



**“Learn English having fun through listening, creating, and sharing podcasts!!”**



## UNDERSTANDING THE OUTLINE OF THE COURSE

 <b>Weeks</b>	 <b>Topics</b>	 <b>Homework</b>
 <b>Graded Assignments</b>	 <b>In class activities</b>	 <b>Presentations</b>

## Assignments for this Course



Quiz Grammar 1	Quiz Grammar 2	Quiz Vocab 1	Quiz Vocab 2	Writing Assignment 1	Writing Assignment 2	Reading Assignment Article Presentation 1	Reading Assignment Article Presentation 2	Podcast & Poster Presentation	Participation	Final Grade
95%	90%	92%	98%	69%	78%	90%	93%	95%	95%	90%

\*\* All grades will be out of 100

## COURSE OVERVIEW

Teacher: <b>Andrea Reis Gomes</b>	Proficiency Target: <b>Advanced/Conversation</b>
Course Duration: <b>4 weeks</b>	Class size: <b>15 students</b>
Age group: <b>Teens and young adults</b> Materials: <b>Virtual Platform - A computer lab</b> <b>Google Docs &amp; Google Sites</b>  <b>**ESL instruction - International students</b>	Class duration:  <b>Mondays: 2 classes of 50 minutes each</b> <b>Wednesdays: 2 classes of 50 minutes each</b> <b>Saturdays: 4 classes of 50 minutes each</b>

## WEEK ONE

### Monday - Day #1

**Objective** - Students will be able to ...

- ☐ talk about podcasts and vlogging (video blogging)
- ☐ tell a story
- ☐ create your own vlog
- ☐ present your vlog
- ☐ record a one-minute video
- ☐ share their opinions about a particular topic
- ☐ Skills:
  - ☐ Listening: listen to podcasts
  - ☐ Speaking: talk about what you listen to your partner/group/class
  - ☐ Reading: read about podcasts
  - ☐ Writing: summarize a story and write a paragraph about it

## WHAT IS A PODCAST?



## What is a Podcast ?

According to the New Oxford American Dictionary a podcast is a " digital recording of a radio broadcast or similar program, made available on the internet for downloading to a personal audio payer." in other words, it is a digital audio file that is created, shared and heard. Podcast can also be in the form of videos streamlined online, however, video podcast is known as vidcast or vodcast.



***iPod+Broadcast=Podcast***



- ☐ What is a podcast? <https://www.slideshare.net/podcasthero/what-is-a-podcast-38313310>

### IN CLASS ACTIVITY

- ☐ In pairs/groups, answer the questions below:
  - ☐ Do you know what a podcast is?
  - ☐ Have you heard anything about podcasts?
  - ☐ Have you had a chance to listen to a podcast? If yes, what was it about?
  - ☐ Can Anybody Start a Podcast?
  - ☐ Does Podcasting Take a Lot of Time?
  - ☐ If you never listen to a podcast before, what would be the topics you are more interested in? Name 5 topics.
  - ☐ Would you listen to podcasts during your commute to school/work? Do you think that would be a productive activity?

### ELEMENTS OF A SUCCESSFUL PODCAST

- ☐ Good storytelling
- ☐ Interviewing (optional)
- ☐ Podcasting (recording your original podcast)

### IN CLASS ACTIVITY

- ☐ Storytelling



- ❑ In pairs, choose a story you are both familiar with. Then, think about the story and write a summary about it. Make sure to include interesting details, and that the story has a beginning, middle, and end. Then, each student has to retell part of the story to the whole class. Here are some ideas. Do you know these stories?



### IN CLASS ACTIVITY - Video Blogs - Vlogging

- ❑ Now, we will record a video of the whole class, we will say our names, where are from, and why we are studying English. Before we begin, you should write a grammatically correct sentence explaining why you are studying English. Then, we will practice our lines (rehearse a couple of times), record our vlog, watch it, and record in again if necessary. \*\*You can videotape it as a selfie or work with a partner, and you can videotape each other.
- ❑ It's your turn: each student will pick a place on campus, and you will record a video of AT LEAST 1 minute about it. You will have 15-20 minutes to complete this task. Be interesting, creative, lively, and we need to see your face. Point the camera to you in the beginning of the vlog, in the middle, and in the end. Show us the place, tell us about it, tell us why people go there, and if you like/go to this place, tell us when and why you like it (how it makes you feel). Do not be shy!!!
- ❑ Then, we will watch everybody's videos in class. Exciting!!!
- ❑ Well, you were all able to tell us a short story of the places you recorded. A podcast is the same thing. You need to have a purpose, a reason why you are talking about something, what is the moral of the story, or your opinion. Be persuasive, emotional, inspiring, interesting, interactive, fun, or just informative. No matter what it is, just choose something from the heart, something you are really passionate about. We all have a story or something to tell or to talk about. Let's do it!

# Homework

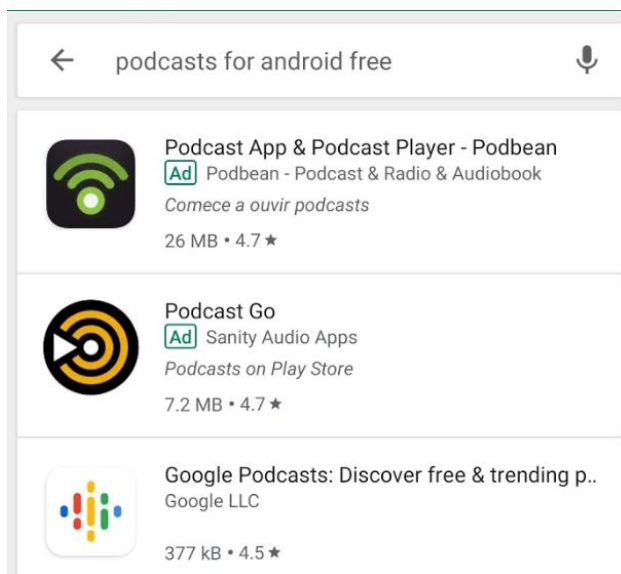
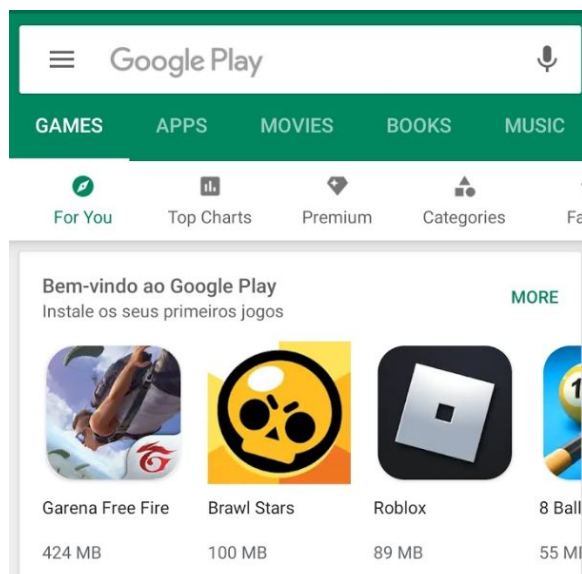


## # 1. Choose a link, read about it, take notes, and we will discuss it next class.

- ☐ What is a podcast? <https://internationalpodcastday.com/what-is-podcast/>
- ☐ What is a podcast?  
<https://www.slideshare.net/atefehzolfagharnasab/what-is-a-podcast-67862853>
- ☐ What is a podcast? <https://www.bloodstreammedia.com/what-is-a-podcast>
- ☐ Learn how to start a podcast today? <https://www.oberlo.com/blog/what-is-podcast>
- ☐ Podcasting <https://player.slideplayer.com/11/3298392/#>
- ☐ 10 questions about podcasts:  
<https://www.weeditpodcasts.com/top-10-questions-most-podcasters-get-asked/>

## #2. Choose 2-3 podcasts from the list below, listen to them, and we will discuss them in class

- ☐ Go to your store app. Then, choose the types of podcasts you would like to listen to.



- ☐ Look for some podcasts topics you would be interested in (here are some suggestions)



**LearnEnglish Podcasts - Free English listening**  
British Council



4English: Learn English via News, Videos, Po..  
4English Team  
9.0 MB • 4.9 ★



**UK Podcast**  
Supper Podcasts  
Music & Audio



**USA Podcast**  
Supper Podcasts  
Music & Audio



**TED**  
TED Conferences LLC  
Education Editors' Choice



**Capsule - Free Podcast Player & Podcast App**  
Good Egg Studio



**G News Podcast - World News**  
Poli developer  
9.8 MB • 5.0 ★



News And Politics Podcasts In United State  
Aswouapps Podcasts  
9.2 MB



**Quick World News | Podcast & Newspaper**  
mdXsoft | Best News Apps



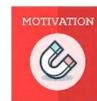
4English: Learn English via News, Videos, Po..  
4English Team  
9.0 MB • 4.9 ★



**Science Podcast 2.0**  
Every Time Apps Studio  
6.4 MB • 4.4 ★



**ESPNPOD : ESPNNetwork Podcast**  
RadioPUB



**Motivation, Inspiration & Confidence Audio C..**  
Goodbrew  
14 MB • 4.5 ★



**ECast: Listen to ESPN Podcasts**  
Vaikoo FM | Radio & Podcast  
14 MB • 4.4 ★



**Success Psychology - Self Improvement, Mo..**  
Tapdir Apps  
4.0 MB • 4.5 ★



**Motivational Podcasts Free**  
House Media  
6.9 MB • 2.0 ★

## Wednesday - Day #2

**Objective** - Students will be able to ...

- ☐ discuss hypothetical situations
- ☐ learn new, academic vocabulary
- ☐ improve regular verbs 'ED' pronunciation
- ☐ write a reflection paragraph about what they have listened to
- ☐ share their opinions about a particular topic
- ☐ talk about hypothetical situations
- ☐ Grammar: conditionals
- ☐ Vocabulary: 10 new words
- ☐ Writing graded Assignment: write a reflection paragraph about a Ted Talk/Podcast of your choice
- ☐ Skills:
  - ☐ Listening: listen to podcasts/Ted Talks
  - ☐ Speaking: talk about what you listen to your partner/group/class
  - ☐ Writing: write a reflection paragraph about a Ted Talk

## IN CLASS ACTIVITY

- ❑ Go over the homework - the podcasts students have chosen, listened to, and taken notes about
  - ❑ In pairs/groups of three, share your notes, describe why you chose those particular podcasts, which one was the most interesting one, what you liked about it. Would you keep following that type of channel and keep listening to those same types of podcasts?

