

**Scope and Sequence**

**Bilingual Experimental High Schools and Bilingual Groups**

**Tenth Grade**

**CEFR Band: B2**

**Domain (s):** Socio-interpersonal, socio transactional and Academic

**First semester (Term 1 and half term 2)**

**Scenario:** Communicating Effectively  
Healthy Minds & Bodies (Part 1)

**CEFR Band: B2**

**Second semester (Half term 2 and term 3)**

**Scenario:** Healthy Minds & Bodies (Part 2)

Digital realities

**CEFR Band: B2**

**Themes:**

1. Truth in Advertising (subliminal messages and others)
2. That's Entertainment?
3. Journalistic Ethics & Standards
4. Going Digital: Social Media (News Quest)

**Themes :**

1. Check-ins & Check-ups (balancing Mind and Body)
2. Practicing Mindfulness (Happy thoughts Heal...)

**Themes::**

3. Unhealthy Habits: Emotional & Sexual Codependency
4. Healthy Habits: Lasting Relationships

**Themes :**

1. Networking: Current Apps (online activities, risks, dangers, possibilities)
2. Bullying: Danger Zones
3. Succeeding: Online Job Opportunities
4. Developing: Leadership Skills

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						II SEMESTER					
Scenarios: Communicating Effectively						Scenario: Healthy Minds & Bodies (Part 2)					
Healthy Minds & Bodies (Part 1)						Digital Realities					
CEFR Band: B2						CEFR Band: B2					
<b>Theme 1:</b> 1. Truth in Advertising (subliminal messages and others)  <b>(3 weeks)</b>	<b>Theme 2:</b> 2. That's Entertainment ?  <b>(3 weeks)</b>	<b>Theme 3:</b> 3. Journalistic Ethics & Standards  <b>(3 weeks)</b>	<b>Theme 4:</b> 4. Going Digital: Social Media (News Quest)  <b>(3 weeks)</b>	<b>Theme 1:</b> Check-ins & Check-ups (balancing Mind and Body)  <b>(3 weeks)</b>	<b>Theme 2:</b> Practicing Mindfulness (Happy thoughts Heal...)  <b>(3 weeks)</b>	<b>Theme 3:</b> Unhealthy Habits: Emotional & Sexual Codependency  <b>(3 weeks)</b>	<b>Theme 4:</b> Healthy Habits: Lasting Relationships  <b>(3 weeks)</b>	<b>Theme 1:</b> Networking: Current Apps (online activities, risks, dangers, possibilities)  <b>(3 weeks)</b>	<b>Theme 2:</b> Bullying: Danger Zones  <b>(3 weeks)</b>	<b>Theme 3:</b> Succeeding: Online Job Opportunies  <b>(3 weeks)</b>	<b>Theme 4:</b> Developing: Leadership Skills  <b>(3 weeks)</b>

<u>Assessment</u> <u>Can Do's</u>	<u>Assessment</u> <u>Can Do's</u>	<u>Assessment</u> <u>Can Do's</u>	<u>Assessment</u> <u>Can Do's</u>	<u>Assessment</u> <u>Can Do's</u>	<u>Assessment</u> <u>Can Do's</u>	<u>Assessment</u> <u>Can Do's</u>	<u>Assessment</u> <u>Can Do's</u>	<u>Assessment</u> <u>Can Do's</u>	<u>Assessment</u> <u>Can Do's</u>	<u>Assessment</u> <u>Can Do's</u>	<u>Assessment</u> <u>Can Do's</u>	
L1	L2	L4	L6	L1	L3	L5	L6	L1	L2	L3	L5	
L3	SI1	L5	SI6	L2	L4	R1	R4	R1	R3	L4	R4	
SI2	SI 10	SI3	SI 12	R2	R3	SI3	SI5	SI1	SI2	R2	SI4	
SI7	SI 11	SI4	SI 13	SI1	SI2	SI7	SI10	SI3	SI9	SI7	SI5	
SI 14	SP2	SI5	SP6	SI4	SI6	SI11	SP13	SI8	S12	SI10	SI6	
SP1	R1	SI8	SP7	SI8	SI9	SI13	SP7	SP1	SP	SI11	SI13	
SP8	W 2	SI9	R3	SI12	SP3	SP6	W6	SP8	W3	SI14	SP7	
R2	W5	SP3	R4	SP1	SP6	W5	W9	W1	W4	SP5	W8	
W3	W 6	SP4	W5	SP2	W3	W8	W10	W2		SP6	W9	
W7	W9	SP5	W8	SP4	W4			W7		SP9	W10	
W 12		R5		SP7	W7					W5		
		W1		W1						W6		
		W4		W2								
		W 10										
		W 11										
<u>Functions</u> Critiquing and reviewing – Describing experiences Expressing abstract ideas	<u>Functions</u> Describing feelings and emotions – Describing hopes and plans	<u>Functions</u> Developing an argument Taking the initiative in interaction Expressing abstract ideas	<u>Functions</u> Encouraging and inviting another speaker to continue, come in Interacting informally, reacting,	<u>Functions</u> Encouraging and inviting another speaker to continue, come in Interacting informally, reacting,	<u>Functions</u> Describing experiences Describing feelings and emotions	<u>Functions</u> Developing an argument Taking the initiative in interaction Synthesizing , evaluating,	<u>Functions</u> Encouraging and inviting another speaker to continue, come in Expressing abstract ideas	<u>Functions</u> Critiquing and reviewing Expressing agreement and	<u>Functions</u> Describing experiences - Describing feelings and emotions Expressing opinions - Expressing	<u>Functions</u> Describing hopes and plans -Developing an argument Encouraging and inviting another	<u>Functions</u> Describing hopes and plans -Developing an argument Encouraging and inviting another	<u>Functions</u> Expressing abstract ideas Taking the initiative in interaction Synthesizing, evaluating,

