Марина Юрьевна Грабарь

# Дизайн урока и планирование с нуля / *Lesson Design and Planning from scratch*




A self-study reference and practice book.

Марина Грабарь

# Дизайн урока и планирование с нуля / Lesson Design and Planning from scratch. Technology integration

«Издательские решения»

**Грабарь М. Ю.**

Дизайн урока и планирование с нуля / Lesson Design and Planning from scratch. Technology integration / М. Ю. Грабарь — «Издательские решения»,

ISBN 978-5-44-988184-7

Как начать? Как включить технологии в ваш план урока? И включение технологий в учебники. Все ресурсы проекта. Справочник для самостоятельного изучения и практическая книга. Основы того, чтобы быть эффективным учителем. Стандарты мира 21 века. Язык англ.How to start? How to incorporate technology into your lesson plan? And incorporating technology into textbooks. You are in the right place. Practice, examples, and support. All of the project resources. A self-study reference and practice book.

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# Дизайн урока и планирование с нуля / Lesson Design and Planning from scratch Technology integration

## Марина Юрьевна Грабарь

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ISBN 978-5-4498-8184-7
Created with Ridero smart publishing system

# ПРЕДИСЛОВИЕ

Данная книга «Lesson Design and Planning from scratch.: A self-study reference and practice book. (Teacher Helper) Paperback»

представлена Amazon в 8 странах мира.

Автор – бывший ментор Coursera. Курс «Lesson Design and Assessment / Планирование уроков и анализ» from Университет штата Аризона.

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Так что теперь у российских преподавателей есть отличный шанс
познакомиться с тем, что является основой того, чтобы быть
эффективным учителем стандартов 21 века.
Это творческий процесс, который позволяет нам синтезировать
наше понимание владения языком и преподавание языка с нашими знаниями наших учеников, учебной программой и контекстом обучения.

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Lesson plans allow professors to create learning objectives, organize and deliver course content, and plan and prepare to learn activities and materials. What does it mean to be a professional teacher? The general definition of «professional' is «one who is paid.» That distinction is more often used in the arts – a professional vocalist is paid, while an amateur is not. Be a professional teacher, share your hobby, make money. I know that you want to **share your** knowledge and impact **the** lives of **people.**

**How to start?** How to incorporate technology into your lesson plan?
And incorporating technology into textbooks. You are in the right place.
Practice, examples, and support.
A**ll** of the project **resources**.
A self-study reference and practice book.
With answers and Practice Labs.

# Почему появилась эта книга

По этому поводу вспомнился старый одесский анекдот:

– Фима, как ты можешь быть тренером по плаванию, когда сам в жизни не умел плавать?

– Изя, я не умею плавать, я ПОНИМАЮ плавать…

Но тренер должен быть выдающимся спортсменом, и он должен знать как делать что-то из того чему он учит, плюс хорошо уметь донести до ученика, научить его – это уже риторика и педагогика. То есть он должен знать и уметь пользоваться этими знаниями.

Но есть такие люди, которые живут не своей жизнью, а чужой. Потому что своей жизнью они жить не умеют. Они все время интересуются: а как там Маша, а что Вася, а как у них там между собой? Эти люди готовы часами перемывать косточки знакомым и малознакомым людям с другими малознакомыми или хорошо знакомыми людьми, поучают других. При этом не задумываясь о собственном образовании, развитии. Бред 21 века. Модели учения, которые были адекватны сто лет назад.

Но чтобы начать думать, нужно для начала посмотреть, что происходит за окном. Человек рождается в одном мире, а уходит из жизни в совершенно другом. В течение жизни людям несколько раз приходится менять свою профессию, все время учиться чему-то новому. Например, как преподаватель английского с Шекспиром и грамматикой может обучать физиков-ядерщиков английскому? Язык – это информация и знания. Шекспир не объяснял устройство реакторов и основы физики. A Present Continious – это не теория ядерных реакторов. Это – отсутствие знаний в области преподаваемого предмета. Последствия такого обучения представить можно в реальных условиях англоязычной команды (если выживут).

И что же с подобными делать?

Учитель использует те инструменты, с помощью которых его самого учили в школе, те, которым его научили в педагогическом вузе – это если вообще научили.

Нелегко объяснить, что та педагогика была адекватна и людям, и целям, и миру, который был 50 лет назад. И что так сегодня учить человека, чтобы он был успешен через 20 лет – не получится. Поэтому и появилась эта книга.

# Acknowledgments

*Selfishness and greed drive people most of the time, all they see are the possible gains and ignore the negative consequences. Other scenarios have them convince themselves that they are either not doing something bad or they overestimate their own abilities and think they won't be caught. We learn from both good and bad examples. We learn what to do from good examples and what to avoid doing from those who have made a mess of their lives. Follow the good. Learn from the bad.* ***Bad examples*** *help identify dead-ends. I wish to thank my toxic people. I* ***don't*** *belong on the same page or even in the same library*

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# 1. Writing Instructional Objectives



We can teach a lesson about Russia, but what do we want our students to be able to do afterward?
List regions?
Label them on a map?
Describe geographical differences?
**There are so many choices!**

Depending on what you want students to be able to DO at the end of a lesson, it will help us choose the right action verb for writing an instructional objective.

> ***Instructional objectives*** often will depend on the overall curriculum plan and the level of the learners, but it also involves the teacher's influence in designing a lesson.

# Are you fed up with using the same old methods to introduce your lesson topic?

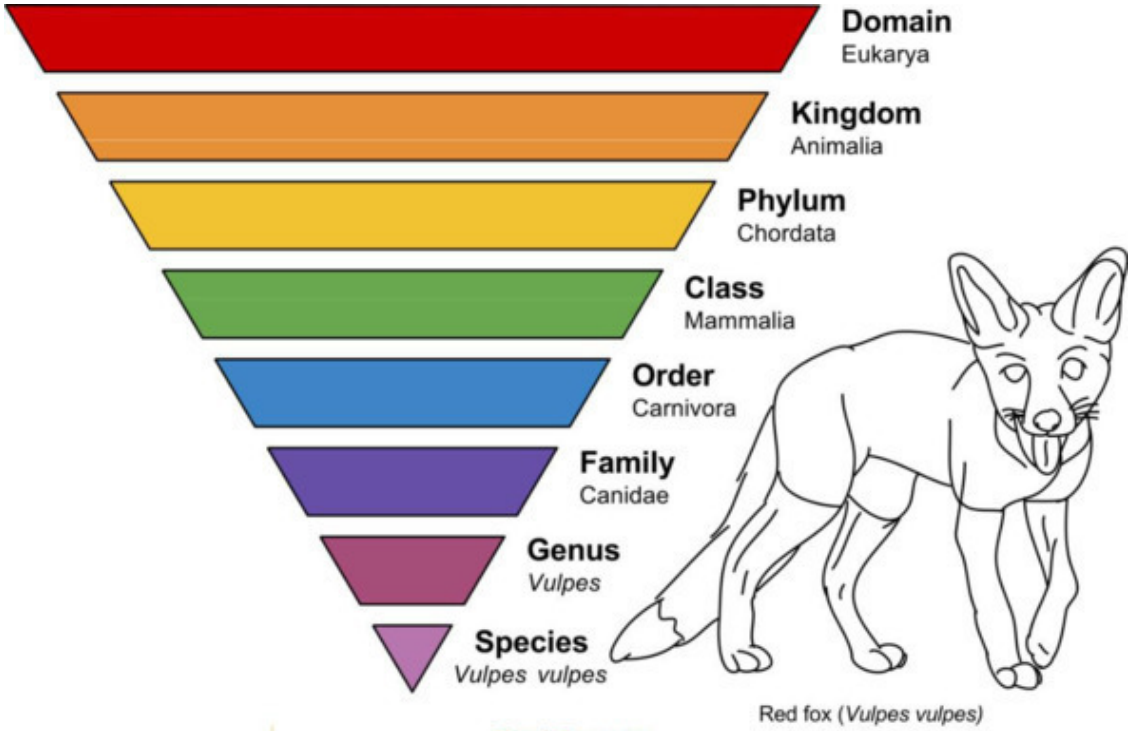


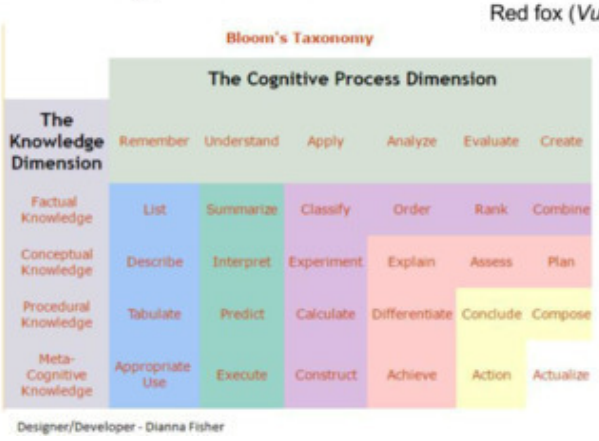
Do you ever have trouble writing learning objectives for your lessons? Often we know what we want our students to learn, but more importantly, we need to decide what we want our students to be able to do after a particular lesson or class.

> The ***ABCD method*** of writing objectives is an excellent way to structure instructional objectives. In this method, «A» is for the audience, «B» is for behavior, «C» for conditions, and «D» is for the degree of mastery needed.

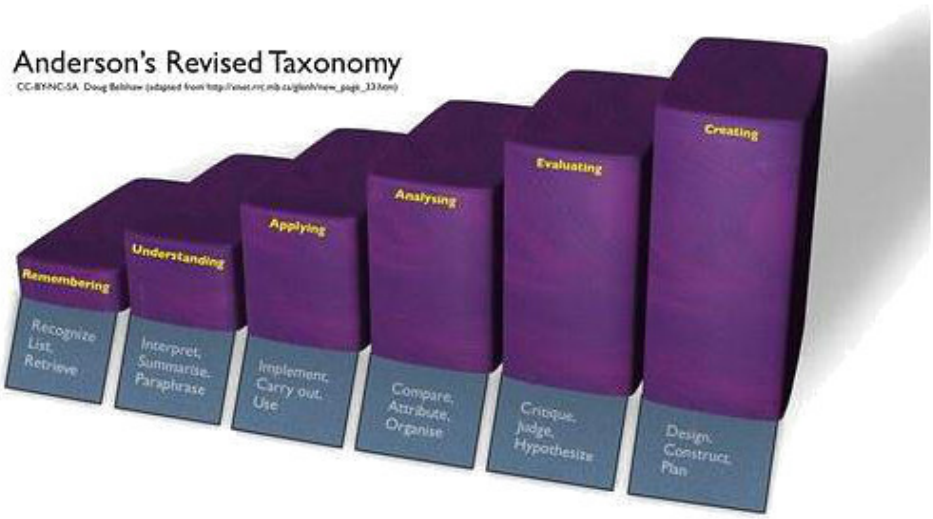
Example: -«Given a sentence written in the past or present tense, the student will be able to re-write the sentence in future tense with no errors in tense or tense contradiction (i.e., I will see her yesterday.).» The key here is to use verbs that indicate a clearly observable and measurable action. Appropriate action verbs for the cognitive, affective, and psychomotor domains are listed below.

**Bloom's Taxonomy of the Cognitive Domain** Bloom's taxonomy of cognitive learning, originated by Benjamin Bloom and collaborators in the 1950s, describes several categories of cognitive learning.

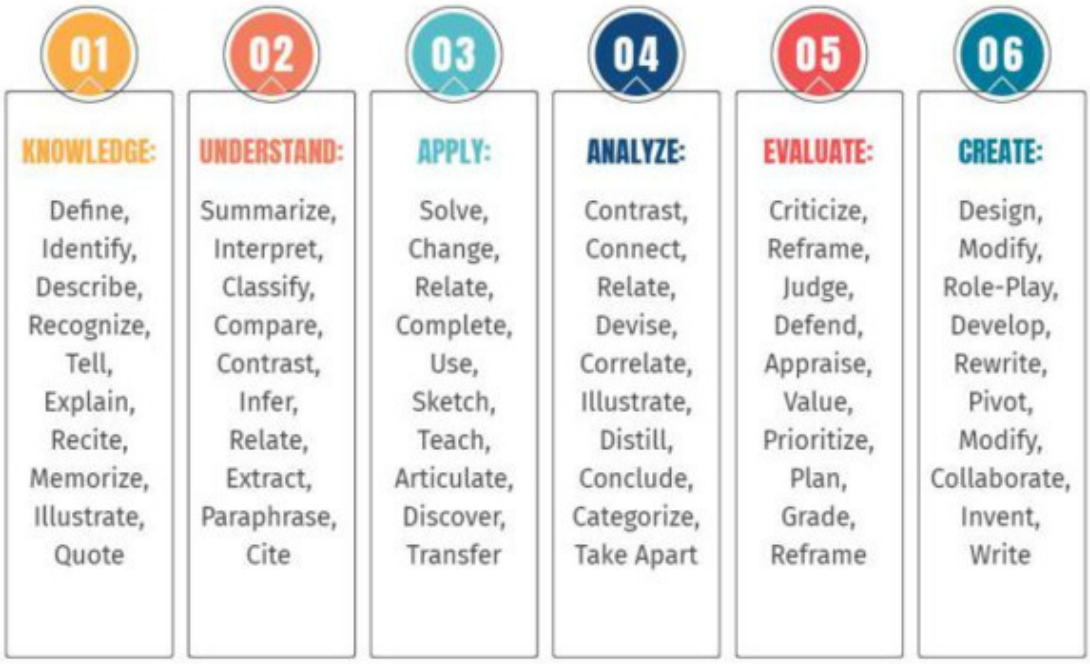



This taxonomy was revised in **2001 by Anderson and Krathwohl** to change the category names from nouns to verbs, and to switch the Evaluation and Synthesis levels in the hierarchy.




Many people also call the analysis, synthesis/create, and evaluation categories «problem-solving.»




ACTION VERBS APPROPRIATE FOR EACH LEVEL OF BLOOM'S/ANDERSON & KRATHWOHL'S TAXONOMY (Cognitive Domain)

**Remember:** Define Identify List Name Recall Recognize Record Relate Repeat Underline

**Understand:** Choose Cite examples of Demonstrate use of Describe Determine Differentiate between Discriminate Discuss Explain Express Give in own words Identify Interpret Locate Pick Report Restate Review Recognize Select Tell Translate Respond Practice Simulates

**Apply:** Apply Demonstrate Dramatize Employ Generalize Illustrate Interpret Operate Operationalize Practice Relate Schedule Shop Use Utilize Initiate

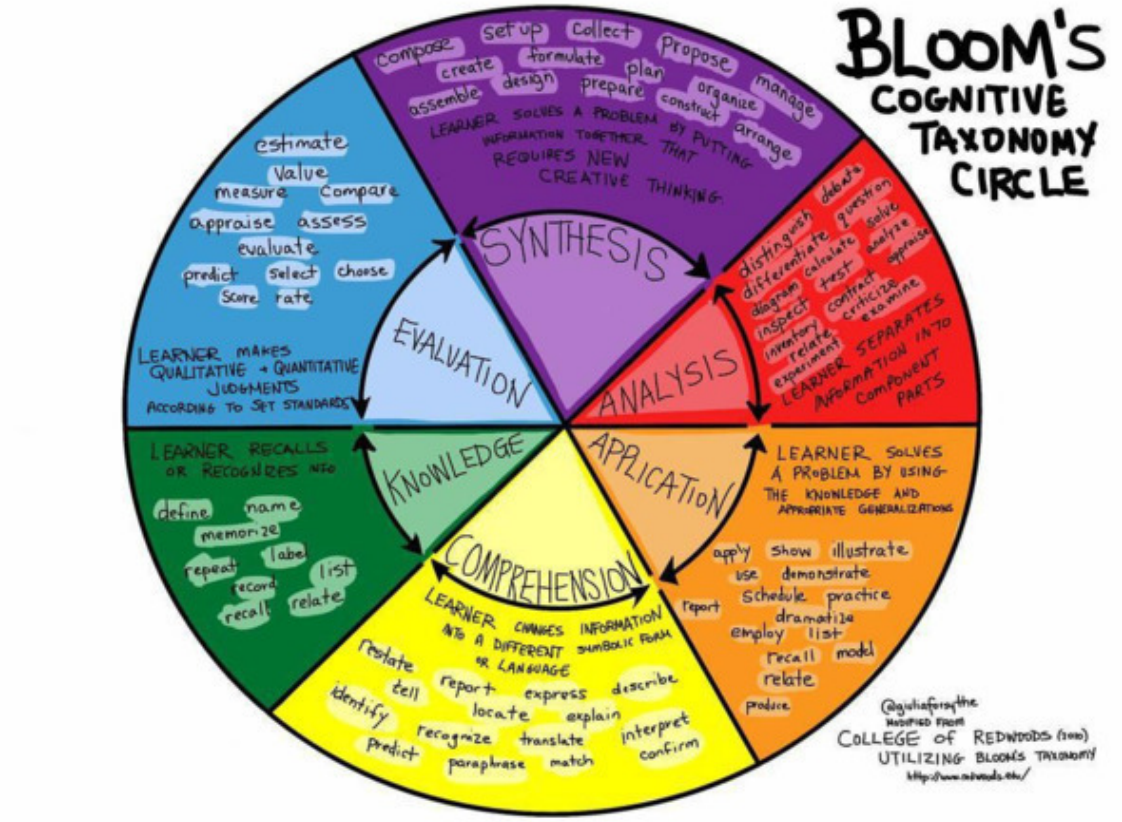
**Analyze:** Analyze Appraise Calculate Categorize Compare Conclude Contrast Correlate Criticize Deduce Debate Detect Determine Develop Diagram Differentiate Distinguish Draw conclusions Estimate Evaluate Examine Experiment Identify Infer Inspect Inventory Predict Question Relate Solve Test Diagnose

**Evaluate:** Appraise Assess Choose Compare Critique Estimate Evaluate Judge Measure Rate Revise Score Select Validate Value

– Lesson Design and Planning from scratch

– **Create:** Arrange Assemble Collect Compose Construct Create Design Develop Formulate Manage Modify Organize Plan Prepare Produce Propose Predict Reconstruct Set-up Synthesize Systematize Devise

**Krathwohl and Bloom's Taxonomy** of the Affective Domain Krathwohl and Bloom's 1964 taxonomy of the affective domain describes several categories of affective learning.