## TED TALKS - What is a Ted Talk? Similarities to a podcast (storytelling).

### WHAT IS A GLOBAL CITIZEN?



### IN CLASS ACTIVITY

- ❑ Map activity - talk about your country
  - ❑ What is the capital? Who is the current leader? What is the type of government? (democracy, monarchy, dictatorship) Name countries that border it. Tell us something you love about your country. Tell us something you do not like about your country. Describe something you are really proud about your country. Describe something that you are not so proud about it. What is the best characteristic about the people from your country? What is the worst characteristic about them?
  - ❑ Use the map to describe culture (traditions -food/dress/music/dance/holidays/religions/customs)





### IN CLASS VIDEOS

- ❑ Intro to global citizenship - <https://www.youtube.com/watch?v=5rbiOGs4AOM> (2:33)
- ❑ What is global citizenship? <https://www.youtube.com/watch?v=wgWnFKLmH2I> (1:42)
- ❑ Global Citizen - [https://www.youtube.com/watch?v=\\_yio6kQrIYQ](https://www.youtube.com/watch?v=_yio6kQrIYQ) (1:45)
- ❑ Be a global citizen - <https://www.youtube.com/watch?v=mlHHKfCwm04> (2:44)
- ❑ Become a global citizen - <https://www.youtube.com/watch?v=QMlCnwZrU70> (0:49)
- ❑ I am a global citizen - <https://www.globalcitizen.org/en/content/what-is-a-global-citizen/> (0:44)

### IN CLASS ASSIGNMENT

- ❑ This part of the class students will work at their own pace. It is a listening activity where students will take notes about a Ted Talk video. Students should think about the main points, what catches their attention, what points they thought that were interesting and worth mentioning. Then, the teacher will go over the notes and will show a couple of samples that students have done to show what a good note-taking exercise should be like.
- ❑ What does it mean to be a global citizen? Ted Talk - Hugh Evans  
[https://www.youtube.com/watch?v=ODLg\\_00f9BE&t=49s](https://www.youtube.com/watch?v=ODLg_00f9BE&t=49s) (16:56)

### Note-Taking - Listen to the Ted Talk below and take notes

Type your notes here: (participation grade):



### Note Taking Grade:

Did not turn in	Poor	Needs Improvement	OK	Good	Very Good	Excellent
0	40	60	70	80	90	100

### Feedback:

- \*\*Not enough details
- \*\*Read too much
- \*\*Too many grammar mistakes
- \*\*Not well-explained/organized
- \*\*Included good details
- \*\*Good pronunciation/fluency
- \*\*Key items clearly stated
- \*\* Did not show complete knowledge of the material
- \*\* Not well-prepared
- \*\* Pronunciation/fluency hindered understanding
- \*\* Well-explained/organized
- \*\* Too many pauses when speaking
- \*\*Good command of grammar structures
- \*\*Demonstrated thorough knowledge of the material

### A sample from a student: (Only to be shown to students after they complete the assignment)

#### What does it mean to be a global citizen?-Ted Talk - Hugh Evans

1. How did Davinia take action as a global citizen? (List 4 ways)
  - i.) she was willing to spend her time every single week, focus on who are not her.
  - ii.) she started writing a letter and email in politicians' offices.
  - iii.) she collected pennies by social media for promoting education.
  - iv.) she volunteered her time in local community.
2. What did her actions as well as many others lead to? (List 5 effects)
  - i.) norway minister commit to double investment for girl's education

- ii.) Thanks to her activity, it leads the US government double their investment(global education) .
- iii.) It persuaded world bank to invest to world's water and sanitation
- iv.) Making canadian, uk, australian, government to make a grant for polio education for prevent this.
- v.) India Prime minister said, they will put a toilet in all of school and house.

3. What gets politicians elected? How is this dangerous for global issues?

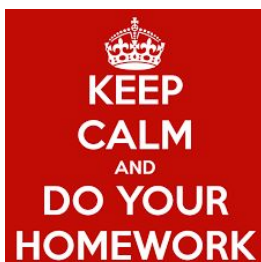
powerful american politician, Tib Onyil, said all politics are local, and that's why all politicians are elected. To seek gain and hold on the power, they only focus on their local or national problem. They think that nobody give fund about foreign aid. They insist that they should look after our backyard at first. But this dangerous thinking, parochialism, makes false dichotomy. Because it makes poor country against poor country. Recently, a whole world is our backyard. Because we didn't have any interest to Serbia's problem, and Climate change, it caused a lot of problems like global warming and extreme poverty. That's why we need to fund about foreign aid.

4. In what ways do you think you could be a global citizen?

Nowaday, thanks to the development of social media, people can get information about foreign easily, and claim their opinion about problem easily. If they pay more attention to global problems, we also can be helpful to solve the problem. Making a public announcement about a problem by their SNS, Participating on donation or challenging like ICE BUCKET CHALLENGE will exert our influence to world's changing.

*Very detailed notes!!!! Great job!!*





## Note-taking? How should I take notes?

- ❑ How to Take Notes When You Watch a Video:  
<https://www.youtube.com/watch?v=sSwV51kormw>
- ❑ Top 5 Note Taking Strategies: What's The Best Note Taking Method for You?  
<https://www.youtube.com/watch?v=E62reQv-Nal>
- ❑ The Best, Fastest Note Taking Method! // UPDATED:  
<https://www.youtube.com/watch?v=IQvjvi08QSk&t=261s>
- ❑ IELTS & TOEFL Note-taking: <https://www.youtube.com/watch?v=Rc8UB66Gli0&t=39s>

### # 1. Note Taking #1 - Read the article below and take notes

- ❑ What is a global citizen? - article: <https://www.gvi.co.uk/blog/7-steps-to-become-a-global-citizen/>

Type your notes here: (participation grade):

#### Note Taking Grade:

Did not turn in	Poor	Needs Improvement	OK	Good	Very Good	Excellent
0	40	60	70	80	90	100

### # 2. Read the article and answer the questions below

- A) What is a global citizen? (2 sentences)
- B) Why become a global citizen? (2 sentences)

1) **Get inspired** - (1 sentence each)

2) II

...

...

...

7)...

**C) Reflection Paragraph (5-7 sentences):**

Think about an issue in your community or country.

Based on all we have talked about and you have seen, write a paragraph including:

- ☐ Think about a specific problem
- ☐ Why did you think about this problem?
- ☐ How it affects your community/country
- ☐ What can be done to resolve it
- ☐ **SOLUTION:** What can YOU do to change it? How would you change it? How would you make it better?

**Note Taking Grade:**

Did not turn in	Poor	Needs Improvement	OK	Good	Very Good	Excellent
0	40	60	70	80	90	100

**Feedback:**

- |                                |  |
|--------------------------------|--|
| **Not enough details           | ** Did not show complete knowledge of the material |
| **Read too much                | ** Not well-prepared                               |
| **Too many grammar mistakes    | ** Pronunciation/fluency hindered understanding    |
| **Not well-explained/organized | ** Well-explained/organized                        |
| **Included good details        | ** Too many pauses when speaking                   |
| **Good pronunciation/fluency   | **Good command of grammar structures               |
| **Key items clearly stated     | **Demonstrated thorough knowledge of the material  |

**Saturday - Day #3**

**Objective** - Students will be able to ...

- ☐ discuss their points of view regarding a talk/interview/story

- ☐ talk about hypothetical situations using conditionals
- ☐ use 10 new, academic vocabulary words in context
- ☐ talk about the past pronouncing the 'ED' irregular verbs correctly
- ☐ Skills:
  - ☐ Listening: listen to podcasts
  - ☐ Speaking: talk about what you listen to your partner/group/class
  - ☐ Writing graded Assignment #1: write a reflection paragraph about a Ted Talk
  - ☐ Grammar: conditionals
  - ☐ Vocabulary: 10 new, academic words
  - ☐ Pronunciation: 'ED' irregular verbs

### IN CLASS ACTIVITY

- ☐ Go over the homework - students sit in pairs, talk about the videos they watched about being a global citizen, the stories mentioned in the video and give their opinions. (**The teacher will monitor the conversations and take notes of students' mistakes to be addressed after the exercise**)

### CONDITIONAL WARM-UP ACTIVITIES

#### 1. Pass the Pig

Tell your students to stand up and form in two lines (teams) and have an item that can be thrown and caught without causing injury or damage. Set the timer on your phone to sound after about 30-45 seconds. The teacher calls out the beginning half of a conditional sentence, throws the ball to a student at the beginning of the line and asks them to complete it. The student then throws the ball to their opposition in the line, who does the same, creating a different ending to the same beginning. Whichever team DOESN'T have the ball when the alarm sounds wins a point. Restart at the place where the ball is with a new beginning.

(Example with zero conditional: When I feel bored, I.....fall asleep, go for a walk, phone a friend...)

**Also read:** [Top Online Lesson Plan Resources for New and Advanced Teachers](#)

#### 2. Chain Conditionals

This is a more challenging version of pass the pig and is sometimes referred to as a "conditional train". The extra challenge is to create a new sentence using the end of the previous one. As with "pass the pig", the teacher begins with a sentence, for example with a first conditional: 'If I go out tomorrow, I'll



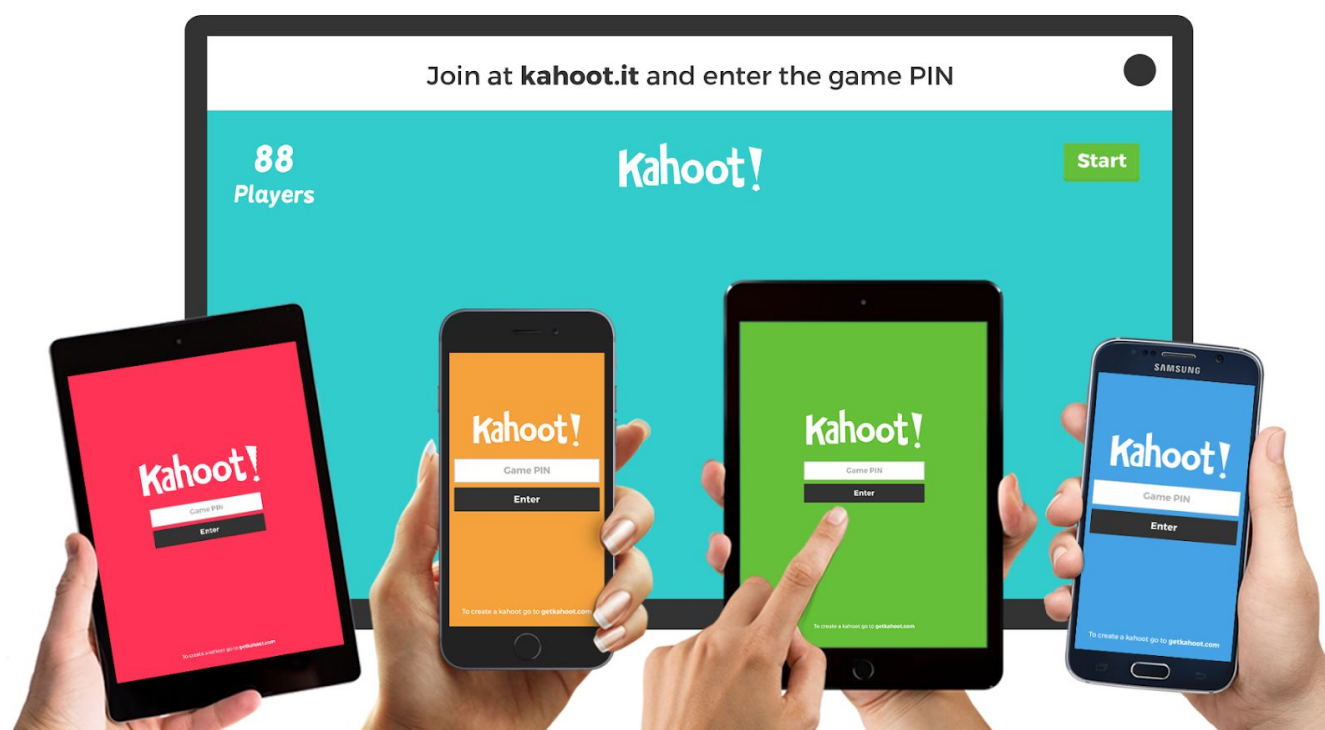
go to a beach.' The next person in the team relay must then use the end of the previous sentence .. If I go to the beach, I'll sunbathe..... If I sunbathe, I'll get burnt... If I get burnt, I'll go to a pharmacy.... Bear in mind you can include modals such as 'might' and 'could' in this pattern too.

