



Teaching Notes

Inglés 3

LSHI1806



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General information

- Banner code: LSH118o6
- Modality: face to face-online

Course competence

Competence 1. Listening

Understand the main ideas of complex speech on concrete and abstract topics.

Competence 2. Speaking

Give clear and detailed information on a wide range of subjects related with topics and vocabulary of general culture.

Competence 3. Reading

Understand complex instructions of exercises in general readings; identify the content and relevance of new themes.

Competence 4. Writing

Write short texts with detailed descriptions using grammar according to the subject.





Methodology

Methodology

1. Characteristics of the course

- **Development of Competence:** The course is designed to develop proficiency in the four key abilities of the English language: reading, writing, listening, and speaking.
- **Content Structure:** The course is divided into three sections, each containing five topics.
- **Adaptive Learning and Evaluation:** Activities are offered at three difficulty levels and include adaptive evaluations. The level of difficulty for each activity is based on the score obtained in the previous evaluation, allowing students to move up or down levels throughout the course.
- **Performance Levels:** Each topic features an adaptive evaluation to determine the student's performance level: standard, intermediate, or advanced.
- **Classroom Activities:** Every topic, from 1 to 15, includes a classroom activity tailored to the student's performance level as indicated by the adaptive evaluation. Students choose activities corresponding to their level.

Course Structure

- 15 adaptive challenges
- 15 classroom activities
- 1 midterm exam
- 1 final challenge with three levels
- 1 final exam (OET)

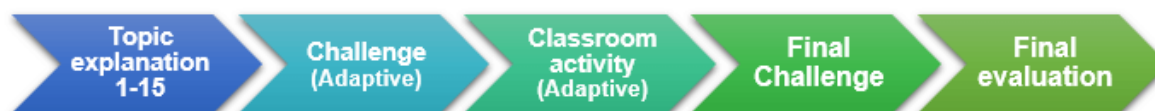
Essential requirements for passing English III:

- In English 3, effective utilization of the content, activities and challenges is an essential component of the course. To enhance your learning experience, please take note of the following:
 1. You must take the OET exam two weeks before the end of the term and achieve the corresponding score to enroll in either "Global Culture I" (61 OET points, 543 TOEFL, B2 level) or "Effective Presentations Workshop" (51 OET points, 494 TOEFL, B1+ level).
 2. The cost of each OET application will be covered by the campus and should be budgeted annually.
 3. The OET exam will be administered in person during the scheduled final exam time for the course. The campus will provide the licenses, and the professor will be present during the exam.
 4. All OET scores you obtain must be registered in Banner (SOATEST) with the corresponding codes.
 5. The OET result is considered within the course agenda with a weight of 50% of your final grade for the English Level III course (LSHI1806).
- 2. **Structure of the course**

Structure of the course

Each week follows a structured approach:

1. **Classroom Instruction:** The professor explains the topic of the week in the classroom.
2. **Adaptive Evaluation:** After the classroom instruction, students complete an adaptive evaluation. This evaluation determines the challenge and evaluation for the following topic.
3. **Individual Activities:** All activities are completed individually, allowing for the assessment of each student's performance level.



Grading Table

OET Score	Uploaded grade in Banner	OET 40%	Accumulated partial grade	60%	Final grade
0 to 30	0	0	100	60	60
31 to 40	20	8	100	60	68
41 to 50	50	20	100	60	80
51 to 60	75	30	100	60	90
61 or more	100	40	100	60	100

Subject requirement:

Subject	Requirement
Advance English II	51 points

Note: Students who do not have 51 points must be aware that they will not be able to enroll in the Advanced English II course and will need reinforcement to be able to take it.

Retake Exam for English Level III Course

Based on the English guidelines implemented from the AD24 period for the **English Level III course (LSH11806)** under the 2018 plans, the following is established regarding the application of the retake exam:

- Students **who fail the course must take the retake exam.**
- **The student must cover the cost associated with the retake exam fee.**
- The retake exam will be a **retake of the OET** on the designated dates for this purpose.

- The student must achieve a **minimum score of 51 points** to be considered as having passed.
- If a student scores **50 points or less**, they will need to **retake the course**.

3. Didactic Model

Topics 1 to 15 each include a classroom activity that students must complete individually with the assistance of the professor. After the explanation of Topic 13, students begin working on the final challenge. The course employs adaptive learning to meet the specific educational needs of each student based on their interests. Following the second challenge, each subsequent task offers two options with increased difficulty, with the challenge level determined by the student's performance in the previous task. For levels above the standard, additional resources such as tutorials or videos are provided to help students complete the challenges.