**AFFECTIVE TAXONOMY Level Definition**

**Example**

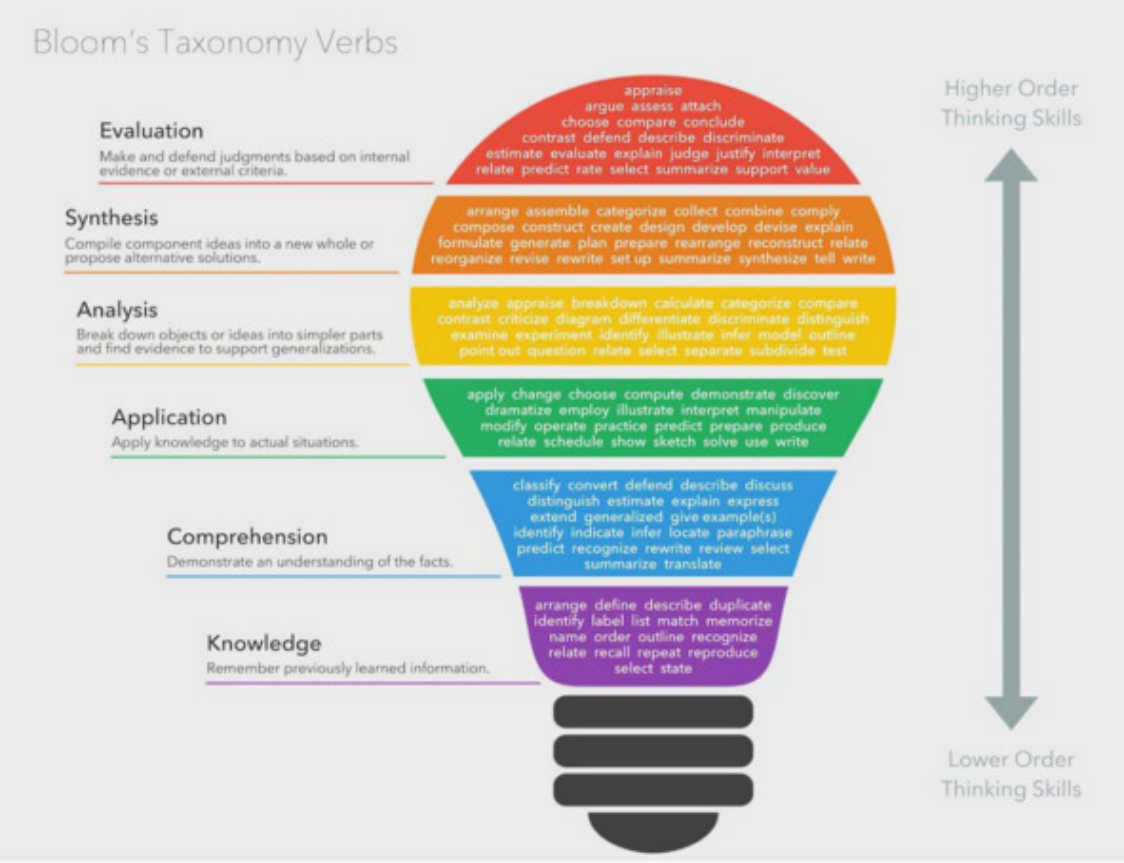
**Receiving** *Being aware of or attending to something in the environment. Individual reads a book passage about civil rights.* **Responding** *Showing some new behaviors as a result of experience. Individual answers questions about the book, read another book by the same author, another book about civil rights, etc.* **Valuing** *Showing some definite involvement or commitment. The individual demonstrates this by voluntarily attending a lecture on civil rights.* **Organization** *Integrating a new value into one's general set of values, giving it some ranking among one's general priorities. The individual arranges a civil rights rally.*

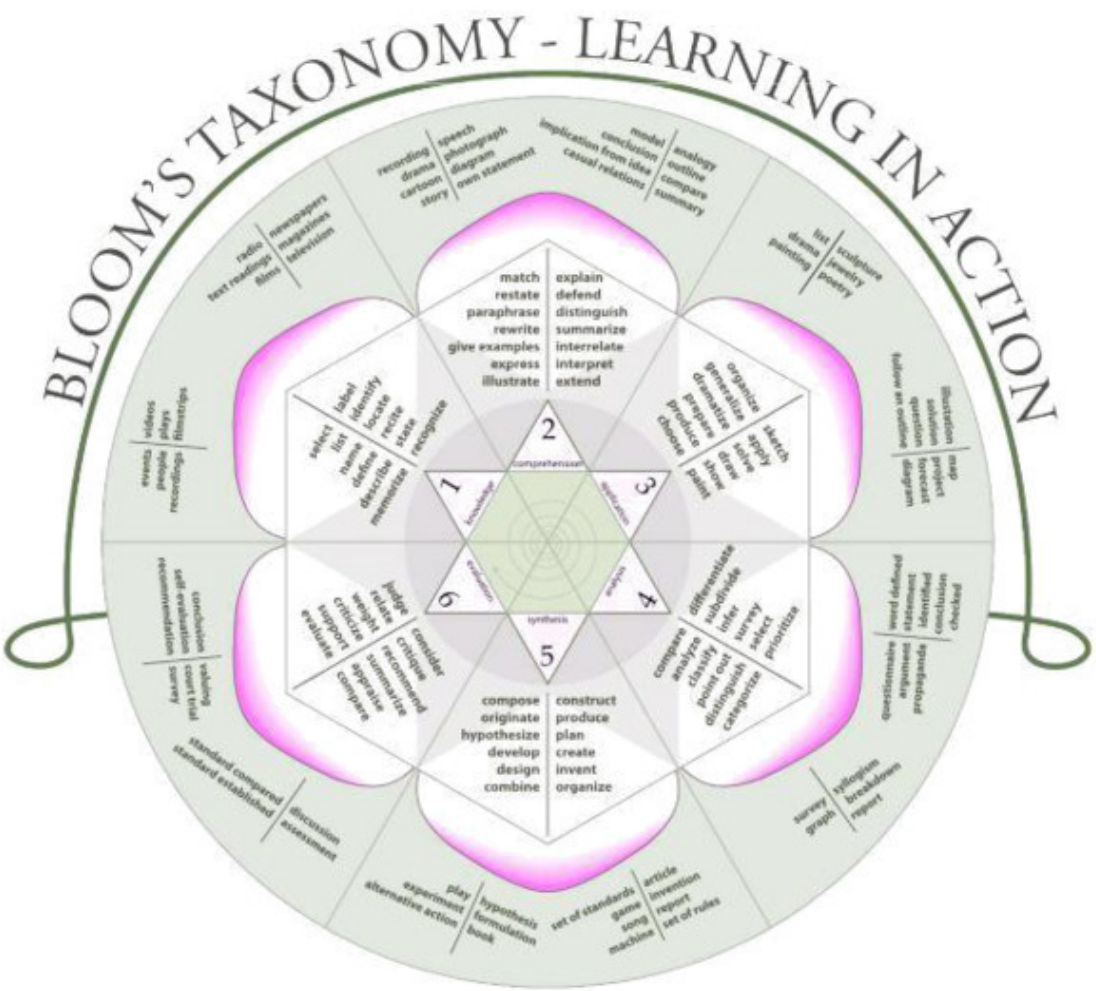
**Characterization by Value** *Acting consistently with the new value. The individual is firmly committed to the value, perhaps becoming a civil rights leader*

**ACTION VERBS APPROPRIATE FOR EACH LEVEL OF KRATHWOHL & BLOOM'S TAXONOMY (Affective Domain)**

**Receiving** Accept Attend Develop Recognize **Responding** Complete Comply Cooperate Discuss Examine Obey Respond *Valuing* Accept Defend Devote Pursue Seek **Organization** Codify Discriminate Display Order Organize Systematize Weigh **Characterization by Value** Internalize Verify

Psychomotor Domain The following is a synthesis of the taxonomies of Simpson (1972), Dave (1970), and Harrow (1972).






**ACTION VERBS APPROPRIATE FOR THE PSYCHOMOTOR TAXONOMY** Bend Calibrates Constructs Differentiate (by touch) Dismantles Displays Fastens Fixes Grasp Grinds Handle Heats Manipulates Measures Mends Mixes Operate Organizes Perform (skillfully) Reach Relax Shorten Sketches Stretch Write

– PSYCHOMOTOR TAXONOMY Level Definition Example Observing Active mental attending of a physical event.

– The learner watches a more experienced person. Other mental activity, such as reading may be a pert of the observation process.

– Imitating Attempted copying of a physical behavior. The first steps in learning a skill. The learner is observed and given direction and feedback on performance.

– Movement is not automatic or smooth.

– Practicing Trying a specific physical activity over and over. The skill is repeated over and over. The entire sequence is performed repeatedly.

– Movement is moving towards becoming automatic and smooth.

– Adapting Fine-tuning.

– Making minor adjustments in physical activity in order to perfect it. The skill is perfected.

# Topics to Get Your Students Talking – And Topics to Avoid



**You might not believe how many things there are to say about food, but you'll be surprised. You can discuss their favorite and least favorite food (for lower-level classes), what they have and haven't tried, the strangest thing they've tried, and what they can cook**



1 – **Food**



2 – **Hobbies**

Openly asking what your students do in their free time and what they're interested in will give you cues about what to discuss – some might be really interested in history, while others like designing cute lunch boxes. Even if their hobby isn't that interesting to you, ask a lot of questions about it and use it to lead into other topics.

**Bringing out your phone from back home might be enough to spark a conversation about phones, apps, games etc, perhaps comparing features in your phones or other pieces of technology**




3 – **Entertainment**

Ask students what music, sports, TV shows or films they like – this can work with everyone, from small children to older adults. Getting them to explain the storyline of a movie can be a fun challenge for more advanced students.

## If your students are slow to start talking, inspire them with some of your own photos




4 – **Travel**

Challenge their English by getting them to describe what they see in the pictures, and let them guess where it is. Some students will warm up by asking you questions about your travels, and in turn, you can ask about where they have traveled to, or where they'd like to go. Some students learning English are very passionate about traveling and can regale you with their stories.

# Topics to Avoid

## Their Opinions

Although you will find students who want to discuss their opinions – many find the Western openness to debate refreshing and seek it out – nothing will bring uncomfortable silence like pushing a student for their opinion (especially in a group).




5 – **Their Opinions**

# Too Much About Your Country

**Although you will find students who want to discuss their opinions – many find the Western openness to debate refreshing and seek it out – nothing will bring uncomfortable silence like pushing a student for their opinion (especially in a group).**



6 – **Too Much About Your Country**

**Meaning anything that compares your learners` home country to your country and seems like you are extolling the superiority of your own country, e.g. «Well, in… people aren't afraid to express their opinions…»** Some students will be very interested in your country and will ask you questions about it; by all means, talk about it then, but remember that people can get pretty defensive if you suggest that your country is somehow better than their in any way!

**Many of your students will ask you questions that seem pretty rude – «How old are you?» «Do you have a boyfriend?» or even «How much do you weigh?»**




7 – **Their Personal Lives**

However, if you try to delve too much into your students' personal lives, they might close up and feel uncomfortable. This completely depends on the students – some told me all about their marital problems, while others didn't want to discuss a thing. Don't push it, but if it comes up naturally, that's fine!

**It's probably quite obvious, but discussing salaries and how much things cost can seem a little crude, and make some students feel uncomfortable**



8 – **Money**

If your students happen to be economists of some kind, it's different – you can happily chat about banking and economics for hours.

**Of course, every student will have different topics that they like and dislike, but the general rule for starting out is – keep it trivial and light!**




*Your lessons should be light-hearted and fun, not heavy and serious. As you get to know your students, you'll get a better idea of how to get them to talk!*

# Select Appropriate Materials for your Learners




**Authentic-based materials** as the materials which are prepared for native speakers and not designed to be used for teaching purposes.

**Authentic-based materials** can be motivating because they are proof that the language is used for the real-life purpose by real people. The difference is not in the language materials themselves but rather on their outcomes and their effectiveness. What is the age of the students you are planning this material for? Describe your students' language proficiency. List the title and author. Discuss why you think this material would be appropriate for your learners.

**How to Find Reading and Interest Levels for Books**

Accelerated Reader Bookfinder



Lists reading levels and interest levels of books in the AR program. Can search by keyword to find books on a topic.«Collections» tab lists awards list by state and category.

The Internet Archive



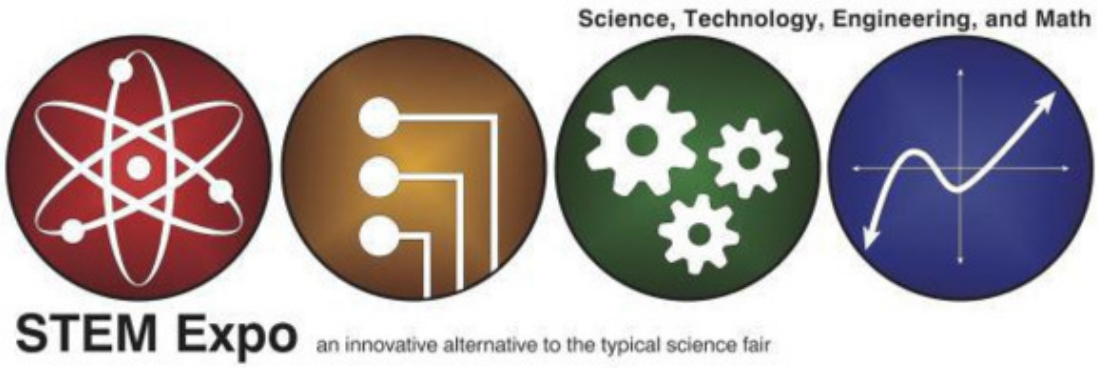
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# Lesson Improvement Tips



# 1) Think Outside (No Box Required)




Try exploring the ways animals adapt to winter, learning about air pressure, or creating a comet. Learning outside can involve the senses in ways the classroom doesn't, lending itself well to creative forms of expression suited for art, literature or English classes as well.

## 2) Start at the Test (And Work Your Way Back)




Staying on target with your objectives throughout the year is typically based on how you're able to bring learning outcomes together along the way. In a list of assessment writing tips compiled by Brown University, researchers cited the importance of assessments as part of the learning process. Knowing ahead of time how you plan to assess students on a given topic can be an incredibly valuable tool in lesson planning. For your students, it may be the «end» of the process, but for you, it's the starting point and can help create an effective outline of talking points throughout your lesson plan to ensure nothing is missed along the way.

## 3) Keep the Bigger Picture in Mind



Sometimes it takes getting back to basics to head in the right direction. That means focusing on what you need to accomplish in the long-term, learning from experiences along the way, and staying focused throughout.

It's important to remember each piece of the puzzle is created differently on purpose. Just as each student will bring a unique perspective to the larger group, each lesson plan is a necessary element of the end goal. Sometimes things will work, other times they won't. Some lessons will run smoothly and others will flop. But the ability to stay focused on the piece that plays in the bigger picture at the end of the school year will increase the productivity and effectiveness of the entire process.

The components of a well-constructed lesson plan may vary slightly from one topic to another, but each should include a warm-up activity, introduction, practice activity, production, and review. An article in Busy Teacher walks through some suggested steps of writing a lesson plan, focusing on how each step comes together over the course of a school day, and how each school day comes together over the course of a school year.

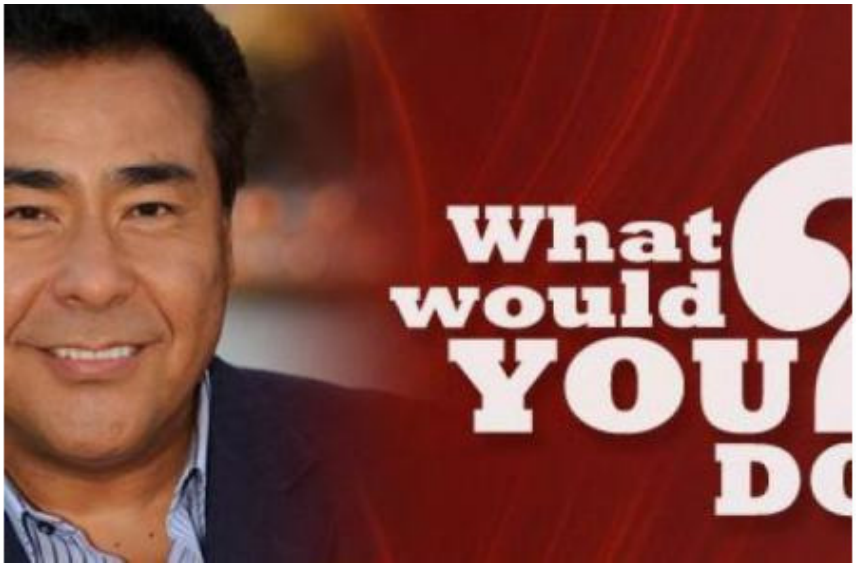
It's best to help get students in the right frame of mind, to begin with, and start by helping them understand what it is they will be learning. Practice and production are also key and should involve work on the student's part to learn more about the topic. And a review is necessary to bring everything full circle in a way that not only stays with the students but also could be replicated by another teacher someday.

