetable	Cream
Picnic	Napkin	Apple	Milk
		Cheese	Bread
		Turkey	Sauce
		Potato	Bean
		Butter	Tomato
		Corn	Cake
		Onion	Roll

Edited from: Davis, M. & Gardner, D. (2010). *A Frequency Dictionary of Contemporary American English*. Routledge.

LESSON PLAN 04

Unit 04	Topic: Making an Emergency Call	Class length: 5 hours of class time and 2 hours of autonomous work
Objectives The students will be able to: • Learn the components of a US address and the importance of zip codes • Understand and use cardinal and ordinal numbers in context • Compare emergency numbers and their histories in different countries • Explore the Busuu app for language learning • Read and summarize a text about the International Red Cross		Materials and resources → Printings → Whiteboard → Eraser → Learning applications (Busuu) → Markers → Laptop → Online video sharing platforms (YouTube)

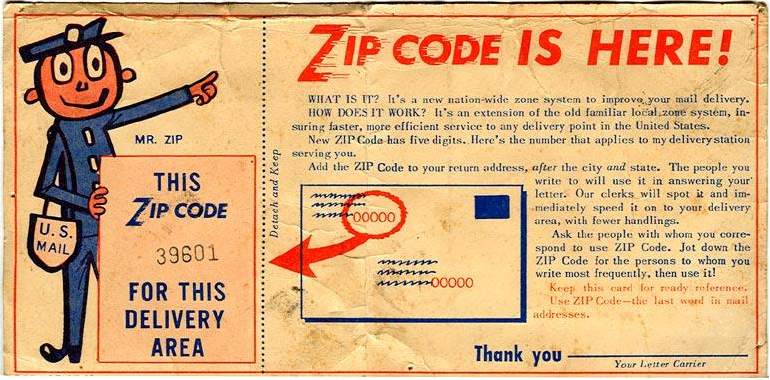
PRE-TASK	TIME	MATERIALS
This activity is planned as a <i>consolidation exercise</i> of the last three units. The student is asked to complete a word search in which 15 words were hidden. Five of these words are linked to each of the three units, i.e., five words per unit. The choice of these words was based on the lists of vocabulary learned, especially the words that have been worked the least, but that are simple to rewind for the student. First, he must find all the words he remembers with no hints, just the fact that they are hidden 5 words for each unit. The list of hidden words will then be revealed to him and he will go on finding the rest	40 min	Appendix 01

until the activity is finished.		
Regarding pronunciation and stereotypes toward foreigners, the teacher will play a video in which the Austrian actor Arnold Schwarzenegger talks about the hardships he had to overcome in order to gain an optimal pronunciation in English, without the interference from his first language (German), in the years in which his artistic career was beginning to ramp up. Arnold invites us to reflect on the value of practice and the will to achieve the goals that one sets for oneself. The actor points out that his <i>diction coach</i> used to challenge his articulation using tongue twisters. He remarks three of them that helped him in polishing the /θ/, /v/ and /z/ sounds. The student will copy the three tongue twisters in his notebook and start practicing saying the sentences out loud at least three times. The teacher will guide the progress of the exercise, correcting the student in his pronunciation by saying the sentences himself a couple of times. • Three thousand three hundred and thirty-three and one third • A fine wine grows on a vine • The sink is made out of zinc	20 min	Arnold Schwarzenegger Accent Removal Experience
The teacher will jot two tongue twisters down for the student to practice the sounds /ʌ/, /ɑ/ and /dʒ/. After three repetitions, the student must achieve an intelligible pronunciation of the sentences. The teacher must be watchful of the final syllabic sounds in the words 'jogs' and 'jungle' for its written form is different from its oral form and, therefore, the student might slip. In order to practice <i>articulation</i> even more, the student will be asked to say out loud	10 min	Whiteboard – Eraser – Markers

the three tongue twisters from the previous activity. The teacher will expect an improvement in the pronunciation of the sounds /z/ and /v/. • Jim jogs in the gym • Jenny jogs in the jungle		
TASK	TIME	MATERIALS
As part of the vocabulary of this unit, the student must become familiar with numbers. The main objective is to integrate this vocabulary with other types of information to produce and understand sentences, mainly with directions and quantities. The student must analyze the words in the table and look for an unusual pattern. He must notice that this table is formed by cardinal and ordinal numbers; however, the most important aspect to highlight is that the sequence of numbers does not follow a logical ascending order –seventeen, eighteen, nineteen. The student will observe that the table does not contain any compound numbers –twenty-one, because people tend to prefer closed numbers in real life. From here, the teacher will start the explanation about the structure of compound numbers in English, with some examples written on the whiteboard. Later, the student must translate a pair of numbers the teacher will first say in Spanish to English orally.	30 min	Appendix 02
The student will spell a ten-digit telephone number, different from the usual Colombian pattern, and try not to repeat any digit. The teacher will write the number on the whiteboard, hiding the sequence until the exercise is finished and, only then, the student will know whether he spelled the digits correctly.	10 min	Appendix 02

The teacher will mention that the digits of a telephone number must be said one by one, and that instead of spelling 'zero,' English speakers prefer to use the vowel sound 'ou.' The student will have another chance to properly end the activity, in case he missed the first one.		
The teacher will play a video about an Aussie who counts from 0 to 100. This video has the purpose of showing the student the small differences between the NAmE and the Australian English. After the playback, the student will tell what differences he could identify. The teacher will expect comments about the fact that in numbers like <i>thirty</i>, <i>forty</i>, the sound /r/ is not pronounced in this accent, while in other numbers like <i>seventy</i>, <i>ninety</i>, the sound /t/ is also not noticeably pronounced.	20 min	Counting 1 to 100 in Australian English Accent Tutorial
The student will receive a print presenting the English alphabet with its own pronunciation. The teacher will then play a children's song to help associate each letter to a reference word –<i>a</i> for <i>apple</i>– and to review and improve the students' pronunciation. After the playback, the teacher will point out there is a vital difference between the vowels <i>a</i>, <i>e</i>, and <i>i</i>, as well as the consonants <i>s</i>, <i>z</i> and <i>b</i>, <i>v</i>. These sounds have been challenging to the student throughout the course. Next, the teacher will play a video about the NATO Phonetic Alphabet. With this alphabet, a relation is made between a letter and a reference word that disambiguates its meaning. The teacher might call attention to the presence of this mental association in Spanish when a person is asked to spell proper nouns, however, there is no general agreement as to which reference-word	20 min	Appendix 04 NATO Phonetic Alphabet ABC Song Learn Your Letters

to use when spelling a letter, for each person may link a letter to a different noun – <i>b</i> for <i>burro</i> . The student will watch the video twice. He must repeat each letter and its reference-word during the second playback and jot them down in his notebook as a list. The student will then spell three names using this alphabet.		
As the last spelling activity, the student will be asked to spell –as if he were in front of an immigration agent– the name of his brother, sister, mother and son after hearing the question: "What's your brother's name?" and likewise with the rest of the family members. The teacher will point out how, in these kinds of questions, the words 'brother' and 'name' encapsulate the meaning of the request and it becomes easier to understand. With the aim of checking the student's autonomous work, the student must spell his full name and email address. The student will be given two minutes for the student to review his notes. The teacher will ask: "Could you please spell your email?" and the student must respond accordingly. At this point, it is relevant to bring back the aforementioned strategy, but this time focusing on the words 'spell' and 'email'. The email will be written on the whiteboard and shown to the student only after the complete spelling. The teacher will then ask: "Could you please spell your full name?" and the previous exercise will be repeated. At the end, the teacher will spot mistakes in both spellings. At this time, the teacher might foresee difficulties with the differentiation of the vowels /a/, /e/, /i/ and the consonants /g/ and /j/.	20 min	Whiteboard – Eraser – Markers
The student will be acknowledged of the history of the zip code in the US by	20 min	Canada Post - US Addresses

