

Teaching English (Group 1)

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This course is for learners who have completed the A1 level and who want to prepare for level A2 examination. That means students can understand sentences and frequently used expressions related to areas of most immediate relevance. They can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Furthermore, students can describe in simple terms aspects of their background, immediate environment and matters in areas of immediate need.		
Planned ECTS: 1		
Number of learners: 15		
Mode of delivery: Online		
Status: IN PLANNING		
Course public access: Public		
Contributors: Bart Rienties, David Pinyol Gras, Carol Chatten, yasmeen Sh., Scott Chase, Eli Gozalo, Melanie Seddon, Lucie Cotterill, Aurèlia Puigdomènech, Alexander Mikroyannidis, Cecilia Lo, Sorina Mihaela BALAN, Barbara Conde, Daniela Alic, Carmen-Inge Alic, Svetlana Baci, Susan Evans, Monika Didžgalvytė-Bujauskė, Halah Nasseif, Irena Januskaitiene, Kamran Mir, Khaled Al Awadhi, Dewi Yulianti, Josephine Fernando, PRATIBHA GOLKONDA, Irfan Shaikh, Calvin Wu, John Robertson, Mel Tan, Eric Tan, Flavia Ramos-Mattoussi, Lina Gaižiūnienė, Veronica Ruberti, Mary Bourke		
Course learning outcome	Level	Weight
Listening & understanding: Can understand sentences and frequently used expressions related to areas of of most immediate relevance.	Understanding	25
Speaking: Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.	Creating	25
Reading: Can read and understand simple texts about topics from everyday life.	Understanding	25
Writing: Can produce simple connected text on topics that are familiar or of personal interest.	Creating	25
Distance Education	Applying	10
Initial evaluation	Evaluating	10

Final evaluation										Evaluating	10
Teaching English as a foreign language										Applying	20
Ability to access resources and textbooks										Applying	5
Total weight: 155											
Topic / Unit name	Workload	Learning type	Mode of delivery	Groups	Collaboration	Feedback	Mandatory activity	Assessment			
								Points	Type	Providers	
Unit 1: Introduce yourself											
Listening & understanding: Can understand sentences and frequently used expressions related to areas of of most immediate relevance. (25%) , Reading: Can read and understand simple texts about topics from everyday life. (25%) , Speaking: Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. (25%) , Writing: Can produce simple connected text on topics that are familiar or of personal interest. (25%)											
Introduction											
Learn Vocabulary Use the materials provided and learn the vocabulary to introduce yourself.	15 min	Acquisition	Hybrid	Synchronous	Teacher present	No	No	No	No	No	

<p>Write a short introduction Introduce yourself in written form: Use the vocabulary you've learned and write a short essay (150 words) about yourself, your family and what you like to do.</p>	45 min	Production	Online	Asynchronous	Teacher not present	No	No	Peer	No	No
<p>Introduce yourselves and get to know each other in small groups Get together in groups of 3 and get to know each other. Take notes about your group mates, so that you can present them in class in the next session. Find out what you have in common.</p>	45 min	Discussion	Online	Synchronous	Teacher present	Yes	No	Peer	No	No

Present your group members in class Present your group members in class	45 min	Discussion	Onsite	Synchronous	Teacher present	No	No	Teacher	No	No			
Teaching Input / Q & A - Review of vocabulary - Grammar: Simple Present, too vs. either, common mistakes made in the statements & presentations are being addressed - Q & A	45 min	Acquisition	Online	Synchronous	Teacher present	No	No	No	No	No			
Assessment Unit 1: Reading & Quiz Students get a text about a person, they read it, understand it and answer questions in form of a quizz	45 min	Assessment	Online	Asynchronous	Teacher not present	No	No	No	No	5	Formative	Teacher, Automated	

Total unit workload	4h											
bla bla												
Total unit workload	0h											
Unit 2 - Hobbies												
Listening & understanding: Can understand sentences and frequently used expressions related to areas of of most immediate relevance. (25%) , Reading: Can read and understand simple texts about topics from everyday life. (25%) , Speaking: Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. (25%) , Writing: Can produce simple connected text on topics that are familiar or of personal interest. (25%)												
Identify hobbies												
Vocabulary list Read and memorise list of hobbies	60 min	Acquisition	Online	Asynchronous	Teacher not present	No	No	No	No	No		
Hobby flipcards Students respond with name of hobby to random flipcards with descriptions of the hobby.	15 min	Assessment	Online	Asynchronous	Teacher not present	No	No	Automated	No	10	Formative	Automated
Total unit workload	1.25h											
Favourite hobbies												

