## **Scope and Sequence**

## **Bilingual Experimental High Schools and Bilingual Groups**

#### **Eleventh Grade**

**CEFR Band: B2** 

Domain (s): Socio-interpersonal, Socio Transactional and Academic

### Each week (10 lessons):

- 8 lessons on Oral and Written Comprehension/ Production
- 1 lesson on Phonology
- 1 lesson for Integrated Project

### Each Theme (3 weeks, 30 lessons):

- 24 lessons on Oral and Written Comprehension/ Production
- 3 lessons on Phonology
- 3 lessons for Integrated Project

### Each Unit (12 -14 weeks)

- 120 lessons (30 lessons x 4 themes; 12 weeks)
- 2 weeks per Unit for Assessment, additional time for Integrated Project (if needed), other school activities, etc.

Important Note: This school year (2021) was divided into two semesters. Due to this fact, the scope and sequence was distributed in a different way. The number of lessons could vary because of school schedules.

### **I SEMESTER**

First semester (Term 1 and half of term 2)

Scenario: The Arts Matter (12-14 weeks)

Scenario: What's next (Part 1) (6 – 7 weeks)

**CEFR Band: B2** 

### **II SEMESTER**

Second Semester (Half of term 2 and term 3)

Scenario: What's next (Part 2) (6 - 7 Weeks)

Scenario: Review and Reflect (12-14 weeks) CEFR Band: B2

Theme 1:	Theme 2:	Theme 3:	Theme 4:	Theme 1:	Theme 2:	Theme 3:	Theme 4:	Theme 1:	Theme 2:	Theme 3:	Theme 4:
What is Art	Art Forms	Art appreciation (Art Fairs)	4. My artistic expression	1. Test-Taking Tips	2. Lifelong Learning	Working for a Living	Making Choices	Social Issues	Political Issues (3 weeks)	Economic Issues	Religious Issues
(3 weeks)	(3 weeks)	(3 weeks)	(3 weeks)	(3 weeks)	(3 weeks)	(3 weeks)	(3 weeks)	(3 weeks)	(3 Weeks)	(3 weeks)	(3 weeks)
		_									
Assessment  Can Do's	Assessment Can Do's	Assessment  Can Do's	Assessment Can Do's	Assessment Can Do's	Assessment Can Do's	Assessment Can Do's	Assessment Can Do's	Assessment Can Do's	Assessment Can Do's	Assessment Can Do's	Assessment Can Do's
L1	L5	L2	L3	L1	L3	L4	L5	<u>L</u> 1	L2	L3	L5
L4	SI 14	SI5	SI3	L2	R1	R3	L6	R1	L4	R3	R4
SI 1	SI 12	SI6	SI7		010	0.4		a.o		614	0.5
SI2	SI 13	SI9	SI 11	R2	SI3	SI1	L6	SI8	R2	SI4	SI5
SI 4	SI14	SI10	SP7	SI2	SI5	SI7	L5	SI12	SI1	SI7	SI6
SI8	SP2	SP3	SP8	SI4	SI6	SI9	R4	SI13	SI2	SI10	SI9
SP1	SP5 R4	SP6	R3	SI8	SP2	SI11	SI10	SP6	SI14	SP4	SI3
SP4	W2	R2	R5	SP1	SP5	SP4	SI12	SP7	SI6	W2	SP5
R1	   W3	W4	W8								
W1	W6	W5	W12	SP3	W2	SP6	SI13	W1	SI11	W6	SP8

W10		W7		W1	W5	W7	SP7	W5	SP1	W9	SP9
W 11		W9		W3	W6		W4	W11	SP2	W8	W7
							W8		SP3		W10
							VVO		353		VVIO
							W9		W3		
							W10		W4		
<u>Functions</u>	<u>Functions</u>	<u>Functions</u>	<u>Functions</u>	Functions	Functions	Functions	Functions	Functions	Functions	Functions	Functions
	Describing	Critiquing and	Expressing	Critiquing and	Describing	Developing	Describing	Critiquing	Developing	Expressing	Describing
Describing experiences	feelings and emotions –	reviewing –	agreement and	reviewing	experiences	an	hopes and	and	an	abstract	hopes and
Expressing		Developing an argument	disagreement	Synthesizing,	Describing	argument	plans	reviewing	argument	ideas	plans
abstract ideas	Opinion, justification	urgument	Expressing reaction, e.g.	evaluating,	feelings and	Encouraging	Expressing	Describing	Encouraging	Synthesizing	Expressing
Constle a status	Expressing	Taking the initiative in	indifference	glossing information	emotions	and inviting another	opinions	experiences	and inviting another	, evaluating, glossing	reaction, e.g.
Synthesizing, evaluating,	opinions	interaction	Describing	<u>Discourse</u>	Expressing abstract ideas	speaker to	Opinion, justification	Describing feelings and	speaker to	information	indifference
glossing information	<u>Discourse</u>	Encouraging and inviting	hopes and plans	<u>Markers</u>		continue, come in		emotions	continue, come in	Speculating	Interacting
<u>Discourse</u>	Markers	another speaker	pians	Connecting	Expressing agreement	Interacting	Speculating	Expressing	Expressing	Opinion,	informally, reacting,
<u>Markers</u>	<u>Linkers:</u> sequential –	to continue,	Opinion, justification	words	and	informally,	Expressing reaction,	opinions	agreement	justification	expressing
Connecting words	past time –		justification	expressing cause and	disagreement	reacting, expressing	e.g.	<u>Discourse</u>	and disagreeme	<u>Discourse</u>	interest, sympathy,
expressing	•subsequently	<u>Discourse</u> <u>Markers</u>	Interacting informally,	effect,	<u>Discourse</u> <u>Markers</u>	interest,	indifference	<u>Markers</u>	nt	<u>Markers</u>	surprise etc.
cause and effect, contrast		Markers to	reacting,	contrast etc.		sympathy, surprise etc.	<u>Discourse</u>	<u>Linkers:</u>	Taking the	Markers to	<u>Discourse</u>
etc.		<u>structure</u> <u>informal</u>	expressing interest,		<u>Linkers:</u> sequential –	Taking the	<u>Markers</u>	sequential – past time –	initiative in interaction	<u>structure</u> <u>informal</u>	<u>Markers</u>
		<u>discourse</u> Linkers:	sympathy,		past time – subsequently	initiative in	Discourse markers to	•subsequen		<u>discourse</u> Linkers:	Connecting
		although, in	surprise etc.		Jubscquentiy	interaction	structure	tly	<u>Discourse</u> <u>Markers</u>	although, in	words expressing
		spite of, despite	Speculating			<u>Discourse</u>	formal speech		Connecting	spite of, despite.	cause and
			<u>Discourse</u>			<u>markers</u> although, in			words	acopite.	effect, contrast etc.
			<u>Markers</u>			spite of,			expressing cause and		
			Discourse markers to			despite.			cause and		