observing a real image of the first informative leaflet (1963) on the manner. The teacher will explain the origin and purpose of this image, along with the history of the propaganda behind it. Thereafter, taking a real address in the US, the student will comment on which elements constitute an address, and the teacher will point out how the zip code has become an unavoidable data in any address. At this moment, the teacher will open the webpage from the Canada Post that illustrates the addressing guidelines to deliver a package in the US. The page mentions that all addresses must specify four components: addressee, delivery address, city name –with the state abbreviation and zip code– and the name of the country to which the delivery is being sent. The student must write this example in his notebook, and translate the elements into Spanish.		 A vintage 1963 U.S. Mail leaflet titled "ZIP CODE IS HERE!" in large red letters. On the left, a cartoon mailman in a blue uniform and cap points towards the right. He holds a mailbag labeled "U. S. MAIL". Next to him is a sample address: "MR. ZIP", "THIS ZIP CODE", "39601", and "FOR THIS DELIVERY AREA". To the right of the address is a red arrow pointing to a box containing a sample address with the zip code "00000" circled in red. Text on the leaflet explains the purpose of the ZIP code system to improve mail delivery and provides instructions on how to use it. At the bottom right, it says "Thank you" followed by a line for "Your Letter Carrier".
The aim of this activity is for the student to get in touch with Google Maps in order to be able to through various addresses in the US. Having known how an address is written in this country, the teacher will explain several options this application has and the correct way to specify a route. Later, the student must select two random locations in the map to outline a route between the two points and observe how the indications are given. He will do this activity twice at least. The US is known for its long distances and a great number of highways, avenues, and streets, that might be confusing for an emigrant at first. In this respect, the activity is designed to help the student to cope with basic displacements.	20 min	Google Maps
Following the autonomous work on the history of the emergency number in Colombia (1-2-3), the student will retell the history using his own words, and	30 min	How 911 Became the Emergency Number

the teacher will write on the whiteboard a couple of bullet points in order to summarize the information conveyed to be more comprehensive. The aim of this activity is to contrast Colombia, the US and the UK with regard to their emergency numbers. The teacher will start explaining the history behind the 9-1-1 with the aid of a video. This video will be shown three times. First, the student must tell what he can grasp from the information presented without looking at the subtitles. For the second playback, he must spot the words he already knows in the subtitles and associate them with the images, in such a manner he can deepen his own understanding of the facts. In the third, the teacher will be stopping the video to get across the full meaning, translating the information every time. Later, the teacher will write several keywords in the whiteboard to wrap up the information presented. Through this strategy, the student will notice how a pile of facts, which at first seems complex, can be organized in a more systematic way, using strategies such as writing titles and subtitles, choosing exclusively important information and using symbols and numbers.		
POST-TASK	TIME	MATERIALS
The student must read about the beginning and function of the International Red Cross. The teacher will hand over the print with four words to complete the dialogue entitled 'Flood.' As the book from which the exercise was taken does not have the answers to this conversation, the teacher is free to write a list of four words conveniently. For this activity, the student must find all the words he already learned for each paragraph. Later, he will write a short text summarizing the information for each paragraph coherently. Later, he must use Google Translate's camera option to see what the full text describes, in order to complete his initial interpretations. Regarding the other exercise on	60 min	Appendix 05 Google Translate Application

the filling of the dialogue, the student must organize the list of four words to build a coherent conversation. To fulfill this exercise, the student must follow his own strategies and, only when the dialogue is completed, he will tell the teacher his procedure. At the end, the student will read out loud and explain the summary and the situation portrayed in the dialogue –the teacher might expect the student to write the summary in Spanish.		
AUTONOMOUS WORK	TIME	MATERIALS
The student must translate the table with numbers that the teacher will give him. First, the student will identify and highlight all the numbers he is able to remember. He will then be allowed to use a translator to search for the most difficult ones. The exercise on this point is to write, in long form, 20 numbers from 0 to 99 and 10 numbers from one hundred to one million. The student himself will find the pattern in the construction of long numbers. It is crucial that the teacher points out the use of the hyphen in the written form of long numbers. The hyphen is mandatory with numbers from 21 to 99, but it does not appear with millions, thousands, or hundreds. To get across this feature, the student might perceive that when translating numbers into Spanish, the hyphen replaces the word "y," as in " <i>noventa y tres</i> ."	25 min	Appendix 02 Appendix 03
With the aim of practicing the alphabet, the student must spell his full name and his email address properly in class. He is allowed to write the spelling of this information in his notebook, but he must practice saying them out loud. In class, the teacher will demand the student –as if it were a real information request– to spell his full name and email without looking at his notebook. At	15 min	Appendix 04

this point, the student will only be left with his memory.		
For this assignment, the student must look for information about the history of the emergency number in Colombia (1-2-3), focusing on how people used to ask for help before this number was enacted. The teacher will also explain the history of the emergency number in the US (9-1-1) in the classroom. The student will have to retell the history using his own words. Later, the teacher will write on the whiteboard a couple of bullet points in order to summarize the information gathered to be more comprehensive.	25 min	Notebook – Highlighter – Eraser – Pencil
The teacher will hand over a print with a list of vocabulary of adjectives. This table shows a list of adjectives with their respective antonyms in front of the word. The student must translate all the words, but first, he must stress the terms he already knows, and then check whether his translation is accurate. Adjectives are essential when a person is urged to describe physical features of a missing person, or a specific place in an emergency situation. However, this table does not include many words that describe physical qualities, but rather states such as 'open' and 'closed.' Presenting vocabulary through this form –strong, weak– benefits acquisition for portraying the same quality or state in a correlative way. The teacher might expect a couple of adjectives to be confusing to the student, e.g, <i>big, large, little</i> and <i>small</i> , whose meanings in Spanish are similar, and their use depends on the substantive they qualify –countable or uncountable.	20 min	Appendix 06

The teacher will hand over a print with a presentation of the long and short forms of the conjugation of the verb *to be*. The student must skim the short and long form of the verb *to be* in simple present, along with practicing their respective pronunciation. At this time, the student will take into account the explanation on personal pronouns.

15 min



GRAMMAR FOCUS

The simple present of *be*

Affirmative statements		Negative statements
I am		I am
You are		You are
He is		He is
She is		She is
It is	11 years old.	It is
We are		We are
You are		You are
They are		They are

Long forms	Short forms (Contractions)
I am	I'm
You are	You're
He is	He's
She is	She's
It is	It's
We are	We're
You are	You're
They are	They're

The tracking of the process with the use of Duolingo encountered difficulties for the teacher, because the student was well ahead of the learning plan the teacher designed and the assessment of the units turned out to be complex. Due to this situation, the teacher showed another language learning app to the student called Busuu. The student must explore the apps' interface and start working on the first three *chapters*. Compared to Duolingo, Busuu uses a variety of English accents as one of its main features; however, the student might find this component challenging.