Expressing agreement and disagreement	Expressing opinions	Synthesizing, evaluating, glossing information	expressing interest, sympathy, surprise etc.	expressing interest, sympathy, surprise etc. Expressing abstract ideas	Describing hopes and plans - Expressing abstract ideas - Expressing agreement and disagreement	glossing information <u>Discourse Markers</u> Linkers: although, in spite of, despite	Taking the initiative in interaction	disagreement	reaction, e.g. indifference	speaker to continue, come in	glossing information
Expressing reaction, e.g. indifference	Giving Opinion, Giving justification Encouraging and inviting another speaker to continue, come in	Expressing reaction, e.g. indifference	Speculating Describing hopes and plans	Describing experiences	Expressing opinions		Giving Opinion, Giving justification	Expressing reaction, e.g. indifference	Encouraging and inviting another speaker to continue, come in	Interacting informally, reacting, expressing interest, sympathy, surprise etc.	Speculating Describing experiences
Synthesizing, evaluating, glossing information		<u>Discourse Markers</u> <u>Markers to structure informal discourse</u>	Synthesizing, evaluating, glossing information	Critiquing and reviewing	Synthesizing, evaluating, glossing information		Speculating	Interacting informally, reacting, expressing interest, sympathy, surprise etc.	Interacting informally, reacting, expressing interest, sympathy, surprise etc.	Giving Opinion, Giving justification	<u>Discourse Markers</u>
Giving Opinion, Giving justification	Interacting informally, reacting, expressing interest, sympathy, surprise etc.	Linkers: although, in spite of, despite	Developing an argument	<u>Discourse Markers</u> Discourse markers to structure formal speech	Speculating		Interacting informally, reacting, expressing interest, sympathy, surprise etc	Synthesizing, evaluating, glossing information	Describing hopes and plans	Speculating	Discourse markers to structure formal speech
Interacting informally, reacting, expressing interest, sympathy, surprise etc.	Expressing abstract ideas		<u>Discourse Markers</u> Discourse markers to structure formal speech	Connecting words expressing cause and effect, contrast etc.	<u>Discourse Markers</u>		Describing experiences	Describing experiences		Synthesizing, evaluating, glossing information	See more on "Suggested Discourse Markers Section."
-Developing an argument	Synthesizing, evaluating, glossing information				Linkers: sequential – past time – subsequently		<u>Discourse Markers</u>		<u>Discourse Markers</u>	Taking the initiative in interactions	
<u>Discourse Markers</u> Connecting words expressing cause and effect, contrast etc.	Critiquing and reviewing						Discourse markers to structure formal speech	Connecting words expressing cause and effect, contrast etc.	Linkers: sequential – past time – subsequently	<u>Discourse Markers</u> Connecting words expressing cause and effect, contrast etc.	