			otruoture.						off		
			structure						effect,		
			formal speech						contrast etc.		
6	6	6	6	C	6	6	6	6	6	6	6
<u>Grammar</u>	Grammar	Grammar	<u>Grammar</u>	<u>Grammar</u>	<u>Grammar</u>	<u>Grammar</u>	Grammar	<u>Grammar</u>	<u>Grammar</u>	<u>Grammar</u>	<u>Grammar</u>
• Review	• future	future perfect	• passives -	• passives -	• future	Review	• future	• passives -	future	Review previous	<ul><li>future perfect</li></ul>
previous	perfect	continuous	past	past	perfect	previous	perfect continuou	<ul><li>past</li><li>perfect</li></ul>	perfect	tenses	continuou
tenses	• relative clauses	modals of deduction	<ul><li>perfect</li><li>past</li></ul>	<ul><li>perfect</li><li>past</li></ul>	• future	tenses	S	• past	• future	• adjectives	S
• adjectives	• phrasal	and	perfect	perfect	perfect	• adjectives	• modals of	perfect	perfect	• future	<ul> <li>modals of</li> </ul>
aujeet.res	verbs,	speculation -	continuous	continuous	continuous	• future	deduction	continuou	continuou	continuou	deduction
• adverbs	extended	narrative	• would -	• would -	adverbs	continuou	and	S	S	s/progres	and
		tenses	expressing	expressing	• wish	s/progres	speculati	• would -	adverbs	sive	speculati
• future		• reported	habits in	habits in	• mixed	sive	on -	expressin	• wish	modals of	on -
continuous/p		speech	the past	the past	conditional	modals of	narrative	g habits	• mixed	deduction	narrative
rogressive		will and going	• mixed		s - modals: can't have,	deduction	tenses	in the	condition als -	and speculati	tenses • reported
		to for prediction	conditional		needn't	and speculati	<ul><li>reported speech</li></ul>	past	modals:	on	speech
		prediction	s - modals: can't have,		have	on	will and		can't	• phrasal	will and
			needn't		c	• phrasal	going to		have,	verbs,	going to for
			have			verbs,	for		needn't	extended	prediction
						extended	predictio		have	relative	
						relative	n				
Va sabulan.	Vocabulary	Vesabulani	<u>Vocabulary</u>	Masahulami	Vasabulani	Vasabulani	<u>Vocabulary</u>	Vesabulani	Vo sabulani	Vocabulary	Mosabulani
Vocabulary  *More as	*More as	<u>Vocabulary</u> *More as	*More as	<u>Vocabulary</u>	<u>Vocabulary</u>	<u>Vocabulary</u>	<u>vocabulary</u>	<u>Vocabulary</u>	<u>Vocabulary</u>	<u>vocabulary</u>	Vocabulary
needed	needed	needed	needed	*More as	*More as	*More as	*More as	*More as	*More as	*More as	*More as
What is art?	Art Forms	Art	My Artistic	needed	needed	needed	needed	needed	needed	needed	needed
theory	symphony	Appreciation	Expression			Working for	Making	Social Issues	<u>Political</u>	Economic	Religious
subject matter	dramatic	appreciation	clothes	Test-taking	Lifelong	<u>a Living</u>	<u>Choices</u>	exclusion	Issues	Issues	issues
theme	fashion	criticism	speech	<u>Tips</u>	<u>Learning</u>	employee	choice	marginalize	legislate	taxes	faith
line		acclaim	dialect	stay focused	entrepreneur(	employee	CHOICE	d	legislature	taxation	Christianity
form	acting stage plays	viewpoint	language		ship)	employer	choose	protests	laws	balanced	Islam
	sculpture	opinion	songs	relax				justice	ordinances	budget	Buddhism
composition symmetrical	pottery	legacy	instrument	expect and	scholarship	commute	single	injustice	lobbying	unemploym	Hinduism
asymmetrical	sewing	valued	ballet	accept some	fellowship	job	marry	citizenship	advocating	ent rates	Catholicism
*	interior	devalued	folk dancing	stress	Tellewallip	interview	marry	equal rights	campaignin	economic	Taoism
positive shapes	design		jazz		intern		divorce	civil rights	g	realities	Judaism
negative shapes		priceless	hip hop	read the		salaried		basic rights	economy	deficits	Shamanism
repetition	graphic design	worthless	graffiti	directions	exchange	employee	have	human	business	morale	doctrine
unity	weaving	immortality	doodles	pace vourself	student	manager	children	rights	developmen	public	divinity
pattern	woodworking	imitation	math	pace yourself	study abroad	manager	remain	marches	t	confidence	sacred
motif	furniture	political	logic	don't rush	July abroad	time clock	childless	activists	technology	stock	prophet
rhythm	design	express			travel			hunger	quality of	market	universal
contour	watercolors	self-expression	poetry hair style			time sheet	career path	strikes	life	market	atheist
texture	murals	autobiographic	hair style					SUINES	IIIE		atricist