4. Special considerations for the course

At the end of the explanation of each topic, students must consult the **Challenges section** available on the platform to check the instructions for carrying out the challenge. The result of the adaptive evaluation will determine the level for the next challenge.

Levels:

There are 3 levels, each one represented by a different color. To level up, it is necessary to obtain a grade equal to or greater than 90 in the current challenge. To stay at the same level, you must obtain a grade between 50 and 90. If you obtain a grade lower than 50, you will return to lower immediate level (if one is available).

Level	Description
Yellow	Standard
Green	Intermediate
Purple	Advanced

During the course, you can move among the levels.

Additional resources

The challenges in green or purple come with additional resources, which can be a tutorial or video with an explanation for the activity.

Bonus points:

As a stimulus for reaching a higher level, bonus points are automatically granted in the current challenge.

Level	Bonus points	Value of the challenge
Yellow	No bonus	100 points
Green	20 points	80 points
Purple	30 points	70 points



Evaluation

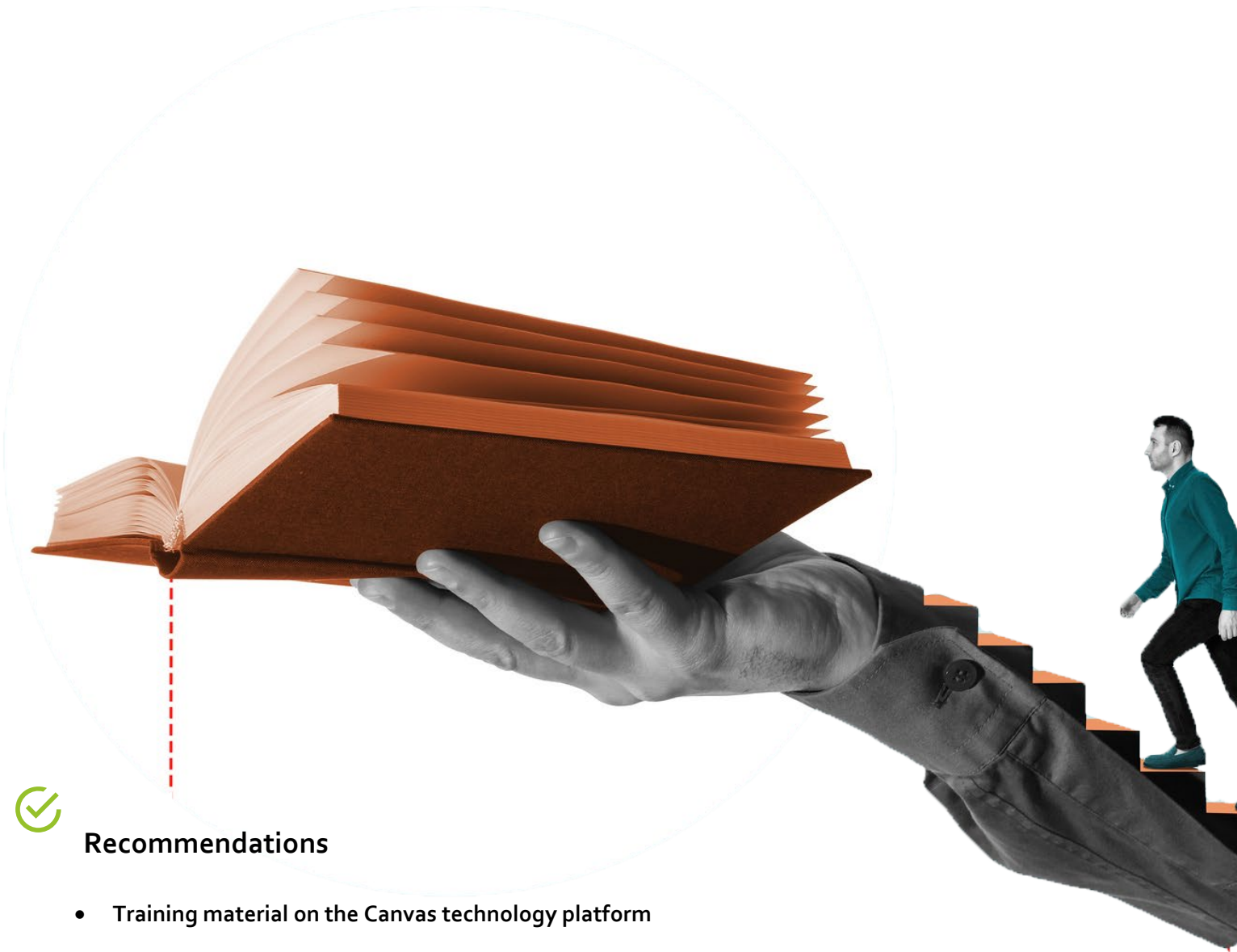
	Item	Weight per item	Total
15	Activities	1	15
15	Challenges	1.5	22.5
1	Midterm exam	17.5	17.5
1	Final challenge	5	5
1	Final exam (OET)	50	40
		Total	100