## 4) Stay Flexible



This may seem to contradict the previous insights of this article, but it is just as important as everything else. Making adjustments as you go is a necessary component to proper lesson plan execution. This will obviously depend greatly on the makeup of students, their personalities, their learning styles, and how each of those things comes together into the overall classroom environment. The best place to start is in knowing each individual so you are equipped to anticipate some of the necessary changes instead of reacting to them at the moment. That could involve stepping outside your comfort zone by trying a new activity for something you've taught the same way multiple years in a row. Other teachers are a great place to start, but there are also so many resources onlinefor any grade level and subject area. Sometimes being flexible in the classroom means stepping outside your comfort zone to accomplish what's best for the students.

## 5) What Would You Do?




Put yourself in your students' shoes. What were you curious about when you were their age? What questions did you have about a topic? What interests you most? What do you still want to know? All of these questions are excellent things to ask yourself if you end up in a lesson planning block.

Classrooms have obviously changed in some pretty fundamental ways since most of us were in school, but that doesn't take away from the basics of imagination, creativity and a thirst for learning. One way to embrace a changing environment is to find new ways to integrate technology into your lesson plans. There are several things to consider when evaluating Edtech in the classroom, but it's a best practice to keep an open mind to trying something new as often as you're comfortable.

# Start your projects. Practice Lab 1

Project 1. Reading/Writing Lesson
Project 2. Listening/ Speaking Lesson
Project 3. Course, Teacher`s Book. But Set your own goals for your learners
Project 4. Stem Lesson

Build affordable inquiry and project-based activities to visualize data across science, technology, engineering, and math (STEM) curriculum.

Questions.



# Reading

**What is the age of the students you are planning this reading for?**

**Describe your students' language proficiency.**
**Discuss why you think this reading would be appropriate for your learners.**

# Listening



**What is the age of the students you are planning this course?**

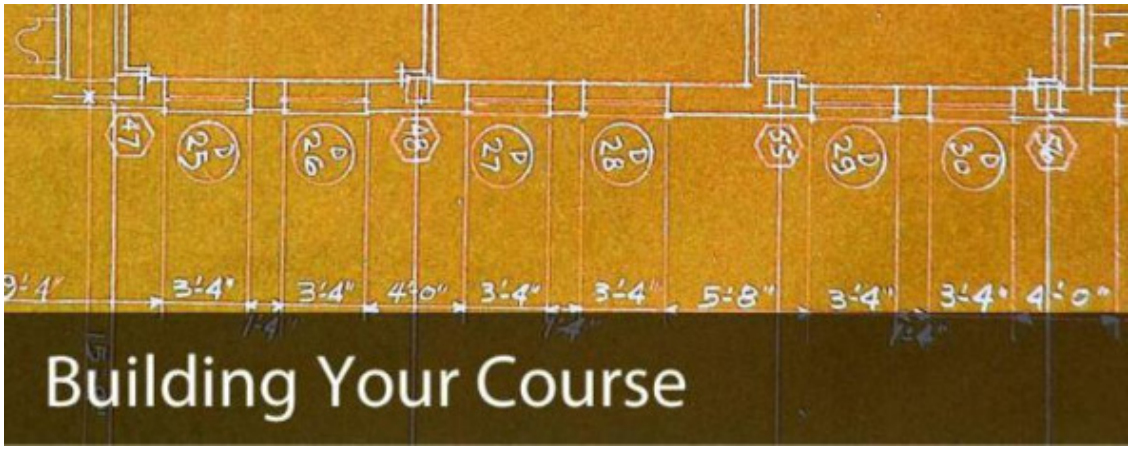
**Describe your students' language proficiency.**

**Discuss why you think this video would be appropriate for your learners.**

# What I learned…

What I found surprising…
How my thinking changed…

# Your course

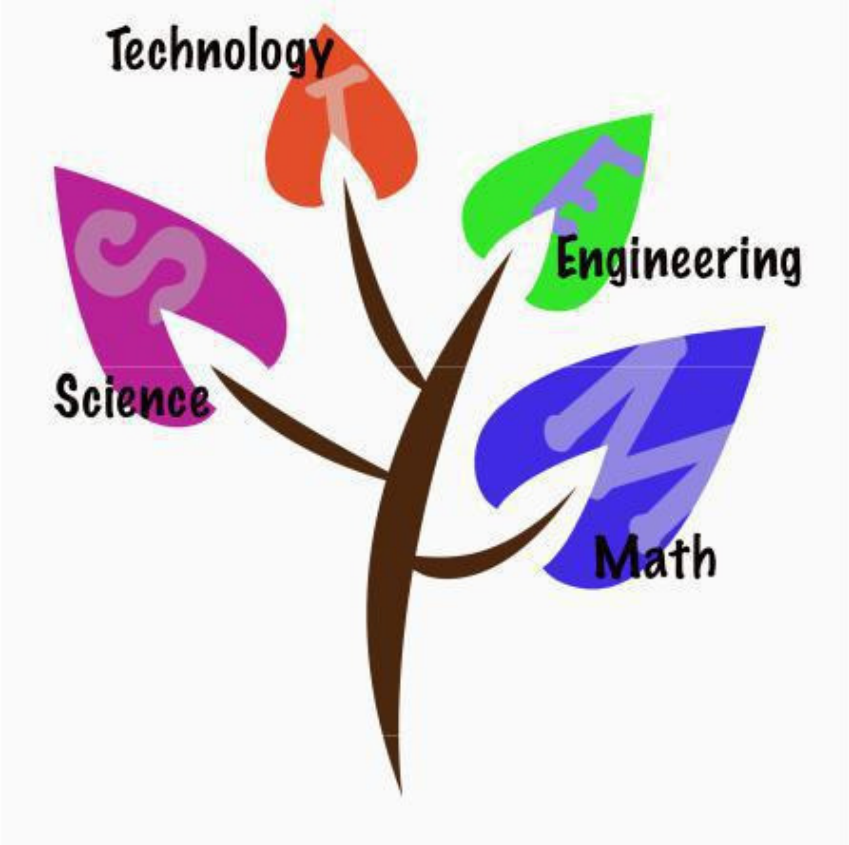



**What is the age of the students you are planning this course?**

**Describe your students' proficiency.**

**List the title.**
**Discuss why you think this course would be appropriate for your learners.**

# STEM




**What is the age of the students you are planning this course?**

**Describe your students' language proficiency.**

# List the title

**Discuss why you think this STEM Lesson/ Course would be appropriate for your learners.**

# Common Questions



**Unit Goals:** What broad goals or essential questions are driving this unit? Learning

Objective (s): What will students know and be able to do by the end of class that they didn't know or couldn't do when they came in? **The Set-up Materials**: What do you need on hand for the lesson? How will the room be set up?

Is your learning objective worthwhile? √ Does it advance the Unit Goals? √ Have you explicitly considered content, skill, and language pre-requisites and objectives? √ Why are you teaching this objective, in this way, at this time, to these students? Time The Hook: How will you pique students' interest? Exploration: How will students explore the new concepts?

Start your Projects

# Lesson Plan. Reading/Writing Lesson

**Business/Materials**

https://www.moralstories.org/keep-

your-dream/Keep Your Dream.

Welcome Reader

– A projector

– A Smart Board

– Computers with internet access

**My Sample 1**

**Lesson Objectives**

– Students will be able to define vocabulary words,

identify the main characters, describe the scenes and setting.
– Students will be able to explore
a dream ambition.

– Students will be able to write imaginatively, creatively and thoughtfully, producing texts that interest and engage the reader.

– Students will be able to generate and harness new ideas and develop them in their writing.

**My important theme is dreaming. Developing Myself**
**Lesson Objectives**

**– Students will be able to define vocabulary words,**

**identify the main characters, describe the scenes and setting.**

**– Students will be able to explore a dream ambition.**

**– Students will be able to write imaginatively, creatively and thoughtfully, producing texts that interest and engage the reader.**

**– Students will be able to generate and harness new ideas and develop them in their writing.**

**What is the age of the students you are planning this reading for?**

14+

**Describe your students' language proficiency.**

Intermediate (Reading skills including focusing on topic sentences plus using context to work out the meaning of unknown words. Follow on activities include thinking of ways to search for eternal youth).

Make associations between new information and their prior knowledge, use new information to clarify or modify their prior knowledge, read and listen between lines, relate new concepts to their own lives, to their experiences, knowledge, beliefs and feelings. Create a mental, oral and written summary of information.

**List the title and author of the reading.**

Keep Your Dream. Welcome Reader https://www.moralstories.org/keep-your-dream/

**Discuss why you think this reading would be appropriate for your learners.**

Dreams are very important in life. They motivate, inspire, improve and help you in achieving any goal that you want to achieve.

# Lesson Plan. Listening/ Speaking Lesson

**My Sample 2**
**Business/Materials**

https://www.moralstories.org/keep-

your-dream/Keep Your Dream.

Welcome Reader

– A projector

– A Smart Board

– Computers with internet access

**Lesson Objectives**

– Students will be able to define vocabulary words, identify the main characters, describe the scenes and setting.

– Students will be able to explore a dream ambition.

– Students will be able to write imaginatively, creatively and thoughtfully, producing texts that interest and engage the reader.

– Students will be able to generate and harness new ideas and develop them in their writing.

# My Topic: Exploring Social Issues

**Lesson Objectives**

**The students will be able to:**

**– use appropriate words and phrases to demonstrate their understanding of a social issue;**

**– listen for specific information;**
**– apply listening and encoding (spelling) skills**

**What is the age of the students you are planning this course?**

14+

**Describe your students' language proficiency.**

Intermediate

**List the title.**

Air Quality Concerns Close Schools, Colleges

https://www.youtube.com/watch?v=Mter5lTxT2o

**Discuss why you think this video would be appropriate for your learners.**

Students reflect on what they have learnt about air pollution

What I learned…

What I found surprising…

How my thinking changed…

Lesson Plan. Teacher`s `book "_Business Result Advanced – OUP – Oxford University Press___ (10) _____»

**My Sample 3**

| Business/Materials | Lesson Objectives |
|---|---|
| - Business Result Advanced,<br><br>HMK: Business Result<br>- - A projector<br>- A Smart Board<br>- Computers with internet access | Students will be able to:<br><br>- create a personal vision statement that reflects the students personal traits and core values.<br>- set SMART goals that are specific, measurable, attainable, and realistic.<br>- write an action plan for achieving their goals |

# Teacher`s `book «Business Result Advanced – OUP – Oxford University Press (10)»

**Lesson Objectives**

**Students will be able to:**

**– create a personal vision statement that reflects the students personal traits and core values.**

**– set SMART goals that are specific, measurable, attainable, and realistic.**
**– write an action plan for achieving their goals**

**What is the age of the students you are planning this course?**

for pre-work and in-work professional students

**Describe your students' language proficiency.**

Advanced (C1-C2)

**List the title.**

Business Result Advanced

A business English course for pre-work and in-work professional students.

Kate Baade, Michael Duckworth, David Grant, Christopher Holloway, Jane Hudson, John Hughes,

Jon Naunton, Jim Scrivener, Rebecca Turner and Penny McLarty

Business Result is a six-level business English course that gives students the communication skills

they need for immediate use at work.

HMK: Business Result

**Discuss why you think this course would be appropriate for your learners.**

Business Result helps those who need to communicate better in English at work, by teaching a

range of business communication skills.

The course features video clips for every unit, including documentary clips, authentic interviews

and dramatized scenarios showcasing business communication skills.

The Interactive Workbook on the DVD-ROM is also available online. It enables you to offer blended or distance learning courses, and allows you to communicate with your students outside class.

Lesson Plan. STEM Lesson __ Addressing Social Issues through Art _____

**My Sample 4**

| Business/Materials | Lesson Objectives |
|---|---|
| - English-Language Arts<br>- History/Social Science<br>- Visual Arts & Performing Arts<br>- English Language Development<br>- A projector<br>- A Smart Board<br>- Computers with internet access | Students will be able to:<br>- research the traits of artists and the purpose of their non-profit endeavors;<br>- compare and contrast findings, within small groups, discussing professional skill sets required to support these non-profits;<br>- create a list of outlandish ideas for potential non-profit |

# Lesson Plan. STEM Lesson

**«Addressing Social Issues through Art»**
**Lesson Objectives**

**Students will be able to:**

**– research the traits of artists and the purpose of their non-profit endeavors;**
**– compare and contrast findings, within small groups, discussing professional skill sets required to support these non-profits;**
**– create a list of outlandish ideas for potential non-profit**

**What is the age of the students you are planning this course?**

16+

**Describe your students' language proficiency.**

Advanced (C1-C2)

**List the title.**

English-Language Arts

History/Social Science

Visual Arts & Performing Arts

English Language Development

**Discuss why you think this STEM Lesson would be appropriate for your learners.**

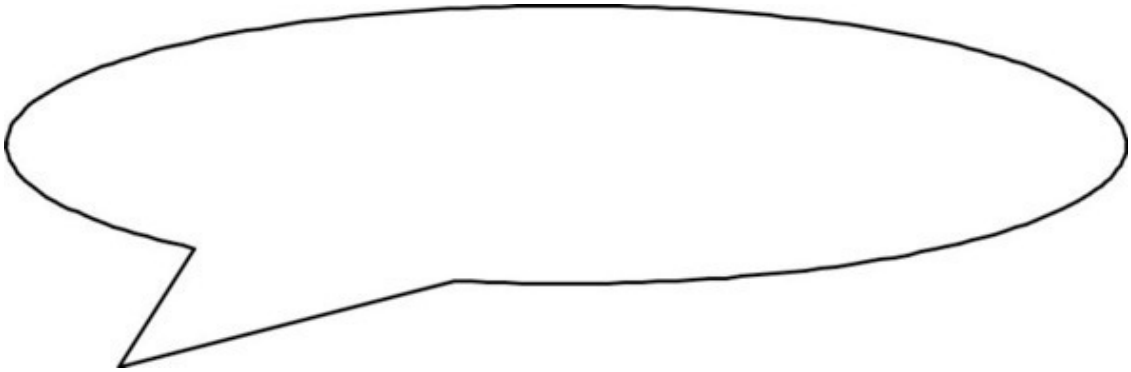
What social issues motivate students within their community? The purpose of this lesson is for Individual students to develop a Project where they design a nonprofit business plan using their art major to facilitate their organization's mission.

Reading/Writing Lesson



# My Sample 1

# Dreaming. Developing Myself



**What is the age of the students you are planning**

**this lesson?**
**Describe your students' language proficiency.**

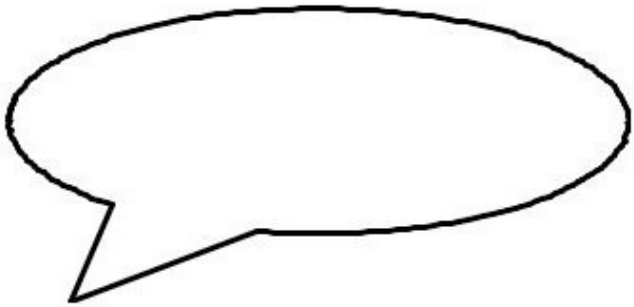
**14+**

**Intermediate** Reading skills including a focus on topic sentences plus using context to work out the meaning of

unknown words. Follow on activities include thinking of ways to search for eternal youth). Make associations between new information and their prior knowledge, use new information to clarify or modify their prior knowledge, read and listen between lines, relate new concepts

to their own lives, to their experiences, knowledge, beliefs,
and feelings. Create a mental, oral
and written summary of information.
Keep Your Dream.
Welcome Reader https://www.moralstories.org/keep-your-dream/

**List the title and author**





Dreams are very important in life. motivate, inspire, improve and help achieving any goal that you want to

Keep Your Dream




I have a friend named Monty Roberts who owns a horse ranch in San Isidro. He had let me use his horse ranch to put on fund-raising events to raise money for youth at risk programs.

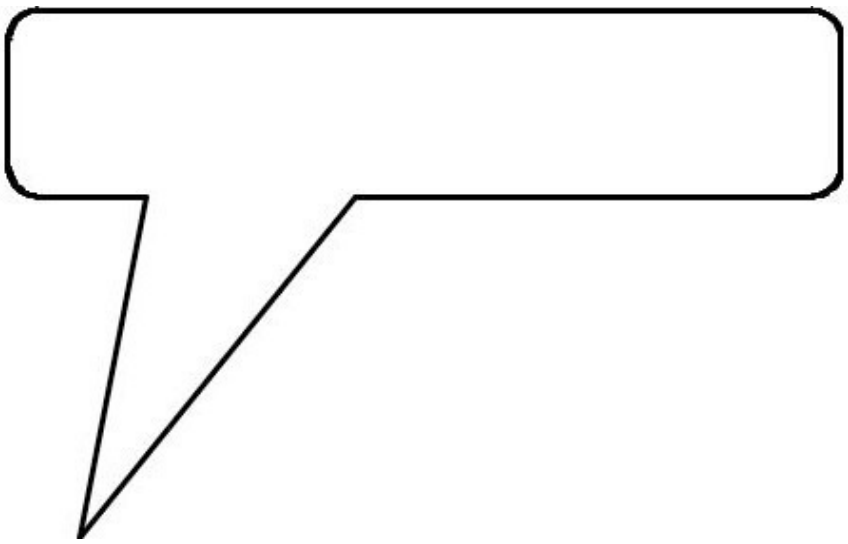
The last time I was there he introduced me by saying, «I want to tell you why I let you use my horse ranch. It all goes back to a story about a young man who was the son of an itinerant horse trainer who would go from stable to stable, race track to race track, farm to farm and ranch to ranch, training horses. As a result, the boy's high school career was continually interrupted. When he was a senior, he was asked to write a paper about what he wanted to be and do when he grew up.»