tactile	portraits	revealing	manicure	don't get	audit course	work from	academic	boycott	cost of living	economic	cathedral
intensity	photography	harmony	jewelry	distracted		home	career	ballot	education	developmen	synagogue
saturation	sketches	beauty	essay		resume			election	trade	t	mosque
style	performance	interpretation	story	focus on what	curriculum	vacation	service	inequality	agreements	assets	judgement
shading	film	Idioms	classic	you know	vitae	day off	industry	gender gap	nuclear	discouraged	inspiration
		A work of art	conservative	use all of your	· · · · · ·	uu, u	vocational	prejudice	arms	workers	mystical
<u>Idioms</u>	<u>Idioms</u>	<ul><li>Something</li></ul>	innovative	time	cover letter	<u>Idioms</u>	school	racism	war	fixed	
State of the art	– Your plan	that is very				To teach		ageism	liberty	income	<u>Idioms</u>
– The newest or	was a work of	beautiful or	<u>Idioms</u>	plan how you	interviewing	someone a	trade school	abuse of	freedom	pensions	Give the
best version.	art. There is	very good.	draw a	will use your time	certification	lesson	research	children	censorship	dividends	shirt off
– Her voice	not a single		conclusion	time		- To get	researen	homelessne	politics	free trade	
activated flat-	flaw in it.	ahead of one's	– To decide	maintain a	license	even with	launch	SS		income	(one's) back
screen wall-size	All over the	time	something	positive		someone		indigenous	<u>Idioms</u>	inequality	-to be
monitor was	place	- ideas or	based on the	attitude	university degree	for bad	start a	homosexual	throw in	inflation	generous
very state of the	– in many	attitudes that	evidence you	rely on your	uegree	behavior.	family	ity	the towel -	interest rate	Sid is the
art.	locations; or	are more	have	first	master's	- John hit	travel	transgender	To give up	labor	kind of guy
get a kick out of	in referring to	advanced than	After hearing	impressions	degree	me so I	abroad			market	who would
(someone or	one's	those of other	your story, I		al a at a wat a	tripped him.		<u>Idioms</u>	-They knew	median	give you the
something)	thinking,	people	have to draw	leave enough	doctorate degree	That should	tour the	At all cost	they were	income	shirt off his
- to enjoy	scattered—	- The new art	the	time to	ucgree	teach him a	country	at any	going to	monopoly(	back if you
someone or	His art was all	pieces the	conclusion	review your answers	application	lesson.	employmen	expense of	lose so they	monopolies)	asked him
something	over the place	sculptor created	that you are	answers		learn	t industries	time or	threw in the	national	to.
- My father got	and lacked a	were	guilty.	write clearly	apprenticeshi	(something)	(education,	effort or	towel.	debt	
a kick out of	central	considered to	Down to a		р	the hard	health,	money			go against
listening to the	theme.	be ahead of his	fine art	use lists when	apprentice	way	finance, information		give up	<u>Idioms</u>	the grain -
songs of his	A picture is	time because	– When	possible	.,,,	- to learn	technology,	We must	- to		to go
youth on the	worth a	no one	someone is so	organize your	professional	something	leisure and	fight for a	abandon or	Go down	against the
radio.	thousand	understood	good at	thoughts	development	that is	hospitality,	good	stop	the drain -	natural
	words.	them.	something	before you	seminar	difficult or		education system at all	something	become	direction or
<u>Quotes</u>	<ul><li>Sometimes</li></ul>		they do not	write	Schillar	unpleasant	manufacturi	costs.	- I have	worse and	inclination
Art is the	a picture is	<u>Quotes</u>	have to think	eliminate	workshop	by one's	ng, natural resources,		decided to	worse -	of
unceasing effort	better at	Being an artist	about how	unlikely		own	public	Fall from	give up my	With rising	something -
to compete	explaining	is dragging your	they do it.	answers first	<u>ldioms</u>	experience	administrati	grace - to	plan to	gas prices	She goes
with the beauty	something	innermost	– Mary has		To teach	- The young	on, business	stop being	work in	and high	against the
of flowers – and	instead of	feelings out,	cooking down	formulate	someone a	man 	services,	held in favor	Hong Kong	unemploym	grain of
never	using words.	giving a piece of	to a fine art.	your own answer before	lesson	learned	trade,	by others - especially	for a year.	ent the	many in her
succeeding.—	- I tried telling	yourself, no	All of her	reading the	T	things the	transportati on)	because of		economy is	community
Marc Chagall	him about the	matter in which	meals are	options given	- To get even with someone	hard way	employmen	some wrong	give	going down	and speaks
Art is	problem but	art form, in	fantastic.		for bad	when he	t examples	or foolish	(someone)	the drain.	up at town
harmony.—	finally I just	which	Quotes	avoid 	behavior.	went to jail	-	action -The	a break		meetings
Georges Seurat	had to show	medium.—	The aim of art	cramming by		for stealing	(engineerin	politician	- to give		about social
	him. A picture	Henry Rollins	is to				g, medicine,	had a fall from grace	someone a		injustice
								ITOITI BLACE			