## GRAMMAR - CONDITIONALS - Resource Materials

- ❑ <https://www.e-grammar.org/if-clauses/>
- ❑ [http://www.es.edu.rs/download/e\\_ucionica/conditional-sentences\\_all\\_types.pdf](http://www.es.edu.rs/download/e_ucionica/conditional-sentences_all_types.pdf)
- ❑ <https://www.perfect-english-grammar.com/support-files/first-second-third-conditional-exercise.pdf>
- ❑ <https://agendaweb.org/verbs/conditional-worksheets-lessons>
- ❑ Video: <https://www.engvid.com/zero-and-first-conditionals/>
- ❑ Video: <https://www.engvid.com/second-third-conditionals/>

## Play a Kahoot game about conditionals

# Ready to join?

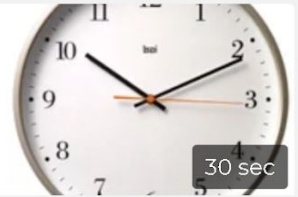


## SAMPLE QUESTIONS

## Questions (10)

[Show answers](#)

**1 Complete!** If Charlie were always on time,  
Quiz



**2 Meaning!** If I had locked my flat, the thief wouldn't have stolen all my money.  
Quiz



**3 Correct!** If the cat caught the mouse, it would get a treat.  
Quiz



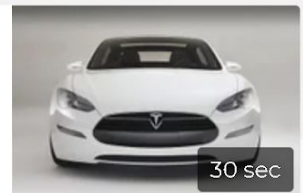
**4 Meaning:** If you had a dog, you'd have to care for it.  
Quiz



**5 Correct!** Paper starts burning if you put fire near it.  
Quiz



**6 Complete:** Jane would've bought the car  
Quiz



**7 Correct!** If it wouldn't be so hot, I didn't sweat.  
Quiz



**8 Complete:** If you heat water,  
Quiz



9 Meaning: If you lie in the sun for too long, you will get sunburnt.

Quiz



10 Correct: If Greg had learnt at the test, he would've passed.

Quiz



## VOCABULARY WARM-UP ACTIVITIES

### Introducing through a story

(Introducing New Language (Warm-up Activities))

Activities which introduce new vocabulary, collocations and sentence structures through stories.

#### Using a Story

- Prepare a short text the difficulty of which is relevant to the knowledge of your students. You may use a textbook, the Internet, or make up your own.
- The text should consist largely of the words and phrases children know (both passively and actively). Highlight the new words you want children to learn, and draw pictures describing them (e.g. the new word is a house - draw a house on a sheet of paper). You may also draw/make a copy of a picture that expresses the meaning of the text from the book. The picture needs to be large enough for all children to see it.
- Once prepared, you may start the activity.
- While reading (slowly and clearly; dramatise the text to keep children's attention and curiosity), point at the pictures simultaneously with new words appearing in the text. You may also use a large picture, pointing at its individual moments and features.
- Read the text several times like that, always emphasising the new words.
- Then, show individual pictures to children and ask: "*What is it?*" With your help, children reply: "*It's a house.*"

**??\*\* ATTACH THE STORY HERE**

## VOCABULARY

absolve



to find innocent or blameless

adamant



not giving in; stubborn

amiable



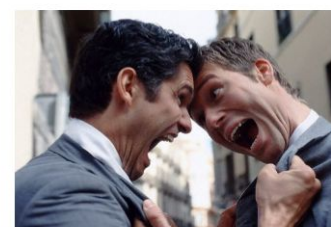
good-natured; friendly and pleasant

amoral



lacking a moral sense; without principles

animosity



bitter hostility

antagonist



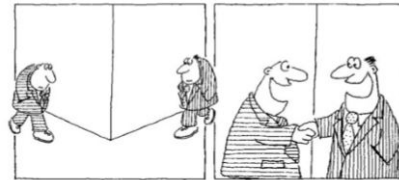
an opponent; one who opposes or competes

eccentric



differing from what is customary; odd

encounter



a brief or an unexpected meeting



epitome



a perfect or typical example

malign



to make evil and often untrue statements about;  
speak evil of

## VOCABULARY - Resources

- ❑ <https://quizlet.com/241374482/improving-vocabulary-skills-chapter-1-flash-cards/>

## VOCABULARY - Review Games



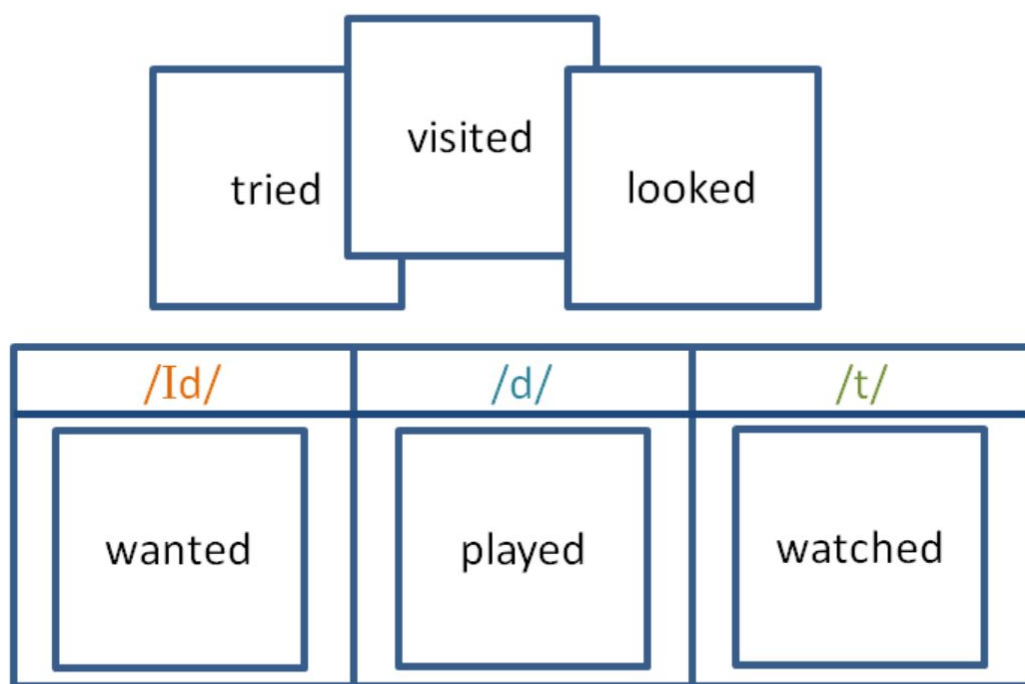
- ❑ How to play Bananagram: [https://www.youtube.com/watch?v=IIC6hH\\_GxUA](https://www.youtube.com/watch?v=IIC6hH_GxUA)
- ❑ How to play Wordamelon: <https://www.youtube.com/watch?v=gkYqtWc-NIY>
- ❑ How to play Appletters: [https://www.youtube.com/watch?v=k-\\_mHBs4PRg](https://www.youtube.com/watch?v=k-_mHBs4PRg)
- ❑ How to play Pears in Pears: <https://www.youtube.com/watch?v=iPyW8GHnMFU>

## PRONUNCIATION - WARM-UP ACTIVITY

- ❑ <https://teachinggamesefl.com/2015/11/22/pronunciation-game-ed/>

## Sorting

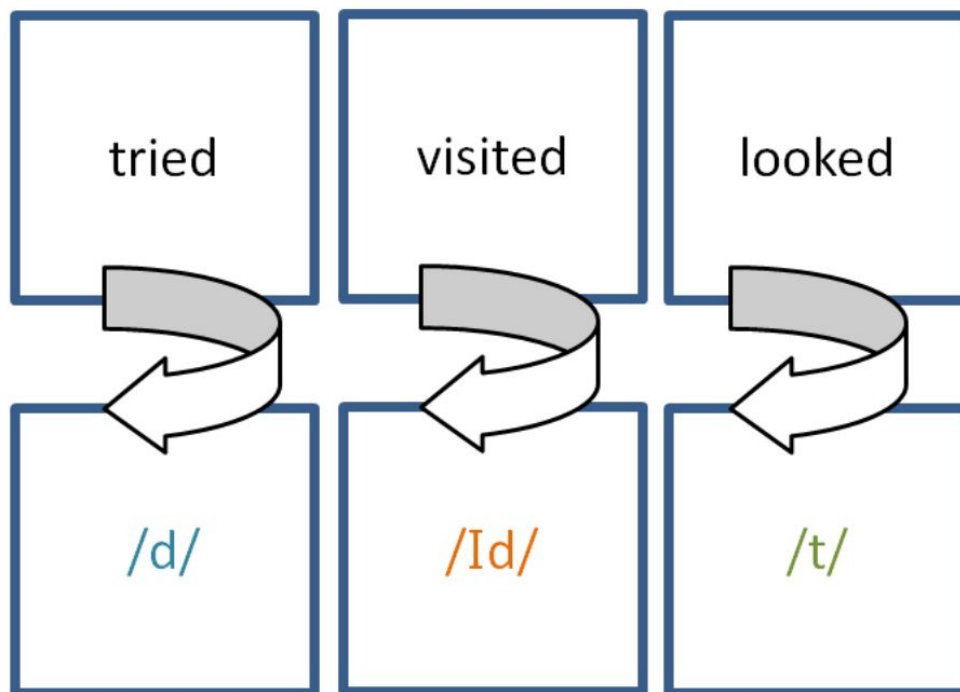
The first version of the game is very simple and intended to introduce students to the three ways to pronounce 'ed' (this stage is necessary at lower levels). I write wanted, played and watched on the board and I elicit their pronunciation from the class. I then write the three options phonemically: /ɪd/ /d/ /t/ and ask students to match the three words to the three sounds. I repeat the words and the sounds myself and also encourage students to repeat them. Once we've identified them correctly as a class we move onto part one of the game.



**When you print the cards make sure you print on both sides of the page because the cards are double sided.**

For elementary and pre-intermediate students use level 1 cards. For intermediate students, levels 1 and 2. For upper-intermediate and advanced students use 2 and 3 (Feel free to edit the sets yourself to include or exclude certain words, making sure that each word is still aligned with the correct sound on the reverse side).

The students are split into pairs or groups of three and given [a set of cards and a labelled card for sorting](#). They take turns to draw a card, say it out loud and decide how the word is pronounced and place it in the box they think is correct. Students work cooperatively and discuss the choice before checking the back of the card. All of the cards are double sided and have the correct answer on the other side. Students work through the cards, checking as they go. Monitor and check for difficulties with pronunciation and ensure that students are taking turns and listening to each other.



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# The rules

When groups finish, ask them to look at the cards they've sorted and identify the rules for pronouncing '-ed'. Give the example of "if the verb ends in 't' the pronunciation is /ɪd/" and ask them to find the other rules. This feeds into the next part of the lesson and is a perfect stage for early finishers that gives the rest of the class time to finish. Once all of the groups have completed the activity and have been looking for the rules for 3-5 minutes move onto the next part.

With the whole class ask students to help you identify the rules as you write them on the board in three columns (see below). Elicit the rules from the students with as little prompting as possible (at level 1 the cards don't include all of the rules, so you can add to the list by giving students some additional words and prompting them to choose the correct column).

You should make it clear that the least common pronunciation is /ɪd/ while the most common is /d/. You should also be very clear about the difference between /z/ and /s/, since it is the most difficult to identify visually; (closed /zd/ vs kissed /st/. At higher levels you can make the distinction between voiced and unvoiced, but this isn't required).

/ɪd/	/d/	/t/
wanted /t/ needed /d/  least common	saved /v/ closed /z/ travelled /l/ opened /n/ climbed /m/ changed /dʒ/ grabbed /b/ remembered /r/  Words that end in a vowel sound: agreed played argued tried  most common	laughed /f/ kissed /s/ asked /k/ stopped /p/ watched /tʃ/ washed /ʃ/ fixed /ks/

## Story telling

After introducing the cards they can then be used again at a later date to practise pronunciation along with a relevant grammar point. The first example is the past tense.