«That night he wrote a seven-page paper describing his goal of someday owning a horse ranch. He wrote about his dream in great detail and he even drew a diagram of a 200-acre ranch, showing

the location of all the buildings, the stables, and the track. Then he drew a detailed floor plan for a 4,000-square-foot house that would sit on a 200-acre dream ranch.»

| | | | |
|---|---|---|---|
| He put a great deal of his heart into | | | the project and |
| the next day he handed it into his | | | teacher. Two days |
| later he received his paper back. On | | The story | the front page |
| was a | large red F with a | | note that read, |
| `See | me after class.' | | |
| The | boy with the dream went | the teacher after class and asked, `Why | |
| did I | receive an F?' | | |





**Lesson Objectives**




– Students will be **able** *to define* vocabulary words,

identify the main characters, describe the scenes and setting.

– Students will be able to explore a dream ambition.

– Students will be able to write imaginatively, creatively and thoughtfully, producing texts that interest and engage the reader.

– Students will be able to generate and harness new ideas and **develop** them in their writing.
*Action verbs based on each level of understanding.*

How I will assess MY student's mastery of the objective.

the Bloom's level

– **Remember** Define

IDENTIFY

**2. Understand**

EXPLORE = Observe

**3. Apply**

WRITE IMAGINATIVELY =USE

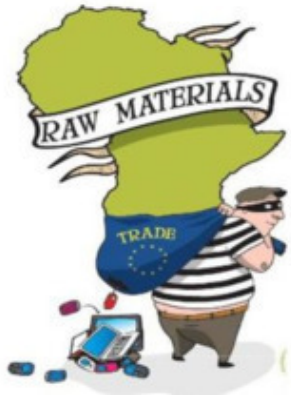
– **Analyze** PRODUCE = Conclusion

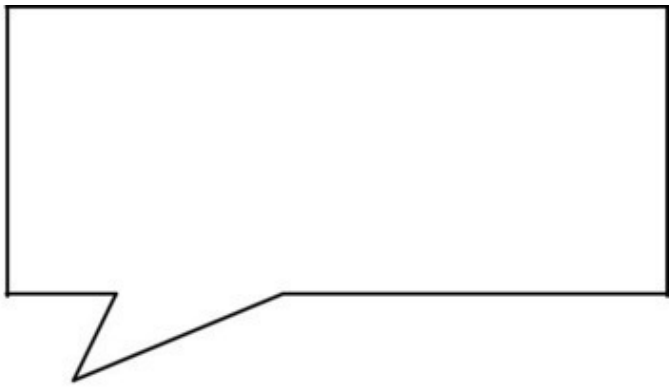
– **Evaluate** GENERATE

– **Create** DEVELOP IN WRITING

| Definitions | I. Remembering | II. Understanding | III. Applying | IV. Analyzing | V. Evaluating | VI. Creating |
|---|---|---|---|---|---|---|
| **Bloom's Definition** | Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers. | Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas. | Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way. | Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations. | Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria. | Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions. |

**Business/Materials**

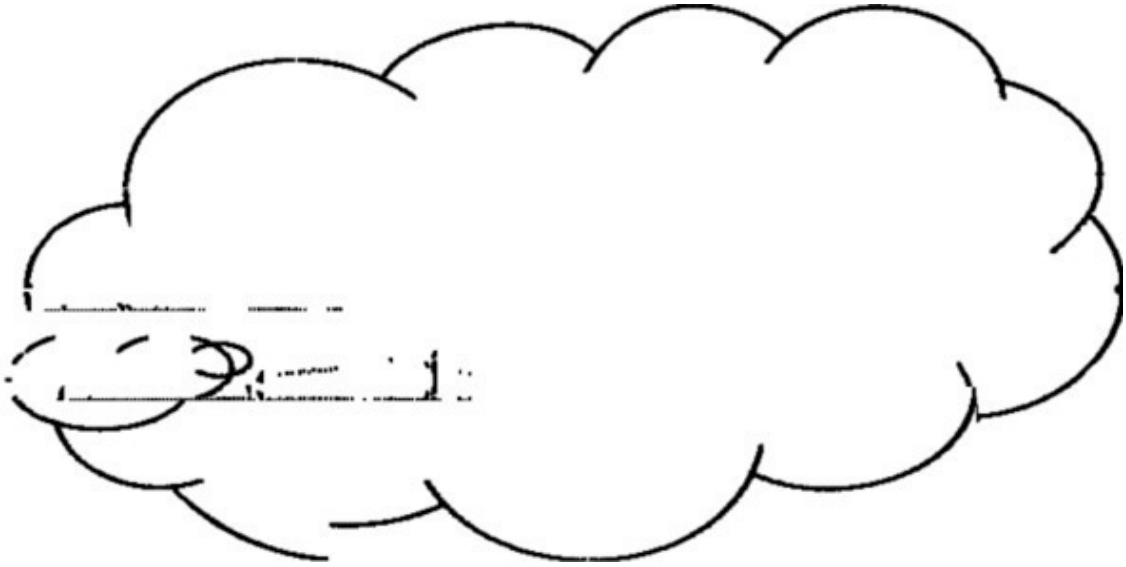


**Handing over and**

**professional performance**

– https://www.moralstories.org/keep-your-dream/Keep Your Dream. Welcome Reader
– A projector
– A Smart Board
– Computers with internet access



A teacher's planning of the tasks to be presented, resources



Listening/ Speaking

Lesson

# My Sample 2



**Exploring Social Issues**

**14+**

**Intermediate**

Air Quality Concerns Close Schools, Colleges https://www.youtube.com/watch?v=Mter5lTxT2o

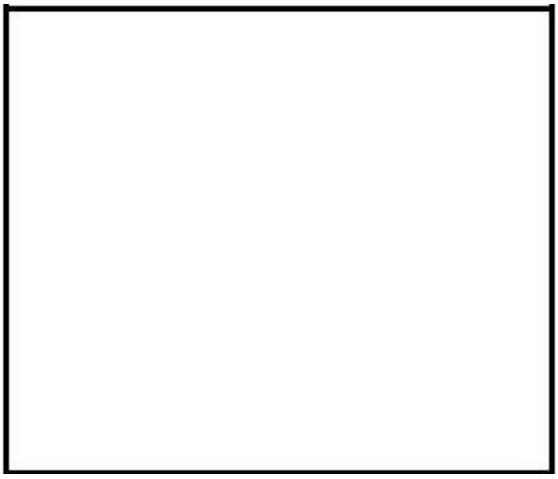
Students reflect on what they have learned about air pollution



What I found surprising…

How my thinking changed…

**What is the age of the students you are**



**planning this lesson? Describe your student language proficiency.**

1 – Air Quality Concerns Close Schools, Colleges

The basic or lowest level in the taxonomy focuses on knowledge acquisition and at this level, people simply memorize, recall, list, and repeat information. In the second level, people are able to classify, describe, discuss, and explain information. At the next tier, people demonstrate, interpret, and apply what they have learned and are able to use the information to solve problems. At the following level, they examine, compare, contrast, and distinguish what they have learned with other information. Then at the second to the highest level, people build a structure or pattern from diverse elements, and are able to put parts together to form a whole. Finally, at the highest level, people make judgments about the value of ideas or materials.

**Lesson Objectives**

Students will be able to:

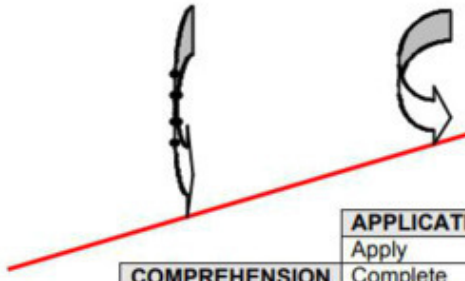
– **use** appropriate words and phrases to **demonstrate** their understanding of a social issue;
– **listen** for specific information;
– **apply** listening and encoding (spelling) skills

# Knowledge

use (appropriate words and phrases)

# APPLICATION
# listen for specific information
# EVALUATION

**apply listening and encoding skills = Interpret**



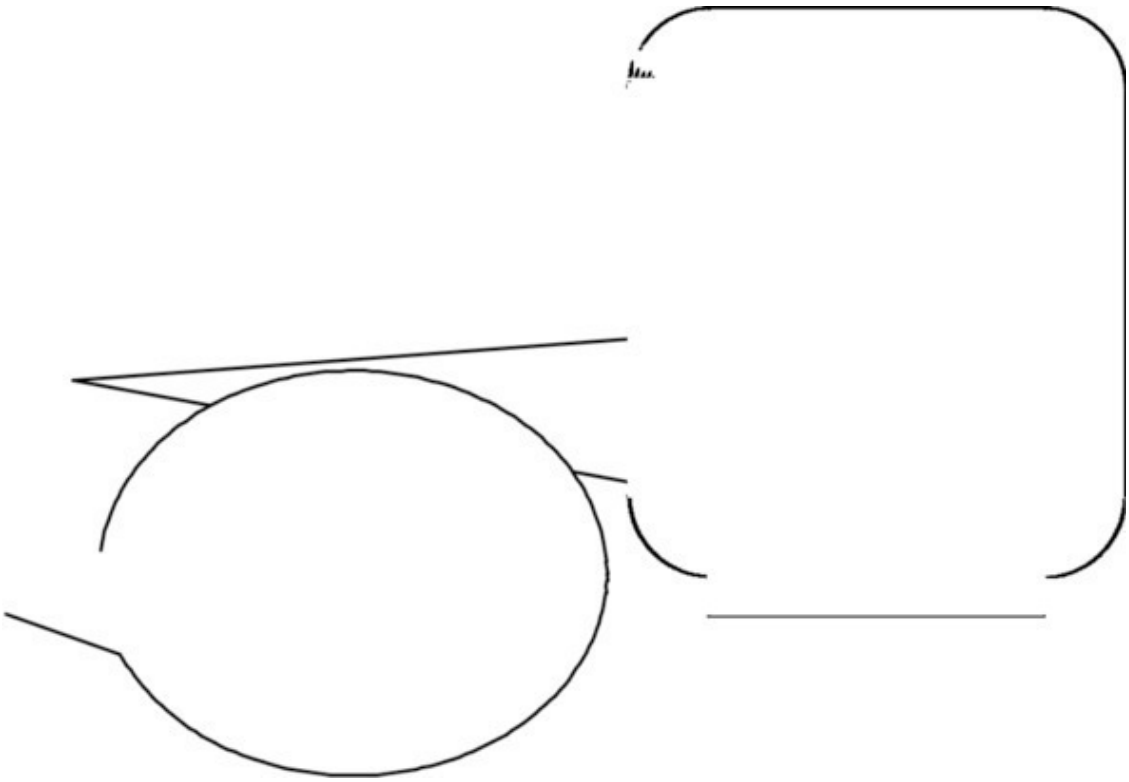
Verbs that demonstrate *Critical Thinking*

| KNOWLEDGE | COMPREHENSION | APPLICATION | ANALYSIS | SYNTHESIS | EVALUATION |
|---|---|---|---|---|---|
| | | | | | Appraise |
| | | | | SYNTHESIS | Argue |
| | | | | Arrange | Assess |
| | | | ANALYSIS | Assemble | Choose |
| | | | Analyze | Collect | Compare |
| | | APPLICATION | Appraise | Combine | Conclude |
| | | Apply | Categorize | Comply | Estimate |
| | COMPREHENSION | Complete | Compare | Compose | Evaluate |
| | Compare | Construct | Contrast | Construct | Interpret |
| KNOWLEDGE | Describe | Demonstrate | Debate | Create | Judge |
| List | Discuss | Dramatize | Diagram | Design | Justify |
| Name | Explain | Employ | Differentiate | Devise | Measure |
| Recall | Express | Illustrate | Distinguish | Formulate | Rate |
| Record | Identify | Interpret | Examine | Manage | Revise |
| Relate | Recognize | Operate | Experiment | Organize | Score |
| Repeat | Restate | Practice | Inspect | Plan | Select |
| State | Tell | Schedule | Inventory | Prepare | Support |
| Tell | Translate | Sketch | Question | Propose | Value |
| Underline | | Use | Test | Setup | |
| | | | | | |

**Business/Materials**

How long is the video?

Is there anything about the content that may not be appropriate for children?
Is it good quality video or does it end abruptly for no apparent reason?



– https://www.youtube.com/watch?v=Mter5lTxT2 oAir Quality Concerns Close Schools, Colleges. **Video**

**Authentic material**

With or Without Subtitles (level of my students)

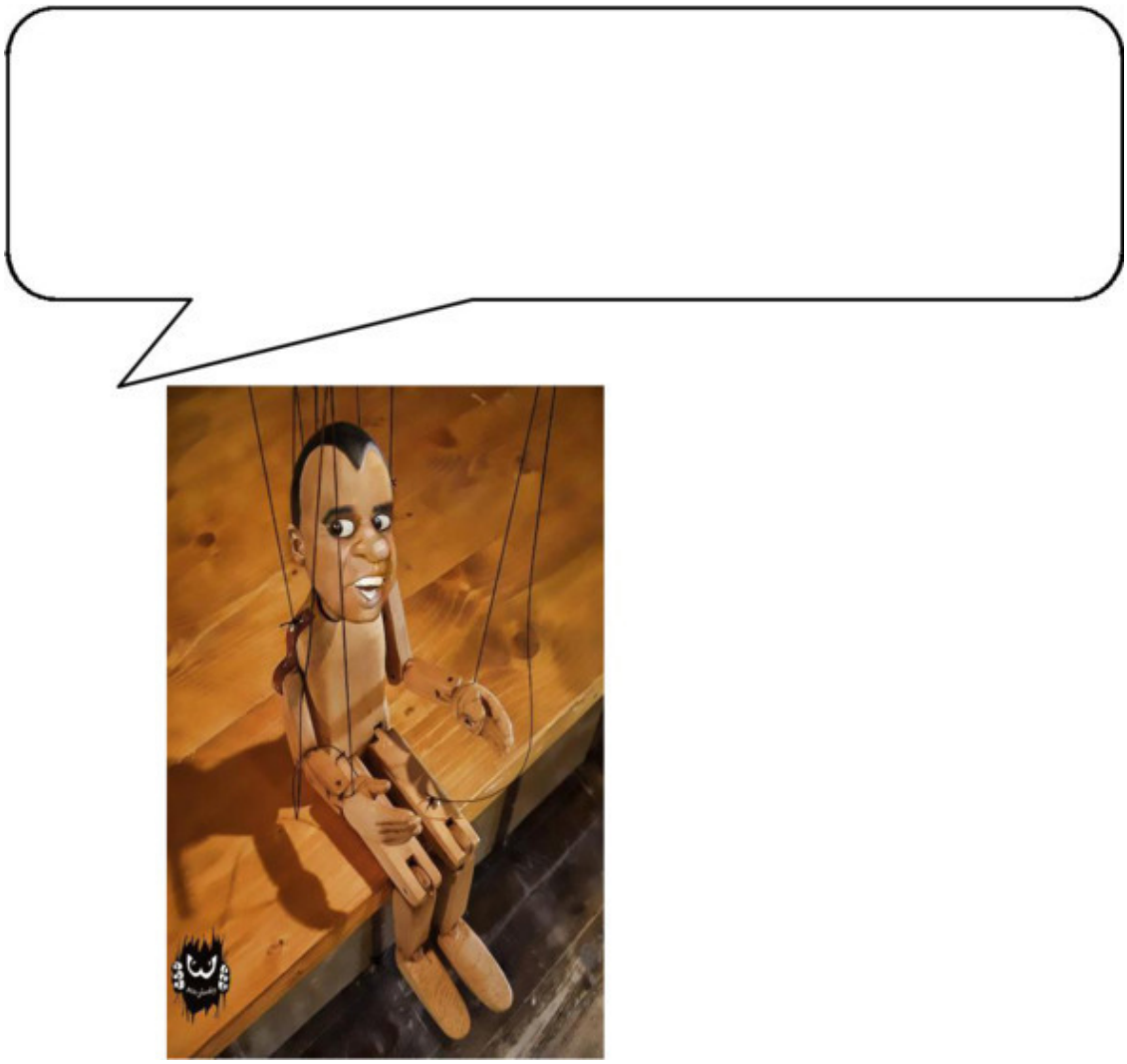
– A projector
**Do you have everything**

