




Level 2 (Step by Step Online English Program)
Mondays-Fridays January 17th – February 11th, 2022)
Instructor: Mr. Rodríguez

Weekly Assignments Schedule, Unit 6



WORKBOOK / UNIT 6 (20%)

<https://eltngl.com/sites/Life2eAmeApp/level-1/unit-6>

USERNAME: life PASSWORD: student


<u>DUE DATE</u>	<u>ACTIVITY</u>	<u>OBJECTIVE</u>
TUESDAY, FEBRUARY 1ST COMPLETE ALL EXERCISES IN UNIT 5 OF THE WORKBOOK. TAKE A PICTURE OF EVERY PAGE AND SUBMIT IT IN A TIMELY WAY VIA GOOGLE CLASSROOM. 	UNIT 5: PAGES 44, 45, 46, 47, 48, 49, 49, 50, AND 51 *COMPLETE TWO PAGES EVERY DAY.	PRACTICE THE USE OF NEW GRAMMAR STRUCTURES, PRONUNCIATION, LISTENING (DICTATION), NEW VOCABULARY, READING, AND WRITING SKILLS.

WRITTEN QUIZ (ONLINE) / UNIT 6 (80%)




<u>DUE DATE</u>	<u>ACTIVITY</u>	<u>OBJECTIVE</u>	<u>OBSERVATIONS</u>
TUESDAY, FEBRUARY 1ST 	Students will take the online quiz. (Google forms) 	PRACTICE THE USE OF NEW GRAMMAR STRUCTURES, PRONUNCIATION, LISTENING (DICTATION), NEW VOCABULARY, READING, AND WRITING SKILLS.	*Students have to use the target vocabulary and grammar structures acquired in class. *Students have to take good care of word spelling, punctuation marks, and capitalization *Be punctual

MyELT (INTERACTIVE-ONLINE PRACTICE) / UNIT 6 (100%)

<https://myelt.heinle.com/ilrn/authentication/signIn.do?inst=MYELT>

<u>DUE DATE</u>	<u>ACTIVITY</u>	<u>OBJECTIVE</u>	<u>OBSERVATIONS</u>
FRIDAY, FEBRUARY 11th Remember that the final grade you get on the MyELT platform is the one that will be awarded as the grade corresponding to the last written test. Therefore, complete all the activities. <small>Recuerda que la nota final que obtengas en la plataforma MyELT es la que se adjudicará como la nota correspondiente a la última prueba escrita. Por lo tanto, completa todas las actividades.</small>	Students will fulfill all the interactive-online exercises in the platform MyELT in order to reinforce what they have learned in class. 	PRACTICE THE USE OF NEW GRAMMAR STRUCTURES, NEW VOCABULARY, READING, AND WRITING SKILL.	Students have to: *use the target vocabulary and grammar structures acquired in class. *to take good care of word spelling, punctuation marks, and capitalization. *Be punctual

ORAL PRESENTATION (WE LOVE IT!) / UNIT 6 (100%)