Bibliography

→ This course requires a complementary platform:

→ This course does not require a supplementary book.



Recommendations

- Training material on the Canvas technology platform

- Digital tutorial for teachers: <https://bit.ly/2SbMaNK>
- Digital tutorial for students: <https://bit.ly/35lBnP6>

- **Where or to whom do I report a detected error in the course content?**

You can report it to the account atencioncursos@servicios.tecmilenio.mx, but we ask that you also report suggestions for the content and activities of the course.

- **Who tells me the number of sessions and time of each session in the weeks?**

The teaching coordinator must provide you with this information.

- **In which weeks are the partial exams and the final exam given?**

Consult with your teaching coordinator the calendars according to the modality.

- **Do I have to register the grades on banner and on the educational platform?**

Yes, it is important that you register grades on the platform so that students are informed of their progress and receive feedback from you on everything they do in the course. Banner is the official record of the student's progress.

The graded activities within each topic and calendar, as well as the course's final presentation, include a rubric that must be used to grade the student's work. This is especially important for our competency model since it is how we measure the development of skills in our students. Each rubric is located in the assignments section, specifically with the name of the week in which it needs to be evaluated.

It is necessary to use the rubric in the final evidence section to grade the final rubric, since the use of the rubric for grading will be constantly audited.

Video available for grading with rubrics.

- How to find a rubric: <https://youtu.be/QgDKeZv9tAI>
- How to grade assignments using rubrics: <https://youtu.be/mAblsLAglp4>

 **Syllabus**

Topic 1.	Mood food
Topic 2.	Family life
Topic 3.	Spend or save
Topic 4.	Changing lives
Topic 5.	Socializing
Topic 6.	Manners
Topic 7.	Superstitions
Topic 8.	Looks can be deceiving
Topic 9.	Extraordinary school for boys
Topic 10.	Ideal home
Topic 11.	Sell and tell
Topic 12.	What's the right job for you?
Topic 13.	Life stories
Topic 14.	Modern icons
Topic 15.	Two crime stories



Teaching notes per topic

This methodology requires the student to complete a set of tests that are referred to as challenges. There is a **challenge** for each topic, which must be **completed only once inside or outside the classroom**. Here are some recommendations that will lead you to carry out the adaptive release methodology effectively:

- According to your class schedule, set a class for topic explanation and another for the completion of the activity in the classroom.
- The challenges (tests) must be completed only once, and it will determine the level: standard (#.0), intermediate (#.1) or advanced (#.2). So, if the student obtains tests 2.1 in the second week and 3.2 in the third week, it means that the student has advanced to the third level.
- Some activities contain an additional document, whether in PDF or Word format. For the delivery, you can propose some options to students:
 - Print the sheets and complete
 - Create a document (computer or hand) with the answers.
 - For video presentations that are required to evaluate speaking, students must record themselves and upload the video to a YouTube channel or a cloud service (Dropbox, Google Docs, OneDrive, etc.) and provide the link to the professor.
 - Also, if time and capacity allow, students can present in the classroom.
- There is a possibility that students are on different levels within the same classroom. All tasks are individual, but if you believe it pertinent, students who are on the purple level can provide assessment for students who are on the standard level and require additional help.
- **No student gets left behind, so make sure that each week everybody has access to the next challenge.**
- Inspire courage and confidence, since they are both important components to develop successfully while learning a foreign language.
- **Badges are not prizes or additional points**, they are merely a visual representation of the effort they have made throughout the challenges. Encourage students to reflect or research about each one, to identify the main tourist attractions of each city.
- Dialogue is important, make sure students feel confident to ask if they have any doubts and to participate when required. Everybody must have a chance to stand up and speak, since it's the only way to lose the fear.
- Give your best to expect the best from students.