Before you play this story telling game you should give students a clear context and an example. Students are split into groups of three or four and each given a set of cards. Each student draws three cards. They then take it in turns to play one of their cards and use the word in a sentence. They check each others' pronunciation, listening for the correct 'ed' and then flipping the cards to check as they're played. Students should work cooperatively to tell a continuous story that fits somewhat logically. At lower levels students tell the story in the past simple. After they play a card they draw a new card so they always have three cards.

For higher levels, students should have a hand of five cards and play two cards each turn, telling the story using the past simple and the past perfect.

## Additional activities

There are opportunities to use these cards for the present perfect, the passive and other aspects of the language that use past participles and in the future I will update this page with more activities. I also intend to make a set of cards for 'ed' adjectives.

### PRONUNCIATION - Resources

- ❑ <https://www.englishforeveryone.org/Topics/Pronouncing-ED-Endings.html>
- ❑ <https://en.islcollective.com/english-esl-worksheets/grammar/past-simple-tense/simple-past-ed-endings-pronunciation/86248>
- ❑ Video: <https://www.youtube.com/watch?v=YWuS7rfZIDQ>
- ❑ Video: <https://www.youtube.com/watch?v=A7hi-ipU2n0>

### **Writing Assignment # 1 - Choose a Ted Talk/Podcast of your choice. Listen to it and take notes. Then, Write a reflection paragraph about it.**

**Write a paragraph about the talk. Give your opinion about it. What did you understand? What do you think about it? What was the most interesting part of the talk? Why did you choose this particular talk? Summarize the information and give as many details as you can.**

- ❑ **You will have 30 minutes to watch a talk once or twice and take notes**
- ❑ **Then, you will have 20 - 30 minutes to write a reflection paragraph**

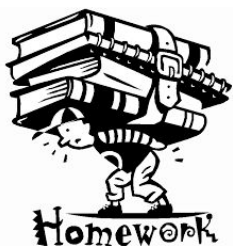


Write your reflection paragraph here: Write from 10 - 15 sentences.

Assignment grade:

	VERY GOOD	GOOD	O.K./NEEDS IMPROVEMENT	POOR	UNSATISFACTORY
Thorough details and evidence/support	50	45	40	35	0
Development/Content	30	25	20	15	0
Resources (from the texts/videos)	10	8.5	6	4	0
Mechanics:Punctuation,Capitalization,Vocabulary/spelling	10	8.5	6	4	0

TOTAL:



- ☐ Study the conditionals, go over the worksheets and the answer keys (bring questions to be discussed on Monday if there are any)
- ☐ Vocabulary: Do exercises 1, 2 - study the vocabulary words
- ☐ Practice the 'ED' pronunciation of the irregular verbs

## WEEK TWO

### Monday - Day # 4

**Objective** - Students will be able to ...

- ☐ use the new, academic vocabulary words in a context
- ☐ create a conversation and role-play it to the whole class
- ☐ Skills:
  - ☐ Speaking: create a conversation using 10 vocabulary words

### IN CLASS ACTIVITY

- ☐ Go over the homework - correct conditionals worksheet and go over questions/doubts; go over the vocabulary exercises. Continue working on the other 2 vocabulary exercises in pairs. Correct the exercises on the board.

### ROLE-PLAY



ROLE  
PLAY

... AND  
ACTION!



- ☐ Create a role play using the 10 new, academic words. Think about a scenario: where the conversation takes place, who is talking, what the topic is about. The conversation needs to make sense and to have a beginning, middle, and an interesting ending. Make it fun, crazy, creative, and different! You will have 30 minutes to complete this activity.
- ☐ Then, students will have to present their dialogues to the whole class. Make it count!!

#### Role-Play Assignment Grade:

Did not turn in	Poor	Needs	OK	Good	Very Good	Excellent
--------------------	------	-------	----	------	-----------	-----------

		Improvement				
0	40	60	70	80	90	100

\*\*Not enough details

\*\*Read too much

\*\*Too many grammar mistakes

\*\*Not well-explained/organized

\*\*Included good details

\*\*Good pronunciation/fluency

\*\*Key items clearly stated

\*\* Did not show complete knowledge of the material

\*\* Not well-prepared

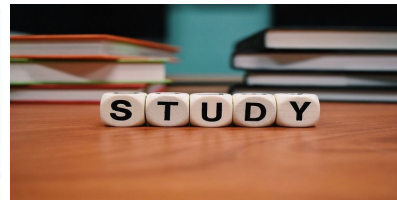
\*\* Pronunciation/fluency hindered understanding

\*\* Well-explained/organized

\*\* Too many pauses when speaking

\*\*Good command of grammar structures

\*\*Demonstrated thorough knowledge of the material



### **#1. Choose an article online, read it, summarize it, and bring it to class**

- ☐ Choose an article online (2 pages minimum). It can be on a newspaper website, magazine, or anything you find interesting such as a science article, politics, invention, psychology, etc. Try not to choose anything too technical because it might be boring for some people. Choose something you like, but it can also be very interesting to most people, for example, something about artificial intelligence, science, etc:

## Vanishing Island

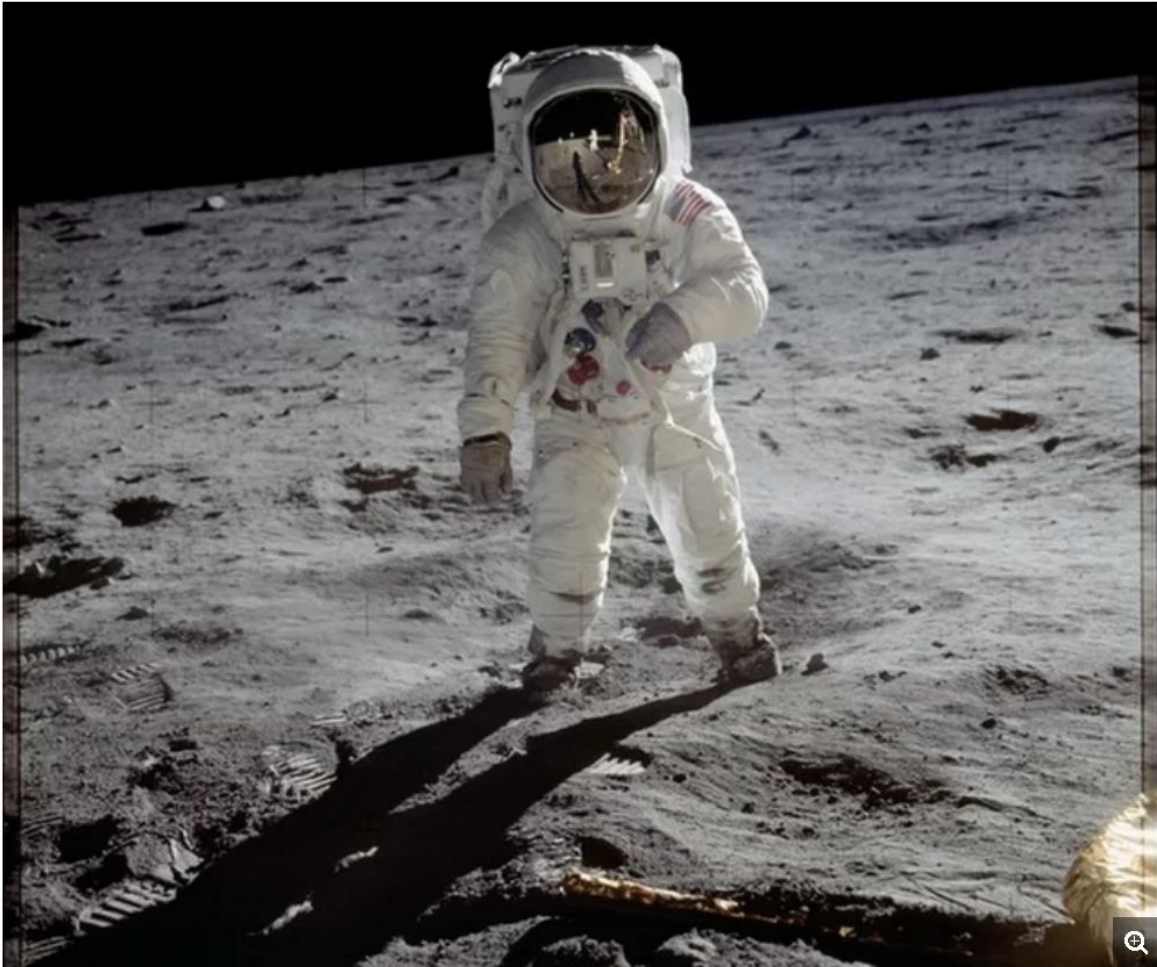


A September 2013 image shows the then-brand new island.

Credit: Newscom

A mud-volcano island that burst from the waters off the coast of Pakistan during a deadly earthquake in 2013 has disappeared beneath the waves. [\[Read more about the disappearance.\]](#)

## Moon Landing Explained



Astronaut Buzz Aldrin walks on the surface of the moon near the leg of the lunar module Eagle during the Apollo 11 mission on July 20, 1969.

Credit: NASA

It's been half a century since the magnificent Apollo 11 moon landing, yet some people still don't believe it actually happened. [[Read more about the reasoning.](#)]

### Wednesday - Day # 5

**Objective** - Students will be able to ...

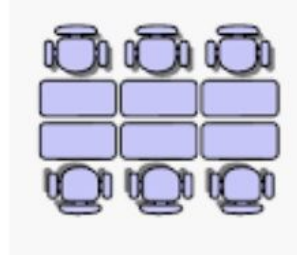
- ☐ read and talk about an article from a newspaper/magazine/website/News site
- ☐ Grammar Quiz # 1 - Conditionals (20 minutes)
- ☐ Skills:
  - ☐ Reading: read articles from online websites
  - ☐ Speaking: talk about the articles



- ❑ Fluency activity: students will have a chance to about their articles 5 times to train fluency
- ❑ Writing: write a paragraph about it

### IN CLASS ACTIVITY - NEWS ARTICLE

- ❑ Students will work in pairs/groups and talk about their articles. Then, once everyone is familiarized with their topics, articles, words, will do a ‘fluency activity’ 4/3/2/1.



- ❑ Students will sit facing each other in two even rows. They will talk about their articles for 4 minutes. At this time, students will be allowed to look at their notes. Once the 4 minutes are over, one row will move to the right and the other one will stay still. In this round, students will no longer be allowed to look at their notes, and they will have to tell their stories in 3 minutes. They will do that two more times, decreasing the amount of time they talk for 2 minutes, and the last round will be 1 minute. This is a great way to work on fluency, and that students can get more and more comfortable as the activity goes along.

### IN CLASS ACTIVITY - VOCABULARY GAME



## Warm-up Activity – Hot Seat



This is a good activity for any grammar or vocabulary review, but we will use for our vocabulary class this time. You can also do it when you want to change it up a little bit or when you want to have your students on their feet. You can also do it with any level/age.

### **Materials**

- ✓ A marker
- ✓ Two chairs
- ✓ An answer buzzer (optional) you can also make a ball out of a sheet of paper and place it in front of both students, whoever gets it first can try to guess the word.