<u>DUE DATE</u>	<u>ACTIVITY</u>	<u>OBJECTIVE</u>	<u>OBSERVATIONS</u>
<p style="text-align: center;">TUESDAY, FEBRUARY 1ST</p> <p style="text-align: center; font-size: 1.2em;">My favorite things</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="background-color: yellow; padding: 5px; font-size: 0.8em;">Favorite Color:</div> <div style="background-color: lightgreen; padding: 5px; font-size: 0.8em;">Favorite Food:</div> <div style="background-color: lightblue; padding: 5px; font-size: 0.8em;">Favorite Movie:</div> <div style="background-color: pink; padding: 5px; font-size: 0.8em;">Favorite TV Show:</div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="background-color: orange; padding: 5px; font-size: 0.8em;">Favorite Video Game:</div> <div style="background-color: yellow; padding: 5px; font-size: 0.8em;">Favorite Hobby:</div> <div style="background-color: lightgreen; padding: 5px; font-size: 0.8em;">Favorite Song:</div> <div style="background-color: lightblue; padding: 5px; font-size: 0.8em;">Favorite Season:</div> </div> <div style="text-align: center; margin-top: 10px;">  <p style="font-size: 1.2em; font-weight: bold;">PowerPoint PRESENTATION</p> </div> <p style="text-align: center; font-weight: bold; margin-top: 20px;">*Allotted time: A minimum of 5 minutes</p> <div style="text-align: center; margin-top: 10px;">  </div> <p style="text-align: center; font-weight: bold; margin-top: 20px;">EXAMPLES:</p> <p style="font-size: 0.8em; margin-top: 5px;">https://es.slideshare.net/XeniaRoca/ppt-my-interests-pdf</p> <p style="font-size: 0.8em; margin-top: 5px;">https://es.slideshare.net/nuriamontana/ppt-my-interest</p> <p style="text-align: center; font-weight: bold; margin-top: 20px;">TIPS:</p> <p style="font-size: 0.8em; margin-top: 5px;">https://www.uopeople.edu/blog/presentation-tips-for-students/</p>	<div style="text-align: center; margin-bottom: 10px;">  </div> <p style="text-align: center; font-weight: bold; margin-bottom: 10px;"><u>POWERPOINT PRESENTATION:</u></p> <p>On this occasion you will develop your speech using a Power Point presentation. You will talk about your interests, that is, the things that you like. You have to describe, using images or videos, why you enjoy doing them, when, how and with whom. Remember that this is a great opportunity for you to gain experience and confidence, which are essential elements for success in any process and especially in our project to speak English fluently.</p> <p>A* Share your screen.</p> <p>B* Begin your presentation by greeting the audience.</p> <p>C* Give your presentation.</p> <p>D* Thank the audience and instructor for their attention.</p>	<p style="text-align: center; font-weight: bold; margin-bottom: 10px;"><u>PRACTICE THE USE OF NEW GRAMMAR STRUCTURES, NEW VOCABULARY, PRONUNCIATION , AND SPEAKING SKILLS.</u></p>	<p>*Students have to use the target vocabulary and grammar structures acquired in class.</p> <p>*Students have to take good care of word spelling and pronunciation.</p> <p>*Students must show pictures of the place or real objects they have from it.</p> <p>*Be punctual</p> <hr style="width: 100%;"/> <p style="text-align: center; font-weight: bold; margin-bottom: 10px;"><u>PRESENTACIÓN EN POWERPOINT:</u></p> <p>En esta ocasión usted desarrollará su discurso usando una presentación en PowerPoint. Usted hablará sobre sus intereses, es decir, las cosas que le gustan a usted. Tiene que describir, usando imágenes o videos, por qué las disfruta hacer, cuándo, cómo y con quién. Recuerde que esta es una gran oportunidad para que usted gane experiencia y confianza, las cuales son elementos indispensables para obtener éxito en todo proceso y en especial en nuestro proyecto de hablar inglés con fluidez.</p> <p>A* Comparta su pantalla.</p> <p>B* Comience su presentación saludando a la audiencia.</p> <p>C* De su presentación.</p> <p>D* Agradezca a la audiencia y al instructor por su atención.</p> <div style="text-align: right; margin-top: 30px; font-family: cursive; font-size: 1.2em;">Mr. Rodríguez</div>