and words. That's what at the same ophonological features of words when needed.  If the whole the concert. features of most unfamiliar would be, words when needed.  At is making something out of nothing and selling washing the dust of daily life off our souls.—Fability of process of a fact is making the dust of daily life off our souls.—Fability of promotory to feet it clearly, and not to worry about the results or how someone elee will see.  In this same ophonological their imward significance. —Aristotic flower the harder way intended. Something should teach find an alesson. It is answer that the their mear and solling and selling and selli	<u>Phonology</u>	is worth a	Filling a space in	represent not	studying a	- John hit me	the	education,c	after he was	chance, to	at all costs	A blessing
articulation (7th to 9th) and of phonological features of most unfamiliar words when needed.  - It seemed as ound of phonological the content	Review of	thousand	a beautiful way.	the outward	little each day	so I tripped	computer.	onstruction,	involved in	provide	- at any	in disguise.
to 9th) and of phonological features of most unfamiliar would be, whole town came to the concert.  I seemed as if the whole town came to the concert of phonological features of most unfamiliar work when needed.  I seemed as if the whole town came to the concert of phonological features of most unfamiliar work when needed.  At grows out of phonological features of most unfamiliar work when needed.  At sement as allowing something out of nothing and selling and selling and selling in first of our Scappa The purpose of art is making the dust of daily life of our Scappa The purpose of art is washing the dust of daily life of our Scappa The purpose of art is making the form of art is washing the dust of daily life of our Scappa The purpose of art is making the working in, it's couclai to see it clearly, to feel it clearly, and not to worry about the results, or how someone else will see	sound	words.	That's what art	appearance of			to get down		a scandal.	someone	expense of	
to 9th) and of phonological meterin inward significance. — Aristotle most unfamiliar words when needed.  In seemed as if the whole town came to the concert.  Quotes  Art is making something words when and seemed. — Edward sands selling it—Frank Zappa The purpose of art is washing the dust of daily life of four souls.—Pablo Picasso Whatever art form you're working in, it's crucial to see it clearly, to feel it clearly, to feel it clearly, to feel it clearly, to feel it clearly, and not to worry about the results, or how someone else will see	articulation (7th	as if	means to me.—	things, but			to business	_	0	with	time or	something
phonological reatures of something would be, maded.  I that needed.  I the whole to work when needed.  At grows out of pfinding grifel its stay focused branch work of the concert.  Coutes Art is making out of nothing and selling it—Frank Samething out of nothing and selling it—Frank Sappa and selling it—Frank Sappa Pinced of art is washing the dust of daily life of four sools.—Palso Pincaso Whatever art form you're working in, it's crucial to see it clearly, and not to worry about the results, or how someone else will see harder ones.  The purpose of make mistakes. At form you're working in, it's crucial to see it clearly, and not to worry about the results, or how someone else will see how someone some how someone else will see how some had some him so	to 9th) and of	- in the same	Georgia	their inward		nim a lesson.	- to start	enforcemen		another	effort or	that seems
features of most unfamiliar would be, and that that seven do of pined and town came to of phonological features of most unfamiliar would be, and the concent of the concent of the concent of features of most unfamiliar would be the composition of the concent of	phonological	way that		significance.		learn	work; to	ر, architecture		opportunity	money	terrible but
most unfamiliar would be, let whole a that meded. It seemed as if the whole a filt whole the concert. Goaters of the concert.	features of	something		—Aristotle		(something)	begin			or chance –		actually
words when it seemed as if the whole atculation and to grief and town came to the concert.    Coutes   Art is making something   Out of nothing and selling   II.—Frank   Zappa   Mischen   Zappa   Mischen   Very long and selling   II.—Frank   Zappa   Mischen   Very long and selling   II.—Frank   Zappa   Mischen   Very long and selling   II.—Frank   Very long iffe of our souls.—Pablo   Picasso   Phonology   Withstand the series of working in,   It's crucial to see it clearly, and not to worry about the results, or how someone else will see   Very long about the results, or how someone else will see   Very long about the results, or how someone else will see   Very long about the results, or how someone else will see   Very long about the results, or how someone else will see   Very long about the results, or how someone else will see   Very long about the results, or how someone else will see   Very long about the results, or how someone else will see   Very long about the results, or how someone else will see   Very long about the results, or how someone else will see   Very long about the results, or how someone else will see   Very long about the results, or how someone else will see   Very long about the results, or how someone else will see   Very long about the results, or how someone else will see   Very long about the results, or how someone else will see   Very long about the results, or how someone else will see   Very long about the results, or how someone   Very long about the results, or how someone else will see   Very long about the results, or how someone   Very long about the results, or ho	most unfamiliar	would be,	<u>Phonology</u>	What is art?	ones	the hard way	discussing	7	_		Quotes	produces
of greet and gritte whole town came to the concert.  Guotes most unfamiliar people's words when needed.  Art is making something out of nothing and selling it.—Frank Zappa and selling it.—Frank Zappa iffe four Sabin the dust of daily washing the dust of daily washing the Guster of Gurt of Grour Souls.—Pablo Picasso Phonology Whatever art form you're working in, it's' crucial to see it clearly, to feel it clearly, and not to worry about the results, or how someone else will see else else will see else difficiency el to greet down to unure, to glode for the else file of the will end the excher, to get down to unurse, to glode for the else file of the else for the estore to glode for else down to unurse, to glode for else d	words when	that	Review of	Art grows out			important			We decided	There can	good results
if the whole of phonological features of the concert.  Quotes Mark is making out of nothing and selling it.—Frank Zappa The purpose of art is of art is washing the dust of daily which ones to dust of daily Whatever art form you're working in, it's crucial to see it clearly, to feel it clearly, and not to worry about the results, or how someone else will see wil	needed.	-It seemed as	sound	of grief and			issues	,		to give the	be economy	some bad
town came to the concert. features of most unfamiliar Quotes words when Art is making something out of nothing and selling it.—Frank Zappa make mistakes. Art is knowing the dust of daily life off our souls.—Pablo Picasso Whatever art form you're working in, it's crucial to see it clearly, to feel it clearly, and not to worry about the results, or how someone else will see the concert in the co		if the whole	articulation and	joy but mainly	Connortably		- After a few	• • •		woman a	only where	luck or
the concert.    Counter		town came to	of phonological	grief. It is	stay focused		pleasantries			break and	there is	misfortune
most unfamiliar people's relax experience was ready judge, to get down of nothing and selling it.—Frank Zappa The purpose of art is washing the dust of daily life off our souls.—Palo Picasso Whatever art form you're working in, it's rucial to see it clearly, and not to worry about the results, or results,		the concert.	features of	born of			the group			take care of	efficiency.—	which
Art is making needed.  Edward Munch Ocreativity is allowing yourself to make mistakes. Art is farm yourself to make mistakes. Art of art is of form you're working in, it's crucial to see it clearly, and not to worry about the results, or how someone else will see else			most unfamiliar	people's	relax	experience	was ready			her children	Benjamin	ultimately
Art is making something out of nothing and selling it.—Frank Zappa make The purpose of art is washing the dust of daily life off our souls.—Pablo Picasso Phonology Whatever art form you're working in, it's crucial to see it clearly, to feel it clearly, and not to worry about the test and not to worry about the test and selling it.—Frank and solve things the hard way		<u>Quotes</u>	words when	lives.—	cit	Th	to get down	judge,		while she	Disraeli	
something out of nothing and selling and selling it.—Frank Zappa make The purpose mistakes. Art of art is washing the dust of daily life off our souls.—Pablo Picasso Whatever art form you're working in, it's crucial to see it clearly, to feel it clearly, and not to worry about the ested of the set of time out to more were, and of the test of time of time. Withstand the with the same care and materials they once were. This is my about the results, or how someone else will see		Art is making	needed.	Edward			to business			looked for a		something
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# **Phonology**