Topic 1

Teaching notes

The topic of this first lesson is food and restaurants. This lesson begins with a brainstorm about the role of food in our lives. You may comment the celebrations that involves certain foods, and they are only consumed in those occasions. Ask for their favorite food that is related to an occasion.

Before starting the topic, you may give students 10-15 minutes to make quick research online using the keywords *foods and celebrations*.

In the second half of the lesson, students listen to an interview with a chef who has his own restaurant in Spain. Extracts from the interview lead to the grammar focus, which is in the simple present and continuous, and students are introduced to the concept of action and nonaction verbs. The lesson ends with a speaking activity where students discuss statements related to food and cooking.

To learn more about food-related vocabulary, you may create a “cloud” on the board using verbs related to cooking, then students may select one to write a quick recipe. For example, a student may choose the word *chop* to indicate the preparation of a salad. Make sure to provide enough variety of words that are challenging.

For 1.3, you can indicate students to re-create a food-log using an app, we suggest myfitnesspal.com where they can search in the catalogue the food, content, brand, etc. Pay attention to particularities of consuming processed foods and their labels. You may ask for the help of your campus nutritionist or students.

Topic 2

Teaching notes

The context of this lesson is the family. Students begin by reviewing family vocabulary and talking about the way family life is changing in the US and in their country. The grammar focus is on the three most common future forms. Students will have studied them all separately but have probably not had to previously distinguish between them. There is then a pronunciation focuses on the stress patterns in the future forms.

In the second half, the focus shifts to relationships between siblings. Students read an article about the advantages and disadvantages of being a younger brother and an only child. They then extend their knowledge of adjectives to describe personality and also practice the word stress in these adjectives. The lesson ends with a listening and speaking exercise about how your position in the family affects your personality, and a writing focus on describing a person.

For additional practice and vocabulary related to family, we recommend you watch or read the plot of some American comedy movies such as *Blended*, identify who is who, their role and how they feel about each other.

Families are very different in every culture, analyze the most important people in your life (family, friends or school mates) and how it can change when you move or work abroad.

Topic 3

Teaching notes

In this lesson, we start with some reflection questions related to money and spending habit. Ask students if they have some kind of financial philosophy. Make emphasis that is not a question about who has more, but how you spend it, if you follow a system, budget, electronic payment methods, and overall, the habits that students have towards money.

Lately, with the increase of technology for financial services, there have been many cybercrimes, frauds, identity theft, or even just spending too much due to unexpected reasons. Brainstorm ideas of real-life events and use the next grammar form:

- *I have lost my flight and there are no refund, plus I Have to pay over \$200 USD for a flight back home!*
- *My family has never spend much money on groceries, they have a planned budget each week.*
- *I haven't found a car that I can pay with my income.*

Students review some important uses of the present perfect and how the present perfect contrasts with the simple past. They also learn common words and phrases to talk about money. The lesson begins with a song which has a rather cynical view of how a certain kind of male and female views money. This provides a lead-in to the vocabulary focus which is followed

by a pronunciation activity on different pronunciations of the letter o (optional). The new lexis is consolidated through reading and listening activities that ask *Are you a spender or a saver?*

In the second half of the lesson, a dialogue where two people are arguing about money provides the context for the grammar review. Finally, students read and talk about the true story about a man who became a successful businessman despite having a very difficult childhood.

Topic 4

Teaching notes

In this lesson students review the present perfect (with *for* and *since*) and they are introduced to the present perfect continuous. The context is provided by the story of a family whose vacation to Uganda changed their lives and led them to set up a charity to help build a new school for orphan children.

To warm up for the topic, you may request students to present some of their hobbies or leisure activities, and use the form:

Have long have you been _____?

I have been since /for.....

The lesson begins with an interview with Jane Cadwallader, one of the founding members of the charity *Adelante África*. Then sentences from the listening are used to contextualize the grammar presentation. This is followed by a pronunciation focus on sentence stress in present perfect continuous sentences (optional) and a speaking activity where students put the grammar into practice.

In the second half of the lesson, students read and listen to the story of a TV host who kayaked down the Amazon to raise money for charity. Both the lexical and pronunciation focus on this part of the lesson is on using strong adjectives, like *furious* and *exhausted*.