20 min

Busuu (language learning platform)

APPENDIXES

→ APPENDIX 01

Name: _____

Units' Review

U	D	H	Q	V	C	F	L	A	A	P	P	F	R	C	Z	S	U
U	L	B	D	V	L	D	U	G	T	X	E	R	R	W	C	A	Q
C	H	I	L	D	O	I	N	F	I	G	K	J	A	I	B	U	S
K	S	S	P	B	U	N	C	O	N	C	Y	D	I	F	R	C	I
T	O	O	I	R	D	N	H	S	N	B	R	Y	N	E	O	E	S
O	G	K	O	E	Y	E	A	P	Q	I	A	A	K	W	T	H	T
M	B	J	O	A	C	R	Y	X	A	A	I	R	O	I	H	H	E
J	Z	R	C	D	O	T	J	V	C	Y	N	D	A	N	E	G	R
B	R	E	A	K	F	A	S	T	F	P	B	F	I	D	R	S	B
F	W	A	K	M	U	D	N	J	P	Q	O	Q	N	Y	U	O	K
G	T	Y	B	A	E	K	C	O	N	R	W	T	X	H	S	N	L
S	E	J	H	U	R	R	I	C	A	N	E	H	Z	C	R	B	M

Find the following words in the puzzle.
Words are hidden → ↓ and ↘ .

BREAD	HURRICANE	SON
BREAKFAST	LUNCH	WIFE
BROTHER	RAIN	WINDY
CHILD	RAINBOW	
CLOUDY	SAUCE	
DINNER	SISTER	

→ APPENDIX 02

NUMBERS			
One	Five	Nine	Fifteen
Two	Second (2 nd)	Hundred	Fifty
First (1 st)	Six	Fourth (4 th)	Twelve
Last	Third (3 rd)	Thousand	Sixth (6 th)
Three	Billion	Dozen	Forty
Next	Seven	Twenty	Seventh (7 th)
Four	Eight	Fifth (5 th)	Eleven
Million	Ten	Thirty	Tens

Edited from: Davis, M. & Gardner, D. (2010). *A Frequency Dictionary of Contemporary American English*. Routledge.

→ APPENDIX 03

Numbers in English



0 zero	10 ten	20 twenty	30 thirty
1 one	11 eleven	21 twenty-one	31 thirty-one
2 two	12 twelve	22 twenty-two	32 thirty-two
3 three	13 thirteen	23 twenty-three	33 thirty-three
4 four	14 fourteen	24 twenty-four	34 thirty-four
5 five	15 fifteen	25 twenty-five	35 thirty-five
6 six	16 sixteen	26 twenty-six	36 thirty-six
7 seven	17 seventeen	27 twenty-seven	37 thirty-seven
8 eight	18 eighteen	28 twenty-eight	38 thirty-eight
9 nine	19 nineteen	29 twenty-nine	39 thirty-nine
40 forty	50 fifty	60 sixty	70 seventy
41 forty-one	51 fifty-one	61 sixty-one	71 seventy-one
42 forty-two	52 fifty-two	62 sixty-two	72 seventy-two
43 forty-three	53 fifty-three	63 sixty-three	73 seventy-three
44 forty-four	54 fifty-four	64 sixty-four	74 seventy-four
45 forty-five	55 fifty-five	65 sixty-five	75 seventy-five
46 forty-six	56 fifty-six	66 sixty-six	76 seventy-six
47 forty-seven	57 fifty-seven	67 sixty-seven	77 seventy-seven
48 forty-eight	58 fifty-eight	68 sixty-eight	78 seventy-eight
49 forty-nine	59 fifty-nine	69 sixty-nine	79 seventy-nine
80 eighty	90 ninety	LARGE NUMBERS © Woodward English 100 one hundred 1,000 one thousand 101 one hundred and one 2,000 two thousand 200 two hundred 10,000 ten thousand 300 three hundred 100,000 one hundred thousand 400 four hundred 1,000,000 one million 500 five hundred 10,000,000 ten million 600 six hundred 123,456,789 700 seven hundred one hundred and twenty-three million, 800 eight hundred four hundred and fifty-six thousand, 900 nine hundred seven hundred and eighty-nine.	
81 eighty-one	91 ninety-one		
82 eighty-two	92 ninety-two		
83 eighty-three	93 ninety-three		
84 eighty-four	94 ninety-four		
85 eighty-five	95 ninety-five		
86 eighty-six	96 ninety-six		
87 eighty-seven	97 ninety-seven		
88 eighty-eight	98 ninety-eight		
89 eighty-nine	99 ninety-nine		

www.grammar.cl www.woodwardenglish.com www.vocabulary.cl

ENGLISH
VOCABULARY

ORDINAL NUMBERS



We normally add a TH to the end of a cardinal number to make it an ordinal number. Be careful of the spelling exceptions below:

1 st first	11 th eleventh	21 st twenty-first
2 nd second	12 th twelfth	22 nd twenty-second
3 rd third	13 th thirteenth	23 rd twenty-third
4 th fourth	14 th fourteenth	24 th twenty-fourth
5 th fifth	15 th fifteenth	25 th twenty-fifth
6 th sixth	16 th sixteenth	26 th twenty-sixth
7 th seventh	17 th seventeenth	27 th twenty-seventh
8 th eighth	18 th eighteenth	28 th twenty-eighth
9 th ninth	19 th nineteenth	29 th twenty-ninth
10 th tenth	20 th twentieth	30 th thirtieth
		31 st thirty-first
		40 th fortieth
		41 st forty-first
		50 th fiftieth
		51 st fifty-first

USES OF ORDINAL NUMBERS

DATES: Her birthday is on the *29th*.

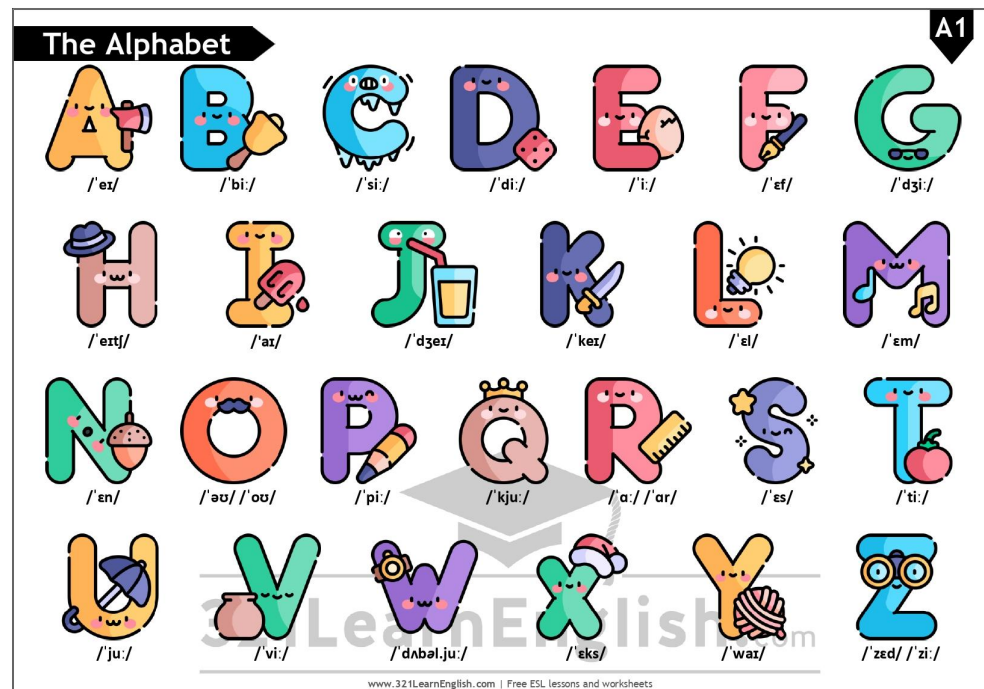
CENTURIES: Shakespeare was born in the *16th* century.