	sequential – past time – •subsequently										
Grammar Review previous tenses	Grammar future perfect mixed conditional s - modals: can't have, needn't have	Grammar future perfect continuous modals of deduction and speculation - narrative tenses reported speech will and going to for prediction wish	Grammar passives - past perfect past perfect continuous phrasal verbs, extended	Grammar Review previous tenses adjectives Adverbs future continuous/ progressive	Grammar future perfect future perfect continuous mixed conditionals	Grammar modals: can't have, needn't have modals of deduction and speculation narrative tenses passive past perfect past perfect continuous	Grammar phrasal verbs, extended relative clauses reported speech will and going to for prediction wish would expressing habits in the past	Grammar Review previous tenses adjectives adverbs future continuous/ progressive	Grammar future perfect future perfect continuous mixed conditionals	Grammar passives past perfect past perfect continuous phrasal verbs, extended relative clauses	Grammar reported speech will and going to for prediction wish would expressing habits in the past
adjectives	relative clauses would - expressing habits in the past										
adverbs											
future continuous /progressive											
Vocabulary *More as needed	Vocabulary *More as needed	Vocabulary *More as needed	Vocabulary *More as needed	Vocabulary *More as needed	Vocabulary *More as needed	Vocabulary *More as needed	Vocabulary *More as needed	Vocabulary *More as needed	Vocabulary *More as needed	Vocabulary *More as needed	Vocabulary *More as needed
Truth in Advertising advertising (print, radio, television, magazine, billboard, social media) truth pop up ads target audience subliminal integrity customer client sponsor messaging	That's Entertainment? entertainment act (n and v) magazine article critic novel memoir actor actress drama comedy adventure/act ion adventure science fiction/sci fi director	Journalistic Ethics & Standards ethics standards journalistic integrity journalism journalist tabloid exploit discrepancy discredited plagiarism news brief feature story cover story	Going Digital: Social Media blogging virtual, virtually viral/to go viral hashtag trending meme engage/engagement traffic tag subscribe news feed networking algorithm follow link	Check-ins & Check-ups wellbeing balance physical emotional social spirituality obesity anorexia acne stress depression loneliness	Practicing Mindfulness content/contentment self-control mindful/mindfulness healing supportive behaviors burnout consciousness health conscious	Unhealthy Habits: Emotional & Sexual Codependency habitual codependency abused deprived affection addictive motivation survival	Healthy Habits: Lasting Relationships respectful partner partnership responsive bonding mutual superficial intentional proactive	Networking: Current Apps citation, cite, citing digital identity/footprint fair use firewall hacker identity theft	Bullying: Danger Zones bully/bullying bystander harassment stalking malicious perpetrator sexting victim/victimization tolerance troll profanity insults taunts	Succeeding: Online Job Opportunities remote jobs social media manager online tutor data entry clerk resume writer freelance writer or editor search engine	Developing: Leadership Skills guidance stewardship advocacy mentoring intuitive discerning cultivate investigate collaboration coach perception

Feature/Featuring	producer program	background headline	status update privacy	self-awareness	meditation stress-reducing	survivor excuse/excuses	reactive perspective	intellectual property	verbal abuse innuendo	evaluator virtual	reality system analysis
Promotion/Promoting	project radio art	deadline bullet points	setting username	empathetic sympathetic	breathing exercises	rationalize enabling	circumstances content	jeopardy/jeopardize	intervention kindness	recruiter power point	organizational skills skills
Medium/Media Broadcast	exhibit concert	editorial editor	password timeline	nutrition vegetarian	attention/attentive	manipulation self-fulfilling	“content” of the message)	keyword malware	modeling considerate	presentation designer	abilities knowledge
Narrowcast	graphic	publisher blog	avatar	vegan carnivore		n self-fulfilling prophecy	empower/empowering/empowered	piracy/pirating	apology/apologize	transcriptionist blogger	aspirations motivational
Focus groups	novel/comic book movie	blogger direct quote	crowdsourcing podcast	work out positivity	wholeness patience	blame rescuing	dysfunction boundaries	precautions optimize	niche website creator	online advertiser	inspirational strategy
Response rate	genre theatre/theater	freelance/free lancer	cutline Idioms	negativity Idioms	presence thought-provoking	obsessed/obsession denial	connection filter	security software	Idioms	working online digital	strategic planning
Pitch Campaign	Idioms	Idioms	Off the record	Idioms	positive negative	acceptance	forgiveness confession	web browser	Making fun of someone	online digital era	planning
Idioms	Idioms	Idioms	Off the record	Idioms	positive negative	Idioms	collaborate understanding	operating system	attempting to make another person feel bad by	online job	Idioms
Plug a product - to promote a product - That movie plugs a product in almost every scene.	Bang for the buck - value for the money spent - I like to shop where I get the most bang for the buck and save lots of money.	In the English language, it all comes down to this: Twenty-six letters, when combined correctly, can create magic. Twenty-six letters form the foundation of a free, informed society. — John Grogan	- not made as an official statement; not to be printed or broadcast - The informant agreed to talk to the reporter but only if it was off the record.	Know one's own mind - to be very sure of what your opinions are and what you want to do - When you vote you should know your own mind.	align/alignment	Idioms	understanding	web-enabled cybercriminal hotspot backup	laughing at a characteristic or attribute –	benefits flexible extensive training fees flexibility salary a part-time job working hours social benefits income pay per site instructional designer-virtual technical trainer	Bottom line - the line in a financial statement that shows net income or loss; the summary of a conversation - We didn't like the looks of the bottom line and asked the budget to be refigured.
Acronyms/Abbreviations	Word of mouth - orally from one person to another, a form of advertising where a satisfied customer tells friends about a particular product - That product became a bestseller strictly due to word of mouth.		Bury the lead - To begin a story with details of secondary importance to the reader while postponing more essential points or facts – The writer tends to bury the lead by	In good shape/condition - in good physical condition, functioning or working well – She was in such good shape that she climbed the mountain in record time.			Idioms	cybercriminal hotspot backup		benefits flexible extensive training fees flexibility salary a part-time job working hours social benefits income pay per site instructional designer-virtual technical trainer	Bottom line - the line in a financial statement that shows net income or loss; the summary of a conversation - We didn't like the looks of the bottom line and asked the budget to be refigured.
IMO/IMHO: In My Opinion/In My Humble Opinion JK: Just Kidding L8R: Later LOL: Laugh Out Loud ROFL: Roll On the Floor Laughing TMI: Too Much Information								Netiquette - Courtesy, honesty, and polite behavior practiced on the Internet - key component of digital citizenship	The little boy started crying when the children were all making fun of him.	Giving someone the silent treatment – not talking to and ignoring a person—	Bring home the bacon - to earn the family living, to earn a salary - She said she was getting an education in order to bring home the bacon and not