Topic 5

Teaching notes:

This topic includes the use of vocabulary related to vehicles. To start, indicate students to conduct a 15–30-minute online research of the history of movement and how mankind has reinvented all means of transportation. In teams, they can gather to create a quick presentation of their findings.

Make sure they include the latest inventions in terms of technology or eco-friendly alternatives, this quick presentation is free of format and must be creative. The important aspect is to become familiar with the use of term related to transportation. Example: *wheels, tires, motors, engines, gas, etc.*

The context of this first part of the lesson is an episode of a well-known series about cars and driving, *Top Gear*, in which hosts Rutledge Wood, Adam Ferrera, and Tanner Foust organize a race across South Florida using three different methods of transportation. The lesson begins with vocabulary and students learn words and phrases connected to transportation, focusing particularly on road travel.

This is followed by a pronunciation focus (optional) where consonant sounds are contrasted. This ends with a discussion about the result of the race. Then students begin reviewing what they know about comparative and superlatives. There is another pronunciation focus on linking fast speech, followed by oral grammar practice. Students listen to an expert talking

about dangerous things that people do when driving and discuss other statements to do with road transportation, followed by a reading exercise.

The second half of the lesson challenges common stereotypes about men and women. It begins with a split reading: one article about whether women really talk more than men, and another about what men and women talk about. This leads to a grammar focus on articles: when (and when not) to use an article, and which article to use. This is followed by a pronunciation focus on the schwa in unstressed syllables and words, and the pronunciations of *the* (optional). After this, students do a speaking activity to see if they can prove the stereotypes wrong. There is a reading that follows this exercise about a new book called *Commando Dad*, which challenges the idea that women are better than men at caring for young children. Then students talk about stereotypes with a special focus on generalizing. The lesson ends with a vocabulary focus on verbs and adjectives with dependent prepositions.

Topic 6

Teaching notes

The grammar focus of this first part of the lesson is for students to learn how to use *be able to* in the sentences/forms where *can/can't* cannot be used. The main context is failure and success, and the new grammar presented through a magazine article about three people who have tried unsuccessfully to learn something. This is followed by an optional pronunciation focus on sentence stress in sentences with *can/could/be able to*, and then the new language is put into practice in the speaking exercise, where students talk about things they have tried to learn to do or would like to be able to do. After this, there is a vocabulary focus on adjectives which have both *-ed* and *-ing* forms, e.g., *disappointed/disappointing*. Students then read about a young student who was in the news because of his talent for learning foreign languages (he can speak 11). This is followed by a short grammar spot on the use of reflexive pronouns. Finally, students listen to some advanced students who each give a tip for improving one's English. Students then discuss how useful they think the tips are.

The second part of the lesson's main topic is on manners in today's world – how people should behave in a variety of common situations. Students will complete a vocabulary exercise focused on words and phrases related to cell phones and then they'll speak about their own phones and phone experiences. A short reading extract from *Debrett's Guide to Cell Phone Etiquette* provides the context for students to practice common ways of expressing obligation using *must*, *have to*, and *should*. Students will have met these verbs separately but will probably not have contrasted them before. In Pronunciation and Speaking, students first work on silent letters in, for example, *should* and *listen*, and later practice linking in phrases with modals of obligation. Then they put the new grammar into practice in a speaking activity about phone manners. They then read a newspaper article about an email written by a boy's mother to his fiancée criticizing her lack of manners. The email went viral on the Internet causing the family great embarrassment. In the listening exercise, the focus is on how different nationalities can have a different idea of what are good and bad manners. This leads into an extended speaking activity, where students discuss "modern manners" and their relative importance in different situations.

Topic 7

Teaching notes

To warm up for the topic, request students to carry brief online research on the topic of superstitions around the world. Share with your classmates some of your habits where you make a ritual or actions that you believe give you good luck and fortune. Reflect if those actions were transmitted in your family or did you learn them elsewhere? Do you have a lucky charm?

Students will share answers with the whole group, determine some minutes to make the online research and other time to share.

The topic of the first part of this lesson is sports. The lesson begins with a vocabulary focus on words and phrases connected with sports and then an optional pronunciation focus on two vowel sounds which students often have problems with. Students then have a speaking activity about sports, which caters to both students who like and do sports, and those that do not. This is followed by a reading about the superstitions that many sportspeople have. After this, the angle is on cheating in sports. Students listen to an interview with a soccer referee, and then the grammar, narrative tenses (simple past, past continuous, and past perfect), is presented through stories about famous cheaters. Students then practice telling anecdotes, and a writing focus on stories.