SEQUENCE/ORDER: My team came *second* in the league.

FLOORS OF A BUILDING: His office is on the *tenth* floor.

www.grammar.cl www.woodwardenglish.com www.vocabulary.cl

Taken from: www.woodwardenglish.com



Taken from: <https://www.321learnenglish.com/2015/12/phonetics-the-English-alphabet-level-a1.html>

Unit 3

Disaster

1.

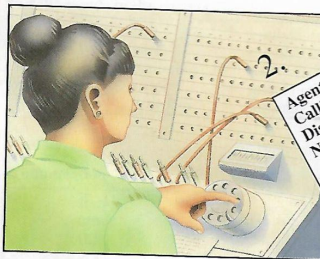
FLOOD

- ◆ Hello, Red Cross. Can I help you?
- ◆ This is Steve Masters. I'm calling from Padang in Sumatra, Indonesia.
- ◆ Yes. Go on.
- ◆ There's a terrible flood here. _____ of people without homes. The water's still rising.
- ◆ What can we do?
- ◆ We need rescue teams, clothes, _____ and _____ supplies.
- ◆ Right. It's on its way. Anything else?
- ◆ Yes, rubber boats. Send _____.
- ◆ O.K.

The Red Cross is an international organization, originally based in Geneva, Switzerland. The name "Red Cross" comes from the Swiss flag, which has a white cross on a red background.

The Red Cross now has units all over the world. These give help in times of war. But the Red Cross also helps people when natural disasters occur, such as earthquakes, fires, hurricanes, floods, or famines.

What kind of help do they give? Well, they have teams of medical experts, rescue teams, equipment, and supplies of food and medicines. The Red Cross is a truly humanitarian organization.



Hello, Red Cross. Can I help you?

Agent: Bill Kramer
 Calling from: _____
 Disaster: Forest fire.
 Needed: Firefighting supplies.
 Special needs: Helicopters.



→ APPENDIX 06

ADJECTIVES (OPPOSITES)			
New	Old*	Best	Worst
Good	Bad	Early	Late
Big	Little	Easy	Hard*
Large	Small	Soft	Hard*
Young	Old*	Better	Worse
Black	White	Possible	Impossible
High	Low	Hot	Cold
Long	Short	True	False
Public	Private	Poor	Rich
Right*	Left	Strong	Weak
Right*	Wrong	Dead	Alive
Same	Different	Open	Closed

Edited from: Davis, M. & Gardner, D. (2010). *A Frequency Dictionary of Contemporary American English*. Routledge.

LESSON PLAN 05

Unit 05	Topic: Surviving a Short Dialogue	Class length: 5 hours of class time and 3 hours of autonomous work
Objectives The students will be able to: • Construct simple sentences using some prepositions and conjunctions • Comprehend and retell an emergency situation • Improve oral production through role-playing based on dialogues • Understand the presence of English in the local environment • Learn about common gestures and their meanings across cultures		Materials and resources → Printings → Online bilingual dictionaries (Collins, WordReference, Cambridge) → Whiteboard → Eraser → Email service (Gmail) → Markers → Online video sharing platforms (YouTube) → Laptop → Smartphone → Learning applications (Busuu)

PRE-TASK	TIME	MATERIALS
The notebook must be the student's foremost resource, not only during this course but in real life interaction as well. Therefore, teacher and student will carry a <i>shallow dive</i> into the student's notebook content, taking advantage of the notebook as a vehicle to rewind the most important topics in all four units along the course. This exercise is of great benefit to the student, as it is	20 min	Notebook - Pencil - Eraser - Highlighter

essential that he become familiar with the content's arrangement in order to use it appropriately whenever needed.		
The teacher will play a video that narrates how different activities take place throughout the year in the US, including some festivities such as Valentine's Day, Easter, Halloween, and Christmas, which are well known in this country. This video is not meant as a <i>listening comprehension activity</i> , but rather as a resource from which the student could relate the months of the year to the seasons by watching the animations that are depicted.	20 min	Story to learn the Months of the Year - English Educational Videos Support: How to Pronounce the Months of the Year: American English
The student will display an image of a poster with a saying about the merits of coffee and wine in a person's life. For this activity, the student will identify the known words in the first place. He must use online bilingual dictionaries to search for all the verbs in the poster: <i>give, change, can, accept</i> . When the student has understood the verbs' meaning, he will relate them to the terms he could identify and comment on his reading of the saying. The teacher will then translate the other words and the student will tell whether his reading was accurate.	20 min	Online Bilingual Dictionaries: Cambridge Dictionary WordReference Collins Dictionary

		
TASK	TIME	MATERIALS
Each of the dialogues in this unit aims to be an <i>oral practice</i> of each of the last four units addressed respectively. Each dialogue is supported by a video that dramatizes the communicative situation, which in the end is beneficial for <i>oral comprehension</i> . For this activity, the student must take notes in the	20 min	Appendix 01 Personal Information - Job Interview

form of <i>keywords</i>, mention what the general situation is, underline the main questions in the transcription, and translate the dialogue at his convenience for a more <i>detailed understanding</i>. With this dialogue, it is intended to carry out a <i>role-playing</i> activity to improve <i>oral production</i>. To that end, the first dialogue "At an Interview" seeks to consolidate what was seen in the <i>Giving Personal Information</i> unit. The video will be played once with the purpose of having the student identify all the words he can, in addition to the sequence and general aspects of the dialogue. In the second playback, the student will recognize more detailed aspects regarding the <i>information questions</i>. At the end of the playback, the teacher will explain some words in the dialogue the student might find difficult to understand, with the intention of getting a full comprehension of the communicative exchange.		
'Personal pronouns' is the <i>grammatical point</i> of this unit. The verb <i>to be</i> will be articulated with this topic. The teacher will begin explaining the meaning and use of personal pronouns in our everyday conversations in Spanish, with a brief reflection on their cultural value in Colombia; for instance, the <i>social hierarchy</i> implicit between '<i>usted</i>,' '<i>vos</i>,' and '<i>tú</i>'. From this explanation, the teacher will compare the personal pronouns in Spanish and English, focusing on the difficulty, it implies to spot a <i>vertical relationship</i> among interlocutors when using the pronoun 'you.' At this point, it is also essential to emphasize on the conceptual distinction between <i>you</i> singular and plural, in addition to some particularities of the pronoun <i>it</i>. To strengthen this topic, the teacher will carry out an activity with <i>trimmed figures</i> that illustrate several people of various ages and professions, as well as animals and a robot. The aim is for the student to tell the correct personal pronoun of a group of figures the teacher will wisely select. For example, the teacher gathers a police officer, a	15 min	Appendix 03 Trimmed figures

woman, an animal and the robot; hence, for this specific group, the student is expected to respond with the pronoun 'they.'		
Every dialogue in this unit aims to be an <i>oral practice</i> of each of the last four units covered, respectively. Every dialogue is supported by a short video that dramatizes the communicative situation, aiding <i>oral comprehension</i>. For this activity, the student must take notes in the form of <i>keywords</i>, mention what the general situation is, underscore the main questions in the transcription, and translate the dialogue for <i>detailed understanding</i>. With this dialogue, it is intended to carry out a <i>role-playing</i> activity to improve <i>oral production</i>. To that end, the first dialogue "Talking about the Weather" seeks to consolidate what was addressed in the second unit: <i>Understanding a Weather Forecast</i>. On this occasion, the transcript was given first to do the <i>fill-in activity</i> prior to the playback. However, the student will do the exercise of distinguishing keywords, emphasizing the adjectives linked to weather, especially <i>seasons</i> and <i>qualifying adjectives</i> –sunny, warm, hot, windy, cold, dry. Following that, the video will be played one time with the purpose of having the student identify all the words he understands, along with the sequence and general aspects of the dialogue. In the second playback, the student will recognize more detailed aspects with regard to the differences between the weather in both countries. At the end, the teacher will explain some words in the dialogue the student might find difficult to grasp, with the intention of getting a full comprehension of the communicative exchange.	20 min	Appendix 04 Talking about the Weather How to Describe the Weather in English
Each of the dialogues in this unit aims to be an <i>oral practice</i> of each of the	20 min	Appendix 05