<p>TTYL: Talk to You Later</p> <p>WYSIWYG: What You See Is What You Get</p> <p>Quotes</p> <p>Advertising is the art of convincing people to spend money they don't have for something they don't need.— Will Rogers</p> <p>Half the money I spend on advertising is wasted; the trouble is [that] I don't know which half.— John Wanamaker</p> <p>Young people are threatened... by the evil use of advertising techniques that stimulate the natural inclination to avoid hard</p>	<p>Quotes</p> <p>Believe that each reader creates his own film inside his head, gives faces to the characters, constructs every scene, hears the voices, smell the smells. And that is why, whenever a reader goes to see a film based on a novel that he likes, he leaves feeling disappointed, saying: 'the book is so much better than the film.'" — Paulo Coelho, The Zahir</p> <p>Phonology</p> <ul style="list-style-type: none"> <li>• Use of prosodic features (stress, intonation, rhythm) to support the message</li> </ul>	<p>Cut to the chase - to focus on what is important; to abandon the preliminaries and deal with the major points - After an hour of speaking the audience wished the politician would cut to the chase. come up with (something) - to produce or find a thought or idea or answer - He wanted to come up with the next bestseller but he couldn't find the inspiration</p> <p>Practice makes perfect - used to convey that regular exercise of an activity or skill is the way to become proficient in it - The</p>	<p>starting her stories with too many details.</p> <p>Draw a crowd - the act of ensuring a large number of people come to watch something - The producer of the play hopes the famous actor will draw a crowd.</p> <p>Quotes</p> <p>Social media are a catalyst for the advancement of everyone's rights. It's where we're reminded that we're all human and all equal. It's where people can find and fight for a cause, global or local, popular or specialized, even when there are hundreds of</p>	<p>Pay attention – to listen and focus on something - The teacher really needs you to pay attention when she speaks.</p> <p>Quotes</p> <p>SONG: What doesn't kill you makes you stronger Stand a little taller Doesn't mean I'm lonely when I'm alone Sung by Kelly Clarkson Written by ALEXANDRA TAMPOSI, GREGORY KURSTIN, JORGEN ELOFSSON, DAVID GAMSON</p> <p>Health is a state of complete physical, mental and social well-being, and not merely the absence of</p>	<p>were joined at the hip.</p> <p>Break up with (someone) - to end a relationship with someone - They have been arguing for weeks so I think she is going to break up with him.</p> <p>Quotes</p> <p>For fast-acting relief, try slowing down.— Lily Tomlin</p> <p>There are two questions a man must ask himself: The first is 'Where am I going?' and the second is 'Who will go with me?' If you ever get these questions in the wrong order you are in trouble.— Sam Keen</p> <p>People are meant to be</p>	<p>to relax after a busy and stressful time - After passing the exam, she was able to breathe easily again.</p> <p>Quotes</p> <p>Tension is who you think you should be. Relaxation is who you are.— Chinese proverb</p> <p>Phonology</p> <p>Review of sound articulation and of phonological features of most unfamiliar words when needed.</p>	<p>Quotes</p> <p>I love people who make me laugh. I honestly think it's the thing I like most, to laugh. It cures a multitude of ills. It's probably the most important thing in a person.— Audrey Hepburn</p> <p>Never above you. Never below you. Always beside you.— Walter Winchell</p> <p>The beginning of love is to let those we love be perfectly themselves, and not to twist them to fit our own image.</p>	<p>. On board - - ready to participate; in agreement —I'm on board with the idea so when do we start?</p> <p>count me in -- agreeing to participate —</p> <p>The new chat group sounds like fun so count me in.</p> <p>Quotes</p> <p>Getting information off the Internet is like taking a drink from a fire hydrant. — Mitchell Kapur</p> <p>I grew up in a physical world, and I speak English. The next generation is growing up in a digital world, and</p>	<p>new students the silent</p> <p>Standing up for someone – defending another person—</p> <p>She always stands up for her friends and never let people pick on them.</p> <p>Quotes</p> <p>People influence people. Nothing influences people more than a recommendation from a trusted friend.</p> <p>A trusted referral influences people more than the best broadcast message. A trusted referral is the Holy Grail of advertising. – Mark</p>	<p>or performances —I'm voting for his idea because he has the track record for success.</p> <p>To rally the troops --to motivate others; to get people excited about doing something; to improve morale—That company president is known for how she rallies the troops.</p> <p>Quote</p> <p>One machine can do the work of fifty ordinary men. No machine can do the work of one extraordinary man. —Elbert Hubbard</p> <p>Technology is a useful servant but a dangerous master. – Christian Lous Lange</p>	<p>be dependent on anyone else.</p> <p>Foot the bill - to pay for something - He wondered if he could foot the bill for an apartment of his own while he was in school. On the other hand – another option or way of thinking—I could lead the group but, on the other hand, you have the skills as well.</p> <p>Quotes</p> <p>Peace is not unity in similarity but unity in diversity, in the comparison and conciliation of differences. Mikhail Gorbachev</p>
---	---	---	--	--	---	--	---	---	--	---	--