The second half of the lesson talks about different kinds of relationships. It begins with a newspaper article about a couple who met in an unusual place. Students then listen to four more people talking about where they met their partners, and extracts from the listening provide a lead-in to the grammar, which reviews and consolidates the use of *used to* for past habits and states and contrasts it with the way we express present habits. The pronunciation focus is on linking in fast speech, with a special focus on the pronunciation of *used to* (optional), and this is followed by a controlled oral grammar practice stage. Then students focus on the topic of social networks with a vocabulary exercise about words and phrases related to relationships and is followed by an optional pronunciation focus on the different ways the letter *s* can be pronounced. Students then listen to a radio program where people talk about friendships on *Facebook*, and the lesson ends with a speaking activity where students discuss various aspects of friendship.

Topic 8

Teaching notes

The title of this unit refers to a saying "Looks can be deceiving". Reflect with students about its meaning and provide an example where they thought something would be one way, and then it turned out to be different. Also, discuss the issue or prejudices and expectations, and how they can interfere on a person's opinion. List some tips to be an open-minded person and how it could help you in your personal and professional life.

The topic of the first half of the lesson is movies. The lesson begins with a reading text about locations in the UK, the US, and Canada, where famous films and TV series have been shot. This provides the context for review and extension of the passive forms which are then focused on in an optional pronunciation exercise. Then movie vocabulary is presented and put into practice in a questionnaire where students talk about their own movie preferences and experiences. Then students listen to the true story of a young student who, by chance (and because of her excellent English), got to work for a world-famous film director. After this, there's a writing exercise where students write a review of a movie.

The overall topic of the second part of the lesson is the image that people choose to give of themselves to the world and how we tend to judge people at first sight according to their appearance. The lesson begins with a reading text about how people choose their profile photos on social networking sites according to the image they wish to project to their friends and family. This is followed by vocabulary that focuses on the body, and verbs related to parts of the body like *touch* and *point*. The optional pronunciation exercise looks at diphthongs. Then students will see the grammar of modals of deduction through the context of making deductions about people based only on their physical appearance. This topic is further developed in the listening and reading exercises where students listen and read about two situations where an erroneous deduction was made through judging someone purely by their appearance. The lesson finishes with a short, related speaking activity.

Topic 9

Teaching notes

Nowadays people can learn everything about anything. There are plenty of courses, workshops and school for all interests and tastes. Students will discuss with the group if they have ever taken unusual classes besides the ones at Tecmilenio or you can ask them if they are interested in taking a class to learn a skill or knowledge in particular.

This lesson is about education, and it provides two different angles on the topic. The lesson begins with a vocabulary focus which reviews and extends students' knowledge of vocabulary related to education. This is followed by an optional pronunciation focus on the letter *u*, and a speaking activity where students talk about their own education. Students then read and listen to the account of a televised educational experiment where a well-known TV personality, who is a choirmaster and educator, went into an elementary school for a quarter and attempted to improve the literacy level of the boys. Students then have a debate on various topics related to education.

In the second half of the lesson, the grammar, first conditional sentences, and future time clauses, *when*, *until*, etc., is presented through the context of exams. Students then read and discuss an article about a book called *Battle Hymn of the Tiger Mother*, which describes a controversial way of educating girls.

Topic 10

Teaching notes

Discuss with students some TV shows that focus on home improvements, such as *Property Brothers* or *Extreme Makeover Home Edition*. Share your thoughts on this type of renovations and what would your dream home be.

The topic of this lesson is people's homes. In the first half of the lesson the grammar, the second conditional, is presented through a blog post where young people who are living with their parents say whether they would like to leave and live independently or not. This is followed by an optional pronunciation focus on sentence stress and rhythm, and oral practice of the second conditional. There is then a vocabulary focus on lexis related to houses and where people live.

In the second half of the lesson, students read and listen to an audio guide about Tchaikovsky's house and focus on some more house-related vocabulary. They then listen to some architecture students describing their ideal house and describe their own dream houses. The lesson ends with writing, where students write a description of their house or apartment for a house rental website. It is important that students understand the evaluation rubric of the evidence before they are assigned to do it.