- Review of sound articulation (7th to 9th) and of phonological features of most unfamiliar words when needed.
  - Use of prosodic features (stress, intonation, rhythm) to support the message intended to convey.

### **Sample Tasks and Activities**

 Use appropriate competence processes while focusing on real life tasks such as ...

Completing an online interview about teen life. How Can I Improve My Self-Esteem?(For teens) https://kidshealth.org/en/teens/self-esteem.html

Starting a learning journal about my life and how can I improve myself.

Completing an outline of a short nonfiction article on teenager facts.

Write a short email/WhatsApp message to teacher about what is the best or worst of your high school / community/group/family.

Google and then explain an infographic on how to help to solve a conflict.

Compare/contrast commercials on traveling options for vacations.

#### **Sample Activities**

Creative writing

Play some calming quiet music. The students are told that they must write just what comes into their mind and write for 7 minutes without a break. If they do not know what to write they just write blab la blab la, but they cannot stop writing. After the

- Use appropriate competence processes while focusing on real life tasks such as ...
  - Listening to podcasts on movies, books, and magazines deal with conservation and nature (Eg. National Geographic for teens)
  - Listening to ads for movies or podcasts related to nature and how to take care about it
  - Reading artcles related to the themes
     (http://scienceoutreach.ab.ca/children/maga zines/mag-grades7-12.php)
  - Plotting about how you can help to preserve the planet determining priority actions and make flyers or online campaigns to avoid damaging the planet.
  - Read and summarize descriptions of documentals related to natural phenomena and disasters on TV and news.
  - Discussing a movie, TV program, or event related to environmental concerns or/and our ecological footprint.
  - o Writing in a journal

#### **Sample Activities**

- Use graphic organizers while listening to portions of videos on how people interview such as: https://www.youtube.com/watch?v=CTGPNIGRgOY
- Series of clips by radio, television, etc. journalists <a href="https://www.theguardian.com/world/natural-disasters">https://www.theguardian.com/world/natural-disasters</a>

