

Scope and Sequence
Bilingual Experimental High Schools and Bilingual Groups
Eighth Grade

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.**

First Semester
Unit 1:
Having a Say!
(12-14 weeks)
Unit 2:
Asking the Right Questions
(Checking Things Out) Part 1
(6-7 weeks)
CEFR Bands A2- B1

Second Semester
Unit 2:
Asking the Right Questions
(Checking Things Out) Part 2
(6-7 weeks)
Unit 3:
Moving On
(12-14 weeks)
CEFR Bands A2- B1

Theme 1: When I Was Young (3 weeks)	Theme 2: When I Was Learning (3 weeks)	Theme 3: Be Careful! Accidents Happen! (3 weeks)	Theme 4: When I Was Having Fun (3 weeks)	Theme 1: What Do You Want? (3 weeks)	Theme 2: What Do You Need? (3 weeks)	Theme 3: Where Do You Get It? (3 weeks)	Theme 4: Budget Plans and Choices (3 weeks)	Theme 1: Dreams & Aspirations (3 weeks)	Theme 2: Good & Bad Decisions (3 weeks)	Theme 3: Role Models & Heroes (3 weeks)	Theme 4: Successes & Failures (3 weeks)
<u>Assessment Can Do's</u> L1 L4 SI3 SI7 SP1 R3 R6 R7 W1 W4	<u>Assessment Can Do's</u> L2 SI1 SI6 SP2 SP4 R7 R8 W2 W6	<u>Assessment Can Do's</u> L3 L6 SI5 SI8 SP5 R1 R4 R7 W5 W8	<u>Assessment Can Do's</u> L8 L5 SI2 SI4 SP3 R2 R5 R7 W3 W7	<u>Assessment Can Do's</u> L2 L6 SI3 SI4 SP1 SP4 R3 R4 R9 W1 W7	<u>Assessment Can Do's</u> L4 L7 SI7 SI8 SP5 R3 R5 R7 W3 W8	<u>Assessment Can Do's</u> L1 L3 L8 SI1 SI6 SP2 R3 R6 R8 W2 W5	<u>Assessment Can Do's</u> L5 L9 SI2 SI5 SP3 SP6 R1 R2 R3 R3 W4 W6	<u>Assessment Can Do's</u> L1 L7 SI3 SI6 SP1 SP3 R3 R4 R8 W1 W4 W7	<u>Assessment Can Do's</u> L2 L5 SI1 SI5 SP6 R1 R4 R5 W2 W8	<u>Assessment Can Do's</u> L4 L8 SI2 SI8 SP2 SP4 R4 R6 R9 W5 W6	<u>Assessment Can Do's</u> L3 L6 SI4 SI7 SP5 R2 R4 R7 W3 W9
<u>Functions</u> • Describing past experiences, describing people, place, things and events as learning experiences.	<u>Functions</u> • Describing past experiences, describing people, place, things and events as learning experiences. <u>Discourse Markers</u>	<u>Functions</u> • Giving suggestions to avoid accidents happening. <u>Discourse Markers</u> Linkers: sequential-past time	<u>Functions</u> • Describing habits and routines of own lifestyle and healthy habits. <u>Discourse Markers</u> Linkers: sequential-past time	<u>Functions</u> • Describing places and things for good and services. <u>Discourse Markers</u> -Connecting words expressing cause and effect, contrast etc.	<u>Functions</u> • Expressing obligation and necessity. <u>Discourse Markers</u> -Connecting words expressing cause and effect, contrast etc.	<u>Functions</u> • Making and responding to offers and suggestions for shopping wisely. <u>Discourse Markers</u> -Connecting words	<u>Functions</u> • Making comparisons and expressing degrees of difference over budget plans and choices.	<u>Functions</u> • Describing dreams, and aspirations, feelings and emotions related • Initiating and closing a conversation <u>Discourse Markers</u> -Connecting words	<u>Functions</u> • Expressing opinions, language of agreeing and disagreeing • Managing interaction (interrupting, changing topic, resuming)	<u>Functions</u> • Describing role models and heroes <u>Discourse Markers</u> -Connecting words expressing cause and effect, contrast etc.	<u>Functions</u> • Talking about future plans or intentions <u>Discourse Markers</u> -Connecting words expressing cause and effect, contrast etc.