<p>work by promising the immediate satisfaction of every desire. Pope John Paul II</p> <p>Phonology Review of sound articulation (7th to 9th) and of phonological features of most unfamiliar words when needed.</p>	<p>intended to convey.</p>	<p>trumpeter believes that practice makes perfect so she spends hours rehearsing.</p> <p>Quotes</p> <p>So many books, so little time. — Frank Zappa</p> <p>Phonology Review of sound articulation and of phonological features of most unfamiliar words when needed.</p>	<p>miles between them.— Queen Rania of Jordan</p> <p>Social media has given us this idea that we should all have a posse of friends when in reality, if we have one or two really good friends, we are lucky.—Brene Brown</p> <p>What you read in the newspapers, hear on the radio and see on television, is hardly even the truth as seen by experts; it is the wishful thinking of journalists, seen through filters of prejudice and ignorance. — Hans Jürgen Eysenck,</p>	<p>disease or infirmity.— World Health Organization, 1948 The root of all health is in the brain.</p> <p>The trunk of it is in emotion. The branches and leaves are the body. The flower of health blooms when all parts work together.— Kurdish</p> <p>Saying He who has health has hope; and he who has hope has everything.— Arabic Proverb</p> <p>Phonology Review of sound articulation (7th to 9th) and of phonological features of most unfamiliar words when needed.</p>	<p>part of your world; not the center of your universe. - Leidy Vazquez</p> <p>Phonology Use of prosodic features (stress, intonation, rhythm) to support the message intended to convey.</p>		<p>Otherwise we love only the reflection of ourselves we find in them.— Thomas Merton</p> <p>Phonology Review</p>	<p>they speak social.— Angela Ahrendts</p> <p>Phonology Review of sound articulation (7th to 9th) and of phonological features of most unfamiliar words when needed.</p>	<p>Zuckerberg, Facebook</p> <p>It has become appallingly obvious that our technology has exceeded our humanity. — Albert Einstein</p> <p>My pain may be the reason for somebody's laugh. But my laugh must never be the reason for somebody's pain.—Charlie Chaplin, comedian known for physical humor</p> <p>Phonology Use of prosodic features (stress, intonation, rhythm) to support the message intended to convey.</p>	<p>Technology is nothing. What's important is that you have a faith in people, that they're basically good and smart, and if you give them tools, they'll do wonderful things with them. — Steve Jobs</p> <p>Phonology Review of sound articulation and of phonological features of most unfamiliar words when needed.</p>	<p>Find out what you like doing best, and get someone to pay you for it.—Katharine Whitehorn</p> <p>I am not a product of my circumstances . I am a product of my decisions.— Stephen Covey</p> <p>Phonology Review</p>
--	----------------------------	--	--	--	---	--	---	--	--	--	---



			<p>Intelligence: A New Look If you don't hit a newspaper reader between the eyes with your first sentence, there is no need of writing a second one. — Arthur Brisbane</p> <p>Phonology Review</p>								
--	--	--	--	--	--	--	--	--	--	--	--