- Computers with internet access **you need?**

**The rule of thumb is to**

**keep most videos under**

**two minutes**



# My Sample 3. Course, Teacher`s Book. But

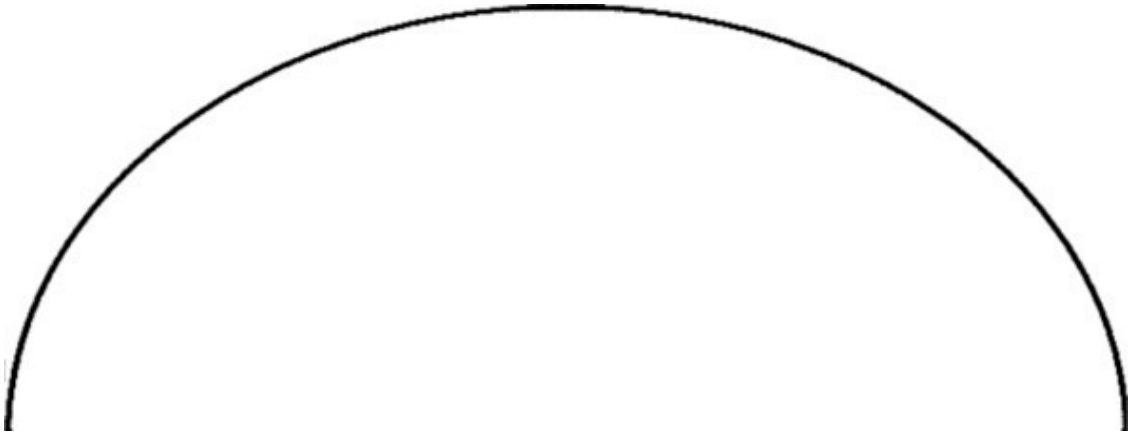
**Set your own goals for your learners**

Business Result Advanced – OUP

– Oxford University Press (10)

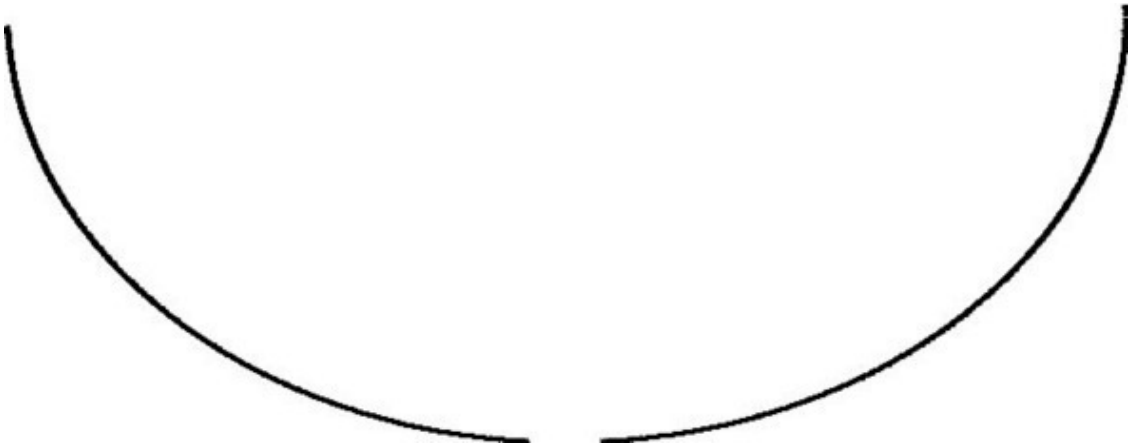
For **pre-work and in-work** professional **students** Advanced (C1-C2)

**What is the age of the students you are planning this course?**



**Describe your students'**

**proficiency.**



**List the title.**

**Discuss why you think this course would be appropriate for your learners.**

**Business Result Advanced**

A business English course for pre-work and in-work professional students.

Kate Baade, Michael Duckworth, David Grant, Christopher Holloway, Jane Hudson, John Hughes, Jon Naunton, Jim Scrivener, Rebecca Turner, and Penny McLarty

Business Result is a six-level business English course that gives students the communication skills they need for immediate use at work.







# 10 Leadership

**Learning objectives in this unit**
- Talking about leadership styles
- Giving a briefing on change
- Distancing and depersonalizing using the passive
- Expressing personal views

**Case study**
- Dealing with the challenges of leadership

## Starting point

1 Think of examples of good leaders in different walks of life, e.g. politics, sport, business, the arts.

2 Can you learn good leadership skills, or are they something you are born with?

3 What is the difference between a *leader* and a *manager*?

4 In your view, what different qualities are needed to successfully lead
- a small team?
- a large organization?

## Working with words | Talking about leadership styles

1 **Work with a partner and discuss questions 1–2.**
1 What are the key characteristics of an effective leader?
2 What differences might there be between leadership styles in established economies like those in Western Europe, Japan, and America, and emerging economies in Asia?

2 **Read the text and compare your answers in 1.**

### What makes an effective leader?

Professor D Quinn Mills
Harvard Business School

Whether you are leading a team at work, captaining your local sports team, or in charge of a major company, your style of leadership is a critical factor in the success of your team. So what makes an effective leader? According to Professor D Quinn Mills of the Harvard Business School, research shows that there are certain preferred leadership qualities that are common to all cultures.

In general, people appreciate leaders who appear honest and trustworthy. However, **integrity** is a complex idea, often determined by national culture, and what is considered honest in one society is not necessarily so in another.

**Conviction** – a strong belief in what you are doing – is a characteristic of leaders in all cultures, but how it is displayed can vary widely. Demonstrating a whole-hearted **commitment**

The ability to make good decisions quickly is something most cultures see as important. However, being **decisive** means different things to different people. European and Japanese leaders are the most **collaborative** decision-makers, taking time to consult with colleagues and consider the options. This is typical of a more participative style of leadership. In contrast, Chinese leaders, for whom the typical role model is often the head of the family, are more likely to make decisions personally. This more autocratic approach tends to be typical of task-oriented, top-down leaders, where what counts is results – it is also frequent in American leaders.

Being **adaptable** is also an important quality. Team leaders often need to be flexible in their response to changing circumstances. Similarly, the ability to delegate and to know when to be **hands-off** is also necessary.

There's evidence that being able to show **empathy** – to understand the feelings, needs, and motivation of others – is increasingly seen

Leadership



3 **Which leadership qualities are these people talking about? Match the adjectives (*A*) or nouns (*N*) in bold in the text to quotes 1–12.**

1 'I appreciate the way she isn't at all arrogant, even though she's so successful.' (*A*)
2 'Someone who isn't afraid to make difficult choices – who can weigh up a situation and commit to a course of action.' (*A*)
3 'He really understands us – he knows how we operate and what makes us tick.' (*N*)
4 'He knows his own mind and what he's capable of – I like that.' (*A*)
5 'My team are focused on the success of this project – they always give 100%.' (*N*)
6 'I love this business – it's my life and I want everyone to know how great it is!' (*A*)
7 'You have to believe totally in what you're doing – if you don't, you won't succeed.' (*N*)
8 'She's not afraid to change direction if the circumstances demand it, but she always thinks through the implications.' (*A*)
9 'People have to know that you are principled, that you mean what you say, and that they can trust you to do the right thing at the right time.' (*N*)
10 'I believe in involving everyone in the decision-making process.' (*A*)
11 'He never interferes unless we ask for his input – he just lets us get on with it.' (*A*)
12 'She's an excellent communicator – she gets on well with everyone.' (*A*)

4 **Work with a partner. Turn to File 42 on page 146. Read the feedback from team members about their team leaders and describe the leadership styles. Then prepare a short verbal report on one of the team leaders to present to the class.**

5 **Work with a partner and discuss questions 1–2.**

1 How would you describe the typical leadership style where you work or study? Is the style of leadership different at different levels of the organization?
2 How would you describe your own / a colleague's leadership style?

6 **59, 60▷ Listen to two people talking about becoming a team leader and answer questions 1–2. Lydia works in a university research department, Bruce works for a major aircraft manufacturer.**

1 What challenge did each new team leader face, and how did they approach it?
2 What do you think of the approach described by each speaker?

7 **59, 60▷ Match 1–12 to a–l to make phrases from the audio, then listen to check which combinations were used. What other combinations are possible?**

| | |
|---|---|
| 1 avoid | a a sense of cohesion |
| 2 be consistent | b my authority |
| 3 build | c influence over |
| 4 develop | d them to work together |
| 5 establish | e individual achievement |
| 6 establish | f the temptation to micromanage |
| 7 exert | g confidence in them |
| 8 generate | h a culture of trust |
| 9 get | i a sense of team spirit and collaboration |
| 10 instil | j in my expectations and feedback |
| 11 recognize | k mutual respect |
| 12 reinforce | l my credibility |

» For more exercises, go to **Practice file 10** on page 120.

8 **Work with a partner. Discuss what advice you would give in these situations.**

1 A colleague has been offered a challenging team leadership role within their own department. This involves taking over an existing team who all know each other.
2 A team leader has to manage a large team involving people from a number of different professional areas and cultural backgrounds.

9 **Work in small groups. Discuss how you would react to the challenge of a new leadership role. What would you be good at? What would you need to work on?**

» Interactive Workbook » Glossary

**Culture question**

1 What problems could arise at work when bringing teams together with leaders from different national cultures or different working cultures, and why?
2 Is it acceptable to challenge authority in your culture? Why/ Why not?

Unit 10 | Leadership

79

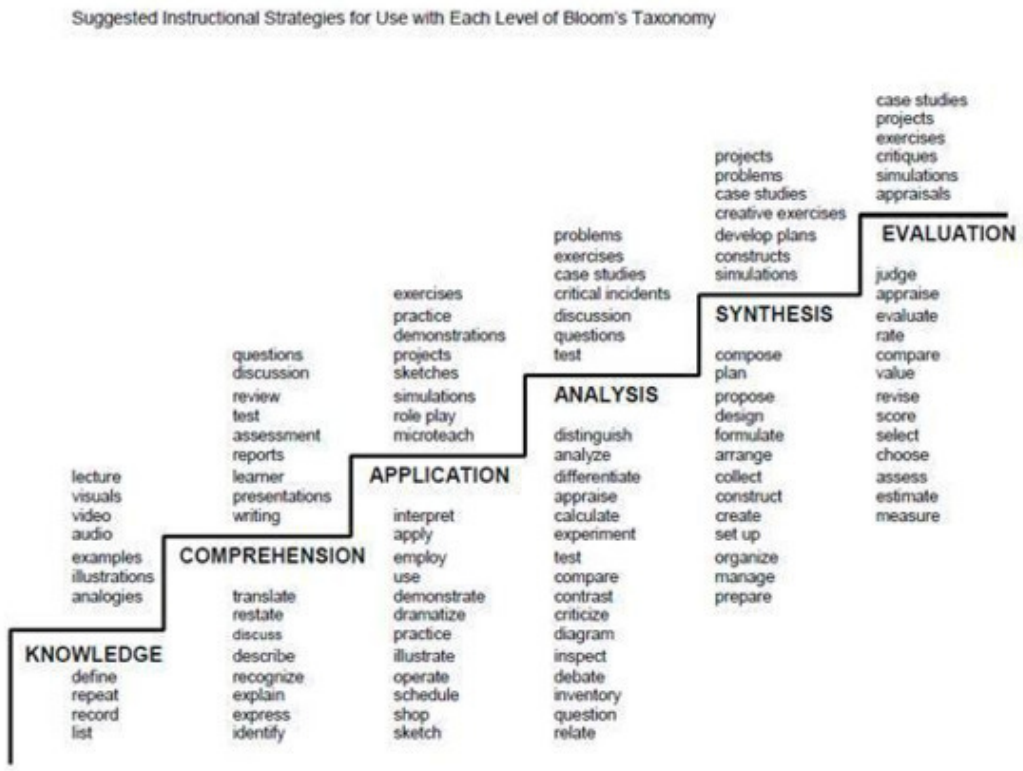
**Lesson Objectives**

Students will be able to:

– **create a personal vision statement** that reflects the student's personality traits and core values.

– **set SMART goals** that are specific, measurable, attainable, and realistic.

– **write** an action plan for achieving their goals




**Synthesis**

**create**

**Evaluation**

**set smart goals =** Summarize

**write an action plan =** Choose

**Business/Materials**

Business Result Advanced, HMK: Business Result

– A projector

– A Smart Board

– Computers with internet access



# My Sample 4. STEM Lesson __ Addressing

Social Issues through Art

_____

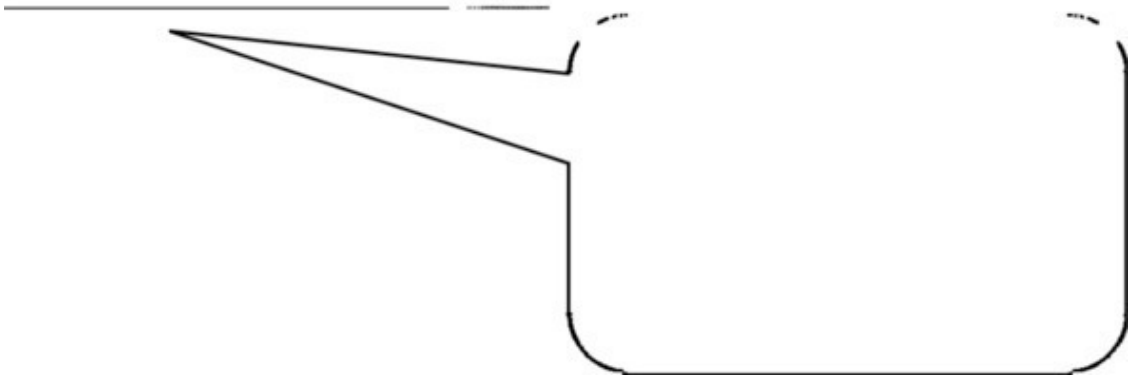
**My Sample 4**

**Addressing Social Issues through Art**

**16+**

**Advanced (C1-C2)**
**English-Language Arts**
**History/Social Science**
**Visual Arts & Performing Arts**
**English Language Development**

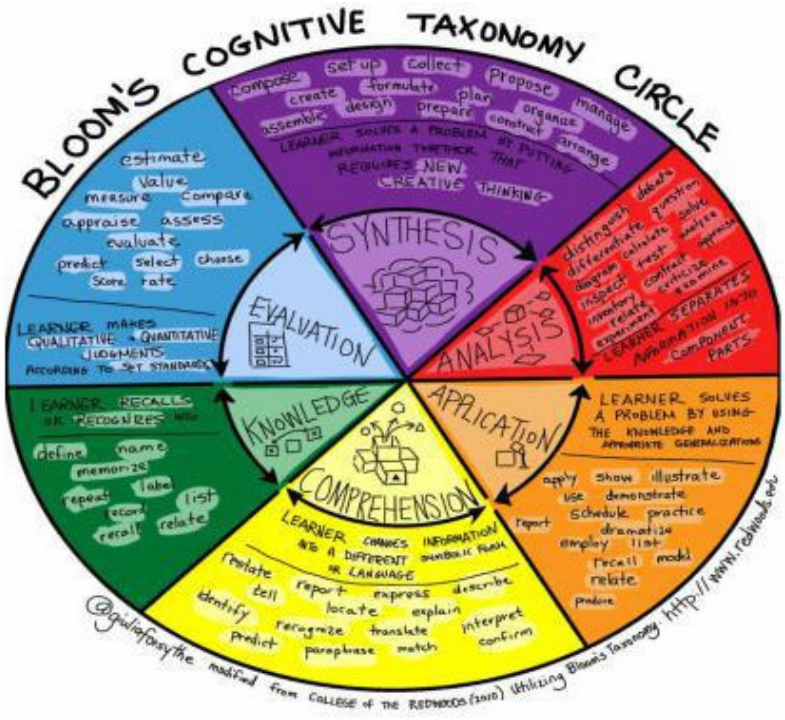
What social issues motivate students within their community? The purpose of this lesson is for Individual students to develop a Project where they design a nonprofit business plan using their art major to facilitate their organizations



**Discuss why you think this STEM**

**Lesson would be appropriate for you**

**learners.**
**Lesson Objectives**




Students will be able to:

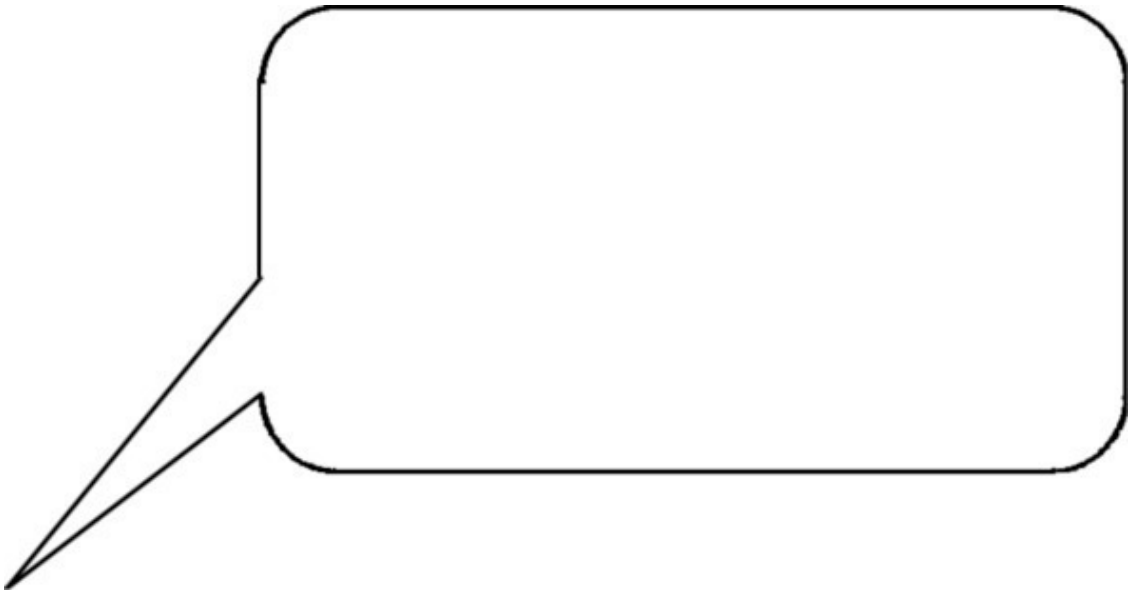
– **research** the traits of artists and the purpose of their non-profit endeavors;