### **Procedure**

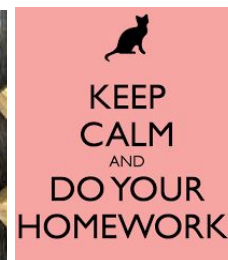
- ✓ First, divide the class into two groups. If the class is too big, you can divide it into four or three groups. Then explain the rules of the game to the students.
- ✓ All the students sit facing the board.
- ✓ Place two chairs in the front of the class facing the whole class, in other words, the two chairs will have their backs to the board. This way they cannot see the words when you write them on the board.
- ✓ Optional (you can place a buzzer in front of the students and the first person who presses the buzzer can try to guess the word) If the person guesses the wrong word, the other team gets one point.
- ✓ These two chairs are called the hot seats. Choose one person from each team to sit on each chair. The other members of the group have to mimic or explain the word that was written on the board without saying the actual word to the student on the hot seat.
- ✓ You can have a member of the opposite team stand behind the hot seat facing the opponent group to make sure the other team does not feel tempted to “help” the person seated on the hot seat.
- ✓ The teacher writes the word on the board. Once both teams read the word, you can erase it from the board just in case the students on the hot seat turn around.
- ✓ Both teams mimic, give synonyms, give definitions, or try to explain the word to the member of their team.
- ✓ When the person sitting on the hot seat thinks they have the answer, they should press the buzzer and say the word out loud. If they guess the word correctly, they get the point. If they get it wrong, the point goes to the other team.
- ✓ Change the person who was on the hot seat and the person who is behind the hot seat and write another word on the board. Keep playing until necessary.
- ✓ The winner is the team that has more points.



ish because it







### #1. Choose an article online, read it, summarize it, and bring it to class

- ☐ Choose an article online (2 pages minimum). It can be on a newspaper website, magazine, or anything you find interesting such as a science article, politics, invention, psychology, etc. Try not to choose anything too technical because it might be boring for some people. Choose something you like, but it can also be very interesting to most people. Each student will have to present their article for a graded assignment. Each student will have from 3-5 minutes to present their articles to the whole class. STUDENTS WILL NOT ALLOWED TO READ THEIR NOTES AT ALL.

### Saturday - Day # 6

**Objective** - Students will be able to ...

- ☐ use 10 new, academic vocabulary words in context
- ☐ express comparison, contrast, cause, and effect using relative clauses
- ☐ Vocabulary Quiz #1 = The 10 new vocabulary words
- ☐ Reading graded assignment - Article Presentation
- ☐ Skills:
  - ☐ Listening: students' presentations
  - ☐ Speaking: talk about an article

Teacher: **Andrea Reis Gomes**

Age group: **16 - 25**  
Class size: **15 students**

Class duration: **4 classes of 50 minutes each**  
**ESL instruction - International students**

**Materials:** Virtual Platform - A computer lab  
Google Docs & Google Sites

**Proficiency Target:** Advanced/Conversation

### IN CLASS ACTIVITY

- ☐ Article presentations. Students will not be allowed to look at their notes at all.

### Reading Assignment # 1 - The Week Magazine

### THE WEEK - MINI PRESENTATIONS - Speaking Evaluation 1

**What you should keep in mind during your article presentations:**

- ☐ Read your article thoroughly
- ☐ Explain a summary of your article
- ☐ **DO NOT READ IT AT ALL** - You will not be able to read your article at all ( I will collect it before your presentation)
- ☐ You will be able to have some notes (20 words maximum - **NOT SENTENCES**)

### Reading Assignment Grade:

Did not turn in	Poor	Needs Improvement	OK	Good	Very Good	Excellent
0	40	60	70	80	90	100

\*\*Not enough details

\*\*Read too much

\*\*Too many grammar mistakes

\*\*Not well-explained/organized

\*\*Included good details

\*\*Good pronunciation/fluency

\*\*Key items clearly stated

\*\* Did not show complete knowledge of the material

\*\* Not well-prepared

\*\* Pronunciation/fluency hindered understanding

\*\* Well-explained/organized

\*\* Too many pauses when speaking

\*\*Good command of grammar structures

\*\*Demonstrated thorough knowledge of the material

### RELATIVE CLAUSES WARM-UP ACTIVITIES



## Fold your Arms

ESL Relative Clauses Game - Listening and Speaking Activity - Pre-intermediate - 25 minutes

In this amusing relative clauses game, students describe pictures of objects, people, places, and times with defining relative clauses. The class is divided into groups of three or four. Each group is given a set of picture cards, which they shuffle and place face down in a pile on the desk. Students take it in turns to pick up the top card, look at the picture, place the card face down and fold their arms. The student then describes the object, person, place or time to the other students using defining relative clauses. When describing pictures, students must keep their arms folded. This is to stop them from miming or using gestures. Students are also not allowed to say the name of the object, person, place or time or use variations of the word. The first student to guess the word wins and keeps the card. If no one guesses the word, the card is placed at the bottom of the pile. The next student then picks up a card and so on. Students continue taking turns describing the pictures on the cards until there are no cards left in the pile. The student with the most cards at the end of the game wins.



## Relative Clause Bingo

ESL Relative Clauses Game - Listening and Speaking Activity - Pre-intermediate - 25 minutes

In this engaging relative clauses game, students play bingo by describing people, places and things using defining relative clauses. The class is divided into groups of four. Each student is given a bingo card and each group is given a set of word cards, which they shuffle and place face down in a pile on the desk. The students take it in turns to take a card from the top of the pile and describe the person, place or thing on the card using a defining relative clause, e.g. 'It is a place where...'. The other students in the group try to guess the word. When the word has been guessed, the students who have the word on their bingo card cross it off. If the students are having difficulty guessing the word, the student who is describing can give more definitions. The next student then picks up a word card and so on. The first student to cross off all the words on their card shouts 'bingo' and wins the game.



## What's the word?

ESL Relative Clauses Game - Listening and Speaking Activity - Pre-intermediate - 30 minutes

Here is a fun relative clauses game to help students practice using defining relative clauses with who, which and where. The class is divided into groups of three or four. Each group is given a set of word cards, which they shuffle and place face down in a pile on the desk. The students then take it in turns to pick up a card (e.g. library) and give a definition of the word on the card using a defining relative clause, e.g. 'It's a place where people read books'. The first student to guess the word keeps the card. The student with the most cards at the end of the game wins.



## Who, Which, When, Where

ESL Relative Clauses Activity - Reading, Writing, Listening and Speaking - Pre-intermediate - 35 minutes

In this productive relative clauses activity, students practice describing people, things, places and times using defining and non-defining relative clauses. Each student is given a card containing the relative pronouns who, which, when, and where. Students write two words relating to each relative pronoun in the 'My wordlist' column on the card, without showing their answers to anyone. On a separate piece of paper, students then write a description for each word in their wordlist using defining and non-defining relative clauses. Afterwards, the class is divided into groups of four. The students then take it in turns to read out a description for a word on their card to the other group members. The first student to guess the word wins. The student describing the word then writes the name of the person who guessed correctly in the 'Name' column next to the word. This continues until all the words have been guessed. Afterwards, the students add up how many times each person's name appears on their card. The student who guessed the most words wins the game.

Resource: <https://www.teach-this.com/grammar-activities-worksheets/relative-clauses-pronouns>

### GRAMMAR - RELATIVE CLAUSES - Resource Materials

- ☐ <https://www.espressoenglish.net/relative-clauses-exercises/>
- ☐ <https://www.perfect-english-grammar.com/relative-clauses.html>
- ☐ <https://agendaweb.org/grammar/relatives-pronouns-worksheets-resources.html>
- ☐ [https://www.myenglishpages.com/site\\_php\\_files/grammar-exercise-relative-clauses.php](https://www.myenglishpages.com/site_php_files/grammar-exercise-relative-clauses.php)
- ☐ <https://www.ego4u.com/en/cram-up/tests/relative-clauses-3>
- ☐ <https://inglescarmelitaslb.files.wordpress.com/2011/05/relative-clauses.pdf>
- ☐ Video: [https://www.youtube.com/watch?v=Ht\\_Lb2djZ4o](https://www.youtube.com/watch?v=Ht_Lb2djZ4o)

## VOCABULARY WARM-UP ACTIVITIES

### Introducing with flashcards

(Introducing New Language (Warm-up Activities))



**Activities which introduce new vocabulary, collocations and sentence structures through using flashcards.**

#### Partial Card

- Hold a card with the picture of fruit/vegetables fully covered. Gradually, uncover the card (from the top, bottom, or side). In addition, ask: "What is it?" Using your facial expressions and gestures, you may help the students: *"I don't know."*
- Keep uncovering the card until children name the picture.
- Repeat the word.

#### Flashcard - Flash

- Uncover a card with the picture of an animal for only few seconds, show it to the children several times, turn it around quickly, and hide it.
- Accompany the whole process with the What is it? question and I don't know. answer.
- Keep uncovering the card until the children name the picture.
- Repeat the word.

#### Moving Flashcard

- Show the children a card with a picture of clothes (e.g. trousers) while moving it around. For example: a child is sitting and you move the card around his/her head so that he/she cannot see the picture. Circle with the picture several times, hide it and ask: "What is it?" and answer: "I don't know." If there is enough room in the classroom and not too many children, you may take the card and move it around the classroom. Children are curious to see what is on the card, so they run after you. You can jump up high, stretch your arms to the ceiling etc.
- Keep showing the card until children name the picture.
- Repeat the word.

Source: <http://www.english-time.eu/for-teachers/activity/1-introducing-with-flashcards/>

## VOCABULARY



curt



rudely brief when speaking to someone; abrupt

demoralize



to lower the spirits of; weaken the confidence or cheerfulness of

dilemma



a situation requiring a difficult choice



inclination



a tendency, or preference, to think, act, or behave in a certain way; a leaning

irate



very angry

retort



to reply, especially in a quick, sharp, or witty way

sabotage



to deliberately destroy or damage

subsequent



following, in time or order; next; later

wary



cautious; on guard

zeal



enthusiastic devotion; intense enthusiasm

### VOCABULARY - Resources

❑ <https://quizlet.com/241374482/improving-vocabulary-skills-chapter-1-flash-cards/>

# homework



### #1. Study vocabulary and relative clauses

❑ Do the worksheets for the relative clauses and the exercises for the new vocabulary words.

## WEEK THREE

## Monday - Day # 7

**Objective** - Students will be able to ...

- ☐ learn and talk about human rights
- ☐ share their opinions about global issues
- ☐ Skills:
  - ☐ Listening: listen to a Ted Talk
  - ☐ Speaking: talk about what you listen to your partner/group/class
  - ☐ Writing: write a reflection paragraph about a Ted Talk

### IN CLASS ACTIVITY

- ☐ Go over the homework - correct relative clauses worksheet and go over questions/doubts; go over the vocabulary exercises. Continue working on the other 2 vocabulary exercises in pairs. Correct the exercises on the board.
- ☐ The teacher will go over the podcast creation and the poster students will have to do as part of their final project. The teacher will explain all the details and requirements necessary to create an effective podcast. At the end, students will have an opportunity to ask questions related to both projects. Students will also have access to the rubrics(evaluation criteria) that will be used to grade both projects.

### PODCAST PRESENTATION

**DATE: Due on Week 4 - Saturday**

**PODCASTS/VODCASTS & a Poster about your podcast**

Duration: 5-10 minutes

**Objective:** Students will choose a topic of their interest and will create a podcast/vodcast about it. It can be about a grammar point of your choice or about a topic they are passionate about. You will have to choose a partner to work with. Make sure the work is divided in equal parts. The grade will be individual.

**You must:**

- 1) Create a (5-10)-minute podcast/vodcast
- 2) Make sure you write a transcript so you can be familiarized with it, but do not memorize
- 3) Keep a note with some major bullet points to keep you on track.
- 4) Give background information on your topic.

- 5) Why did you choose this topic?
  - a) Does it affect people? how? Why?
- 6) You will have 2 classes to work on it, and then you will have to finish at home.
- 7) Do not memorize facts. Learn about them and talk about that person as if they were your friend.  
Be natural.
- 8) Then, you and your partner will use another class to create and present a poster about your podcast/vodcast.
- 9) Good luck!