<ul style="list-style-type: none"> <li>• Use appropriate competence processes while focusing on real life tasks such as ... <ul style="list-style-type: none"> <li>○ Completing an online profile</li> <li>○ Interviewing for after school job</li> <li>○ Starting a learning journal</li> <li>○ Completing an outline of a short nonfiction article on learning styles</li> <li>○ Write a short email/WhatsApp message to teacher about learning needs</li> <li>○ Make a "911 call" to report an emergency</li> <li>○ Google and then explain an infographic on how to bandage a cut or basic first aid</li> <li>○ Compare/contrast commercials on traveling options for vacations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate competence processes while focusing on real life tasks such as ... <ul style="list-style-type: none"> <li>○ Listening to podcasts on movies, books, sports</li> <li>○ Listening to ads for movies or podcasts</li> <li>○ Reading lists of needs and determining shopping trip visits that will be needed</li> <li>○ Plotting where to go in a town/mall to get items listed on needs/want list</li> <li>○ Determining priority order of purchases based on cost/budget</li> <li>○ Read sales flyers or online promotions at online stores such as Amazon.com</li> <li>○ Read and summarize descriptions of shows on Netflix</li> <li>○ Ordering a meal at a restaurant</li> <li>○ Shopping and paying for a purchase in a mall</li> <li>○ Shopping and paying for a purchase online</li> <li>○ Arranging to meet someone for a movie</li> <li>○ Discussing a movie, TV program, or event</li> <li>○ Writing in a journal</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate competence processes while focusing on real life tasks such as ... <ul style="list-style-type: none"> <li>○ Listening to TED Talks and discuss</li> <li>○ Writing in a dream journal</li> <li>○ Selecting a blogging option website</li> <li>○ Selecting a literature website that is appealing to youth and interacting with it</li> <li>○ Making a plan for a future event (timeline, goals, etc.)</li> <li>○ Interview and record English-speaking role models</li> <li>○ Listen to movie trailer, watch movie, read review and state/write opinion</li> <li>○ Listen to interviews of famous people online</li> <li>○ Research successes and failures in either business, sports, film, or books</li> <li>○ Present self to potential employer or university recruiter</li> </ul> </li> </ul>
--	--	--

### Sample Activities

- Play a game with learners seated in a circle and one learner in the middle. Learner must complete the sentence “When I was young ... “with a habit or activity done in his/her past. All students who also did this activity must change seats. Last one standing in center and without seat must now complete sentence.
- Learners survey each other using questionnaires they have written about the past.
- After explaining the Corrie Ten Boom quote, learners complete a T chart on past and future. They list action of the past and possible implication for the future.
- 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, self-driving cars are now possible. Students note date and then note implication for future.
- Dialogues based on greetings and goodbyes in Idioms and then a discussion about what they have recently learned.
- Learners take a learning style inventory online.
- Learners do show and tell of favorite school projects from the past.
- Stations are set up in classroom for learners to interact using different learning styles: stories, shots (photos), statistics, something to do, something to talk about, something to think about, songs. (Or kinesthetic, auditory, visual.)
- After watching an example of PBS programming for children such as Sesame Street, learners are given a fact and must teach it to their partner in some way.
- Learners interact with infographic related to safety.
- Learners practice 911 call for an emergency.
- Learners compare holistic and traditional medicinal approaches.
- After modeling by teacher, learners present a slide show of a recent vacation.
- Learners used gapped sentences to complete a review of a favorite book, song, sporting event, etc. and interact with other learners as they read and ask questions about the review.

### Sample Activities

- Use graphic organizers while listening to portions of videos on how people interview such as
  - the photographer/writer behind popular Humans of New York (<https://www.youtube.com/watch?v=KPxzIGPrM3A>)
  - Series of clips by radio, television, etc. journalists (<https://www.youtube.com/watch?v=loPmtnx12o&list=PL8B356B98454582C4>)
- Use excerpts from online journal writing resources such as those found here <https://journaltherapy.com/journal-cafe-3/journal-course/>
- Go “window shopping” online with students going to pre-selected sites and creating a wants list and a needs list
- Provide details on a task that needs to be done (cleaning house, growing vegetables) and learners make shopping list and To do list of actions
- Use map of community or mall and determine route of shopping trip based on a Needs list
- Role play shopping experience
- Role play dining out experience
- Send email/text or WhatsApp message to friend about desire to see a movie and give directions to where theater is
- 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-info-for/parents/10-steps-to-help-your-teenager-create-a-budget-for-2015/>

### 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 party planning from a website like this one <http://www.wikihow.com/Host-a-Teen-Party>
- Show pages from websites and have learners give thumbs up or thumbs down on appearance, content, appeal to teens
- Create a poets corner and have learners present readings from favorite poems or stories for the final moments of each class
- Begin preparation for next year’s National English Festival and integrate spelling, speech and conversation practice into lesson plans
- Use T-charts on Good and Bad Decisions by others in stories, film excerpts, sports moments, and then personal stories
- Use graphic organizer such as what I know, what I want to know, what I learned, as guide to listening to role models being interviewed
- 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 <https://www.youtube.com/watch?v=zLYECljmnQs> . Additional activity would be to correct the printed portion of the presentation so that it uses upper and lower case and punctuation correctly.