- Use appropriate competence processes while focusing on real life tasks such as ...
  - Listening to TED Talks and discuss about fashion and new tendencies and the impact in our culture
  - Writing in a fashion journal through time line
  - Selecting a blogging option website
  - Selecting a literature website that is appealing to fashion/values/ beliefsand interacting with it
  - Making a plan for a future events with your family today and in 10 years
  - Interview and record English-speaking role models within your family and community
  - Listen to movie trailer, watch movie, read review and state/write opinion about the different themes
  - Listen to interviews of famous people of fashion and world online
  - Research successes and failures in either business, film, or books
  - Present self to potential influencer in some of the themes

#### **Sample Activities**

- Post quotes around room, ask learners to create quotes of their own
- Provide who/what/where/why/how listening guides for use with excerpts of TED Talks, etc.
- Use and or adapt information for a fashion show from a website like these <a href="https://girlstweenfashion.com/10-fun-diy-projects-crazy-cool-activites-for-teens/">https://girlstweenfashion.com/10-fun-diy-projects-crazy-cool-activites-for-teens/</a>

7 minutes, they read their text a couple of times and put the paper away. Then we do the same again and again. After that they all have something with a kind of storyline and content. Now they swap texts and give each other comments on the other person's text. After that, they should work with their texts again. This time with the comments in mind, they can start looking at language and grammar and let another student read it again and comment on it, and as a final point finish their text.

Almost every time the students are told to write something they sit in groups – chosen by me- and I invite them to help each other both on content and form, and most of them follow the invitation.

#### **Timeline**

Learners create a timeline of big events that have happened since they were born. Learners interact by talking about the possible impact one event could have on their generation. For example, why they think they are so creative or secure, etc.

#### Talk show

Authentic tasks are easy to identify as they are what we do with our own language all the time. Studens plan a talk show in groups taking about teenage problems and solutions.

They also can Exchange information and ask opinions through phoning for information, answering e-mail, preparing reports, holding a meeting and filling a jig zaw activity.

#### **Further links:**

Games to share:

https://www.ultimatecampresource.com/camp-games/circle-games/

The 'Circle of knowledge'

Look the annex or go to this link:

file:///D:/Users/partavia/Desktop/scopeand%20sequence%20le b%209th/Circle%20of%20Knowledge%20handout.pdf

Students make charts about realities now and expectations in a future. (How do they see each other in 10 years from now?) or make a journal about how to build self-confidence <a href="https://biglifejournal.com/blogs/blog/build-self-esteem-confidence-teens">https://biglifejournal.com/blogs/blog/build-self-esteem-confidence-teens</a>

https://www.usnews.com/topics/subjects/natural\_disasters

 Use excerpts from online journal writing resources such as those found here https://eslflow.com/environmentlessonplans.html

https://www.childrenandnature.org/2015/05/29/triple-impact-how-nature-education-can-change-the-world/

 Provide details on a task that needs to be done to heal the world and make local and global actions in terms of environment matters https://www.linguahouse.com/es/esl-lesson-

plans/topic/environment-and-nature

https://www.linguahouse.com/es/esl-lesson-plans/searchlessons?keywords=natural+phenomena&topic[]=Tps fabc511b-b9f5-b594-5d04-e1097cfe3cd3#maintainScroll=1

https://www.linguahouse.com/es/esl-lesson-plans/topic/environment-and-nature

- Use map of the world and try to make a research about pro and cons of the environmental disaasters and problems according to every continent (5 groups).
- Role play
- Send email/text or WhatsApp message to friend about how to protect the worls within your own house / community/ school.
- Trace a book or movie from initial ad/trailer, to excerpt, to reviews and then ask learners to review
- Work on a budget for an upcoming event using online helps like this one

http://www.hrblockdollarsandsense.com/ideas-infofor/parents/10-steps-to-help-your-teenager-create-abudget-for-2015/ https://www.youtube.com/watch?v=D1i8SJgrysc

#### Talking about fashion (lesson plan at annexes)

- https://www.linguahouse.com/es/esl-lesson-plans/generalenglish/talking-about-fashion
- Show pages from websites and have learners give thumbs up or thumbs down on appearance, content, appeal to teens (use any of the themes) Eg. https://www.linguahouse.com/esl-lesson-plans/topic/fashion
- Promptcards <a href="https://en.islcollective.com/english-esl-worksheets/vocabulary/people/advanced-conversation-promptcards-about-values-beliefs-ethic/1521">https://en.islcollective.com/english-esl-worksheets/vocabulary/people/advanced-conversation-promptcards-about-values-beliefs-ethic/1521</a>
- Comments and round tables
   https://www.youtube.com/watch?v=u8k1XVgRMxM
   Crazy interview
   https://www.enotes.com/homework-help/what-difference

macro-culture-micro-culture-772199

- Create a poets corner and have learners present readings from favorite poems or stories for the final moments of each class.
- Use T-charts to make comparisons on micro and macro cultures
- Use graphic organizer such as what I know, what I want to know, what I learned, as guide to listening to referents on the different themes being interviewed.

https://www.forbes.com/sites/sboyd/2016/03/14/10-fashion-icons-and-the-trends-they-made-famous/#7dcc121c1268

https://www.youtube.com/watch?v=5Pgf34wSVmE https://www.youtube.com/watch?v=sX4DLQIIW9E

- Ask learners to present written Q&A (examples can be found online) as a dialogue
- Incorporate the use of success memes in lesson plans. See memes online at
  - https://www.pinterest.com/pin/369365606921572869/
- Use a video on how successful people initially failed such as the one found here <a href="https://www.youtube.com/watch?v=zLYECljmnQs">https://www.youtube.com/watch?v=zLYECljmnQs</a>.
   http://iteslj.org/questions/family.html
- How cov19 change our lives (macro/mirco cultures)
- Additional activity would be to correct the printed portion of the presentation so that it uses upper and lower case and punctuation correctly.