last four units addressed respectively. Each dialogue is supported by a video that dramatizes the communicative situation, which in the end is beneficial for <i>oral comprehension</i>. For this activity, the student must take notes in the form of <i>keywords</i>, mention what the general situation is, underline the main questions in the transcription, and translate the dialogue at his convenience for a more <i>detailed understanding</i>. With this dialogue, it is intended to carry out a <i>role-playing</i> activity to boost <i>oral production</i>. Hence, the first dialogue "Ordering a meal" seeks to consolidate what was seen in the <i>Ordering at a Restaurant</i> unit. The video will be played once with the objective of having the student identify all the words he understands, along with the sequence and general aspects of the dialogue. It is worth mentioning this dialogue has characters who have different accents (British and United Statesian). In the second playback, the student will notice essential elements in the exchange between the waiter and the two customers. At the end of the playback, the teacher will explain some words in the dialogue the student might find hard to grasp, with the aim of getting a full comprehension of the communicative situation.		AEF1 Ep5 2 - Practical English at a Restaurant
The student will write down a list of the 10 most used <i>determiners</i> in NAmE. Following, the teacher will explain with several examples what the meaning and function of these words is. This topic is of paramount relevance as it has the potential to be part of every communicative situation included along the course: • This • All • That • Some	15 min	Notebook – Highlighter – Eraser – Pencil

• These • Many • Same • More • Another • Few As part of the explanation, the teacher will integrate these determiners into <i>adjectival phrases</i> with the vocabulary about <i>food</i> covered in Unit 03. First, the teacher will note a couple of these sentences on the whiteboard and the student must tell what each of them means in Spanish, and so forth until all determiners are included. For this exercise, the student is allowed to take a look at the foods' lexicon in his notebook, but the main purpose is for him to understand the sentences all alone.		
In line with the review of Unit 03 "Ordering at a Restaurant," the teacher will play a video about the manners that should be followed when ordering at a restaurant. The scene unrolls at a restaurant in Australia with a person who, at first, is rude to the waiter but then <i>polishes</i> the way he asks for his order using polite expressions. This exercise is proposed at bolstering the student's <i>listening comprehension</i> by exploring nuances of the Aussie dialect. As soon as the playback is over, the student will be assessed whether he understood the most convenient expressions or keywords, and the weight manners have in any real communicative situation.	10 min	Ordering food in Australia - Australia Plus
The teacher will present the text "Eating Out in the U.S." –which talks about	15 min	Appendix 6

the eating habits of adults in the US– to the student and he must follow his own set of strategies with the purpose to understand what the text is about. The teacher might help the student at the beginning, telling him to <i>skim</i> the text, starting from analyzing the words in the title. Another step the student might follow is trying to infer from the <i>context</i> the unknown words along the paragraphs, and also pay special attention to the figures (dates, percentages, quantities). In this activity, the student is not allowed to use his notebook or bilingual dictionaries. Only after having completed the analysis, the teacher will request the student to use Google Translate's camera option to compare what the text describes with the student's first reading.		Google Translate Application
The teacher will review the translation of the vocabulary of spoken <i>English</i>, designated as autonomous work. To start with, the teacher will get across a couple of differences between the four <i>grammatical categories</i> (noun, verb, adjective, and adverb) using a pair of words such as (<i>to</i>) <i>vote</i> and <i>vote</i>. Then, the teacher will write on the whiteboard a sentence that merge a word from each grammatical category, and have the student observe how these words appear in average conversations of English speakers: • 'The witness testify against the correct judge today.' The student will then go over the list of vocabulary to review the words and come up with the full meaning of the sentence. Considering the terms used in this sentence, it is only necessary to search for the meaning of two words: <i>against</i> and <i>judge</i> in an online bilingual dictionary.	10 min	Appendix 08 Online Bilingual Dictionaries: Cambridge Dictionary WordReference Collins Dictionary

As part of his autonomous work, the student must translate the list of words about <i>transportation</i> and highlight the terms he understands and those that are interesting or difficult. The teacher will examine if the terms are properly translated and listen to the students' questions regarding the topic. Due to the nature of this topic, the teacher will explain the meaning and use of the preposition <i>by</i>. This word is commonly used to indicate who the author of a work is, but it is also employed to refer to the means of transportation (bus, airplane, tramway) in which a person travels. In this way, the most suitable equivalent in Spanish would be the preposition "<i>en</i>". Considering this, in an effort to integrate personal pronouns, verbs, and the transportation lexicon, the teacher will write on the whiteboard four examples with four pronouns <i>I, you, we, and they</i>, the verb <i>to go</i>, and have the student to complete the sentences choosing four <i>specific means of transport</i>, such as bike, van, train or car. In this exercise, the pronouns <i>he, it, and she</i> were excluded, because of the extra time it would take to explain the concept of <i>verbal inflection</i> for the third-person singular.	10 min	Appendix 07
The student will review the prepositions and conjunctions covered along the course: <i>of, with, from, to, and, or, but</i> and <i>by</i>. In this activity, the student will translate eight sentences the teacher will say in Spanish into English with the aim to boost the oral production. The sentences will mix personal pronouns, verbs, nouns –direct object, numbers and the aforementioned prepositions and conjunctions respectively, for example: "You make five breads and two cakes with butter." The student is allowed to examine his notebook in search for the correct words, although it is suitable.	10 min	Whiteboard - Notebook – Eraser – Pencil

Each of the dialogues in this unit aims to be an <i>oral practice</i> of each of the last four units addressed respectively. Each dialogue is supported by a video that dramatizes the communicative situation, which in the end is beneficial for <i>oral comprehension</i>. For this activity, the student must take notes in the form of <i>keywords</i>, mention what the general situation is, underline the main questions in the transcription, and translate the dialogue at his convenience for a more <i>detailed understanding</i>. With this dialogue, it is intended to carry out a <i>role-playing</i> activity to improve <i>oral production</i>. To that end, the first dialogue "A 9-1-1 Call" seeks to consolidate what was seen in the <i>Making an Emergency Call</i> unit. The video will be played one time with the purpose of having the student identify all the words he can, in addition to the sequence and general aspects of the dialogue. In the second playback, the student will recognize more detailed aspects regarding the <i>information questions</i>. At the end of the playback, the teacher will explain some words in the dialogue the student might find difficult to understand, with the intention of getting a full comprehension of the communicative exchange.	20 min	Appendix 09 Police, fire or ambulance? In an Emergency
Paralinguistics is one of the most important features when studying a foreign language. During this course, the student has learned the value of gestures (haptics) when expressing a message, especially when the speaker has little proficiency in the foreign language. 'Hand-gestures' in this context are great support when trying to make oneself understood by an interlocutor. For this reason, the teacher will begin explaining what the most common gestures in foreigners are. The student will watch two videos illustrating the most used worldwide gestures and their variation in meaning between societies, e.g., the gesture "everything is OK" has a positive connotation in North America, but this is not the case in countries such as Brazil, Japan, Russia or Germany.	15 min	American Hand Gestures in Different Cultures The Meanings Of Hand Gestures Around The World