**Designed by Paola Artavia Moya, Regional English Advisor. DRE- Occidente**

**Validated by Sandra Araya Acuña, Regional English Advisor. DRE- Guápiles, Marianella Granados Sirias and Alfredo Ortega Cordero, National English Advisors. Department of Third Cycle and Diversified Education**

## **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 Activities & Assessment Techniques**

\* 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-media-images/?utm\\_source=twitter&utm\\_medium=owned\\_social&utm\\_campaign=ent\\_selfserve-bau-glo----social\\_hootsuite&hootPostID=8454726501a5c02e8b3566eb51aee886](https://blog.hootsuite.com/20-free-stock-photo-sites-social-media-images/?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. Truth in Advertising (subliminal messages and others)**

<https://www.bbc.com/news/magazine-30878843>

<https://visme.co/blog/subliminal-messages/>

<https://blog.hubspot.com/marketing/ads-with-subliminal-messages>

### **Lesson plans**

[https://www.consumer.ftc.gov/Admongo/\\_pdf/curriculum/FTC-Lesson-Plans-Student-Worksheets.pdf](https://www.consumer.ftc.gov/Admongo/_pdf/curriculum/FTC-Lesson-Plans-Student-Worksheets.pdf)

<https://eslbrains.com/logos-lesson-plan/>

<https://www.esltalkingpoints.com/discussion/advanced-esl-conversation-questions/advertising/>

<https://mediasmarts.ca/lessonplan/marketing-teens-parody-ads-lesson>

<http://www.classroomtools.com/sublimad.htm>

## **2. That's Entertainment?**

Movie: <https://www.imdb.com/title/tt0075323/>

<https://en.islcollective.com/english-esl-worksheets/search/entertainment?page=2>

[https://es.liveworksheets.com/worksheets/en/English as a Second Language \(ESL\)/Entertainment/Entertainment\\_2\\_zz1182826jk](https://es.liveworksheets.com/worksheets/en/English+as+a+Second+Language+(ESL)/Entertainment/Entertainment_2_zz1182826jk)

<https://www.fingertips-resources.com/product/entertainment-esl-speaking-activity/>

<https://englishpost.org/questions-about-entertainment/>

[https://www.myenglishpages.com/site\\_php\\_files/vocabulary-lesson-entertainment.php](https://www.myenglishpages.com/site_php_files/vocabulary-lesson-entertainment.php)

### **Lesson plans**

<https://www.linguahouse.com/es/esl-lesson-plans/topic/entertainment>

<https://en.islcollective.com/english-esl-worksheets/vocabulary/going-out-and-entertainment?page=2>

<https://www.pinterest.com/pin/135530270016061177/>

## **3. Journalistic Ethics & Standards**

<http://www.unesco.org/new/en/communication-and-information/freedom-of-expression/professional-journalistic-standards-and-code-of-ethics/>

<https://ethicaljournalismnetwork.org/who-we-are/5-principles-of-journalism>

<https://www.masterclass.com/articles/what-is-ethics-in-journalism-learn-about-journalism-ethics-with-tips-from-legendary-journalist-bob-woodward>

<https://pulitzercenter.org/about/ethics-and-standards-policies>

<https://www.ifj.org/who/rules-and-policy/global-charter-of-ethics-for-journalists.html>

<https://medium.com/@pcohen2/journalistic-ethics-the-four-principles-and-the-impact-they-can-have-c638aaa97b2c>

[https://www.eslprintables.com/teaching\\_resources/tests\\_and\\_exams/Do\\_it\\_in\\_Style\\_993795/](https://www.eslprintables.com/teaching_resources/tests_and_exams/Do_it_in_Style_993795/)

### **Lesson plans**

<https://www.cambridgeenglish.org/learning-english/activities-for-learners/c2r001-ethical-journalism>

<https://www.teacherspayteachers.com/Browse/Search:ethics%20in%20journalism>

<https://studentreportinglabs.org/lesson-plans/lesson-1-3-journalism-ethics/>

### **4. Going Digital: Social Media (News Quest)**

<https://breakingnewsenglish.com/1712/171214-modern-society.html>

<https://www.esl-lab.com/easy/social-media/>

<https://learnenglishteens.britishcouncil.org/topics/social-media/term>

[https://listenaminute.com/s/social\\_networking.html](https://listenaminute.com/s/social_networking.html)

<https://breakingnewsenglish.com/1712/171214-modern-society-l.html>

<https://webenglish.se/social-media/>

<https://a2cristina.wordpress.com/2017/02/21/social-media-vocabulary-speaking-and-listening-activities/>

<https://en.islcollective.com/english-esl-worksheets/search/social+network>

### **Lesson plan**

<https://www.esolcourses.com/content/ict/social-media/apps/anti-social-networking.html>