# **Sample Activities & Assessment Techniques**

learners as they read and ask questions about the review.

\* Mental maps \* Case studies \* Simple questionnaires \* Debate \* Web page \* UVE Heuristic \* Suggestions box \* Forum (blogs, wikis, webquest) \*
Brainstorming \* Learning path \* Situation, Problem, Information, Resolution \* Game Role-play \* Improvisation \* Discussion groups \* Think-peer-sharing \* Pairs with an observer \* Positive feedback group \* The puzzle \* Use of mobile technology for self-assessment and co-evaluation and support of classroom work , Dialogues, audios) \* Demonstrations \* Teamwork reports \* Wall board \* Tournaments in learning teams \* Individual learning support teams \* Anecdotal notes, tags and cards. \* Venn diagram \* CQA chart (I know, I want to know and I learned) \* Semantic or conceptual maps \* Double entry matrixes: eg. Table T \* Double Entry Diaries \* Problem Solving Chart \* Frayer Model \* Picture to show that I think and decide \* Short tests of comprehension and oral and written production. \* Models \* Digital presentations \* Portfolio \* Folders \* School newspaper \* Art exhibitions (short stories, small theater scenes, use of gestures) \* Evidence passport \* Self -assessment \* Peer assessment

#### **Online Resources**

### **20 Free Stock Photo Websites**

https://blog.hootsuite.com/20-free-stock-photo-sites-social-mediaimages/?utm\_source=twitter&utm\_medium=owned\_social&utm\_campaign=ent\_selfserve-bau-glo----social\_hootsuite&hootPostID=8454726501a5c02e8b3566eb51aee886

# **American English**

https://americanenglish.state.gov

The American English website provides resources for teaching and learning English as a Foreign Language (EFL), exploring American culture, and encouraging conversation within the global EFL community.

# **PBS Learning Media**

http://www.pbslearningmedia.org/

PBS LearningMedia provides PreK-12 educators with access to free digital content and professional development opportunities designed to improve teacher effectiveness and learner achievement. PBS LearningMedia was developed in partnership with the WGBH Educational Foundation and is offered locally by 155 PBS licensees, representing 356 stations in 55 U.S. states and territories.

## **Apps for Teaching English**

http://mastersinesl.com/essential-esl-app-guide/

Masters in ESL provide ESL and TESOL teachers and learners a list of useful apps for every platform to help with crucial language learning processes.

# **Sources On Using Podcasts**

http://busyteacher.org/14466-how-to-teach-listening-skills-using-online.html

http://busyteacher.org/22450-podcasts-esl-classroom-top-9-ways.html

#### **ITunes**

http://www.itunescharts.net/us/charts/podcasts/

### **Sources for Podcast Dramas**

http://www.playmepodcast.com/listen-to-playme/ (Canadian)

http://www.bbc.co.uk/podcasts/genre/drama (United Kingdom)

https://www.thepodcasthost.com/category/fiction-podcasts/fiction-podcast-of-the-week/ (variety)

#### **Sources for Literature-based Podcasts**

http://learn.org/articles/20 Free Literary Podcasts Worth Listening To.html

# Resources per theme

# 1. What is Art?

https://philosophynow.org/issues/108/What is Art and or What is Beauty

https://www.smashingmagazine.com/2010/07/what-do-we-really-mean-by-art/

https://www.mentalfloss.com/article/57501/27-responses-question-what-art

https://www.britannica.com/art/visual-arts

https://edu.gcfglobal.org/en/creativity/what-is-art/1/

## **Lesson plans**

https://courses.lumenlearning.com/boundless-arthistory/chapter/what-is-art/

#### 2. Art Forms

https://www.britannica.com/topic/the-arts

https://magazine.artland.com/art-movements-and-styles/

https://www.britannica.com/list/stealing-beauty-11-notable-art-thefts

https://www.britannica.com/list/10-modernist-art-movements

**Lesson plan** 

https://www.guampedia.com/lesson-plan-art-around-us-1/

# 3. Art Appreciation (Art Fairs)

https://s3.amazonaws.com/lumenlearning/success/Master+PDFs/ArtAppreciation 5-10-17.pdf

https://quizlet.com/453075548/chapter-3-art-appreciation-flash-cards/

https://quizlet.com/331151044/art-appreciation-chapter-3-living-with-art-flash-cards/

https://es.slideshare.net/alorino/art-appreciationchapter3

https://www.scoutmag.ph/culture/art-design/art-appreciation-art-fair-roginl-20190223

https://www.agora-gallery.com/advice/blog/2019/06/25/art-fairs/

https://artclasscurator.com/art-appreciation-activities-and-games/

https://www.nga.gov/education/teachers/lessons-activities.html

https://www.educationworld.com/a lesson/5 art projects teaching art appreciation young students.shtml

