
Oral Expression II

Code: IG-103

Credits: 4

Modality: Quarterly

Prerequisites: IG-101

Major: Bilingual Preschool

Quarter: III

Major: Teaching of English I and II Cycles

Quarter: II

Major: Teaching of English

Quarter: II

Nature of the course : Theoretical-practical

Practical hours per week: 4

Hours per week theoretical: 2

Hours of independent study per week: 6

1. General Description

The Oral Expression II course has been designed for students who have already demonstrated proficiency in the language; this is an intermediate – low level for students that manage the basic and simple English structures for oral communication. Students at this level are able to speak fluently, but with some uneven performance. Although students still make mistakes in some basic structures, their control of the grammatical systems is in progress. The focus of this course is on listening and speaking, more than any other language arts skills.

2. Objectives

2.1 General Objective:

- To develop knowledge and opportunities for developing skills to use the basic patterns of the English language; engage in dialogues at the level of daily situations and improve listening comprehension skills.

2.2 Specific Objectives:

- To acquire basic knowledge of the sound system in English while studying in depth its intonation and rhythm
- To perceive and reproduce sounds of the language
- To use basic patterns of English intonation and structures of the language appropriately in various conversations
- To perfect pronunciation and verbal construction of formal and informal sentences by means of different exercises

3. Contents:

1. Technology
 - 1.2 Inventions through history
 - 1.3 Current inventions and their benefits to society (present simple)
 - 1.4 How often do you use certain technological devices? (present progressive)
 - 1.5 At the moment, what technological equipment are you using? (regular vs irregular verbs in simple past tense)
2. How often do you procrastinate? (using auxiliaries)
 - 2.1 Have you procrastinated recently? (using present progressive tense)
 - 2.2 Have you ever...?
3. Regrets
 - 3.1 Regrets in culture (uses of past perfect tense)
 - 3.2 Reading about regrets: Icarus and Daedalus (past perfect vs past perfect progressive)
 - 3.3 Had you regretted...?
 - 3.4 I had regretted vs I had been regretting
4. Social media and the impact on society (modals)
 - 4.1 Describing a social network (auxiliaries)
 - 4.2 Social networks of the future (tag questions)
5. Job interviews (wh questions)
 - 5.1 Tips for job interviews
 - 5.2 Importance of resumés in interviews
 - 5.3 Interviews gone wrong (wh questions)
 - 5.4 Leaders and leadership in the present (modals should vs must)
 - 5.5 Outstanding characters in different areas of nowadays society (modals can vs could)
6. Wishes (conditional 0 & 1)
 - 6.1 Mythical creatures: genies
 - 6.2 Reading: The Monkey's paw
 - 6.3 What would you do if...?

- 7. Studying abroad (conditional 2 & 3)
 - 7.1 Working abroad
 - 7.2 Weird jobs
 - 7.3 Characteristics of different jobs

- 8. Bucket lists (simple future: will)
 - 8.1 How to create a bucket list (simple future: going to)
 - 8.2 Analysis of a movie: "The bucket list"

- 9. Education in the present (Conjunctions)
 - 9.1 Public vs private education (types of conjunctions)
 - 9.2 Education in the future
 - 9.3 Education in the present (adverbs)

- 10. Public vs private education (types of adverbs)
 - 10.1 Education in the future
 - 10.2 Nanotechnology

1. Teaching Methodology

The teacher will act as a mediator and role model by encouraging students to improve their oral communication skills. The course includes different kinds of learning strategies such as individual, pair or small group work. Class work, as well as independent practice is enriched with practice from books, English Learning Software and other digital resources. Research assignments are given and encouragement is placed on using the CENIT university platform and to search the internet for information.

2. Learning Strategies

The student will take responsibility for constructing his learning by means of the tools and technologies of basic English structures like oral presentations, debates, games and different activities that allow the student interact with the language in a natural manner.

3. Teaching Resources:

The teacher and students have laptops, I-pads, projectors, audio, eBooks and other resources available to bring theory and concepts to the class, as well as the English Learning Software.

4. Course Timeline

| Sessions | Contents | Activities |
|----------|--|---|
| 1 | <ul style="list-style-type: none"> • Introduction • Technology • Most important inventions of the last 50 years • Technology in the future | <ul style="list-style-type: none"> • Ice Breaker activity (Get to know each other) • Individual introductions • Program discussion • Evaluating rubrics / methodology • Class discussion: Definition of technology and the most important invention in the last 50 years • Have students sit in groups to discuss and present: What do you think is going to be the next biggest technological advance? |
| 2 | <ul style="list-style-type: none"> • Technology • Inventions through history • Current inventions and their benefits to society (present simple) • How often do you use certain technological devices? (present progressive) • At the moment, what technological equipment are you using? (regular vs irregular verbs in simple past tense) | <ul style="list-style-type: none"> • Ice Breaker activity • Class discussion: Technology: Why is it important? • Groupwork: What kind of technology will replace the internet? • Reading about the electricity |
| 3 | <ul style="list-style-type: none"> • How often do you procrastinate? (using auxiliaries) • Have you procrastinated recently? (using present progressive tense) • Have you ever...? | <ul style="list-style-type: none"> • Ice Breaker activity • Professor presentation • Class discussion: Procrastination (types-characteristics-vocabulary related) • Groupwork: Random situations to procrastinate |
| 4 | <ul style="list-style-type: none"> • Regrets | <ul style="list-style-type: none"> • Ice Breaker activity • Professor presentation |