<u>Discourse Markers</u> Linkers: sequential- past time	Linkers: sequential- past time			-Linkers: sequential past time	-Linkers: sequential past time	expressing cause and effect, contrast etc. -Linkers: sequential past time	<u>Discourse Markers</u> - Connectin g words expressing cause and effect, contrast etc. -Linkers: sequential past time	expressing cause and effect, contrast etc. -Linkers: sequential past time	or continuing) <u>Discourse Markers</u> -Connecting words expressing cause and effect, contrast etc. -Linkers: sequential past time	-Linkers: sequential past time	effect, contrast etc. -Linkers: sequential past time
<u>Grammar</u> <ul style="list-style-type: none"> • Past continuous • Past simple • Questions • Used to + infinitive (past habits) • Wh-questions in past 	<u>Grammar</u> <ul style="list-style-type: none"> • Adverbial phrases of time, place and frequency – including word order • Adverbs of frequency • Past continuous • Past simple • Phrasal verbs – common • Possessives – use of ‘s • Prepositional phrases (place, time and movement) 	<u>Grammar</u> <ul style="list-style-type: none"> • Adjectives, comparative, use of “than” and definite article • Past continuous • Past simple • Phrasal verbs – common • Possessives – use of ‘s • Prepositional phrases (place, time and movement) 	<u>Grammar</u> <ul style="list-style-type: none"> • Adverbs of frequency • Past simple • Phrasal verbs – common • Possessives – use of ‘s • Present perfect • Questions 	<u>Grammar</u> <ul style="list-style-type: none"> • Countable and uncountable: much/many • Modals – can/could • Phrasal verbs – common • Questions • Verb + ing/infinitive: like/want-would like 	<u>Grammar</u> <ul style="list-style-type: none"> • Modals – have to • Modals – should • Possessives – use of ‘s • Prepositions of time: on/in/at • Zero and 1st conditional • Questions 	<u>Grammar</u> <ul style="list-style-type: none"> • Adverbial phrases of time, place and frequency – including word order • Gerunds • Imperatives • Prepositional phrases (place, time and movement) • Questions 	<u>Grammar</u> <ul style="list-style-type: none"> • Adjectives, superlative, use of definite article • Future time (will and going to) • Present continuous for future • Questions 	<u>Grammar</u> <ul style="list-style-type: none"> • Adverbs • Broader range of intensifiers such as: too, enough • Modals- might, may, will, probably • Past simple 	<u>Grammar</u> <ul style="list-style-type: none"> • Comparatives and superlative • Connecting words expressing cause and effect, contrast, etc. • Modals must/have to • Past perfect 	<u>Grammar</u> <ul style="list-style-type: none"> • Past continuous • Past tense responses • Present perfect/past simple • Wh-questions in the past 	<u>Grammar</u> <ul style="list-style-type: none"> • Modals- must/can deduction • Present perfect continuous • Will and going to, for prediction • Future continuous
<u>Vocabulary</u> <i>*More as needed</i> <u>When I Was Young (Early Memories Events)</u> Recall, reflect, remind, recollect,	<u>Vocabulary</u> <i>*More as needed</i> <u>When I Was Learning (Learning Styles...)</u> Learner, visual, auditory, kinesthetic,	<u>Vocabulary</u> <i>*More as needed</i> <u>Be Careful! Accidents Happen!</u> Trouble, error, casualty, disaster, hazard,	<u>Vocabulary</u> <i>*More as needed</i> <u>When I Was Having Fun (Lifestyles and Healthy Habits)</u> Work out, nutritious diet,	<u>Vocabulary</u> <i>*More as needed</i> <u>What do you Want? School Supplies and Food</u> Desire, require, ask for, request, demand,	<u>Vocabulary</u> <i>*More as needed</i> <u>What do you Need? (Wise Shopping)</u> Necessities, requirements, staples, bargain, coupon, sale	<u>Vocabulary</u> <i>*More as needed</i> <u>Where do you get it? (Shopping Services)</u> Supermarket, grocery store, baked goods, meat market,	<u>Vocabulary</u> <i>*More as needed</i> <u>Budget plans vs. and choices</u> Cash, money, services, check (n), trade (v),	<u>Vocabulary</u> <i>*More as needed</i> <u>Dreams & Aspirations</u> Want, aspire to (be), dream (of), pursue, long for, struggle, wish, crave, strive for, drive, passion,	<u>Vocabulary</u> <i>*More as needed</i> <u>Good & Bad Decisions</u> Judgment, conscience, maturity, mature, immaturity, naïve, wise, foolish,	<u>Vocabulary</u> <i>*More as needed</i> <u>Role Models & Heroes</u> Hero, heroine, example, ideal/idealize, idol/ idolize, epitome, star, shining example,	<u>Vocabulary</u> <i>*More as needed</i> <u>Successes & Failures (Learning Opportunities)</u> Success, failure, prosperity, accomplish/ accomplishment,