ENGLISH CONVERSATION WORKSHOP

Instructor: *Duglas Rodríguez*

Evaluation Rubrics

STEP BY STEP / ONLINE ENGLISH COURSES

SKILL (HABILIDAD)	25%	23%	20%	0%
PRONUNCIATION (PRONUNCIACIÓN) 25%	Pronunciation is correct. It never interferes with meaning and it is effective for proper communication. <i>La pronunciación es correcta. Nunca interfiere con el significado y es eficaz para una comunicación adecuada.</i>	Some pronunciation errors that interfere briefly with the message. <i>Algunos errores de pronunciación que interfieren brevemente con el mensaje.</i>	Frequent errors with sounds that cause confusion or misunderstanding interfering with communication. <i>Errores frecuentes con sonidos que causan confusión o malentendidos que interfieren con la comunicación.</i>	The student did not make his/her oral presentation. <i>El/LA estudiante no realizó su presentación oral.</i>
COHERENCE (COHERENCIA) 25%	Student understands and develops his/her speech coherently. <i>El/La estudiante comprende y desarrolla su discurso de manera coherente.</i>	Student understands and develops his/her speech with some interference. <i>El/La estudiante comprende y desarrolla su discurso con cierta interferencia.</i>	Message is not delivered properly. <i>El mensaje no se expresa correctamente.</i>	The student did not make his/her oral presentation. <i>El/LA estudiante no realizó su presentación oral.</i>
VOCABULARY AND GRAMMAR (VOCABULARIO Y GRAMÁTICA) 25%	Vocabulary and grammar is used correctly and appropriately according to the context. <i>El vocabulario se utiliza correcta y adecuadamente según el contexto.</i>	Expected vocabulary and grammar is used but with some errors of context. <i>Se utiliza el vocabulario esperado, pero con algunos errores de contexto.</i>	Vocabulary and grammar is used in a limited way. <i>El vocabulario se utiliza de forma limitada.</i>	The student did not make his/her oral presentation. <i>El/LA estudiante no realizó su presentación oral.</i>
FLUENCY (FLUIDEZ) 25%	Ideas are very clear and easy to follow, pauses are natural. <i>Las ideas son muy claras y fáciles de seguir, las pausas son naturales.</i>	Ideas generate confusion but student is able to deliver the message. <i>Las ideas generan confusión pero el alumno es capaz de transmitir el mensaje.</i>	Ideas are not clear and difficult to follow. <i>Las ideas no son claras y difíciles de seguir.</i>	The student did not make his/her oral presentation. <i>El/LA estudiante no realizó su presentación oral.</i>

Total points 100%

Scale: 25% Excellent, 23% Very Good, 20% Needs Improvement 0% The student did not make his/her oral presentation

Teacher's observations: _____



In our English program at the American School English Academy we incorporate two types of assessment: summative and formative.

→ What is the summative function?

It is the evaluation that is applied at the end of the program, module, or at the end of one of the stages of the learning process with the express purpose of judging the value or effectiveness of the program, that is, there is a score in between.

→ What is formative function?

It is a continuous evaluation process that occurs during teaching and learning, based on the search and interpretation of evidence about the achievement of students with respect to a goal, that is, evaluation and correction is carried out in each class. Both ways of evaluating your performance in acquiring English are very valuable and important.

Mr. Rodríguez

En nuestro programa de inglés de American School English Academy incorporamos dos tipos de evaluación: sumativa y formativa.

→ ¿Qué es la función sumativa?

Es la evaluación que se aplica al finalizar el programa, módulo, o al término de una de las etapas del proceso de aprendizaje con el propósito expreso de juzgar el valor o efectividad del programa, es decir, hay un puntaje de por medio.

→ ¿Qué es la función formativa?

Es un proceso de evaluación continuo que ocurre durante la enseñanza y el aprendizaje, basado en la búsqueda e interpretación de evidencia acerca del logro de los estudiantes respecto a una meta, es decir la evaluación y la corrección se lleva a cabo en cada clase. Ambas formas de evaluar tu desempeño en cuanto a la adquisición del inglés son muy valiosas e importantes.

Mr. Rodríguez



OUR FORMULA, LEARN IT BY HEART!

Do you not know that in a race all the runners run
but only one receives the prize?

so **RUN** that

you may

obtain it.

1 Corinthians 9:24



Knowing-Jesus.com



Workbook: answer key

OBSERVATION: You must finish all the exercises in the workbook. (Complete two pages each day.) Once you have completed the exercises, you can refer to the answer keys provided to compare and correct your answers.

(Debe terminar todos los ejercicios en el libro de trabajo. (Complete dos páginas cada día.) Una vez que ha completado los ejercicios, puedes consultar la respuestas claves que se le proporcionan para comparar y corregir su respuestas.)