This activity has the purpose of identifying which gestures the student might employ in a conversation in the US and which ones he should categorically avoid.		
This activity is oral comprehension of a real-life emergency case in which a four-year-old girl, after seeing that her pregnant mother had fallen down the stairs, calls the emergency number (9-9-9) in England, thereby managing to safeguard the lives of her family. Unlike other oral comprehension activities, the teacher will carry out a <i>guided note-taking</i> in order to bolster a <i>detailed understanding</i> of the situation. Before the playback, the student will have to write the following three questions: • What is the name of the child? • What is the request? • Where is the baby –brother–? Throughout the playback, the teacher will point out how the question's pitch is stressed –most of them with rising intonation, and the efficacy of the kid's short or closed answers in the context of an emergency. Some keywords in the dialogue will also be highlighted as well. The teacher will make sure the student understands the three questions before the playback. The video has subtitles; however, the operator, due to the nature of an emergency, speaks faster than what is considered a <i>moderate pace</i>. At the end of the first playback, the student will tell if he had formed an idea of the situation. He must briefly retell what the situation is, recounting every detail he could discern. On the second playback, the teacher will repeatedly	20 min	Listen to 3-year-old's emergency call after pregnant mum falls down stairs

pause the video in the extracts that help to answer all the questions. At the end of the playback, the teacher might stress the benefits of asking oneself <i>specific questions</i> when dealing with oral, and even written comprehension activities like this one.		
POST-TASK	TIME	MATERIALS
All four communicative situations addressed in this unit are meant to be oral production exercises in the manner of role-play. The student will be given a print with the original transcription on one face, and a <i>fill-in</i> exercise on the other. With the <i>fill-in</i> exercise, the student must fulfill the empty spaces with his own interpretation of the communicative exchange. In class, the teacher and the student will perform the role-play activity based on the <i>fill-in</i> for all four dialogues. With some dialogues, such as "At an Interview," the teacher might expect <i>mistakes</i> with the spelling of some letters. Before the role-play, the <i>fill-in</i> exercise will be checked to wipe out all errors, and the student will be given some minutes to be prepared.	40 min	Appendix 01 Appendix 04 Appendix 05 Appendix 09
AUTONOMOUS WORK	TIME	MATERIALS
As part of the intercultural component, the student will reflect on the role of English as a language of advertising around Cali, Colombia. The teacher will send an email with all the instructions for the activity to the student's Gmail in Spanish. The guidelines indicate the student must take pictures of several advertisements with at least a word in English, and upload them by replying to the teacher's email. The student will be given a week to finish the activity:	20 min	Smartphone - Gmail

one picture a day, at least seven pictures at the end. Through this activity, it is sought not only to make the student observe that the city functions as an environment where he may connect with the foreign language, but also for him to become familiar with the email's interface.		
The teacher will hand over a print with a list of the most used verbs in NAME (36), and the student must translate all the words, and stress what he might find confusing. In this exercise, the teacher might expect the verb pairs <i>make</i> and <i>do</i> , <i>leave</i> and <i>let</i> to be difficult to understand by the student because of their <i>semantic similarity</i> . To untangle the confusion, the teacher could point out that the verb <i>to make</i> is often used when a person wants to mention the production of a <i>tangible object</i> , while the verb <i>to leave</i> refers to the physical transition between spaces.	10 min	Appendix 02
The student will be given a print with the original transcription on one face, and a <i>fill-in</i> exercise on the other. With the <i>fill-in</i> exercise, the student must fulfill the empty spaces with his own interpretation –or preferences, in the case of "Ordering a meal"– of the communicative exchange. The teacher and the student will perform the role-play activity in class based on the <i>fill-in</i> for all four dialogues.	50 min	Appendix 01 Appendix 04 Appendix 05 Appendix 09
The student will be given a workshop on 'subject personal pronouns' with 15 sentences to be completed as a filling exercise. He must review the meaning	30 min	Appendix 03

of each of the seven personal pronouns, especially focusing on the pronoun <i>it</i> . Previously, the student was taught that this pronoun is used when talking about immaterial objects or natural phenomena. Still, the pronoun <i>it</i> is used in <i>imperative sentences</i> in this exercise, thus carrying some difficulty for the student as an unaddressed topic.		
The teacher will hand over a list of words about <i>transportation</i> as part of the vocabulary for this unit. The words in this table are split into two categories: <i>general</i> , and <i>specific</i> . The student must translate these words into Spanish and highlight the terms he already knows and those that are hard to grasp. This vocabulary is linked to the communicative situations detailed in units 02 and 04, that portrays <i>emergency cases</i> in which it is compulsory to recognize the means of transportation.	15 min	Appendix 07
The student will be given the last vocabulary list about the most used words in <i>spoken English</i> to be translated into Spanish. The table compiles a number of 44 words that were placed into four columns: <i>nouns</i> , <i>verbs</i> , <i>adjectives</i> and <i>adverbs</i> . The teacher expects the student to infer the <i>semantic relationships</i> between the words and their <i>grammatical categories</i> .	15 min	Appendix 08
The student must continue working on his process on Busuu. He must finish chapters 04 and 05 before the last session of the program. The student must show his accomplishments to the teacher in class and make a brief recap of the most relevant aspects of the language that he understood with the help	40 min	Busuu (language learning platform)

of this resource.		
-------------------	--	--

APPENDIXES

→ APPENDIX 01

At an Interview

Interviewer: Ok... What's your name?
Cristina: Cristina Oon.
Interviewer: 'Oon' is the surname, yeah?
Cristina: Yeah.
Interviewer: How do you spell that?
Cristina: O-O-N.
Interviewer: And what's your first name?
Cristina: Cristina. C-R-I-S-T-I-N-A.
Interviewer: Ok, that's fine. And, how old are you?
Cristina: I'm twenty.
Interviewer: Twenty, ok. And what's your contact phone number?
Cristina: It's... mmm... 0-7-8-3-3-9-0-4-2-3-7.
Interviewer: Ok. That's 0-7-8-3-3-9-0-4-2-3-7.
Cristina: That's it.
Interviewer: And, what's your address and postcode?
Cristina: It's 21 A Green Street, Cambridge.
Interviewer: And, what's your postcode?
Cristina: CA49DL.
Interviewer: Ok. That's fine. Thank you very much.

Cristina: Thank you. Goodbye!

At an Interview (Fill in)

Interviewer: Ok... What's your name?

Candidate: _____.

Interviewer: _____ is the surname, yeah?

Candidate: Yeah.

Interviewer: How do you spell that?

Candidate: _____.

Interviewer: And what's your first name?

Candidate: _____.

Interviewer: Ok, that's fine. And, how old are you?

Candidate: I'm _____.

Interviewer: And what's your contact phone number?

Candidate: It's... mmm... _____.

Interviewer: Ok. That's _____.

Candidate: That's it.

Interviewer: And, what's your address and postcode?

Candidate: It's _____.

Interviewer: And, what's your postcode?

Candidate: _____.

Interviewer: Ok. That's fine. Thank you very much.

Candidate: Thank you. Goodbye!

VERBS			
Be	See	Work	Put
Have	Take	Call	Mean
Do	Come	May	Let
Say	Want	Try	Keep
Can	Look	Ask	Begin
Get	Use	Need	Seem
Make	Find	Feel	Talk
Know	Give	Become	Turn
Think	Tell	Leave	Help

Edited from: Davis, M. & Gardner, D. (2010). *A Frequency Dictionary of Contemporary American English*. Routledge.