<p>retain, childhood, youth, young, toddler, pre-teen, teenager, young adult, pre-school, kindergarten, elementary school, high school, immature, naïve, innocent, mischievous</p> <p><u>Idioms</u> –What’s up? –Take it easy.</p> <p>dig into the past</p> <p><u>Quotes</u> Memories are the key not to the past, but to the future. – Corrie Ten Boom</p> <p><u>Phonology</u> •Central vowels /ɪ/ and /ə/</p>	<p>disability, special need, tutor, advisor, gain, grasp, narrative, graphic, sound recording, receive, review, attain, cram, prepare, take courses in..., specialize in, major in, minor in</p> <p><u>Idioms</u> –What’s happenin’? –Catch ya later!</p> <p><u>Quotes</u> Live as if you were to die tomorrow. Learn as if you were to live forever. ~Mahatma Gandhi</p> <p><u>Phonology</u> •Nasal consonants /m/, /n/ and /ŋ/</p>	<p>mishap, setback, misadventure, misfortune, lecture, soapbox, punish, reprimand, scold, warn, accident, blame, correction, apologize, forgive, confess</p> <p><u>Idioms</u> –Hey –Gotta go!</p> <p>grounded, get grounded</p> <p><u>Quotes</u> It is almost always the cover-up rather than the event that causes trouble. ~Ogden Nash</p> <p><u>Phonology</u> •Approximants /l/ and /ɹ/</p>	<p>relaxation, prayer, playtime, love, savor, enjoyable, entertaining, engaging, exciting, energy/energetic, laughter, happiness, contentment, brain teasers, vegetarian, natural, organic, self-care</p> <p><u>Idioms</u> –Howdy –Peace</p> <p>live it up</p> <p><u>Quotes</u> The greatest wealth is health. ~Virgil</p> <p><u>Phonology</u> Review</p>	<p>borrow, purchase, sell, browse, order, return, several, many, few, cheap, inexpensive, expensive, costly, notebook, textbook, backpack, groceries, proteins, dairy, grains, produce</p> <p><u>Idioms</u> shop til you drop</p> <p><u>Quotes</u> It takes as much energy to wish as it does to plan.~ Eleanor Roosevelt</p> <p><u>Phonology</u> •Allophones of /t/ and /d/</p>	<p>item, clearance, low season, high season, savings, excess, budget, shopping list, out-of-pocket expenses, loan, interest, debit, pay or collect interest, invest, money smart, wisdom, informed choices.</p> <p><u>Idioms</u> To go window-shopping</p> <p><u>Quotes</u> Beware of little expenses; a small leak will sink a great ship. ~Benjamin Franklin</p> <p><u>Phonology</u> •Glottal stop /ʔ/</p>	<p>produce aisle, refrigerated section, flower shop, corner store, food stand, candy store, fast food, drive through, bookstore, art supplies store, department store, clothing store, auto shop, bank, farmers market, fruit stand, taxi stand, bus station.</p> <p><u>Idioms</u> drive a hard bargain</p> <p><u>Quotes</u> Buy less. Choose well. Make it last. Quality, not quantity. ~Vivienne Westwood</p> <p><u>Phonology</u> •Tap/flap /r/</p>	<p>barter, save, investment, (take out) a loan, debt, debt free, interest, mortgage, lend, earn, qualify (for), credit, card, debit card, ATM, advertisement, online shopping, safety, complaint, bills, receipts.</p> <p><u>Idioms</u> strike a bargain</p> <p><u>Quotes</u> Never spend your money before you have it. ~Thomas Jefferson</p> <p><u>Phonology</u> •Diphthongs /aj/, /ɔj/ and /aw/</p>	<p>ambition, dream job, vision, plan, mentor, mentee, accountability, profession-ally, personally, academically</p> <p><u>Idioms</u> have one’s heart set on (something)</p> <p><u>Quotes</u> The journey of a thousand miles begins with a single step. -- Ancient Chinese philosopher ~Lao Tzu</p> <p><u>Phonology</u> Minimal pairs: /i/ and /ɪ/ /e/ and /ɛ/ /æ/ and /ɔ/ /a/ and /ɔ/</p>	<p>wisdom, determine, decide, resolve, resign (to), outcome, result, ruling, preference, chance, moment, opportunity, regret, lament.</p> <p><u>Idioms</u> weigh the pros and the cons</p> <p><u>Quotes</u> Don’t jump on the bandwagon just because everyone’s doing so. - Auliq Ice</p> <p><u>Phonology</u> Minimal pairs: /u/ and /ʊ/ /ɪ/ and /a/ /ɪ/ and /æ/ /ɪ/ and /ɔ/</p>	<p>predecessor, influence(n/v), role model, imitate, copy, consider, impact, impress, follow(v), model(v), lead(v).</p> <p><u>Idioms</u> follow in someone’s footsteps</p> <p><u>Quotes</u> Parents can only give good advice or put them on the right paths but the final forming of a person's character lies in their own hands. ~Anne Frank</p> <p><u>Phonology</u> Minimal pairs: /ʃ/ and /tʃ/ /j/ and /dʒ/ /d/ and /ð/ /t/ and /θ/</p>	<p>achieve/achievement, advance/advance, cement, fortune, benefit, gain, profit, progress, realize, defeat, loss, forfeit, resulting, embarrass, fall, learning opportunity, learn from</p> <p><u>Idioms</u> better safe than sorry</p> <p><u>Quotes</u> If at first you don’t succeed try, try again. ~Proverb</p> <p><u>Phonology</u> Minimal pairs: /s/ and /z/ /f/ and /v/ /k/ and /g/</p>
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Sample tasks and activities