Favourite hobbies Write about what you like doing	60 min	Discussion	Online	Asynchronous	Teacher not present	No	Yes	No	No	No			
Extend conversation about hobbies Question other people about their hobbies and comment on them.	30 min	Practice	Online	Asynchronous	Teacher not present	No	Yes	No	No	No			
Total unit workload	1.5h												
Converse about hobbies													
Talking about hobbies In groups of three, discuss your hobbies. Decide which is the most interesting and prepare to deliver a paragraph about it to the main group	30 min	Practice	Online	Synchronous	Teacher present	Yes	Yes	Teacher, Peer	No	10	Formative	Teacher	

Describing hobbies Your group of three should present a description of the most interesting hobby and the group needs to guess what it is.	60 min	Practice	Online	Synchronous	Teacher present	No	Yes	Teacher, Peer	No	10	Formative	Self
Total unit workload	1.5h											
Unit 3 - Health												
Listening & understanding: Can understand sentences and frequently used expressions related to areas of of most immediate relevance. (20%) , Reading: Can read and understand simple texts about topics from everyday life. (20%) , Speaking: Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. (20%) , Writing: Can produce simple connected text on topics that are familiar or of personal interest. (20%)												
Health												
Health Vocabulary Learn vocabulary that is necessary to describe ways to stay healthy, common health problems and common remedies.	45 min	Acquisition	Online	Asynchronous	Teacher not present	No	No	No	No	10	Formative	Teacher

Short Essay Write a short essay (1 A4 page, font Arial, font size 12) about one of the following topics: - healthy lifestyle - one common health problem worldwide	120 min	Production	Online	Asynchronous	Teacher not present	No	No	Teacher	No	No		
Presentation and Discussion Present your Essay within the group and discuss potentially additional information your peers have.	45 min	Assessment	Onsite	Synchronous	Teacher present	No	No	Teacher, Peer	No	20	Formative	Teacher
Common remedies Choose one of the presented health problems and find out what can be done to treat the symptoms.	90 min	Investigation	Onsite	Synchronous	Teacher present	Yes	No	Teacher	No	No		
Total unit workload	5h											

Unit 4 - Celebrations

Listening & understanding: Can understand sentences and frequently used expressions related to areas of of most immediate relevance. **(25%)**, Reading: Can read and understand simple texts about topics from everyday life. **(25%)**, Speaking: Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. **(25%)**, Writing: Can produce simple connected text on topics that are familiar or of personal interest. **(25%)**

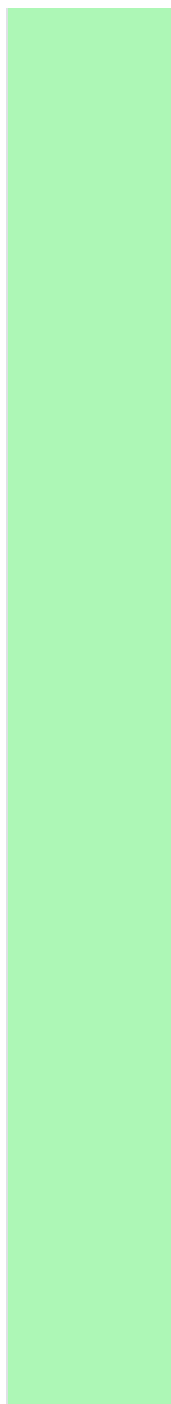
Birthdays

When is your birthday? Learners listen to two people talking about birthdays in the family and try to understand the general idea of the presented situation. After listening, learners are presented with multiple-choice questions that support their general understanding of the context of the conversation.	20 min	Acquisition	Online	Asynchronous	Teacher not present	No	No	No	No	5	Summative	Automated
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Vocabulary - Months & days of the month Learners listen and say the months and days of the month. Learners listen to a few people saying when their birthdays are and check their answers. Example: Audio Person A: My birthday's on May tenth. > Learner writes what he understands > checks answer. Audio Person B: My birthday's on the fourth of May. > Learner writes what he understands > checks answer.	20 min	Practice	Online	Asynchronous	Teacher not present	No	No	No	No	5	Summative	Self
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Birthdays in your family Learners are prompted with a couple of questions based on the previous listening to generate discussion. Examples: Is Alicia excited about her mom's birthday? why or why not? When is your birthday? Do you receive many gifts on your birthday? Do you give everyone gifts on their birthdays?	20 min	Discussion	Online	Asynchronous	Teacher not present	No	Yes	No	No	10	Summative	Teacher
Using 'going to' to talk about the future Learners are presented with the previous conversation script and are asked to identify the new structure using an inductive approach.	40 min	Acquisition	Online	Asynchronous	Teacher not present	No	No	No	No	10	Summative	Self