Tema 11

Teaching notes

Shopping and complaining are the main themes for this lesson, which reviews and extends students' knowledge of reported speech. The context for the presentation of reported speech at the beginning of the lesson is a website (*Never Liked It Anyway*) where people can sell things they no longer want, e.g., presents, after the breakup of a relationship. Students then learn vocabulary related to shopping, which they put into practice in a questionnaire.

In the second half of the lesson, students read about "The King of Complainers", a man who has written more than 5,000 letters of complaint and who gives readers some advice on how to complain successfully. This is followed by an optional section on the different pronunciation of the letters *ai*. The vocabulary section focuses on how to make nouns from verbs. In the listening and speaking section, students listen to some people who have complained about bad service and then talk about their own experiences. Finally, in the writing section, students are shown how to write a letter of complaint.

Pay attention to the additional grammar notes on page 106 of the teacher's book to prepare for common issues you may encounter during the lesson.

Topic 12

Teaching notes

The topic of this lesson is work. In the first part of the lesson, students learn words and phrases related to work and these are recycled and practiced orally in the pronunciation and speaking section. The grammar focus is on when students have to use a gerund (or *-ing* form) or an infinitive and the context is a questionnaire which helps people to see what kind of job would most fit their personality. The grammar is practiced in a communication activity.

The second half of the lesson is a reading exercise about an American TV show called *Shark Tank* in which contestants try to convince a panel of businesspeople to invest in a product or service that they want to commercialize. In the listening exercise, they hear about two products which were presented on *Shark Tank* and how successful they were. In the speaking section students take part in a role play where they present a new product to the class as if they were appearing on the show. In the writing section, students learn how to write a cover email to send with their résumé to apply for a job.

Topic 13

Teaching notes

The first part of the lesson presents the third conditional in the context of two different aspects of luck. The lesson begins with reading and speaking activities based on three true stories about occasions in which a lucky meeting with a stranger changed people's lives. Extracts from the stories provide an introduction to the grammar, which is further practiced in pronunciation, which is optional and focuses on the stress patterns in third conditionals. Then the lesson continues with a speaking activity where students discuss various quotes about luck and how lucky or unlucky, they consider themselves to be. They then read and listen to a review of a book by Malcom Gladwell called *Outliers*, in which the author explains why certain people are successful, concluding that luck is an important factor. There is then a vocabulary focus on adjective and adverb formation, and this is consolidated through a writing game.

The second half of the lesson reviews and extends students' knowledge of quantifiers, e.g., *a lot/plenty of, too much, not enough, etc.*, through the topic of information overload. First, the grammar is presented through sentences related to the Internet and electronic devices. There is then an optional pronunciation focus on the frequently problematic combinations *-ough* and *-ough*. Students then read and discuss an article about information overload, i.e., how nowadays we are bombarded with far more information than we need. The vocabulary focus is on electronic devices and their accessories, and phrasal verbs associated with these devices. This is followed with more optional pronunciation practice on linking words. These activities will focus on a radio show about a book called *The Winter of Our Disconnect*, which describes the experiment that a journalist did where she and her family had to live without the Internet and screen-based devices for six months. The lesson ends with a writing focus where students write a magazine article analyzing the advantages and disadvantages of smartphones.

Topic 14

Teaching notes

The theme of this lesson is modern icons, both people and objects. The first half of the lesson focuses on Steve Jobs, the cofounder of Apple, the computer company. This context is used to review and extend students' knowledge of relative clauses. The new grammar (nondefining clauses) is consolidated in a writing activity about Mark Zuckerberg, the creator of Facebook.

The second half of the lesson focuses on great American design icons such as the Chrysler Building in New York City. Students listen to information about several of these icons and how they were invented. They then talk about iconic people and objects they admire. The lexical and pronunciation focus is on compound nouns and is followed by a vocabulary race reviewing compound nouns that were learned earlier in the book.

Tema 15

Teaching notes

The topic of this lesson is murder mysteries; first, the true story of the death of Natalie Wood and a crime writer's theory as to who he was, and then a well-known short story by Graham Greene. The lesson begins with a vocabulary focus on words and phrases related to crime. Then students activate new vocabulary by filling in the blanks in an article about the mysterious death of Nataly Wood and the story of the people with her the night she died. In the listening section, students listen to an expert on the Nataly Wood mystery talking about the events of that night. Grammar focuses on tag questions, which are further practiced in the pronunciation and speaking exercise.

In the second half of the lesson, students read and are questioned on the first part of the Graham Greene short story *The Case for the Defense* and then listen and answer questions on the second part.