<ul style="list-style-type: none"> • Use appropriate competence processes while focusing on real life tasks such as ... <ul style="list-style-type: none"> ○ Completing an online profile ○ Interviewing for after school job ○ Starting a learning journal ○ Completing an outline of a short nonfiction article on learning styles ○ Write a short email/WhatsApp message to teacher about learning needs ○ Make a “911 call” to report an emergency ○ Google and then explain an infographic on how to bandage a cut or basic first aid ○ Compare/contrast commercials on traveling options for vacations <p style="text-align: center;"><u>Sample Activities</u></p> <ul style="list-style-type: none"> • 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.) 	<ul style="list-style-type: none"> • Use appropriate competence processes while focusing on real life tasks such as ... <ul style="list-style-type: none"> ○ Listening to podcasts on movies, books, sports ○ Listening to ads for movies or podcasts ○ Reading lists of needs and determining shopping trip visits that will be needed ○ Plotting where to go in a town/mall to get items listed on needs/want list ○ Determining priority order of purchases based on cost/budget ○ Read sales flyers or online promotions at online stores such as Amazon.com ○ Read and summarize descriptions of shows on Netflix ○ Ordering a meal at a restaurant ○ Shopping and paying for a purchase in a mall ○ Shopping and paying for a purchase online ○ Arranging to meet someone for a movie ○ Discussing a movie, TV program, or event ○ Writing in a journal <p style="text-align: center;"><u>Sample Activities</u></p> <ul style="list-style-type: none"> • Use graphic organizers while listening to portions of videos on how people interview such as <ul style="list-style-type: none"> ○ 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=loPmtnxl12o&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 	<ul style="list-style-type: none"> • Use appropriate competence processes while focusing on real life tasks such as ... <ul style="list-style-type: none"> ○ Listening to TED Talks and discuss ○ Writing in a dream journal ○ Selecting a blogging option website ○ Selecting a literature website that is appealing to youth and interacting with it ○ Making a plan for a future event (timeline, goals, etc.) ○ Interview and record English-speaking role models ○ Listen to movie trailer, watch movie, read review and state/write opinion ○ Listen to interviews of famous people online ○ Research successes and failures in either business, sports, film, or books ○ Present self to potential employer or university recruiter <p style="text-align: center;"><u>Sample Activities</u></p> <ul style="list-style-type: none"> • 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/
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<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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/ 	<ul style="list-style-type: none"> • 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.
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Created by Karen Campbell and validated by Marianella Granados Sirias.

Phonology

Follow the RAP model

Recognition – Listening activities in order to hear sounds, intonation and stress patterns and distinguish from other sounds and patterns.

Articulation – Activities that demonstrate how sounds are produced and then help learners practice.

Produce – Activities (whenever possible authentic and meaningful) that allow learners to demonstrate production.

First Semester Integrated Project

1 lesson per week for 12 weeks

Suggestions:

- creative storybook (physical or digital) for building class understanding.
- a survey of school/community identifying dangerous places and providing ideas/actions to bring awareness/give solutions in order to avoid accidents
- writing a school/local bulletin/magazine about tips for healthy lifestyle habits

Week 1-3 Participating to Negotiate

1. Teacher introduces Integrated Project Options and the fact that the learners can choose to work on teams based on their interests or to work as a whole class on one project. Learners brainstorm ideas about the projects or suggest similar new ones. Suggested tool: Mindmaps.
2. Teacher reviews Essential Question and Unit Goals and learners continue to clarify (without yet choosing). Suggested tool: KWHL or KWL graphic organizer (What I know, want to know, how I will find out, what I learned)
3. Teacher introduces and learners practice Psycho-Social and Sociocultural aspects while negotiating and choosing and clarifying Integrated Project.
 - Appreciating others opinions, linguistic skills and abilities
 - Demonstrating positive disposition to collaborate with peers and teachers
 - Using positive communication skills when interacting
 - Showing interest, tolerance and respect to peers and families backgrounds
 - Respecting human rights principles and inclusiveness
 - Using conventions for turn-taking, politeness, choice of formal and informal language and respecting opinions when addressing others or working in groupsSuggested tool: Scenarios and role playing.