**Due: All the posters and podcasts/vodcasts will be presented on Saturday Week 4.**

### Presentation Evaluation Form

	Poor	Unsatisfactory	Need improvement	OK	Good	Very Good	Excellent
1) The introduction was effective and informative and the conclusion summarized the main points.	1	2	3	3.5	4	4.5	5
2) The presentation was well organized and easy to follow.	1	2	3	3.5	4	4.5	5
3) The key points were clearly stated.	1	2	3	3.5	4	4.5	5
4) The grammar was applied correctly.	1	2	3	3.5	4	4.5	5
5) The pronunciation and fluency were on point.	1	2	3	3.5	4	4.5	5
6) The visual aids, e.g., slides, overheads, etc., were clear, effective and well used.	1	2	3	3.5	4	4.5	5
7) The speaker's demeanor, volume, and manner of speaking were effective and clear.	1	2	3	3.5	4	4.5	5
8) Completed the minimum time allotted for the presentation (5 minutes). Time: _____	1	2	3	3.5	4	4.5	5
Total: _____/40							

- ☐ Create a poster that shows the spirit of your podcast. Make it interesting, beautiful, colorful, meaningful, creative, and artistic. (Due on week 4 - the teacher will provide enough time for students to work on their posters in class)

### Podcast Poster Assignment Grade:

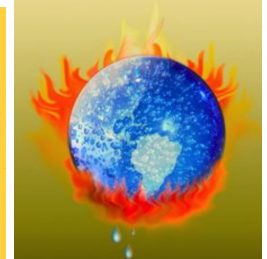
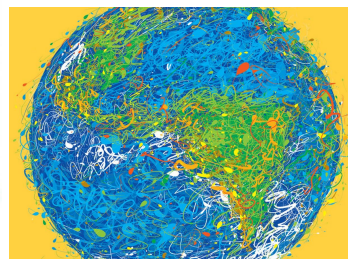
Did not turn in	Poor	Needs Improvement	OK	Good	Very Good	Excellent
0	40	60	70	80	90	100

- |                |                     |  |
|----------------|---------------------|--|
| ** Creative    | ** Great effort     | ** It really captured the Podcast topic  |
| ** Colorful    | ** Not interesting  | ** Not much effort was put into the work |
| ** Good effort | ** Really well done | ** It needs major improvement overall    |

### CONTROVERSIAL TOPICS FOR DISCUSSION & DEBATE



### GLOBAL ISSUES



**CNN Most controversial Topics in 2015**



<https://www.cnn.com/2015/12/21/world/top-stories-year-talking-2015-feat/index.html>

- ☐ Choose the most interesting topic and research about points of view on both sides. What is your opinion? Write a 5-paragraph essay about it.

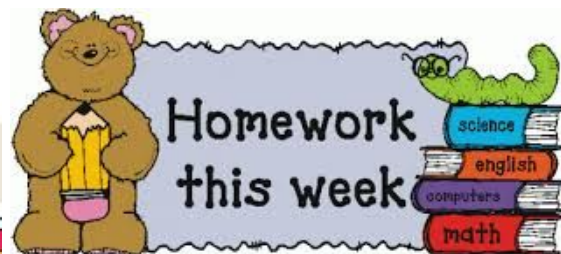
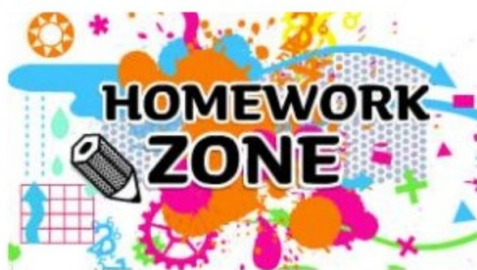


## Issues



- ## IN CLASS ACTIVITY

- ❑ In order to prepare students to record their podcast, the teacher will provide opportunities for each student to become more familiar with controversial topics and global issues. Some students are used to talking about these subjects, but others are not. Therefore, students will choose one of the topics that were given above, research about each topic, and take notes. After that, they will choose a partner, and they will share their summaries and opinions with each other. Next, they will have to present their topic to the whole class.
- ❑ **DEBATE:** After everyone is familiar with their topic and has given their opinion on that matter, we will have a class debate regarding all the topics discussed. After talking about each topic, the whole class will choose a winner. Every student should make sure they use proper expressions when presenting their points of view, when giving their argument, and when disagreeing with their opponents. Source:  
<https://www.esldebates.com/common-debating-phrases-2/>
- ❑ PS: The teacher will make sure the topics do not repeat, so choosing a topic will be chosen at a first come first serve basis.



**# 1. Choose a Ted Talk below about privilege, take notes, summarize it, and be ready to talk about it**

- ❑ Write a summary and an opinion paragraph about the controversial topic you have chosen and read about.

**# 2. Choose a Ted Talk below about privilege, take notes, summarize it, and be ready to talk about it**

- ❑ Choose a Ted Talk from the list below
- ❑ Take notes

- ☐ Summarize the video
- ☐ Come to class prepared to talk about it and share your opinions/ideas about it

### **TED TALKS about Privilege**

- ☐ Ted Talk: An example of giving back: A Summer School Kids actually want to attend:  
[https://www.ted.com/talks/karim\\_abouelnaga\\_a\\_summer\\_school\\_kids\\_actually\\_want\\_to\\_attend](https://www.ted.com/talks/karim_abouelnaga_a_summer_school_kids_actually_want_to_attend)
- ☐ Ted Talk: An example of having privilege and giving back: How American school keep kids in poverty:  
[https://www.ted.com/talks/kandice\\_sumner\\_how\\_america\\_s\\_public\\_schools\\_keep\\_kids\\_in\\_poverty/transcript?language=en](https://www.ted.com/talks/kandice_sumner_how_america_s_public_schools_keep_kids_in_poverty/transcript?language=en)
- ☐ Ted Talk: An example of inclusion and acceptance: Every Kid Needs an Education:  
[https://www.ted.com/talks/rita\\_pierson\\_every\\_kid\\_needs\\_a\\_champion/transcript?language=en](https://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion/transcript?language=en)
- ☐ Practice Makes Perfect Org: <https://www.practicemakesperfect.org/>
- ☐ Ted Talk - The Power of privilege: <https://www.youtube.com/watch?v=N0acvkHliZs>
- ☐ Ted Talk - Understanding My Privilege - <https://www.youtube.com/watch?v=XIRxqC0Sze4>
- ☐ Ted Talk - The power of privilege: Tiffany Jana <https://www.youtube.com/watch?v=N0acvkHliZs>
- ☐ Ted Talk - I grew up in poverty. Here's why I recognize my white privilege | Tom Rietz  
<https://www.youtube.com/watch?v=xp8YYVxleVQ>
- ☐ Ted Talk - Recognizing Privilege: Power to All People | Michael Yates -  
<https://www.youtube.com/watch?v=t2-RvCIIZdE>

### **Wednesday - Day # 8**

**Objective** - Students will be able to ...

- ☐ share their opinions about global issues
- ☐ understand the limitations and implications of stereotyping people, which is in effect judging them on a few characteristics only.
- ☐ share their ideas about privilege
- ☐ discuss human rights
- ☐ Writing Assignment #2 - write a reflection paragraph about a topic of your choice
- ☐ Skills:
  - ☐ Listening: listen to a Ted Talk
  - ☐ Speaking: talk about what you listen to your partner/group/class
  - ☐ Writing: write a reflection paragraph about a Ted Talk

## IN CLASS ACTIVITY

### Privilege

- ❑ **Warm-Up:** The paper activity - front row and back row of the classroom trying to make a basket
  - ❑ <https://smallactbigimpact.com/for-educators/middle-school-resources-grades-6-8/privilege-and-empathy-lesson-how-your-socio-economic-position-impacts-how-well-you-do/>
- ❑ What is privilege? - article: <https://nccj.org/what-privilege>
- ❑ Power Privilege and Oppression(6:35): <https://www.youtube.com/watch?v=LTDikx-maoM>
  - ❑ Gender
  - ❑ Sex orientation
  - ❑ Racism
  - ❑ Social class
  - ❑ Level of Education
- ❑ What is privilege? - video (3:59): <https://www.youtube.com/watch?v=hD5f8GuNuGQ>
- ❑ The Race of Life (4:12): [https://www.youtube.com/watch?v=FBQx8FmOT\\_0](https://www.youtube.com/watch?v=FBQx8FmOT_0)

## IN CLASS ACTIVITY

- ❑ Students will work in pairs/groups, talk about their Ted Talks, share about their thoughts and opinions.

## HUMAN RIGHTS



- ❑ The island activity: if you were to go to an island and you could only bring one item, what would it be? If you bring the correct item, you can go on the boat. If you do not have the correct item you have to go back to the end of the line and try again.
- ❑ What Does It Mean to Be Human?  
<http://hrlibrary.umn.edu/edumat/hreduseries/hereandnow/Part-3/Activity1.htm>
  - ❑ Write the word "**HUMAN**" on the board. Below the word "human" draw a circle or the outline of a human being.

- ❑ Ask students to write what qualities define a human being. For example, "intelligence," "sympathy."
- ❑ Next ask students what they think is needed in order to **protect**, enhance, and fully **develop** these qualities of a human being. List their answers outside the circle, and ask participants to explain them. For example, "education," "friendship," "loving family."
- ❑ Discussion:
  - \*What does it mean to be fully human? How is that different from just "being alive" or "surviving"?
  - \*Based on this list, what do people need to live in dignity?
  - \*Are all human beings essentially equal? What is the value of human differences?
  - \*Can any of our "essential" human qualities be taken from us? For example, only human beings can communicate with complex language; are you human if you lose the power of speech?
  - \*What happens when a person or government attempts to deprive someone of something that is necessary to human dignity?
  - \*What would happen if you had to give up one of these human necessities?
- ❑ Write the word "**RIGHTS**" on the board. Ask students to write the definition of the word.
  - ❑ Class work: Diagram on the board - elicit ideas
- ❑ Description of the Human Rights - The List - article:
 

<https://www.youthforhumanrights.org/what-are-human-rights/universal-declaration-of-human-rights/articles-1-15.html>

## Homework



### # 1. Study for the vocabulary quiz #2

- ❑ Study for the vocabulary quiz #2

## # 2. Choose 3 Human Rights

- ❑ Students will read the description of the Human Rights - The List - article:  
<https://www.youthforhumanrights.org/what-are-human-rights/universal-declaration-of-human-rights/articles-1-15.html> and will come to class prepared to talk about their 3 favorite human rights.

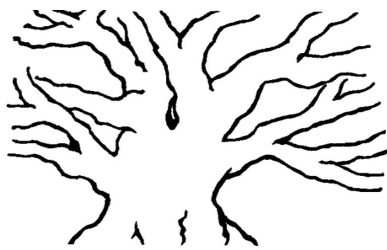
## Saturday - Day # 9

**Objective** - Students will be able to ...

- ❑ discuss human rights
- ❑ share their opinions about immigration
- ❑ discuss about stereotypes and how it affects everyone
- ❑ speculate about the past using past modals
- ❑ use 10 new, academic vocabulary words
- ❑ Skills:
  - ❑ Listening: listen to a Ted Talk
  - ❑ Speaking: talk about what you listen to your partner/group/class
  - ❑ Writing: write a reflection paragraph about a Ted Talk

## HUMAN RIGHTS

- ❑ Pair/Group work: each pair will be responsible to talk about 8 human rights
- ❑ Activities: <http://hrlibrary.umn.edu/edumat/activities.shtml>



- ❑ The tree activity:
  - ❑ Write on the tree (in the form of leaves, fruits, flowers, or branches) those human rights that they think all people need to live in dignity and justice.
  - ❑ A human rights tree needs roots to grow and flourish. Give the tree roots and label them with the things that make human rights flourish. For example, a healthy economy, the rule of law, or universal education.
  - ❑ When drawings are complete, ask each group to present its tree and explain its reasons for the items they have included.