– **compare** and **contrast** findings, within small groups, discussing professional skill sets required to support these non-profits;

– **create** a list of outlandish ideas for potential non-profit

Analyze: **research**

**compare**



**Synthesize: create**

**Business/Materials** List the title.

– English-Language Arts

– History/Social Science
– Visual Arts & Performing Arts
– English Language Development

– A projector

– A Smart Board

– Computers with internet access

Bloom's Taxonomy Action Verbs

Blooms Taxonomy – Best

**Bloom's Taxonomy of Measurable Verbs**

Benjamin Bloom created a taxonomy of measurable verbs to help us describe and classify observable knowledge, skills, attitudes, behaviors and abilities. The theory is based upon the idea that there are levels of observable actions that indicate something is happening in the brain (cognitive activity.) By creating learning objectives using measurable verbs, you indicate explicitly what the student must do in order to demonstrate learning. Verbs that demonstrate ***Critical Thinking***

| KNOWLEDGE | COMPREHENSION | APPLICATION | ANALYSIS | SYNTHESIS | EVALUATION |
|---|---|---|---|---|---|
| | Compare | Apply | Analyze | Arrange | Appraise |
| List | Describe | Complete | Appraise | Assemble | Argue |
| Name | Discuss | Construct | Categorize | Collect | Assess |
| Recall | Explain | Demonstrate | Compare | Combine | Choose |
| Record | Express | Dramatize | Contrast | Comply | Compare |
| Relate | Identify | Employ | Debate | Compose | Conclude |
| Repeat | Recognize | Illustrate | Diagram | Construct | Estimate |
| State | Restate | Interpret | Differentiate | Create | Evaluate |
| Tell | Tell | Operate | Distinguish | Design | Interpret |
| Underline | Translate | Practice | Examine | Devise | Judge |
| | | Schedule | Experiment | Formulate | Justify |
| | | Sketch | Inspect | Manage | Measure |
| | | Use | Inventory | Organize | Rate |
| | | | Question | Plan | Revise |
| | | | Test | Prepare | Score |
| | | | | Propose | Select |
| | | | | Setup | Support |
| | | | | | Value |

# Bloom's Taxonomy Action Verbs

| Definitions | Knowledge | Comprehension | Application | Analysis | Synthesis | Evaluation |
|---|---|---|---|---|---|---|
| **Bloom's Definition** | Remember previously learned information. | Demonstrate an understanding of the facts. | Apply knowledge to actual situations. | Break down objects or ideas into simpler parts and find evidence to support generalizations. | Compile component ideas into a new whole or propose alternative solutions. | Make and defend judgments based on internal evidence or external criteria. |
| **Verbs** | • Arrange<br>• Define<br>• Describe<br>• Duplicate<br>• Identify<br>• Label<br>• List<br>• Match<br>• Memorize<br>• Name<br>• Order<br>• Outline<br>• Recognize<br>• Relate<br>• Recall<br>• Repeat<br>• Reproduce<br>• Select<br>• State | • Classify<br>• Convert<br>• Defend<br>• Describe<br>• Discuss<br>• Distinguish<br>• Estimate<br>• Explain<br>• Express<br>• Extend<br>• Generalized<br>• Give example(s)<br>• Identify<br>• Indicate<br>• Infer<br>• Locate<br>• Paraphrase<br>• Predict<br>• Recognize<br>• Rewrite<br>• Review<br>• Select<br>• Summarize<br>• Translate | • Apply<br>• Change<br>• Choose<br>• Compute<br>• Demonstrate<br>• Discover<br>• Dramatize<br>• Employ<br>• Illustrate<br>• Interpret<br>• Manipulate<br>• Modify<br>• Operate<br>• Practice<br>• Predict<br>• Prepare<br>• Produce<br>• Relate<br>• Schedule<br>• Show<br>• Sketch<br>• Solve<br>• Use<br>• Write | • Analyze<br>• Appraise<br>• Breakdown<br>• Calculate<br>• Categorize<br>• Compare<br>• Contrast<br>• Criticize<br>• Diagram<br>• Differentiate<br>• Discriminate<br>• Distinguish<br>• Examine<br>• Experiment<br>• Identify<br>• Illustrate<br>• Infer<br>• Model<br>• Outline<br>• Point out<br>• Question<br>• Relate<br>• Select<br>• Separate<br>• Subdivide<br>• Test | • Arrange<br>• Assemble<br>• Categorize<br>• Collect<br>• Combine<br>• Comply<br>• Compose<br>• Construct<br>• Create<br>• Design<br>• Develop<br>• Devise<br>• Explain<br>• Formulate<br>• Generate<br>• Plan<br>• Prepare<br>• Rearrange<br>• Reconstruct<br>• Relate<br>• Reorganize<br>• Revise<br>• Rewrite<br>• Set up<br>• Summarize<br>• Synthesize<br>• Tell<br>• Write | • Appraise<br>• Argue<br>• Assess<br>• Attach<br>• Choose<br>• Compare<br>• Conclude<br>• Contrast<br>• Defend<br>• Describe<br>• Discriminate<br>• Estimate<br>• Evaluate<br>• Explain<br>• Judge<br>• Justify<br>• Interpret<br>• Relate<br>• Predict<br>• Rate<br>• Select<br>• Summarize<br>• Support<br>• Value |

Bloom's Taxonomy Verbs

**Use verbs aligned to Bloom's Taxonomy to create discussion questions and lesson plans that ensure your students' thinking progresses to higher levels.**

| Knowledge | Comprehend |
|---|---|
| Count<br>Define<br>Describe<br>Draw<br>Enumerate<br>Find<br>Identify<br>Label List<br>Match<br>Name<br>Quote<br>Read<br>Recall<br>Recite<br>Record<br>Reproduce Select<br>Sequence<br>State Tell<br>View<br>Write | Classify<br>Conclude<br>Convert<br>Describe<br>Discuss<br>Estimate<br>Explain<br>Generalize<br>Give examples<br>Illustrate<br>Interpret Cite<br>Locate<br>Make sense of<br>Paraphrase<br>Predict Report<br>Restate<br>Review<br>Summarize<br>Trace<br>Understand |
| **Apply** | **Analyze** |
| Act<br>Administer<br>Articulate<br>Assess<br>Change<br>Chart<br>Choose<br>Collect<br>Compute<br>Construct<br>Contribute<br>Control<br>Demonstrate<br>Determine<br>Develop<br>Discover<br>Dramatize<br>Draw<br>Establish<br>Extend<br>Imitate Implement<br>Interview<br>Include<br>Inform<br>Instruct<br>Paint<br>Participate<br>Predict Prepare<br>Produce<br>Provide<br>Relate Report<br>Select<br>Show<br>Solve<br>Transfer<br>Use<br>Utilize | Break down<br>Characterize<br>Classify<br>Compare<br>Contrast<br>Correlate<br>Debate<br>Deduce<br>Diagram<br>Differentiate<br>Discriminate<br>Distinguish<br>Examine<br>Focus<br>Illustrate<br>Infer<br>Limit Outline<br>Point out<br>Prioritize<br>Recognize<br>Research<br>Relate<br>Separate<br>Subdivide |

| Synthesize | | Evaluate | |
|---|---|---|---|
| Adapt | Intervene | Appraise | Interpret |
| Anticipate | Invent | Argue | Judge |
| Categorize | Make up | Assess | Justify |
| Collaborate | Model | Choose | Predict |
| Combine | Modify | Compare & Contrast | Prioritize |
| Communicate | Negotiate | Conclude | Prove |
| Compare | Organize | Criticize | Rank |
| Compile | Perform | Critique | Rate |
| Compose | Plan | Decide | Reframe |
| Construct | Pretend | Defend | Select |
| Contrast | Produce | Evaluate | Support |
| Create | Progress | | |
| Design | Propose | | |
| Develop | Rearrange | | |
| Devise | Reconstruct | | |
| Express | Reinforce | | |
| Facilitate | Reorganize | | |
| Formulate | Revise | | |
| Generate | Rewrite | | |
| Incorporate | Structure Substitute | | |
| Individualize | Validate | | |
| Initiate | | | |
| Integrate | | | |

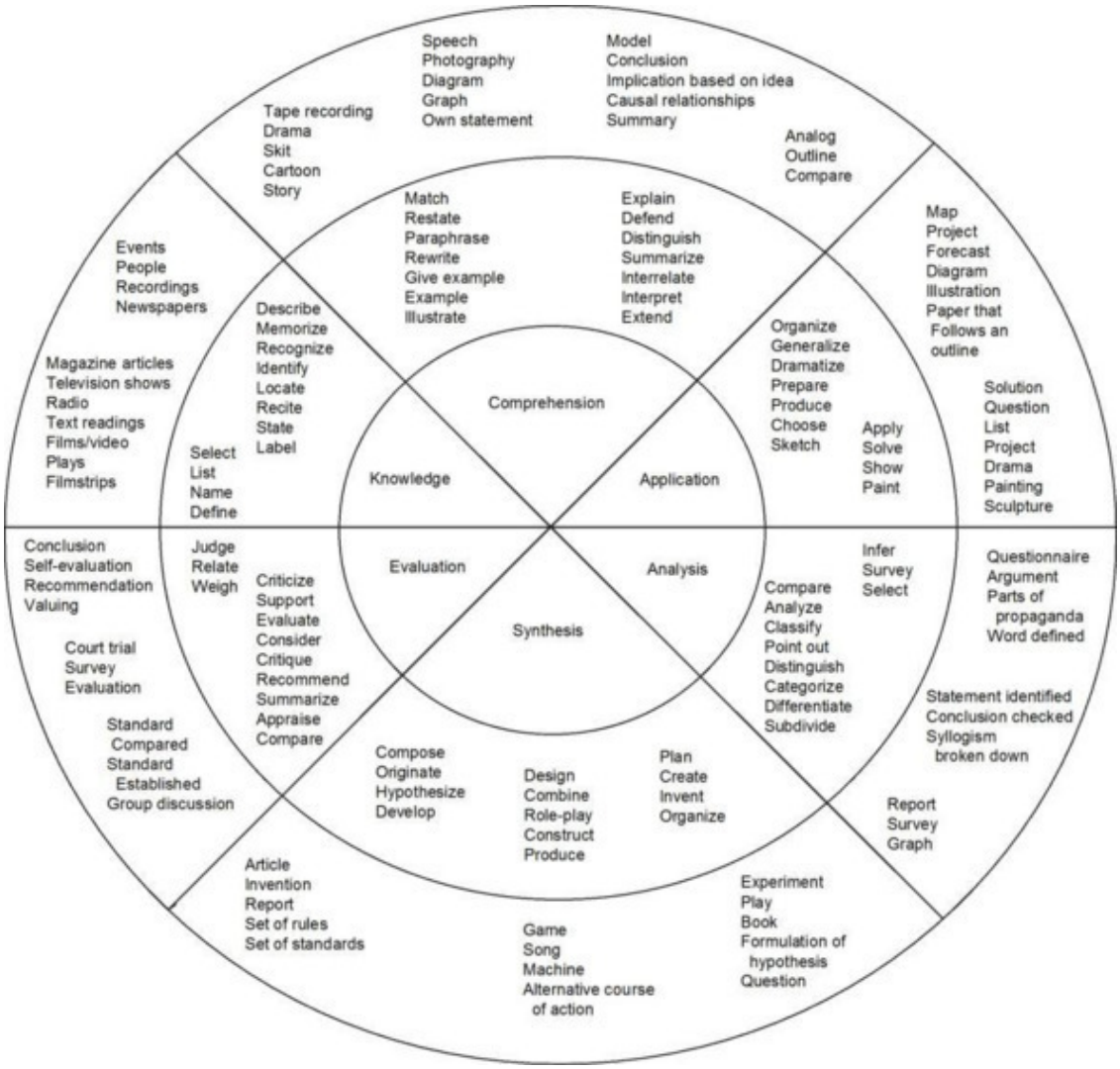
| Knowledge | |
|---|---|
| **Useful Verbs** | **Sample Question Stems** |
| Tell | What happened after...? |
| List | How many...? |
| Describe | Who was it that...? |
| Relate | Can you name the...? |
| Locate | Describe what happened at...? Who spoke to...? |
| Write | Can you tell why...? |
| Find | Find the meaning of...? |
| State | What is...? |
| Name | Which is true or false...? |

| Comprehension | |
|---|---|
| **Useful Verbs** | **Sample Question Stems** |
| explain | Can you write in your own words...? |
| interpret | Can you write a brief outline...? |
| outline | What do you think could of happened next...? What do you think...? |
| discuss | |
| distinguish | Can you distinguish between...? |
| predict | What differences exist between...? |
| restate | Can you provide an example of what you mean...? |
| translate | Can you provide a definition for...? |
| compare | |
| describe | |

| Application | |
|---|---|
| **Useful Verbs** | **Sample Question Stems** |
| Solve<br>Show Use<br>Illustrate<br>Construct<br>Complete<br>Examine<br>Classify | Do you know another instance where...?<br>Could this have happened in...?<br>Can you group by characteristics such as...?<br>What factors would you change if...?<br>Can you apply the method used to some experience of your own...?<br>What questions would you ask of...?<br>From the information given, can you develop a set of instructions about...?<br>Would this information be useful if you had a ...? |
| **Analysis** | |
| **Useful Verbs** | **Sample Question Stems** |
| Analyze<br>Distinguish | Which events could have happened...? How was this similar to...? |
| Examine<br>Compare<br>Contrast<br>Investigate<br>Categorize<br>Identify<br>Explain<br>Separate | What was the underlying problem with...?<br>What do you see as other possible outcomes?<br>Why did ... changes occur?<br>Can you compare your ... with that presented in...?<br>Can you explain what must have happened when...?<br>What are some of the problems of...?<br>Can you distinguish between...?<br>What was the problem with...? |
| **Synthesis** | |
| **Useful Verbs** | **Sample Question Stems** |
| Create<br>Invent<br>Compose<br>Predict<br>Plan<br>Construct<br>Design<br>Propose Devise<br>Formulate | Can you design a ... to ...?<br>Can you see a possible solution to...?<br>If you had access to all resources how would you deal with...? What would happen if...?<br>How many ways can you...?<br>Can you create new and unusual uses for...?<br>Can you develop a proposal which would...? |
| **Evaluation** | |
| **Useful Verbs** | **Sample Question Stems** |
| Judge<br>Select<br>Choose<br>Decide<br>Justify<br>Debate<br>Verify<br>Argue<br>Recommend<br>Assess<br>Discuss<br>Rate<br>Prioritize<br>Determine | Is there a better solution to... ?<br>Judge the value of... ?<br>Can you defend your position about...?<br>Do you think ... is a good or a bad thing?<br>How would you have handled...?<br>What changes to ... would you recommend?<br>Do you believe....?<br>How effective are...?<br>What do you think about...? |

Bloom's Verbs

**And Matching Assessment Types**

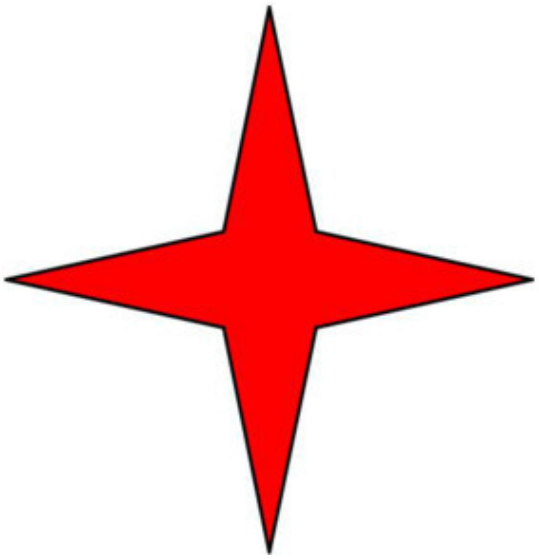



Source: The Tenth Annual Curriculum Mapping Institute: Snowbird Utah, July15—18, 2004 Adapted from Benjamin Bloom

Watch Out for Verbs that are not Measurable

In order for an objective to give maximum structure to instruction, it should be free of vague or ambiguous words or phrases. The following lists notoriously ambiguous words or phrases which should be avoided so that the intended outcome is concise and explicit.

| WORDS TO AVOID | PHRASES TO AVOID |
|---|---|
| • *Believe*<br>• *Hear*<br>• *Realize*<br>• *Capacity*<br>• *Intelligence*<br>• *Recognize*<br>• *Comprehend*<br>• *Know*<br>• *See*<br>• *Conceptualize*<br>• *Listen*<br>• *Self-Actualize*<br>• *Memorize*<br>• *Think*<br>• *Experience*<br>• *Perceive*<br>• *Understand*<br>• *Feel* | **Evidence a (n): To Become: To Reduce:**<br>• *Appreciation for*<br>• *Acquainted with*<br>• *Adjusted to*<br>• *Awareness of*<br>• *Capable of*<br>• *Comprehension of .*<br>• *Cognizant of*<br>• *Enjoyment of*<br>• *Conscious of*<br>• *Familiar with*<br>• *Interest in* • *Interested in .*<br>• *Knowledge of*<br>• *Knowledgeable about .*<br>• *Understanding of* |



# 2. Warm-Up Activities



As a teacher, you always have to start with a warm-up when you begin a class to help the students waking up and start thinking about what they learned previously. The warm-up can be a quick review of the subject or a pre-lesson exercise of the new lesson. At the end of the warm-up, the teacher would take a look at where the student is at in terms of the exposure to the material they are going to learn or have learned in the previous lesson as a review.