<https://manwrites.com/social-media-and-teenagers-a-talking-points-esl-lesson/>

### **Check-ins & Check-ups (balancing Mind and Body)**

<http://iteslj.org/questions/mindbodyhealth.html>

<https://www.toronto.ca/wp-content/uploads/2018/08/8f47-18-00083-ESL-Curriculum-Resource-TPH.pdf>

<https://nelrc.org/managingstress/pdfs/Reducing%20Stress%20and%20Promoting%20Mental%20Health%20-%20Balliro.pdf>

<http://www.macmillaneducation.com.br/hotsite/instaenglish/sample-unit/4.pdf>

### **Lesson plans**

[https://www.edu.gov.mb.ca/k12/cur/physhlth/frame\\_found\\_gr11/rm/module\\_c\\_lesson\\_1.pdf](https://www.edu.gov.mb.ca/k12/cur/physhlth/frame_found_gr11/rm/module_c_lesson_1.pdf)

<https://www.discovery.co.za/vitality/schools-lesson-plans>

### **Practicing Mindfulness (Happy thoughts Heal...)**

<https://positivepsychology.com/mindfulness-for-kids/>

[https://us.corwin.com/sites/default/files/upm-assets/82743\\_book\\_item\\_82743.pdf](https://us.corwin.com/sites/default/files/upm-assets/82743_book_item_82743.pdf)

<https://www.doe.in.gov/sites/default/files/sebw/sel-toolkit-final-updated-cover.pdf>



<https://www.teachstarter.com/us/blog/classroom-mindfulness-activities-for-children-us/>

<https://www.bbc.co.uk/learningenglish/features/6-minute-english/ep-170615>

### **Lesson plans**

<https://healthsmartva.pwnet.org/uploads/rtditor/file/gr9-se-14-mindfulness.pdf>

### **Unhealthy Habits: Emotional & Sexual Codependency**

<https://positivepsychology.com/codependency-definition-signs-worksheets/>

<https://www.mhanational.org/co-dependency>

<https://treehousercovery.com/wp-content/uploads/2020/11/Codependency-Worksheet-Tree-House-Recovery.pdf>

<https://www.medicalnewstoday.com/articles/319873>

<https://www.everydayhealth.com/emotional-health/do-you-have-a-codependent-personality.aspx>

### **Healthy Habits: Lasting Relationships**

<https://www.uen.org/preventiondimensions/downloads/lessons/kindergarten/Lesson9-HealthyHabits.pdf>

[https://esol.britishcouncil.org/sites/default/files/attachments/informational-page/health\\_and\\_fitness\\_worksheets.pdf](https://esol.britishcouncil.org/sites/default/files/attachments/informational-page/health_and_fitness_worksheets.pdf)

<https://www.pinterest.com/pin/227854062385536758/>

[https://ngl.cengage.com/assets/downloads/readingfortoday\\_pro0000000556/rft2\\_unit4.pdf](https://ngl.cengage.com/assets/downloads/readingfortoday_pro0000000556/rft2_unit4.pdf)

### **Lesson plans**

<https://www.elcivics.com/esl/health/healthy-habits-1.html>

[https://www.nc-net.info/ELA/Caldwell/Year\\_2/Lesson\\_Plans/HealthyHabitsHealthyLiving/HealthyHabitsHealthyLiving-02.php](https://www.nc-net.info/ELA/Caldwell/Year_2/Lesson_Plans/HealthyHabitsHealthyLiving/HealthyHabitsHealthyLiving-02.php)

## **Networking: Current Apps (online activities, risks, dangers, possibilities)**

<https://www.nidirect.gov.uk/articles/social-media-online-gaming-and-keeping-children-safe-online>

<https://www.internetmatters.org/resources/online-gaming-advice/online-gaming-the-risks/>

<https://usa.kaspersky.com/resource-center/threats/top-seven-dangers-children-face-online>

<https://www.webmd.com/parenting/features/4-dangers-internet#1>

<https://activesocialcare.com/handbook/safeguarding-children/the-risks-associated-with-the-internet-and-online-social-networking>

## **Lesson plans**

<https://www.childnet.com/ufiles/Lesson-Plans.pdf>

## **Bullying: Danger Zones**

<https://www.childnet.com/ufiles/Lesson-Plans.pdf>

<https://eslbrains.com/cyberbullying-lesson-plan/>

<https://eltlearningjourneys.com/2019/05/21/cyberbullying-a-video-based-lesson/>

<https://www.teachingenglish.org.uk/article/anti-bullying>

<http://www.absolutenglish.org/IMG/pdf/sequencecyberbullying.pdf>

<https://www.childnet.com/ufiles/Cyberbullying-lesson-plan.pdf>

## **Succeeding: Online Job Opportunities**

[https://eslbrains.com/lesson\\_category/business-english/](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/>