❑ **Human rights introduction video:**

<https://www.youthforhumanrights.org/what-are-human-rights/>

❑ There is a video for each right. Right # 30: No One can take it away from you:

<https://www.youthforhumanrights.org/what-are-human-rights/videos/no-one-can-take-your-rights.html> - SHOW THE 30 50-second VIDEOS (if time allows, otherwise, assign as homework)

❑ Human Rights Explained In A Beautiful Two Minute

Animation: <https://www.youtube.com/watch?v=pRGhrYmUjU4>

❑ The Story of Human Rights: [https://www.youtube.com/watch?v=6XXGF\\_V8\\_7M](https://www.youtube.com/watch?v=6XXGF_V8_7M)

❑ What Every Country In the World Is Best At?

<https://www.youtube.com/watch?v=WkLsAJ2TEEE>

❑ ADRA Animated Short: Human Rights: <https://www.youtube.com/watch?v=BkDX8D2YUeE>

❑ **PEOPLE WHO HAVE SEEN AND/OR EXPERIENCED the violation of the human rights:**

❑ Top 10 American Civil Rights Activists: <https://www.youtube.com/watch?v=wrVWEKpnOQE>

❑ Ishmael Beah's Story: From Child Soldier to Human Rights Activist:

<https://www.youtube.com/watch?v=ww7kHcr43vk>

❑ Human Rights Violations Around The World:

<https://www.youtube.com/watch?v=OwTegyxOxo4>


**Writing Assignment # 2 - Write a reflection paragraph about one of the Ted Talks above, about privilege, or about human rights**

Choose one Ted Talk above, take notes, and write a reflection paragraph about it. Make sure to address the following points: What is the talk about? Who is this person? What is his/her life story? What did they talk about? Why did you choose this particular talk? What was the best part about the video? What was the saddest part about this talk? What did you learn from this talk? How does privilege play a role in the talk? Describe all the interesting aspects of the talk. Then, reflect on your own life: are you a privileged person? Why or why not? **MAKE SURE TO INCLUDE AT LEAST 4 POINTS THAT ARE DISCUSSED ON THE VIDEO.**

Type your video reflection paragraph here: Write from 10-15 sentences.

## Writing Assignment # 2 grade:

	VERY GOOD	GOOD	O.K./NEEDS IMPROVEMENT	POOR	UNSATISFACTORY
Thorough details and evidence/support	50	45	40	35	0
Development/Content	30	25	20	15	0
Resources (from the texts/videos)	10	8.5	6	4	0
Mechanics:Punctuation,Capitalization,Vocabulary/spelling	10	8.5	6	4	0

TOTAL: 

**COMMENTS:**

## STEREOTYPES



## IN CLASS ACTIVITY

## Theme 1: Thinking about Prejudice

### ACTIVITY 1: Stereotyping

#### LEARNING OUTCOME

Students will understand the implications and limitations of stereotyping people, which is in effect judging them on a few characteristics only.

This activity is intended as an introduction to the concepts of prejudice and discrimination with an examination of the nature and limiting effects of our application of stereotypes. A working definition of these concepts is provided in the Background Information Sheet.

You may wish to amend the cards on the Student Sheet to represent different groups of people or to adapt the activity to suit the age, abilities and prior experience of your students. The intention is that the activity will encourage students to challenge their own stereotypes.

#### WHAT YOU NEED

- **STUDENT SHEET:** [Stereotypes \[doc\]](#) – cut and made into cards.
- **BACKGROUND INFORMATION:** [Stereotyping \[doc\]](#)

#### WHAT TO DO

- Group students in pairs and distribute cards made from the Student Sheets – one card per pair.
- Support students as they decide upon three characteristics people might associate with the person described on their card.
- When they have recorded these on their card, bring students together again and ask each pair in turn to describe their person to the class by listing the three characteristics.
- They might start their statement with: *Some people might think this person...*
- The rest of the class then tries to guess the person being stereotypically described.
- Display the captions 'Positive characteristics' and 'Negative characteristics' on the wall. Ask students to place their cards appropriately.
- Invite the class to comment on whether they agree with each placing and to consider why positive characteristics were attributed to some people and negative to others.
- Discuss with students why we generalise in this way and can it ever be useful.
- Encourage students to consider possible exceptions to their stereotypical descriptions.

For example:

- Can we have a non-elderly grandmother?
- Are all people who wear glasses brainy?
- Do the scientist Albert Einstein and the pop singer Mika fit the stereotype of a refugee?
- Again in pairs, ask students to choose a label some people might apply to themselves and their partners.
- Encourage the pairs to write a short statement detailing what someone might say about them if they only looked at the label. They should say how they feel about this labelling.

#### TALKING POINTS

- What are the possible negative effects of stereotyping?
- In what way can stereotyping be limiting?
- Should we be judged by the actions of a few?
- Can you judge a person on only a few characteristics?
- Does it make a difference to your attitude if you know someone personally?

#### Extension:

[Palm Tree King](#) is an excellent poem to illustrate stereotyping in a humorous but challenging way. (To listen to the poem click on 'Hear the Poem' above the words on this link)

## STEREOTYPES

- ❑ This prank was possible because of people's stereotypes against a particular culture.  
<https://www.youtube.com/watch?v=C3PBiF5W54E&t=87s> (play 1 minute)
- ❑ Can you guess the country by these stereotypes?  
<http://quizpug.com/can-you-guess-the-country-by-its-stereotype/>
- ❑ Common Stereotypes About Americans - video:  
<https://www.youtube.com/watch?v=t2-RvCIIZdE>
- ❑ I am not your Asian stereotype: [https://www.youtube.com/watch?v=\\_pUtz75INaw](https://www.youtube.com/watch?v=_pUtz75INaw)
- ❑ The Danger of a Single story: <https://www.youtube.com/watch?v=D9lhs241zeg&t=1s>
- ❑ The Muslim on the Airplane: [https://www.youtube.com/watch?v=UIAm1g\\_Vgn0&t=18s](https://www.youtube.com/watch?v=UIAm1g_Vgn0&t=18s)
- ❑ What is like to be a Muslim in America?  
[https://www.youtube.com/watch?v=wzkFoetp-\\_M&t=20s](https://www.youtube.com/watch?v=wzkFoetp-_M&t=20s)
- ❑ Why stereotypes are harmful - article:  
<https://momentousinstitute.org/blog/why-stereotypes-are-harmful>
- ❑ How stereotypes take shape - article:  
<https://psmag.com/social-justice/knowledge-process-information-scotland-stereotypes-take-shape-86697>
- ❑ **Lesson Plan:** Understanding stereotypes - article -  
<http://www.discoveryeducation.com/teachers/free-lesson-plans/understanding-stereotypes.cfm>
- ❑ **Lesson Plan:**  
<https://www.harmony.gov.au/get-involved/schools/lesson-plans/lesson-plan-stereotypes>

## IN CLASS ACTIVITY

- ❑ Students will choose one of the videos above, and they will take notes. Then, they will work in pairs/groups, talk about their videos, share about their thoughts and opinions.

## IN CLASS ACTIVITY

## The Effect of Stereotypes: What's in a Label?

### Goal

To demonstrate how stereotypes affect the self-perception and behavior of the person who is stereotyped.

### Preparation

Obtain the same number of adhesive labels (e.g., of the kind for file folders) as there are students in your class, and write a stereotypic attribute on each label. Some examples include *violent, athletic, cute, overemotional, incompetent, good at math, lazy, untrustworthy, unclean, musical, materialistic, diseased, unintelligent, exotic, forgetful, and frail*.

### Activity

After discussing research and theories on stereotyping, explain that you will conduct a labeling exercise to help students learn about how stereotypes work. Tell students that participation in this exercise is optional, and that anyone who prefers not to participate directly can simply play the role of an observer.

Next, attach a label on each student's forehead (or back) so that the label is not visible to the wearer. Make clear that these labels are being assigned randomly and have nothing to do with students' actual attributes.

Then ask students to spend 15 minutes talking with each other about "future goals" (another general topic can be chosen, but this one works well in eliciting responses to the labels). Tell students that they should circulate in order to talk with several different people, and that they should treat one another according to the other person's labeled attribute. For example, someone labeled "forgetful" might be repeatedly reminded of the instructions.

After 15 minutes, reconvene the class and ask students to leave their labels on for a little while longer (if the class size and furniture allows, it's best to sit in a circle). Then ask students to share how they felt during the exercise, how they were treated by others, and how this treatment affected them. Students will often mention their discomfort not only with being stereotyped but with treating others stereotypically.

Finally, tell students that they can now remove their labels. Then discuss questions such as the following:

- Was the label what you guessed, or were you surprised by it?
- When people stereotyped you, were you able to disregard it?
- Did you try to disprove the stereotype? If so, did it work?
- How did you feel toward the person who was stereotyping you?
- If your attribute was positive (e.g., "good at math"), how did you feel?
- When stereotyping others, how easy was it to find confirming evidence?
- When stereotyping others, how did you react to disconfirming evidence?

These questions offer a natural forum to discuss subtyping, self-fulfilling prophecies, confirmation biases, belief perseverance, and other psychological factors involved in stereotyping.

### Notes

1. This exercise works well with 10-60 students, but when there are more than 20 students, you should find a way to affix labels efficiently. One technique is to have a TA or class member help affix labels. Another is to distribute the labels and have students affix them to each other.
2. For instructors using [Understanding Prejudice and Discrimination](#), this activity is best used in connection with Section I (on stereotyping), Section II (on stigmatization), or Section IV (on contemporary racism).

### Source

Adapted from Goldstein, S. B. (1997). The power of stereotypes: A labeling exercise. *Teaching of Psychology*, 24, 256-258.

## PAST MODALS WARM-UP ACTIVITIES

**Aim:** The focus of this lesson is on students integrating grammar, speaking and writing using modals of certainty and possibility in the past.

**Level:** B2 (upper intermediate)

**Time:** 20-30 minutes

**Materials:** post-it notes and pictures to display (see mine [here](#))

Although this is an activity to reinforce learning and the grammar should have been explained beforehand, it might be a good idea to revise orally or on the board the targeted grammar.

### Warming-up

Remind students of the use of the structure *modal+have+past participle* to make suppositions about actions that did or did not take place in the past.

Explain that for this activity they will be working with the modal “*must*” to speculate about the past and with the modals *could/may/ might* in the past to discuss different possibilities. Drill pronunciation of *must/might...+have+past participle*

- Must have been | ‘mʌstəv ‘biːn |
- might have gone | ‘maɪtəv ‘gɒn |

### The Task

On the walls of the class display the pictures you want to use. See the ones I used here. Ask students to try to guess the answers to the questions in the pictures and then, write them down on the post-it notes provided using the modal **must** in the past to speculate about what must have happened. Tell them that on the back of each picture you have written the answer to the question. They’ll win one point if their answer is the same as the one written on the back of the picture.

### Procedure

- On the walls of the class display the pictures you want to use.
- Ask students to work in threes.



- Give each group a different number and some post-it notes. You will need to give them as many post-it notes as pictures on the walls. They will need a post-it note for each picture.
  - Now, ask students to stand up and have a look at the different pictures.
- In their groups they will have to discuss the different possibilities using the structure may/might/could +have+ past participle.
- Then when they reach an agreement, they will need to write their suggestion on the post-it note using the modal “must” in the past. Ask students to write their assigned number on the post-it note. *Ex. He must have saved someone or he must have discovered a bomb*
- Ask students to sit down. Take the first picture and turn it around. Read the sentence explaining the picture. Read the post-it notes to see which group guessed correctly. Award them one point. Needless to say, the winner is the group that gets more points.