→ **APPENDIX 03**

Subject Personal Pronouns

- Mario is a great guy, but _____ likes my girlfriend.
- _____ am currently in 9th grade. _____ will graduate by June.
- Lisa has a new yacht. _____ looks pretty luxurious.
- _____ is hilarious. SIRI always leaves him in the friend-zone.
- When did you buy _____? This Nintendo is very antique.

- Carlos and Michelle are twins. _____ are the same age.
- Do you know when the cruise leaves? _____ has just left the harbor.
- Marc, who is that? _____ is Sophia, Hugo's ex-girlfriend.
- Excuse me, sir. Can I get the time? I don't have a watch, but I think _____ is eight-ish.
- _____ don't eat meat. My sibling and I are vegetarians.
- Dad! I don't see Manchas. Do you know where _____ hides?
- Dr. Sturgis, do _____ recommend this medicine for me?
- Kids! Please, pay attention. _____ is extremely necessary to stay calm.
- Hello. Who's calling? Grandma, _____ is me: Arthur.
- This city's weather is dreadful. _____ is snowing and sunny at the same time.

→ APPENDIX 04

Talking about the Weather

Cindy: I love spring. What's the weather like in Japan in spring, Takashi?

Takashi: It's really nice. It's sunny and warm. Sometimes it rains, but the sky is usually clear and blue. It's my favorite season because everything feels so fresh.

Cindy: Wow, that sounds nice. How about summer?

Takashi: Summer is hot. I like hot weather, but in Japan, summer is too humid! I prefer to stay inside and use the air conditioning.

Cindy: That sounds different from summer in the U.K. What's autumn like in Japan?

Takashi: It's better than summer, because it's cooler. The air is fresh, and it's often quite windy.

Cindy: And how about winter?

Takashi: Winter is really cold and very dry. Sometimes, it snows, too. In the northern parts of Japan, there is often a lot of snow.

Talking about the Weather (Fill in)

Fernando: I love spring. What's the weather like in the US in spring, Mary?

Mary: It's really nice. It's _____ and _____. Sometimes it rains, but the sky is usually _____ and _____. It's my favorite season because everything feels so fresh.

Fernando: Wow, that sounds nice. How about summer?

Mary: Summer is _____. I like hot weather, but in the US, summer is too dry! I prefer to stay inside and use the air conditioning.

Fernando: That sounds different from summer in Colombia. What's autumn like in the US?

Mary: It's better than summer, because it's cooler. The air is _____, and it's often quite _____.

Fernando: And how about winter?

Mary: Winter is really _____ and very _____. Sometimes, it snows, too. In the northern parts of the US, there is often a lot of snow.

→ APPENDIX 05

Ordering a Meal

Waiter: Good evening. Do you have a reservation?

Daniel: Yes, a table for two. My name is Daniel O'Connor.

Waiter: Come this way, please.

Waiter: Are you ready to order?

Jenny: Yes. The soup and the mushroom ravioli, please.

Daniel: I'd like the mozzarella salad and then the chicken, please.

Waiter: What would you like to drink?

Jenny: Just water for me.

Daniel: A bottle of mineral water, please.

Waiter: Still or sparkling?

Daniel: Is sparkling OK?

Jenny: Yes, sparkling.

Waiter: Thank you, sir.

Daniel: Thank you.

Ordering a Meal (Fill in)

Waiter: Good _____. Do you have a reservation?

Daniel: Yes, a table for two. My name is _____.

Waiter: Come this way, please.

Waiter: Are you ready to order?

Jenny: Yes. The _____ and the _____, please.

Daniel: I'd like the _____ and then the _____, please.

Waiter: What would you like to drink?

Jenny: Just _____ for me.

Daniel: A bottle of _____, please.

Waiter: _____ or _____?

Daniel: Is _____ OK?

Jenny: Yes, _____.

Waiter: Thank you, sir.

Daniel: Thank you.

→ APPENDIX 06

Eating Out in the U.S.

A new survey shows that people in the U.S. consume an average of 4.2 meals a week prepared outside the home, including restaurants and take-out. That figure is higher than it was 20 years ago, when the average was 3.7. While the number of meals prepared in the home has

decreased, the number of meals people skip is on the rise, especially breakfast.

In general, men eat out more frequently than women, and people with higher incomes tend to eat out more than those who earn less.

Take from: Rost, M. (2004). *WorldView Student Book 4B*. Pearson Education Limited.

→ APPENDIX 07

TRANSPORTATION			
GENERAL		SPECIFIC	
Street	Drive	Car	Train
Road	Fly	Ship	Plane
Station	Driver	Truck	Boat
Flight	Traffic	Bus	Van
Airport	Pilot	Bike	Jet

Highway	Passenger	Helicopter	Airplane
Journey	Parking lot	Automobile	Bicycle

Edited from: Davis, M. & Gardner, D. (2010). *A Frequency Dictionary of Contemporary American English*. Routledge.

→ APPENDIX 08

SPOKEN ENGLISH			
NOUN	VERB	ADJECTIVE	ADVERB
Lot	Think	Interesting	Well
News	Know	Iraqi	Very
Thanks	Talk	Correct	Here
Vote*	Mean	Guilty	Really
Bit	Happen	OK	Right
Troop	Thank	Rigid	Today
Jury	Join	Terrific	All
Murder	Guess	Unbelievable	Actually
Poll	Vote*	Partisan	Tonight
Witness	Testify	Undercover	Certainly

Terrorism	Excuse	Convicted	Absolutely
-----------	--------	-----------	------------

Edited from: Davis, M. & Gardner, D. (2010). *A Frequency Dictionary of Contemporary American English*. Routledge.

→ APPENDIX 09

A 9-1-1 Call

Woman: Dad, are you OK?
Man: Help. My chest. Call 911.
Dispatcher: Emergency. Do you require police, fire or ambulance?
Woman: Ambulance.
Dispatcher: Where are you?
Woman: I'm at 523 Kent Street.
Dispatcher: Please, repeat your address.
Woman: It's 5-2-3 Kent Street.
Dispatcher: What's your phone number?
Woman: My number is 555-823-9187.
Dispatcher: Please, repeat your phone number.
Woman: It's 5-5-5-8-2-3-9-1-8-7.
Dispatcher: Tell me what happened.
Woman: My dad. His chest hurts.
Dispatcher: How old is he?
Woman: Um... 65, I think.
Dispatcher: Is he conscious?
Woman: I don't understand.
Dispatcher: Is he awake?
Woman: Yes.

Dispatcher: Is he breathing?

Woman: Yes.

Dispatcher: When did it start?

Woman: Just now.

Dispatcher: Stay on the line. An ambulance is on its way.

A 9-1-1 Call (Fill in)

Ernesto: Dad, are you OK?

Man: Help. My _____. Call 911.

Dispatcher: Emergency. Do you require police, fire or ambulance?

Ernesto: _____.

Dispatcher: Where are you?

Ernesto: I'm at _____.

Dispatcher: Please, repeat your address.

Ernesto: It's _____.

Dispatcher: What's your phone number?

Ernesto: My number is _____.

Dispatcher: Please, repeat your phone number.

Ernesto: It's _____.

Dispatcher: Tell me what happened.

Ernesto: My dad. His _____ hurts.

Dispatcher: How old is he?

Ernesto: Um... _____, I think.

Dispatcher: Is he conscious?

Ernesto: I don't understand.