| Sessions | Contents | Activities |
|-----------------|---|--|
| | <ul style="list-style-type: none"> • Regrets in culture (uses of past perfect tense) • Reading about regrets: Icarus and Daedalus (past perfect vs past perfect progressive) • Had you regretted...? • I had regretted vs I had been regretting | <ul style="list-style-type: none"> • Class discussion: Regrets. • Discussion: Is there something you regret about? Some dreams you did not or have not achieved so far? • Discussion and analysis of readings related to regrets |
| 5 | <ul style="list-style-type: none"> • Social media and the impact on society (modals) • Describing a social network (auxiliaries) • Social networks of the future (tag questions) | <ul style="list-style-type: none"> • Ice Breaker activity • Professor presentation • Discussion: Social Media: The impact on society. • Groupwork: inventing a new social network |
| 6 | First Exam | |
| 7 | <ul style="list-style-type: none"> • Job interviews (wh questions) • Tips for job interviews • Importance of resumés in interviews • Interviews gone wrong (wh questions) • Building community 10% | <ul style="list-style-type: none"> • Ice Breaker activity • Professor presentation. • Discussion: How to get a job? Job interviews. • Groupwork: Dramatizing job interviews for different positions in different companies/schools. |
| 8 | <ul style="list-style-type: none"> • Leaders and leadership in the present (modals should vs must) • Outstanding characters in different areas of nowadays society (modals can vs could) | <ul style="list-style-type: none"> • Ice Breaker activity • Professor presentation • Leaders and leadership. Group discussion. • Discussion: What outstanding characters can you identify in nowadays society? • Reading: Who can you mention as a person of influence on your life? • Presentation about a character <hr/> <p>Students read the short story: "The Monkey's paw" to be discussed the next class.</p> |
| 9 | <ul style="list-style-type: none"> • Wishes (conditional 0 & 1) • Mythical creatures: genies • Reading: The Monkey's paw • What would you do if...? | <ul style="list-style-type: none"> • Ice Breaker activity • Professor presentation • Discussion: What would you do if you had 3 wishes? • Group discussion: Reading "The Monkey's paw" |

| Sessions | Contents | Activities |
|-----------------|---|--|
| 10 | <ul style="list-style-type: none"> • Studying abroad (conditional 2 & 3) • Working abroad • Weird jobs • Characteristics of different jobs | <ul style="list-style-type: none"> • Ice Breaker activity • Discussion: Working/Studying in a foreign country • Reading: Weird and interesting jobs around the world • Choosing one weird job to present |
| 11 | Second exam | |
| 12 | <ul style="list-style-type: none"> • Bucket lists (simple future: will) • How to create a bucket list (simple future: going to) • Analysis of a movie: “The bucket list” | <ul style="list-style-type: none"> • Ice Breaker activity • Professor presentation • Class discussion: What 10 things would you include in your own bucket list? • Groupwork: creating a bucket list |
| 13 | <ul style="list-style-type: none"> • Education in the present (Conjunctions) • Public vs private education (types of conjunctions) • Education in the future | <ul style="list-style-type: none"> • Ice Breaker activity • Professor presentation • Discussion: issues in Education. Pros and cons in public and private educative institutions. • Group discussion: Why are you studying in a private university? What’s • Opinion about public universities. |
| 14 | <ul style="list-style-type: none"> • Education in the present (adverbs) • Public vs private education (types of adverbs) • Education in the future • Nanotechnology | <ul style="list-style-type: none"> • Ice Breaker activity • Professor presentation • Nano technology: reading • Future education: Discussion • Class discussion: Uses of nanotechnology and its implications |
| 15 | Final Exam | Class Presentations |

Note: The suggested activities provided herein are intended as recommendations to guide the teacher, allowing them the flexibility to decide whether to implement them based on their own innovative ideas for effectively conveying the relevant topics. These activities serve as a resource rather than directives, empowering teachers to exercise their creativity and choose the methods that align best with their teaching style and the unique needs of their students.

8. Evaluation:

| | |
|----------------------------|-------------|
| First oral evaluation | 15% |
| Second oral evaluation | 15% |
| Final oral evaluation | 20% |
| Speaking tasks | 15% |
| Bridge Project | 15% |
| English Learning Software: | 20% |
| TOTAL | 100% |

9. Bibliography:**Core Bibliography**

Douglas, E. & Girimonti S. S. J. (2019). B2 Training up your skills. Extensive English skills practice.

Editorial Tébar Flores. <https://elibro.net.uh.remotexs.xyz/es/lc/bibliouh/titulos/125007>

Urquijo Flores, K. (2016). English 2 (3a. ed.). Grupo Editorial Patria.
<https://elibro.net.uh.remotexs.xyz/es/lc/bibliouh/titulos/40525>

Complementary Bibliography

Chalker Sylvia, Edmund S. C. Weiner (2010) Oxford Dictionary of English Grammar, Oxford University press.

Jacobs, W. (n.d.). The Monkey's paw.
<https://www.kyrene.org/cms/lib/AZ01001083/Centricity/Domain/2259/The%20Monkeys%20Paw%20-%20text.pdf>

Ovid. (n.d.). Icarus and Daedalus. https://primarytexts.co.uk/free_resources/Myths17-21.pdf

Villaplana, E. (2019). Teach Yourself English Phonetics. UNED - Universidad Nacional de Educación a Distancia. <https://elibro.net.uh.remotexs.xyz/es/lc/bibliouh/titulos/120993>

CENIT

Galinsky, E., & Gardner, N. (2016). Skill 3: Communicating. Teaching Young Children, 9(5), 28-30.

Rixon, T. t. (2015). Developing language skills: A school community approach. Practically Primary, 20(1), 24-27