# 4. My artistic expression

https://www.linkedin.com/pulse/i-were-artist-would-use-my-artistic-expression-youth-ali-hussein

https://www.tulsastainedglass.com/education/10-things-know-art-self-expression/

https://www.youtube.com/watch?v=iDsWkGAX5Oc

https://www.youtube.com/watch?v=iDsWkGAX5Oc&t=83

https://www.youtube.com/watch?v=W-dn5OSuRIk

https://www.fluentu.com/blog/educator-english/esl-art/

https://www.eslbase.com/teaching/using-art-esl-classroom

https://busyteacher.org/8793-art-classroom-esl-activities.html

https://www.myenglishpages.com/english/vocabulary-lesson-art.php

# **Lesson plan**

https://eslbrains.com/lesson\_category/design-art/

# 5. Test-Taking Tips

https://www.eslactivity.org/english-reading-test-tips/

https://kidshealth.org/en/teens/testing-tips.html

https://www.educationcorner.com/test-taking-strategies.html

https://www.youtube.com/watch?v=hY7AqwtlVD0

### **Lesson plan**

https://dese.mo.gov/sites/default/files/AD 4 B Grade4-6 L2.pdf

https://www.dailyteachingtools.com/tips-for-test-taking.html

https://static1.squarespace.com/static/5532b947e4b0edee99477d27/t/590d4288440243109d11ea27/14940412 27393/Group+Lesson+Plans+-+Study+Skills+%26+Test+Taking+Strategies+Grades+4-6+%28by+Barbara+Smith%29.pdf

# 5. Lifelong Learning

https://en.islcollective.com/english-esl-worksheets/material-type/tests-and-testing/lifelong-learning-listening-comprehension-speaking-b2/80156

https://elttguide.com/6-ways-to-help-efl-students-become-lifelong-learners/

https://www.teachthought.com/learning/10-simple-ways-to-engage-in-lifelong-learning/

https://www.mindmeister.com/blog/8-lesson-plans-promote-lifelong-learning/

https://wabisabilearning.com/blogs/critical-thinking/6-lifelong-learning-skills

## **Lesson plans**

https://www.eslprintables.com/teaching resources/tests and exams/4th form/Lifelong Learning 4th Form Les 745 715/

https://www.linguahouse.com/esl-lesson-plans

https://eslauthority.com/resources/free-esl-lesson-plans/

## 6. Working for a Living

https://www.real-english.com/reo/24/unit24.htm

https://www.linguahouse.com/esl-lesson-plans/general-english/living-at-work

https://en.islcollective.com/english-esl-worksheets/vocabulary/jobs-and-work

https://www.teach-this.com/general-activities-worksheets/jobs-work

https://enjoyenglish-blog.com/wp-content/uploads/articles/%D0%9D%D0%B0%20%D1%81%D0%B2%D0%BE%D0%B1%D0%BE%D0%B4%D0%BD%D1%83%D1%8E%20%D1%82%D0%B5%D0%BC%D1%83/Employment.pdf

# 8. Making Choises

https://eslbrains.com/how-to-make-hard-choices/

https://eslbrains.com/decision-making-lesson-plan/

https://www.englishwithjo.com/tag/making-decisions/

https://www.eslconversationquestions.com/choices/

https://en.islcollective.com/english-esl-worksheets/search/decisions?page=1

https://busyteacher.org/7447-trick-or-treat-teach-giving-making-choices.html

https://www.linguahouse.com/es/esl-lesson-plans/general-english/games-and-decision-making

https://www.esltalkingpoints.com/discussion/intermediate-esl-conversation-questions/choices/

## 9. Social Issues

https://teflhandbook.com/efl-esl-lesson-plans/b2/social-issues-vocabulary/

https://en.islcollective.com/english-esl-worksheets/search/social+issues

http://iteslj.org/questions/social.html

https://esl.yourdictionary.com/lesson-plans/esl-activities-on-social-issues.html

https://www.usingenglish.com/teachers/lesson-plans/view-social-issues-brainstorming-and-speaking/

https://eslbrains.com/lesson\_category/global-issues/

### **10.** Political Issues

https://esl-voices.com/category/political/

http://eslpartytown.com/teachers/conversation/cqpoliticshtm.html

https://esldiscussions.com/p/politics.html

http://iteslj.org/questions/politics.html

https://www.linguahouse.com/esl-lesson-plans/topic/politics

https://www.eltbase.com/worksheet-2616-politics-and-us-political-parties

### 11. Economic Issues

https://esldiscussions.com/e/economics.html

https://www.linguahouse.com/esl-lesson-plans/business-english/the-economy

https://breakingnewsenglish.com/0512/051202-us-economy-e.html

https://study.com/academy/lesson/economy-questions-for-esl-students.html

https://www.eslprintables.com/teaching resources/tests and exams/c1 level/Trinity Economic issues 812580/

https://www.teacherjoe.us/learnenglish632.html

http://www.eslbizcenter.com/esl-business-talk-the-chinese-economy/

### 12. Religious Issues

https://www.esltalkingpoints.com/discussion/intermediate-esl-conversation-questions/religion-3/

https://esldiscussions.com/r/religion.html

http://iteslj.org/questions/religion.html

http://iteslj.org/questions/faith.html

https://en.islcollective.com/english-esl-worksheets/grammar/questions-interrogative/lets-talk-about-religion/2642

https://breakingnewsenglish.com/1305/130522-religious freedom.html

https://teflpedia.com/Religion conversation questions

**Succeeding: Online Job Opportunities** 

https://eslbrains.com/lesson\_category/business-english/

https://eslbrains.com/unconventional-career-advice/

https://money.usnews.com/money/blogs/outside-voices-careers/articles/2016-01-27/5-tips-for-a-more-successful-online-job-search

https://www.forbes.com/sites/williamarruda/2020/12/03/6-tactics-for-succeeding-in-a-pandemic-era-job-search/