### **GRAMMAR - PAST MODALS - Resource Materials**

- ❑ <https://www.espressoenglish.net/past-modals-should-have-could-have-would-have/>
- ❑ [https://www.myenglishpages.com/site\\_php\\_files/grammar-lesson-modals-present-past.php](https://www.myenglishpages.com/site_php_files/grammar-lesson-modals-present-past.php)
- ❑ <https://www.cristinacabal.com/?p=7412>
- ❑ <https://www.lessonplansdigger.com/2016/03/29/using-past-modals-for-speculation-and-deduction-3-activities/>
- ❑ [https://www.perfect-english-grammar.com/support-files/could\\_have\\_should\\_have\\_would\\_have\\_exercise\\_1.pdf](https://www.perfect-english-grammar.com/support-files/could_have_should_have_would_have_exercise_1.pdf)

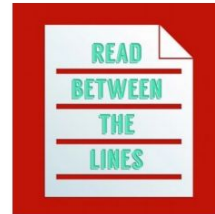
### **IN CLASS ACTIVITY - VOCABULARY**

Deterrent



something that prevents or discourages a certain action

Implication



an idea that is communicated indirectly, through a suggestion or hint

inequity



an injustice or unfairness

infirmity



a physical weakness or defect; ailment

infringe



to intrude or trespass on

innovation



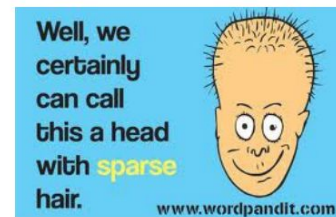
a new custom, method, or invention

revitalize



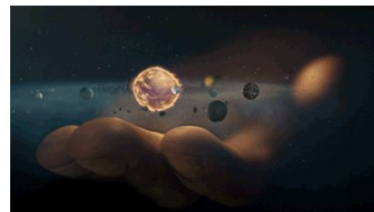
to refresh

sparse



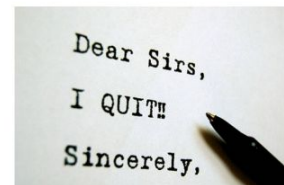
distributed thinly, not thick or crowded

subjective



based on personal opinions; one-sided

succinct



brief and clear

## 1. Taboo (aka Hot Seat)

---

Divide the class into Teams A and B. Team A sits in a group on one side of the classroom, Team B sits on the other side. Bring two chairs to the front of the room so that when seated, a student is facing his or her respective team and their back is to the blackboard or white board. One member from each team sits in their team's chair. The teacher writes a word, phrase, or sentence on the board. The students in the chairs mustn't see what's written on the board. Once the teacher yells 'go', the teams have one minute, using only verbal clues, to get their seated teammate to say the item written on the board. The only rule (or taboo) is that they **MUSTN'T** say the item written on the board, in full or part. The first student in the hot seat to utter the word scores a point for their team. When the round is over, two new team players are rotated into the hot seat and a new item is written up. The first team to score X number of points wins.

**Variation:** To ensure a slightly quieter and less chaotic game, the teams can take it in turns. Rather than two students in the hot seat, only one member from each team plays at a time. The teacher as usual scribbles a word on the board and gives the team one minute to get their teammate to say the item. If the hot-seated player manages to say the word, the teacher quickly writes another item on the board and so on until the minute is up. The team scores a point for every item they manage to say within one minute.

## 2. Memory Challenge

---

Put the students into pairs or small groups. Give them a time limit (e.g. 3 minutes) and ask them to write down as many words, phrases, and/or expressions as they can from the last lesson on topic X. The pair or group that can remember the most items wins.

**Variation:** To add a spelling accuracy component, teams can also earn an extra point for each correctly spelt item.

### 3. Last One Standing

Give the class a topic (e.g. food, clothes, animals, things in a kitchen) and ask them to stand up, in a circle if possible. Clap out a beat and say, one, two, three, followed by a topic-related word. After the next three beats, the next student in the circle gives a word related to the topic, and so it continues. Anyone who can't think of a word or repeats a word already said has to sit down and it's the next person's turn. The winner is the last one standing.

### 4. Pictionary

Divide the class into Teams A and B. Team A sits in a group on one side of the classroom, Team B sits on the other side. One member from each team goes to the board. The teacher flashes them a word, phrase, or expression written on a piece of paper. The students have one minute to get their respective team to say the item only by drawing pictorial clues on the board. Written words, verbal clues, or gestures are forbidden. The first team to say the word scores a point.

Variation: The teams review their notes from prior lessons, and collectively come up with a list of items the other team will have to draw.

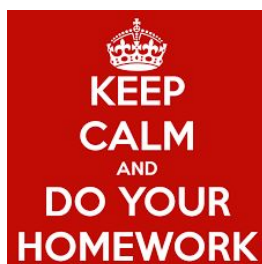
### 5. Bingo

The teacher writes up 10 words, phrases and/or expressions on the board. Each student chooses any 5 of the items from the board and writes them down. The teacher then selects one of the items at random (bits of paper from a hat, for example) and offers a brief definition or synonym of the item but does not say the word itself. If a student thinks they have the word the teacher described, they tick it. When a student ticks all of their words, they shout BINGO!! The first student to shout BINGO wins the round. Additional rounds can be played with different sets of words.

## VOCABULARY - Resources

- ❑ <https://quizlet.com/313735017/improving-vocabulary-chapter-4-flash-cards/>

## HOMEWORK



### #1. Study vocabulary and past modals

- ❑ Do the worksheets for the past modals and the exercises for the new vocabulary words.



# WEEK FOUR

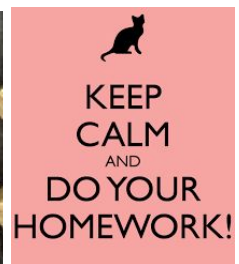
## Monday - Day # 10

**Objective** - Students will be able to ...

- ☐ have a debate to defend their point of view regarding a particular subject
- ☐ work on their podcast in pairs/groups
- ☐ Skills:
  - ☐ Listening: listen to podcasts
  - ☐ Reading: read articles about chosen topics
  - ☐ Speaking: negotiate meaning related to creating the podcast/vodcast

### IN CLASS ACTIVITY

- ☐ Go over the homework - correct past modals worksheet and go over questions/doubts; go over the vocabulary exercises. Continue working on the other 2 vocabulary exercises in pairs. Correct the exercises on the board.
- ☐ Work on their podcasts



**Keep working on creating a podcast/vodcast**

## Wednesday - Day # 11

**Objective** - Students will be able to ...

- ☐ work on their podcast posters in pairs/groups
- ☐ Vocabulary Quiz # 2



- ☐ Grammar Quiz #2
- ☐ Skills:
  - ☐ Speaking: negotiate meaning related to creating the podcast/vodcast

### IN CLASS ACTIVITY

- ☐ Work on their podcasts/vodcasts and posters

# homework



### #1. Record podcast & prepare for the poster presentation

- ☐ Make sure you know everything about your presentation without reading your notes.

### # 2. Keep working on creating a podcast/vodcast

- ☐ Work on their podcasts/vodcasts and posters
- ☐ Good luck!

### Saturday - Day # 12

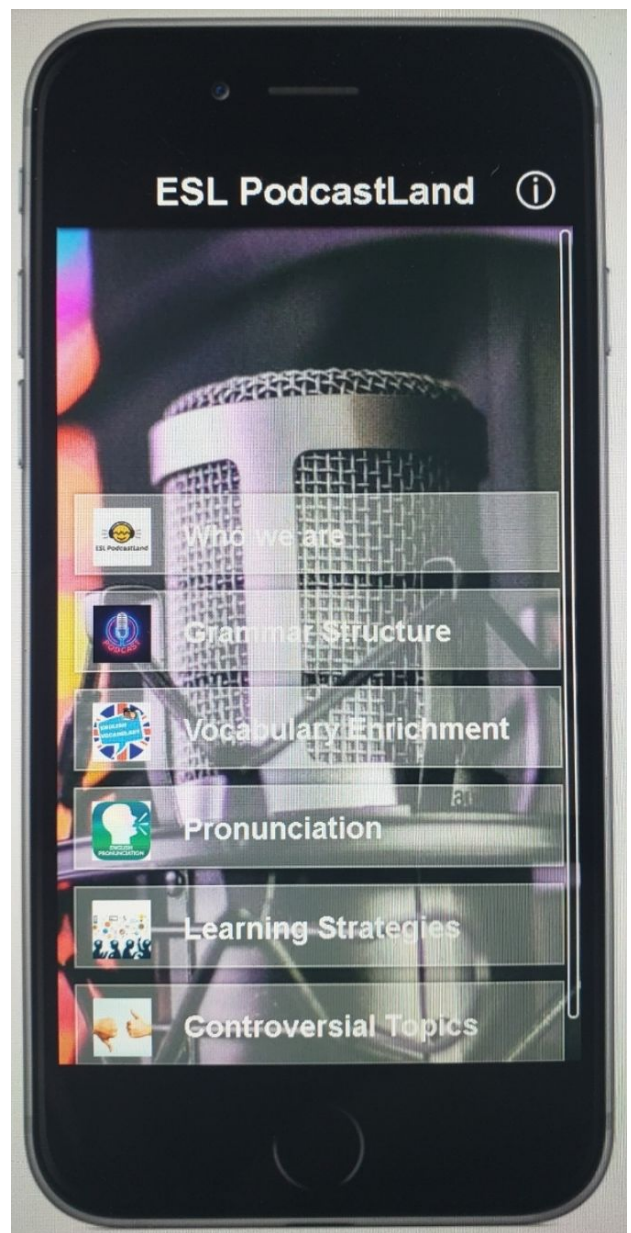
- ☐ Poster and Podcast Presentation
- ☐ Certificates
- ☐ Graduation Ceremony
- ☐ Prizes for the first three podcasts (the students will vote for the best ones)

### END OF THE COURSE

### Our Own ESL PodcastLand App

**The Logo:**

**The Platform(Menu)**





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SUNDAY

### Vocabulary - How to learn new words through context

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SUNDAY

### Pronunciation - ED Endings - Simple Past

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1:29

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SUNDAY

### Story Telling 2

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0:23

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SUNDAY

### Story Telling - Podcasts

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DURATION  
0:50

PLAYS  
0



## REFERENCES

- ❑ <https://en.islcollective.com/english-esl-worksheets/grammar/past-simple-tense/simple-past-ed-endings-pronunciation/86248>
- ❑ <https://www.teflcourse.net/blog/7-activities-for-teaching-conditionals-in-the-esl-classroom-ittt-tefl-blog/>
- ❑ <https://teachinggamesefl.com/2015/11/22/pronunciation-game-ed/>
- ❑ <http://www.english-time.eu/for-teachers/activity/4-introducing-through-a-story/>
- ❑ Vocab Activities:  
<https://www.teflcourse.net/blog/7-fun-activities-for-teaching-vocabulary-in-the-esl-classroom-ittt-tefl-blog/>
- ❑ <https://www.teach-this.com/grammar-activities-worksheets/relative-clauses-pronouns>
- ❑ <https://www.perfect-english-grammar.com/relative-clauses.html>
- ❑ <http://www.english-time.eu/for-teachers/activity/4-introducing-through-a-story/>
- ❑ <https://busyteacher.org/14916-improve-esl-pronunciation-6-fun-exercises.html>
- ❑ <http://www.scotdec.org.uk/aadamsbairns/files/activities/unit5/activity5.1.1.html>
- ❑ <http://iteslj.org/Techniques/Koprowski-RecyclingVocabulary.html>