Week 4-6 Thinking for Planning

4. Learners “begin with the end in mind” by describing the completed project and agreeing on purpose. Suggested tools: assessment using SMART acronym – Specific, Measurable, Achievable, Relevant, Timely.
5. Learners continue to clarify by identifying Can Do Goals (both completed and to be completed) that will be needed for project and gathering additional information need. Suggested tools: Causal links, graphic organizers, 5 Ws and H – Who, what, when, where, why, how.
6. Learners complete Action Plans -- Assigning who/what/when for specific actions needed for either steps in Spoken Production (planning and organizing, rehearsing, producing and evaluating) or steps in Written Production (pre-writing, drafting, revising, and editing). Suggested tool: steps for production as explained in syllabus.

Week 7-9 Acting Out/Rehearsing

7. Focusing on either Spoken Production or Written Production steps and Psycho Social and Sociocultural aspects.
8. Focusing on either Spoken Production or Written Production steps Psycho Social and Sociocultural aspects.
9. Focusing on either Spoken Production or Written Production steps Psycho Social and Sociocultural aspects.

Week 10-12 Responding/Sharing/Evaluating

10. Presentations of projects with questions and answers

11. Presentations of projects with questions and answers
12. Evaluation of projects

Second Semester Integrated Project

1 lesson per week for 12 weeks

Suggestions:

- Research based on selected passages to seek information about cultural diversity in Costa Rica e.g. indigenous region, and ethnic groups and share the work with the class.
- Produce a scripted fashion show representing indigenous groups of Costa Rica or provinces.
- Produce a short play with individuals taking on the roles of different cultural groups of Costa Rica.
- Imagining the school as a community produce a news program with feature stories on the different cultures of the school, weather reports, restaurant reviews, etc.

Week 1-3 Participating to Negotiate

1. Teacher introduces Integrated Project Options and the fact that the learners can choose to work on teams based on their interests or to work as a whole class on one project. Learners brainstorm ideas about the projects or suggest similar new ones. Suggested tool: Mindmaps.
2. Teacher reviews Essential Question and Unit Goals and learners continue to clarify (without yet choosing). Suggested tool: KWHL or KWL graphic organizer (What I know, want to know, how I will find out, what I learned)
3. Teacher introduces and learners practice Psycho-Social and Sociocultural aspects while negotiating and choosing and clarifying Integrated Project.
4. Expresses willingness to contribute to the group work
5. Demonstrates self-monitoring on using coherent facial and gestures to convey meaning
6. Uses thinking and metacognitive skills as strategy for decision making
7. Shows openness towards new experiences, cultures, ideas
8. Demonstrates respect to other opinions and aspirations
9. Participates in collaborative work
10. Uses social convention (e.g. punctuality, dress, leave-taking)
Suggested tool: Scenarios and role playing.

Week 4-6 Thinking for Planning

11. Learners “begin with the end in mind” by describing the completed project and agreeing on purpose. Suggested tools: assessment using SMART acronym – Specific, Measurable, Achievable, Relevant, Timely.
12. Learners continue to clarify by identifying Can Do Goals (both completed and to be completed) that will be needed for project and gathering additional information need. Suggested tools: Causal links, graphic organizers, 5 Ws and H – Who, what, when, where, why, how.
13. Learners complete Action Plans -- Assigning who/what/when for specific actions needed for either steps in Spoken Production (planning and organizing, rehearsing, producing and evaluating) or steps in Written Production (pre-writing, drafting, revising, and editing). Suggested tool: steps for production as explained in syllabus.

Week 7-9 Acting Out/Rehearsing

14. Focusing on either Spoken Production or Written Production steps and Psycho Social and Sociocultural aspects.
15. Focusing on either Spoken Production or Written Production steps Psycho Social and Sociocultural aspects.
16. Focusing on either Spoken Production or Written Production steps Psycho Social and Sociocultural aspects.

Week 10-12 Responding/Sharing/Evaluating

17. Presentations of projects with questions and answers
18. Presentations of projects with questions and answers
19. Evaluation of projects

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

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>