# Without Technology

Talk About…

– You have two minutes… introduce yourself to your partner.

• Now… introduce your partner to the group by sharing one interesting fact they told you.

• SWITCH! Variations Change the topic by giving a question – What did you do on the weekend? – What will you do at the weekend?

– Freestyle

How well do you know the teacher?

– Ask students to write down 5 questions they would like to ask you.

• Ask one student to come to the front.

– This student will now play the role of you and will guess the answer to five of the students' questions.

• Give a «point» to the student for each correct answer and an 'x' for an incorrect one.

• Each student takes turns guessing until each student has answered 5 questions.

• Re-ask questions that were answered incorrectly to gain more information about you.

• Once every student has had a chance to be the teacher, answer the questions about you which were left answered incorrectly.

**Two Truths and a Lie** Two of these statements are true, one is false. Which is which?

A.I'm afraid of horses.

B. I love sushi.

C. I have broken my arm right arm twice.

**Picture Differences**

• Another paired activity

• Students receive two similar pictures that have small differences • Students must communicate to discover what the differences are

• No peeking!

**Picture That!**

• Again… pair students

• One speaker, one drawer

• Speaker receives a picture which they must carefully describe to their partner

• Partner draws what is described

• At the end, compare pictures to judge success!

• Level of difficulty can be varied

**20 Questions**

• Give each student a picture cut out from a magazine

• Students ask each other yes/no questions to gather information and try to guess each other's pictures

• Partners or group members may ask up to 20 yes/no questions

**Can't Say Yes or No** In this game everyone is given a certain number of coins or squares of paper (about 10). Everyone moves around the room starting conversations and asking each other questions. The only rule is that you cannot say the words YES or NO. If you accidentally say one of these words, you have to give a coin or square to the person who you said it to.Try to trick each other by asking questions that you would almost always answer with a yes or no. Think of other ways to trick your friends. Sometimes asking two quick questions in a row works well. (Especially tag questions: Are you new here? This is your first time in America, isn't it?). This game is a great way to practice using small talk and to add variety to your vocabulary. It also makes everyone laugh.

**Fact or Fiction**

In this game, one person tells a short story about themselves or someone they know or heard about. Usually, it is something funny or crazy. It can be a true story, or something made up. *Example*: Josh tells a story about his Uncle Leo who sleeps in the nude. One day Uncle Leo was sleepwalking and he went outside and took his dog for a walk. The next-door neighbor was coming home late from work and saw him! She called the police and he got arrested for being naked in public. Everyone around the room has to say whether they think Josh's story is a fact (true) or fiction (made up). Josh reveals the truth when everyone has guessed. Members can take turns telling a story.

**Chain Fairy tale**

This is a fun writing warm-up. Everyone has a piece of paper and writes the first sentence or two to start a fairy tale (not one that already exists).*Example*: Once upon a time there was a frog that had no legs. He wanted to get married, but there were no female legless frogs in the land. After one minute the leader will say «SWITCH». At this time the writers have to put down their pens and pass the papers. They cannot finish their sentences. Then, the next writers will continue the story. After about ten minutes you will have as many silly stories to read as you have club members. The leader should warn the writers that they will soon have to wrap-up the story during the last two minutes so that each story has a conclusion. Read all of the stories out loud for a good laugh. You can extend this activity by trying to edit each other's writing and spelling errors.

**Jeopardy**

In this game, which is based on the famous game show Jeopardy, everyone writes down ten answers to questions about themselves. After writing down the answers, people have to form pairs or small groups and try to find out what the questions are. *Example*: (answer = purple) «What is your favorite colour?» «Blue.» «What colour do you hate?» «Green.» «What colour is your underwear?» «Purple!» You can stop at three guesses if you want, or keep going until someone in the club can guess the question.

**Hot Seat**

In this game, the club is split up into two teams. One member from each team sits facing the group. The leader holds up a word (or writes it on the board if you are in a classroom) for all of the team members to see except for the two players in the hot seats. The teams must try to get the person in the hot seat to guess the word or phrase. The first person to guess correctly gets to stand up and a new member from

their team takes the hot seat. The person on the other team has to remain in the hot seat until she gets an answer first. You can keep score or just play for fun. This game can also be played in pairs. One pair member closes their eyes while the leader shows the word to the other pair members. The first pair to get the word right gets a point. *Warning!* This is a loud game because people tend to get excited and yell!

**Broken Telephone**

This is a listening and pronunciation activity that always gets people laughing. The leader first must think of a sentence or phrase and whisper it to the person beside her. That person will then whisper what she heard to the next person. Each person can only say, «Can you please repeat that?» one time. When the message reaches the end of the chain that person must speak out loud. Oftentimes the message will be completely different when it reaches the end. Try to find out where the chain broke! In a big group, you can send the message two ways and find out which team comes closest to the real message. (A famous example is the army message that started as «Send reinforcements, we're going to advance» and ended as «Send three and fourpence, we're going to a dance.»)

**Find Pikachu**

The idea of this activity is simple: students go around the school to hunt for Pokémons trapped in the QR world! Each QR code contains a Pokémon with varying points depending on its level or tier, and a corresponding question or task. Of course, students must be able to answer the question, or do the task successfully in order to earn the points of the Pokémon they had caught!

Create a separate code with game rules that students scan before they go outside.




**1. Ready your questions or tasks for**

**students.**

It can be review questions from your topic

or unit, or simple tasks that students can

do during the activity.

For example, you can ask them to create a 6-box comics strip on their notebook or research something on the internet.

**2. Download Pokémon characters that you want to use.**

This website has a list of different Pokémon characters with their corresponding tiers or levels. Pick the characters that you want to include in the game according to the number of questions you have, i.e., 15 characters for 15 questions. A quick search on Google images will give you bunch of images to download.

**3. Assign a question or task to a character**

Easier questions should be assigned to lower-tier characters while challenging questions or tasks should go with the god-tier Pokémons. Feel free to vary the points as you wish, i.e.,

level 1 Pokémon = 1 point;
level 2 Pokémon = 3 points;
god-tier Pokémon = 5 points.

**How to Create the Codes**

QR Info Point https://qrinfopoint.com/

allows you to upload multimedia into your codes which is very crucial for this type of activity. Most importantly, it's 100% free!

Create an account with QR Info Point. Creating an account lets you create dynamic QR codes (meaning, editable codes) which you can edit anytime!

Type QR Code's title, for example: «Pikachu – Game Rules» (yes, I use Pikachu to introduce the game to the kids!)

Choose template, for example: «Personal» but this is *optional.*

Upload your multimedia content which, in this case, is your Pokémon character!

Change the text of the template, edit your content: type your question for the corresponding Pokémon character.

Click on «Save» button to **generate QR Code**.

Download the generated code as image file and rename, for example «Pikachu – Game Rules»

Repeat steps 1 to 7 for the remaining Pokémon characters/questions.

**How to Set up and Play the Game**

Print and cut out your generated QR codes. *Tip: use PowerPoint (A4 size) to organize your QR codes. You can add a title or additional description on the printout.*

Place printed QR codes across the school.

Put students into small teams or pairs with one person owning a mobile device.

Students search for and scan each QR code to catch a Pokemon and see the question or task. Students work together to answer to the question or perform the task.

The team earns the point for the Pokemon if they got the correct answer.

The team with the highest points wins the game.




**Requirements**

Ask students in advance to download any FREE

**QR code reader app**

Students must have internet access during the game as the codes are linked to a 3rd party website (QR Info Point)

# Warm-up activities using technology



**Pictures**

Another activity is by showing your learners some very close-up pictures you took with your smartphone. This can be done very quickly by going into your staffroom or looking around your desk and taking very, very close-up pictures of different objects, showing them to the students and trying to get them to guess what they are. You can display these pictures on the class projector in your our classroom or you can send them to the students if they have mobile phones with an Internet connection and they can access them through email. A follow-up to this, assuming you have the time, is that you can get the students to do this themselves. They can go for a few minutes around the school with a partner and take some pictures of things close up and then show them to the other members of the group. Alternatively, they could do this before they come to class and send them to the class.

**Word clouds**

An engaging way to revise a text and the accompanying vocabulary that you have recently looked at in class is to create a word cloud and then getting students to look at the word cloud to try to reconstruct the text. These word clouds generally emphasize keywords and will make words that appear more frequently bigger. This helps students because they were able to identify repeating ideas or common themes in the text and this helps them to reconstruct

it. To create a word cloud, you can go to popular websites such as **Wordle or Tagxedo**. This can be printed out from the website or you can just show on the board. A quick online quiz

A quick online quiz can be a great way to start a lesson and there are loads of websites out there for creating them. The one I tend to use most is Socrative simply because it's so easy to use both for the teachers and the students. The teacher does have to register to make a quiz but it's a fairly painless procedure. You can build multiple-choice or short-answer quizzes, and these can easily be made available to the students by them going to a particular webpage on either a computer or their mobile phone (there is also a mobile app) and just typing in a room number that the teacher assigns.

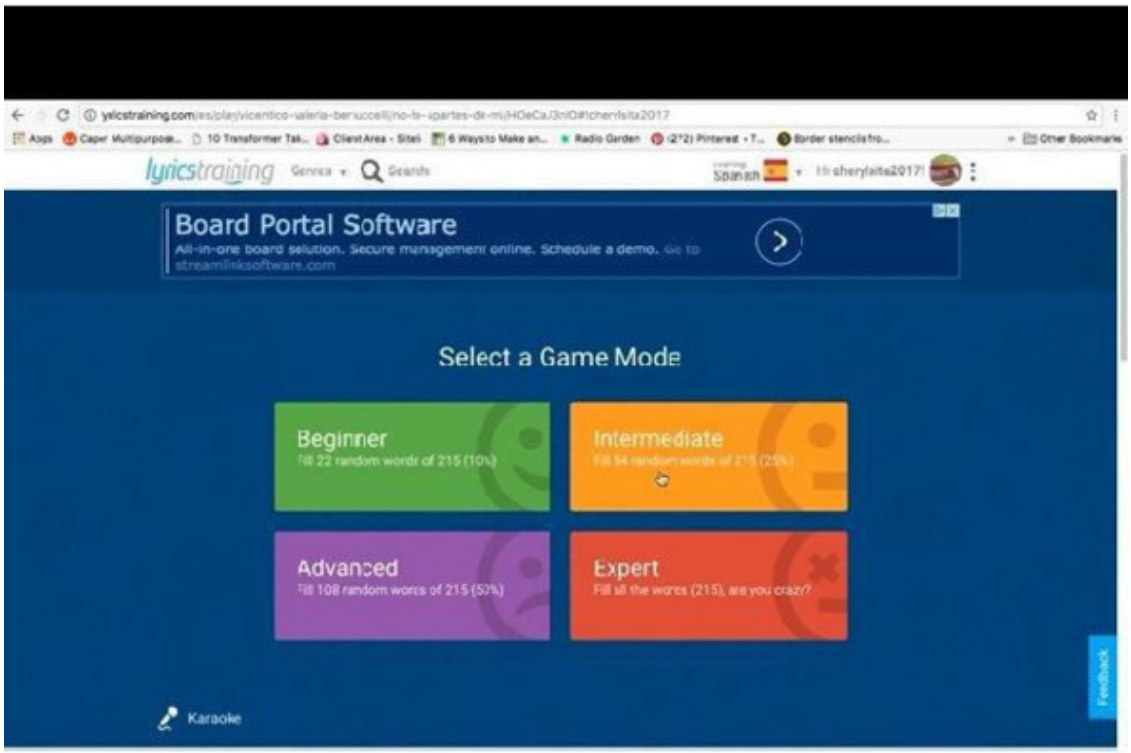
They can then take the quiz and get instant feedback on their answers. As a teacher, you can display the progress of the students on the board and you can control whether the students go at their own pace or a pace you decide. Again this is quite nice the checking recent vocabulary Grammar or anything else you want to revise or recycle from your lessons.

**Hunt for QR Codes**

This game is similar to the classic treasure hunt game except that students have to search the school for QR codes which contain questions or clues to the game.

Playing this fun activity is easy. First, I prepare a list of questions from the topics that I want my students to learn or revise. Then I create and print the QR code for each question and place them across the school.

Students are put into small teams or pairs with one person owning a mobile device. They need to download a QR code reader first which is free on App Store or Google Play. Internet connection is **not** required once they have the app since the QR codes decode as text files. Now, students need to search the school for these clues and scan each QR Code to get each question. They must then work together to find the answer to this question. The team that brings the most number of answers wins the game







– —

– EVE Online. Practice running the most powerful company in the world so you can sharpen your skills for

management in the real world.



2 – ElectroCity. Created in New Zealand for middle-school aged students, ElectroCity teaches about energy, environment, and more as the students build and manage their own towns.



3 – McDonald's Video Game. Choose your language, then dive into this game that teaches about the harmful effects of fast food with a heavy dose of irony.

Collection of interactive whiteboard games for educators Pic-Lits – Drag words onto photographs to describe the scene or mood. The default language is english. A PIC-LIT is a combination of words placed on an image to capture the essence, story, and meaning of the picture. It can be a caption, a sentence, a story, a paragraph, a poem, a quotation, and more. You can create a PIC-LIT using Drag-n-Drop keywords or in Freestyle by typing your own words.




– — PIC-LITS.COM is an e-learning website that utilizes photography and word banks (keywords) to improve literacy skills via writing. It is a teaching tool and student learning platform that not only develops writing but helps to improve reading skills as well. With an emphasis on visual learning, the user is engaged by doing. The proprietary site is a vehicle for creativity, fun, and learning that lasts. It is also interactive and a social medium for people of all ages globally.

# Practice Lab 2. Create your warm-ups

## Steps

**1. Warm-Ups without Technology.**

**2. Then think what technology would be most**

**appropriate.**

# What Makes a Good

**Warm-up**?

– Short (10 – 15 minutes)
– Nothing new or difficult
– Reviews a previous lessons or skill
– Sets the stage for an upcoming lesson
– Fun, interactive, communicative
– Gets students moving!




**Warm-Ups: «Phrasal Verbs Game». My example.** Reading/Writing Lesson

# My Sample 1 Warm-Ups without Technology

Material

**Phrasal Verbs cards**

– Teacher will divide the class into 2 teams to play the game in whole class.

– Teacher will request a volunteer who wants to explain the words to the team members, from both teams.

– Students will play the Phrasal Verbs guessing game again to win the other team. During the games, teacher will mark their score on the board.

– If there are the Phrasal Verbs that nobody knows, teacher could explain the meaning after the game. If at least one student knows the Phrasal Verbs, teacher could make him explain the Phrasal Verbs to the classmates.

# Then think what technology would be most appropriate

https://www.youtube.com/watch?v=kSntadOvQAY&t=56s Phrasal Verbs in Context of Movies. **Video clip**

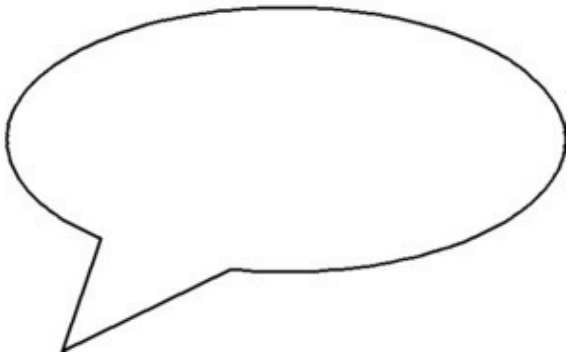
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**My Sample 1 Reading/Writing Lesson**
Dreaming.

Developing Myself 1

***14+***

**Intermediate** (Reading skills including focusing on topic sentences plus using context to work out the meaning of unknown words. Follow on activities include thinking of ways to search for eternal youth).

Make associations between new information and their prior knowledge, use new information to clarify or modify their prior knowledge, read and listen between lines, relate new concepts to their own lives, to their experiences, knowledge, beliefs, and feelings. Create a mental, oral and written summary of information.

Keep Your Dream. Welcome Reader https://www.moralstories.org/keep-your-dream/ Dreams are very important in life. They motivate, inspire, improve and help you in achieving any goal that you want to achieve.

**Lesson Objectives**

– Students will be able to define vocabulary words,
identify the main characters, describe the scenes and setting.

– Students will be able to explore a dream ambition.

– Students will be able to write imaginatively, creatively and thoughtfully, producing texts that interest and engage the reader.

– Students will be able to generate and harness new ideas and develop them in their writing.

**Business/Materials**

– https://www.moralstories.org/keep-your-dream/ Keep Your Dream. Welcome Reader
– A projector
– A Smart Board
– Computers with internet access

**Warm-up (with Technology. Video)**

**«Phrasal Verbs Game»**

1 – **Phrasal Verbs**

– The teacher will divide the class into 2 teams to play the game in the whole class.
– The teacher will request a volunteer who wants to explain the words to the team members,




from both teams.

– Students will play the Phrasal Verbs guessing game again to win the other team. During the games, the teacher will mark their score on the board.