Dispatcher: Is he awake?

Ernesto: Yes.

Dispatcher: Is he breathing?

Ernesto: Yes.

Dispatcher: When did it start?

Ernesto: _____.

Dispatcher: Stay on the line. An _____ is on its way.

ASSESSMENT

One particular way of assessing in an English for Specific Purposes (ESP) course, as described by Dudley-Evans and St. John (1998), is through continuous assessment. Continuous (ongoing) assessment involves tasks that are completed over a period of time, allowing learners to consult various resources such as books, classmates, and the internet to gather information and complete the assigned tasks. This type of assessment, considered as an extension of *alternative assessment*, is often appraised for its suppleness and formative nature compared to traditional in-class tests.

Continuous assessment offers advantages. It allows learners to demonstrate their knowledge and skills in a more authentic and meaningful context, as they have the opportunity to use real-world resources and engage in problem-solving activities. It also promotes independent learning and critical thinking skills, as students need to gather information and apply it to complete the tasks. Altogether, ongoing assessment brings continuous feedback, allowing students to monitor their progress and make improvements throughout the course (Carrión, 2012).

Based on these understandings, this course implements continuous assessment along the five units. Through this way of assessing, the student not only is able to make accurate decisions about different aspects of their learning process, but it also allows the teacher to provide adequate feedback and highlight progress or setbacks. Each unit is allotted a specific amount of time to complete *autonomous work* designed to promote independent learning. Autonomous work supports the learning process, helping to develop the skills and knowledge in order to achieve the communicative goals in all units.

REFERENCES

- English Conversation Learning (2020, July 29). *Check In At The Airport Conversation - English At The Airport Part 1* [Video]. YouTube. https://youtu.be/OwkvI_TNRqU
- Talk with Wendell (2021, May 13). *Follow Along - Tongue Twisters - B & V Sounds - from the Travel Lesson* [Video]. YouTube. <https://youtu.be/RaggwARYhCI>
- Pearson Languages (2015, April 24). *Top Notch 3E Level 1 Pronunciation Coach Video - Intonation of Questions* [Video]. YouTube. <https://youtu.be/xQHRTlwMqqU>
- Rachel's English (2012, March 20). *Questions and Intonation: Up or Down? – American English Pronunciation* [Video]. YouTube. <https://youtu.be/Aoj4HZILQBY>
- Collins Spanish Dictionary | Translations, Definitions and Pronunciations. (2023) <https://www.collinsdictionary.com/dictionary/english-spanish>
- WordReference. (2023). <https://www.wordreference.com/es/>
- Cambridge English–Spanish Dictionary. (2024). <https://dictionary.cambridge.org/dictionary/english-spanish/>
- The Weather Channel (2013, August 8). *Why Hurricane Categories Make a Difference* [Video]. YouTube. <https://youtu.be/lqfExHpvLRY>
- NWR Maryland (2011, September 23). *Tropical Storm Warning/Hurricane Warning [2x HEADER - EAS #48/49]* [Video]. YouTube. <https://youtu.be/FTxYsnnEgR8>
- Pui Tak Center's ESL Program (2018, May 28). *Weather Report* [Video]. YouTube. <https://youtu.be/gzPA-YKJmVk>
- NowThis Impact (2022, April 4). *Meteorologist Calls Kids On-Air to Relay Tornado Warning* [Video]. YouTube. <https://youtube.com/shorts/kvGvBroHlj4>
- Free Text to Speech Online with Realistic AI Voices. (2023). <https://www.naturalreaders.com/online/>
- ABC News (2017). <https://abcnews.go.com/Politics/week-transcript-10-17-hurricane-irma-coverage/>
- Emergency Alert System Wiki (2023). https://emergencyalertsystem.fandom.com/wiki/EAS_Flash_Flood_Warning_Transcript
- National Warning System Transcript. (2023). <http://sfmusem.org/quake/nawas.html>
- Learn English With TV Series (2023, August 23). *Learn ENGLISH for Cooking — with GORDON RAMSAY* [Video]. YouTube. <https://youtu.be/3AV2Mvjv1JY>
- Gundry MD (2023, May 18). *How to Spot Hidden Sugars on ANY Nutrition Label* [Video]. YouTube. https://youtube.com/shorts/fj_liur8MbU
- U.S. Food and Drug Administration (2022, April 6). *Food for Thought - How to Use the Nutrition Facts Label* [Video]. YouTube. <https://youtu.be/l5NA-BDoEUM>
- Oninjao (2010, June 6). *Sheldon says grace HD With Subs* [Video]. YouTube. <https://youtu.be/HF6b9aeuUZU>
- Social Media Video Test (2014, January 22). *Video 1 - At the restaurant* [Video]. YouTube. <https://youtu.be/sIWm5Fi8Z7Q>
- BBC (2023, October 30). *Here's how Arnold Schwarzenegger landed his Hollywood roles despite his accent!* [Video]. YouTube. <https://youtube.com/shorts/YAHp2xDeTKU>
- Aussie English (2021, November 2). *Counting 1 to 100 in Australian English | Accent Tutorial* [Video]. YouTube. <https://youtu.be/L2nR7AQelBI>
- Kiddopedia (2019, October 17). *NATO Phonetic Alphabet - Learn the Military Alphabet Code Words* [Video]. YouTube. <https://youtu.be/S9ZLLKombb0>
- AO KIDS (2017, December 2). *ABC Song | Learn Your Letters (Original Kid's Phonics Song)* [Video]. YouTube. https://youtu.be/a0_cshK5-T8
- Canada Post | Postes Canada (2022). <https://www.canadapost-postescanada.ca/cpc/en/support/articles/addressing-guidelines/us-addresses.page>
- Sunday Roast (2023, September 26). *How 911 Became the Emergency Number* [Video]. YouTube. <https://youtube.com/shorts/1mJXGa1nfOk>
- Little Smart Planet (2017, October 13). *Story to learn the Months of the Year - English Educational Videos* [Video]. YouTube. <https://youtu.be/X6cAi0ydAyc>
- EnglishTestBlog (2023, January 18). *How to Pronounce the Months of the Year: American English* [Video]. YouTube. <https://youtube.com/shorts/frRCEcGaHCc>

- English Beyond the Classroom UQ (2014, March 2). *Personal information* [Video]. YouTube. <https://youtu.be/jXVujrUF9F0>
- Pocket Passport (2020, March 16). *Talking about the Weather | How to Describe the Weather in English* [Video]. YouTube. <https://youtu.be/iXGbW9D0yTI>
- Elsa Janneth Vera (2016, July 17). *AEF1 Ep5 2 Ordering a meal* [Video]. YouTube. <https://youtu.be/BOhcay0BrJY>
- ABC Education (2015, August 27). *Ordering food in Australia - Australia Plus* [Video]. YouTube. <https://youtu.be/HROvbBQP3oE>
- TCDSB Adult Education YouTube Channel (2019, November 14). *A 911 Call (full video)* [Video]. YouTube. <https://youtu.be/pGl8HC1IZSY>
- PimsleurApproach (2011, December 2). *American Hand Gestures in Different Cultures* [Video]. YouTube. <https://youtu.be/OWFPHW7BCCI>
- BuzzFeedVideo (2017, March 7). *The Meanings Of Hand Gestures Around The World* [Video]. YouTube. <https://youtu.be/-J1pXCFE-ok>
- BBC News (2015, December 23). *Listen to 3 year old's emergency call after pregnant mum falls down stairs - BBC News* [Video]. YouTube. <https://youtu.be/vvOI3dQ5a3Q>