Unit 6

6a (pages 44 and 45)

1

1 tennis 2 basketball 3 swimming 4 running 5 cycling

2

2 We don't like soccer.
3 We don't like cycling.
4 We like tennis.
5 We don't like basketball.
6 We like swimming.

–

2 Do they like soccer? No, they don't.
3 Do they like cycling? No, they don't.
4 Do they like tennis? Yes, they do.
5 Do they like basketball? No, they don't.
6 Do they like swimming? Yes, they do.

6

2 nine million 3 seven thousand
4 twenty-five million 5 thirteen thousand
6 eighty-eight thousand

7

2 200 3 10,000 4 65,000,000 5 210,000,000

8a

1 b What time is it? It's ten o'clock.
2 e Is it hot in your city today? No, it's cold.
3 a What's your favorite place? California. I love it.
4 c What day is it? It's Monday.
5 d Hello. Who is this? Hi, it's Susan.

8b

1 What time is it?
2 How much is it?
3 What day is it?
4 Is it hot?
5 Do you like it?

6b (pages 46 and 47)

1

1 books 2 swimming 3 action movies 4 music
5 TV shows 6 birds

2

1 birds 2 music 3 TV shows 4 action movies
5 swimming 6 books

3

1 jazz 2 reality shows 3 Sherlock Holmes

4

😊 reality shows, comedies, detective stories
☹ animals, wildlife shows, action movies, sports

5

2 He likes reality shows.
3 He likes comedies.
4 He likes detective stories.
5 He doesn't like animals.
6 He doesn't like wildlife shows.
7 He doesn't like action movies.
8 He doesn't like sports.

6

2 Andrew's friend doesn't like jazz.
3 Does Emile like scuba diving?
4 Emile doesn't like novels.
5 Frances doesn't like pop music.
6 Does Frances like tennis?

8b

1 a lot 2 very much

8c

1 Andrew likes jazz a lot.
2 He doesn't like pop music very much.
3 I don't like tea very much.
4 We like sports a lot.
5 My friend doesn't like TV very much.

6c (page 48)

1

cheese, chocolate, eggs, fish, fruit, meat, pasta, rice, salad, vegetables

2

1 international 2 four 3 the United Kingdom / Great Britain

3

c

4

1 c 2 b 3 a

5

1 it 2 him 3 them 4 her 5 you 6 me

6d (page 49)

1

1 ☹ 2 😊 3 😊 4 ☹

2

1 horrible 2 great 3 fantastic 4 boring

5

1 play 2 don't like 3 like 4 watch 5 love 6 have
7 don't like

6e (page 50)

1a

1 A: Is this movie good?
2 B: I think it's good.
3 B: Yes, I do. She's fantastic.

1b

2 No, I can't come tonight.
3 Do you like tennis?
4 Yes, we love Italian food!
5 Let's go to the movie theater.
6 That's a great idea. I love pizza!

1c

2 Can you send me a message?
3 Do they like meat?
4 She doesn't like fish very much.
5 Do your friends like pasta?
6 They have English class at 5:30.

2

2 it 3 They 4 them 5 They 6 We

3

Example answers:
1 Yes, let's meet at the cafe in the afternoon.
2 I'm sorry. I don't like basketball very much.
3 I'm not at home, but I have my cell phone with me. You can call me now.
4 I love Johnny Depp! Can we watch *Murder on the Orient Express*?

Learning skills / Check! (page 51)

1

You can find out all this information from a dictionary.

3

1 women 2 No—it's *bicycle*. 3 a special day or celebration 4 /tə'nart/ 5 horrible 6 an adjective

4

1 digital
2 It can be a verb or a noun.
3 A mouse is a small, furry animal. Its plural is *mice*.
4 /endʒɪ'nɪər/; engineer

5

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



THE MORE YOU PRACTICE
THE MORE YOU LEARN
THE MORE YOU DO
THE MORE YOU EARN

— SHUBHAM THAKUR



LEVEL 2 HOME OF VICTORS



CHRISTIAM LENIN

GILDA CRISTINA

ISSIS LORENA

LUIS EMENYO

MARIELA ROMELIA

MARIO ROLDAN

SCARLETH ITAHI

WENDY JACKELINE

YENY JUDITH

Mr. Rodríguez