Example:
Learners are asked: -
What's the situation between Person A and Person B? -
When's her mom's birthday? -
What is person B asking about? (this answer contains the grammar point) -
What did person A answer? (this answer contains the grammar point) -
What is person A going to get person B for his birthday? (this answer contains the grammar point)
The new grammar point is highlighted in the script after they have answered the questions.
- Look at the highlighted text: When is it happening? a)



past b) present c) future												
Scrambled sentences Learners are challenged to unscramble sentences	15 min	Practice	Online	Asynchronous	Teacher not present	No	No	No	No	5	Summative	Teacher, Peer
Indirect objects and Indirect objects pronouns Learners watch a video where the topic is explained and they are asked to practice before going to the next activity. Learners will replace words in the sentences using the right indirect object pronoun. E.g. I'm going to buy my mother something special. I'm going to buy her something special.	30 min	Practice	Online	Asynchronous	Teacher not present	No	No	Teacher, Automated	No	5	Summative	Automated

Calendar Learners put into practice what they have learned through the last activities by checking the calendar with different birthdays. Learners write about what they are going to do that day. E.g. Peter's birthday is on the 10th of May. We're going to take him to his favourite restaurant and I'm going to get him a new pair of shoes as a gift.	30 min	Assessment	Online	Asynchronous	Teacher not present	No	No	Teacher, Peer	No	15	Summative	Teacher, Peer
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Celebrations around the world Learners are asked to choose a type of celebration from a list and they are asked to do some research about how they are celebrated in different countries. They will need to take notes in preparation to the speaking activity with their peers.	50 min	Investigation	Online	Asynchronous	Teacher not present	No	No	Teacher	No	No			
Special days This session goal is to focus on a communicative approach where learners have the opportunity to discuss their investigation findings while using the language learned during the week. Teachers starts the session with a	25 min	Assessment	Online	Synchronous	Teacher present	No	No	Peer, Teacher	No	20	Summative	Teacher, Peer	

short review of the week and addressing any questions learners may have - 15 mins

- Group work -

Next, a couple of learners are asked what celebrations they chose (poll) and they are invited to say some of the major discoveries they found while doing their research. Additionally, teacher asks classmates to ask more questions about the celebration their peer is talking about (i.e. Are you going to have a party soon?, who are you going with? what are you planning for your event?, etc.) - 10 mins

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Special days II This session goal is to focus on a communicative approach where learners have the opportunity to discuss their investigation findings while using the language learned during the week. Breakout rooms - Teacher now splits learners into groups of 3 so they can discuss their own findings and are told to ask questions and take notes to discuss when they come back from the breakout rooms. - 15 mins	15 min	Discussion	Online	Synchronous	Teacher present	Yes	No	Peer, Teacher	No	10	Summative	Teacher, Peer
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Special days III This session goal is to focus on a communicative approach where learners have the opportunity to discuss their investigation findings while using the language learned during the week. Group work - Teams are asked to present the most relevant things they found out from their exchanges with their peers. - 15 mins Wrap up and end of session - 5 mins	20 min	Production	Online	Synchronous	Teacher present	Yes	No	Peer, Teacher	No	15	Summative	Teacher, Peer
Total unit workload	4.75h											
Unit 5 - Travel												
Travelling to Belgium												

Introduction video to Belgium waffles Watch the demo on how they make waffles	5 min	Acquisition	Online	Asynchronous	Teacher not present	No	No	No	No	No		
Quiz on Belgium waffles Test your knowledge on waffles	5 min	Assessment	Online	Asynchronous	Teacher not present	No	No	Automated	No	5	Formative	Automated
Virtual Tour of London The students will watch 360 interactive virtual tour of London to learn about different places	30 min	Acquisition	Online	Asynchronous	Teacher not present	No	No	Automated	No	25	Summative	Automated

Reviewing reviews Students will select one famous tourist attraction place which was shown in the virtual tour, read its reviews given by different tourists and write a summary on those reviews.	60 min	Production	Online	Asynchronous	Teacher not present	Yes	Yes	Teacher	No	25	Formative	Teacher
Planning ahead: Booking a hotel in London The students are asked to plan a trip to London and they will specifically book a hotel that suits their budget and it is located near to the city centre.	60 min	Investigation	Online	Asynchronous	Teacher not present	No	No	Teacher, Peer	No	25	Summative	Teacher

Presenting your plan The students will be discussing the hotel selection they made and then present it with their peers.	60 min	Production	Online	Synchronous	Teacher present	No	No	Teacher, Peer	No	25	Summative	Teacher, Peer
Total unit workload	3.66h											
Cambridge University Prepare Textbooks												
Total course workload	21.66h											