



Teacher's Guide

English 3

LTHI2203

Connect



Index

General Information	3
Competence	3
Methodology	3
Evaluation	5
Bibliography and Special Resources	5
Course Content (Topics)	6
Use of Rubrics	14
Recommendations.....	15

General Information

- Connect
- Study Plan 2018
- Modality
 - Banner code: LTHI2203.
 - Modality: Online.
 - Teaching method: Blended learning

Competence

To communicate in a basic level by using everyday expressions and develop the four skills: listening, reading, writing, and speaking.

Methodology

Course features:

Our English as a second language courses correspond to the University's three distinctive elements: **Happiness, Tailored learning experience and Experiential learning.**

The content is available in the technological platform (Canvas) assuring the same standard quality, regardless of the place or campus in which the subject is being studied. The activities in each course are designed with the purpose of assuring the development of competences in our students by setting achievable learning outcomes.

Characteristics:

This methodology requires the student to complete a set of activities, such as the following:

- There is a quiz for each topic, which must be completed only once inside or outside the classroom.
- There is a learning outcome for each module.
- There is a final evaluation.

In addition, the main characteristics of our courses are the following:

- **Blended learning:** classroom interaction plus appropriate computer mediated activities.
- **Correlation with the Common European Framework of References for Languages (CEFR):** students completing a course should reach a level of language skill as described by the CEFR.
- **TOEFL preparation:** including free practice according to the student's level.

- **Grammar reference:** all topics include brief grammar explanations presented with cross reference to further information and activities on different platforms.
- **Vocabulary:** American and British vocabulary presented in all topics.

Approaches:

- **Four skill development approach**

To provide a well-balanced development of the four language skills (listening, speaking, reading and writing), this course includes per topic: team activities, individual activities and homework.

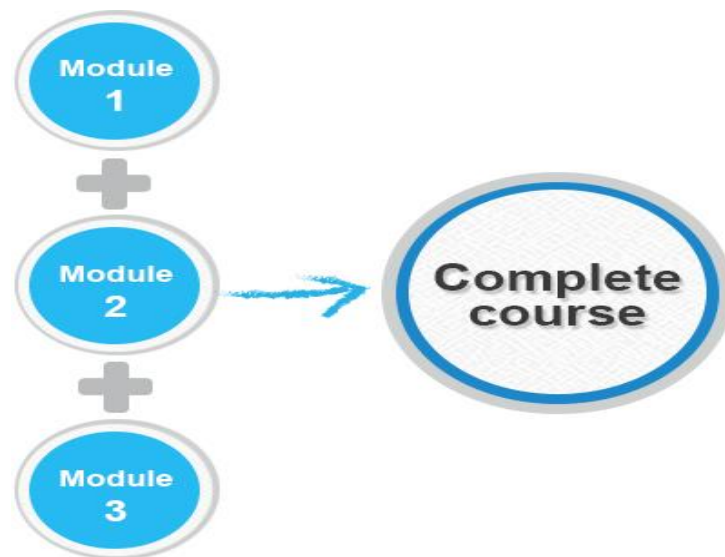
- **Communicative approach**

Students use diverse communication strategies and real-life English to build language and to produce meaningful communication. The role of the teacher will be a facilitator of learning and one of the main tasks is to provide the student with positive feedback. Some of these tasks are student-centered and it is expected to have active listeners as well as the use of authentic materials to apply knowledge.

- **Structural approach to cooperative learning**

The activities are designed to positively engage students to the class. To meet the requirements of these activities, student interaction and participation are vital in every activity. In this way, communication and collaborative learning are promoted.

Course structure:



Evaluation

Units	Assessment Tools	Score
15	Quizzes	60
3	Learning Outcomes	30
1	Final Evaluation	10
	Total	100 points

Activities	Score
Quiz 1	4
Quiz 2	4
Quiz 3	4
Quiz 4	4
Quiz 5	4
Learning Outcome 1	10
Quiz 6	4
Quiz 7	4
Quiz 8	4
Quiz 9	4
Quiz 10	4
Learning Outcome 2	10
Quiz 11	4
Quiz 12	4
Quiz 13	4
Quiz 14	4
Quiz 15	4
Learning Outcome 3	10
Final Evaluation	10
Total	100

Bibliography and Special Resources

Textbook

- It doesn't require a textbook.

Supplementary book

Teacher's Guide

- It doesn't require a supplementary book.

Course Content (Topics)

Module 1. Lifestyle

In this module, the student will review some grammar topics to standardize knowledge to make sure they already have what they need to develop the course. Before starting any topic, it is important that the student reads the general information of the course as well as the deliverables.

Topic 1. Mood food

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 food, and how 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 simple present and continuous tenses. Students are also 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 the food, content, brand, among others in the catalogue. 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. Family life

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 may have studied them all separately before, but

probably not knew how to distinguish them. There is then a pronunciation focus 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 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. Spend or save?

In this lesson, we start with some questions related to money and spending habits. Ask students if they have 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 is no refund, plus I have to pay over \$200 USD for a flight back home!*
- *My family has never spent 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-into 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 of a man who became a successful businessman despite having a very difficult childhood.

Topic 4. Changing lives

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, using the following form:

**Have long have you been ___? /*

**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 by using strong adjectives, like furious and exhausted.

Topic 5. Socializing

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 terms 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 Ferrara, 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 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.

Module 2. Challenges

Topic 6. Manners

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 give tips 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. Later, they 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 distinctive 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. Superstitions

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 they give you good luck and fortune. Reflect if those actions were transmitted in your family or if 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 about 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 sports people 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. Looks can be deceiving

The title of this unit refers to the 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. Later, 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 of 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. Extraordinary school for boys

Nowadays people can learn everything about anything. There are plenty of courses, workshops and schools 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*, among others, 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. Ideal home

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 how your dream home would be.

The topic of this lesson is people's homes. In the first half of the lesson, the grammar and the second conditional are 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.

Module 3. Modern Life Stories

Topic 11. Sell and tell

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, such as 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 *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.

Topic 12. What's the right job for you?

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 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.

Topic 13. Life stories

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 introduce the grammar, which is further practiced in pronunciation (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, such as *a lot/plenty of*, *too much*, *not enough*, among others, 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 *-augh*. 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 using 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. Modern icons

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.

Topic 15. Two crime stories

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.

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

Use of Rubrics

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 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/mAblsLAgIp4>

Teacher's Guide

Recommendations

- **Training material on the Canvas technology platform**

- Digital tutorial for teachers: <https://bit.ly/2SbMaNK>
- Digital tutorial for students: <https://bit.ly/35IBnP6>

- **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 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 students' grades.