– If there are the Phrasal Verbs that nobody knows, the teacher could explain the meaning after the game. If at least one student knows the Phrasal Verbs, the teacher could make him explain the Phrasal Verbs to the classmates.

# My Sample 2 Warm-Ups without Technology Listening/ Speaking Lesson

**Warm-Ups: “ What do you know about ……?» What’s in the air?**

**Set a five-minute time limit and in groups have students think up and write down as many facts as they can about what’s in the air?**

## Then think what technology would be most appropriate.

– Display the question What`s in the air in fullscreen mode withPoll Everywhere https:// www.polleverywhere.com

– Set a five-minute time limit and in groups have students think up andtype down as many facts as they can about what's in the air?

– Instructions view allows you to accept responses on an active question without showing the live incoming responses to your audience.

Exploring Social Issues



**14+**

**Intermediate**

Air Quality Concerns Close Schools, Colleges https://www.youtube.com/watch?v=Mter5lTxT2

Students reflect on what they have learned about air pollution



1 – Air Quality Concerns Close Schools,

Colleges

**Lesson Objectives**

The students will be able to:

– use appropriate words and phrases to demonstrate their understanding of a social issue;

– listen for specific information;

– apply listening and encoding (spelling) skills

**Business/Materials**

– https://www.youtube.com/watch?v=Mter5lTxT2o Air Quality Concerns Close Schools, Colleges

– A projector

– A Smart Board

– Computers with internet access

**Warm-Up**

Poll Everywhere




– Display the question ***What`s in the air*** in fullscreen mode with Poll Everywhere https://www.polleverywhere.com

– Set a five-minute time limit and in groups have students think up and type down as many facts as they can about what's in the air?

– Instructions view allows you to accept responses on an active question without showing the live incoming responses to your audience.

# My Sample 3. Warm-Ups without Technology Teacher`s book Result Advanced – OUP — Oxford University Press_



## Starting point

Discuss the first question as a class. Write the names of the people mentioned on the board and encourage students to describe the leadership qualities that they think each person has. They can then discuss questions **2–4** in pairs.

**Possible answers**

1 Answers will vary.

2 Answers will vary. Some may argue that skills can be learnt through experience, age, and management training courses. Others may believe that the skills are dependent on personalities and therefore cannot be learnt.

3 A leader is a person who leads a group of people, especially the head of a country, an organization, etc. They are more concerned with 'the bigger picture' rather than day-to-day events.
A manager is a person who is in charge of running a company department, a business, a shop / store or a similar organization. They usually work with teams and therefore need to be people-focused.

4 Leading a small team is more likely to be a managerial task (rather than the task of a leader). There is an emphasis on people – helping them work together and recognizing their individual strengths. It is also important that everyone in the team is focused on the same goal.
Leading an organization is connected to a leader rather than a manager. It is important to have an awareness of the overall goal of the organization and its context (environment, competitors, etc). Creativity is essential, as is the ability to communicate ideas effectively so that they quickly become reality.

**Teacher`s book**

Teacher`s `book "_Business Result Advanced – OUP – Oxford University Press___ (10) _____»

**My Sample 3**

# Then think what technology would be most appropriate

– Use a **quiz game**. https://puzzles.independent.co.uk/games/personality_which-world-leader-are-you/

– Which World Leader Are You?

– Students find out which powerful person shares their personality! (What is the most important leadership quality? If necessary, would you use force to achieve your goals? Which of the following accomplishments would make you most proud? Which hue best represents you? Is national pride important to you? In which of these subjects did you most succeed at in school? Have you ever been given a job through family connections?)

– Students can share their results.



Business Result Advanced – OUP – Oxford
University Press (10) 1

For **pre-work and in-work** professional **students** Advanced (C1-C2)
**Business Result Advanced**
A business English course for pre-work and in-work professional students. Kate Baade, Michael Duckworth, David Grant, Christopher Holloway, Jane Hudson, John Hughes, Jon Naunton, Jim Scrivener, Rebecca Turner, and Penny McLarty
**Lesson Objectives**
Students will be able to:
– create a personal vision statement that reflects the student's personality traits and core values.
– set SMART goals that are specific, measurable, attainable, and realistic.
– write an action plan for achieving their goals
**Business/Materials**

– Business Result Advanced, HMK: Business Result

– A projector
– A Smart Board
– Computers with internet access

**Warm-up**

1 – The game «Which World Leader Are You?»



• Use aquiz-game.

• https://puzzles.independent.co. uk/games/personality_which-world- leader-are-you/

• Which World Leader Are You?
• Students find out which powerful person shares their personality! (What is the most important leadership quality? If necessary, would you use force to achieve your goals? Which of the following accomplishments would make youmost proud?
Which hue best represents you?
Is national pride important to
you? In which of these subjects did you most succeed at in school? Have you ever
been given a job through family connections?)
– Students can share their results.

# My Sample 4 Warm-Ups without Technology STEM Lesson __ Addressing Social Issues through Art _____

**Make Posters**

– Hang large pieces of butcher paper on the walls at various spots around the room. Label the posters «Group 1,» «Group 2,» and «Group 3.»

– Break students into their assigned groups and give them each a few colored markers. A good way to break students into groups is simply by numbering them – that is, go around the room to each student and give him a number, such as: «You are No. 1, you're No. 2, you're No. 3, etc.» —

– Do this until all students have a number ranging from one to five.

– Have each group choose a leader, recorder, and reporter. You may be surprised how artistic and clever the students are in creating original posters. The topics can include any of the issues you are studying currently in class or topics related to issues you plan to cover in the near future.

(Is the media biased? Why or why not. Is democracy the best form of government? Will racism ever die?)

# Then think what technology would be most appropriate

**Make Posters**

– Students use https://www.postermywall.com PostermyWall. Fantastic site for making posters. This is the easiest software to use. Create the perfect poster, flyer or social media graphic.

– Label the posters «Group 1,» «Group 2,» and «Group 3.»

– Break students into their assigned groups. A good way to break students into groups is simply by numbering them – that is, go around the room to each student and give him a number, such as: «You are No. 1, you're No. 2, you're No. 3, etc.» —

– Do this until all students have a number ranging from one to five.

– Have each group choose a leader, recorder, and reporter. You may be surprised how artistic and clever the students are in creating original posters.

– Students share designs and folders with team to edit them together. (Functions: 1.My Stuff 2.Shared with me)

– The topics can include any of the issues you are studying currently in class or topics related to issues you plan to cover in the near future.

(Is the media biased? Why or why not. Is democracy the best form of government? Will racism ever die?)

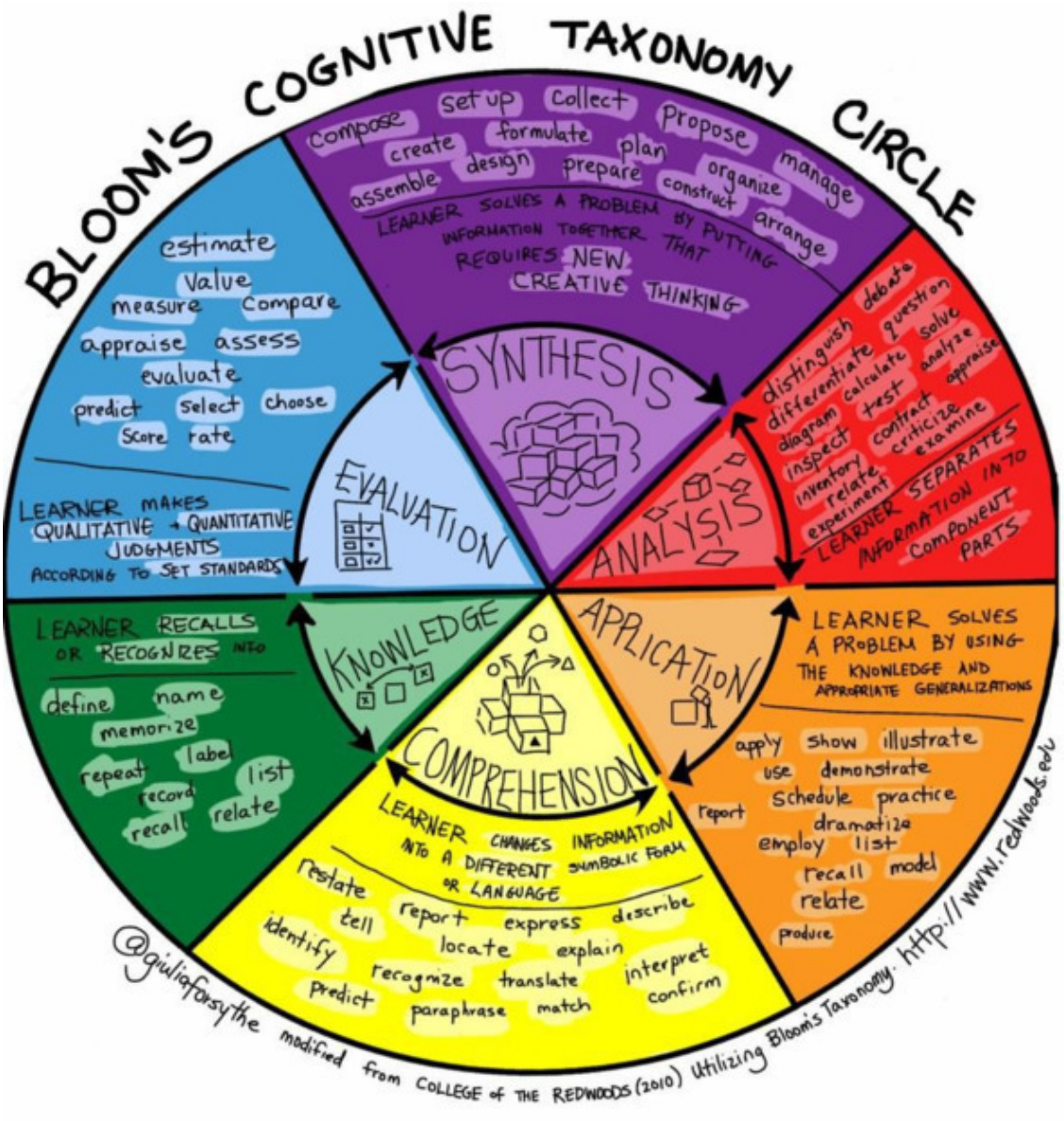


Addressing Social Issues through Art 1

**16+**

**Advanced (C1-C2)**
**English-Language Arts**
**History/Social Science**
**Visual Arts & Performing Arts**
**English Language Development**

What social issues motivate students within their community? The purpose of this lesson is




for Individual students to develop a Project where they design a nonprofit business plan using

their art major to facilitate their organization's mission.

**Lesson Objectives**

Students will be able to:

– research the traits of artists and the purpose of their non-profit endeavors;

– compare and contrast findings, within small groups, discussing professional skill sets required to support these non-profits;

– create a list of outlandish ideas for potential non-profit

**Business/Materials**

– English-Language Arts

– History/Social Science

– Visual Arts & Performing Arts

– English Language Development

– A projector
– A Smart Board
– Computers with internet access




**Warm-up**

***Make Posters***

*PostermyWall*

1 – **Make Posters**

**Students use**

**https://www.postermywall.com**

**PostermyWall. Fantastic site for making posters. This is the easiest software to use. Create the perfect poster, flyer or social media graphic.**

– Label the posters «Group 1,» «Group 2,» and «Group 3.»

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– Do this until all students have a number ranging from one to five.

– Have each group choose a leader, recorder, and reporter. You may be surprisedhow artistic and clever the students are in creating original posters.

– Students share designs and folders with team to edit them together. (Functions: 1.My Stuff 2.Shared with me)

– The topics can include any of the issues you are studying currently in class or topics related to issues you plan to cover in the near future.

# 3 Objective Discussion



The three reasons

– Communicating objectives to students send a strong message about who is driving the learning.

– Communicating objectives to students gives away the ending before the uncovering even begins.

– Communicating objectives to students discourage students and teachers from pursuing potentially constructive lines of inquiry that appear tangential to the objectives.

How often have you been told that writing the lesson's objectives on the board is best practice? Can you think of even one reason why doing this might be a bad idea?



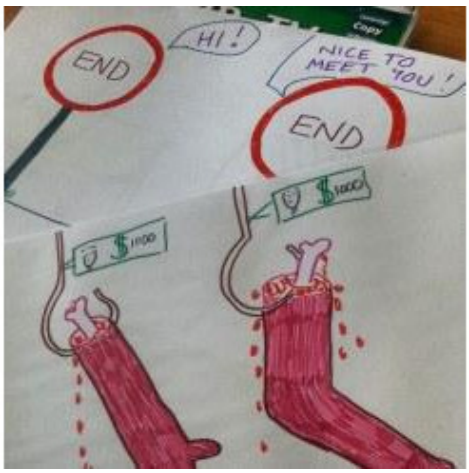
Can you argue? A real story. From a teacher.

> That one of my old schools, the principal would insist on written objectives in every classroom because he believed that it was the uniformity in the classroom that routine that helped the school function effectively. While I don't totally disagree that the consistency and structure helped, it sometimes resulted in some artificial and arbitrary steps teachers were required to take during formal observations. Not only were teachers expected to write up objectives, but also to elicit these objectives (aims) from students. While students were often polled to suggest possible objectives based on warm-up or introductory activities, I don't think it gives students enough credit to suggest that they felt «ownership» of the lesson because the objective came from them, especially when the teacher made no secret of the fact that the objective was written in the lesson plan. A few years later at a new school that does not require it, I do find myself still writing objectives and agendas on the board. The agendas are generally for me to keep track of the pace of the activities I usually arrange for lessons, but I do tend to use quirky titles that sometimes prompt students to wonder how they relate to what we are doing in the activities leading up to them. Again, these are generally for me though. Some students like writing the objectives in their notes as organizational tools, which I can understand. Still, there are some days when I don't put one up because I don't know exactly how much we will figure out over the course of the period. I really value the freedom I currently have because I remember what it was like to not have it and because I know that many don't have that freedom at all.

Are you fed up with using the same old methods to introduce your lesson topic?

# OBJECTIVE DISCUSSION. WAYS TO INTRODUCE YOUR LESSON TOPIC
## Using an anecdote

*Example topic: idioms*




You know I play football, right? No? Well I love it. Anyway, I went into town to buy some new boots the other day. I'm in Sports Direct, and I see these Nike boots that I really like, they're the new model. The assistant comes over and is like «can I help you?»

And I'm «yeah. Can you tell me how much these
are?» She says «They're £500»
And I said "£500???? That's **an arm and a leg**!
Cuisenaire Rods creation
*Example topic: Tourist attractions*

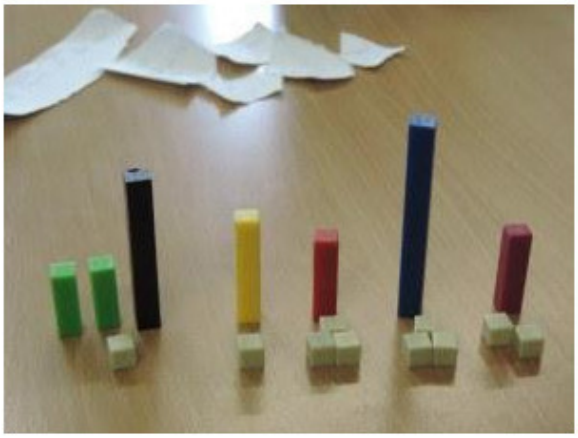
Give each pair of students a bunch of Cuisenaire rods.

«Work in pairs. Use the rods to create a model of a well-known tourist attraction in [town/city/country/continent]. You have 2 minutes» Students then look at each model and guess the attraction.

# Cuisenaire Rods model

Create your own model using rods. Elicit what it represents.

*Example of the UK political parties and their share of the vote, for a lesson on politics)*



# The Musical «Guess the topic»

*Example topic: family and relationships*

Think of 3 or 4 songs which in some way reference the theme/topic of your lesson

*Avril Lavigne – Skater Boi («he was a boy, she was a girl, can I make it any more obvious?»)*

*The Hollies – He ain't heavy (he's my brother)*

*Baz Luhman – Everybody's free to wear sunscreen («maybe you'll marry, maybe you won't…")*

*Ozzy Ozbourne – Mama I'm coming home*

Play students a relevant segment of the song (where something about the topic is referenced).

Ask them to write notes on what they hear, compare notes, and guess the topic of the lesson.

# Family fortunes

*Example topic: British customs and culture / stereotypes*

Create a fake family fortunes style question:

«We asked 100 people from England, Scotland and Wales – which things make you a typical Brit?»

Board the following

1 _____ 2 _____ 3_____ 4_____ 5_____

Students work in groups to prepare answers. Make it a little game (they win points for each correct answer).

*Five possible answers for the above: queuing, drinking tea, talking about the weather, eating fish and chips, having bad teeth.*

# Picture parts

*Example topic: animals*

Make some extreme close-up pictures of animals. Pass them around and get the students to guess what they are and hence the topic of the lesson

**– Picture association «Guess the topic»** *Example topic: «once in a lifetime'*

Gather pictures of things that people MIGHT do only once in a lifetime.



Examples: drive a Ferrari, skydive, run a marathon, win the lottery (?), see a shooting star (?).





Board the pictures or pass them round, students discuss each one and guess the common theme.

# Complete the sentence

*Topic: Making apologies*

Think of a relevant starter sentence and have students complete in their own words «The most common time to say sorry is….»

*Topic: 2nd conditionals*

«If I looked like David Beckham, I would…»

**– Me/not me**




*Example topic: Food and drink*

Get students to create a table with two categories

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