**Lesson Pack for Advanced Speakers**

This lesson pack is a guide for teaching advanced speakers in middle-school grades and higher. Many of these lesson topics will need to be taught over the course of several days or weeks. These lessons are intended to give you a model of how to introduce content and different activities to engage students.

**Lesson Plan Key:**

S = student

T = teacher

S-S = students interact

T-S = teacher and students interact

PPT = PowerPoint Presentation

Drill chorally = teacher says the term/expression and the entire class repeats it

Drill individually = teacher says the term/expression and one student repeats it

Pics = pictures

Vocab = vocabulary

N/A = not applicable

**Lesson Topics for Advanced:**

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| Intro/Icebreaker Lesson 1 | Extreme Weather |
| Intro/Icebreaker Lesson 2 | Crime and Punishment |
| Small Talk | The Supernatural |
| Diet & Cuisine | Inventions |
| Character & Zodiac Signs | Stereotypes |
| Idioms | Image |
| Giving Advice/Recommendations | Advertising |
| Movie Ratings | News |
| Music | Values & Ethics |
| Culture | Censorship |
| Climate Change | Unsolved Mysteries |
| Endangered Animals | Romance & Marriage |

**Sample Intro/Icebreaker Lesson 1**: Getting to Know Each Other

**Grade (Level):** Middle school and higher

**Objectives**:

- Students will get to know each other and feel comfortable around their new classmates and English teacher

**Key Vocabulary/Expressions:**

What…When…Where…Why…How… / Liar / Lying / You’re lying! / Truth / I’m telling the truth!

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| **Time** | **Stage** | **Procedure** | **Interaction** | **Materials** |
| 10 min | Warm-up | **1.** Welcome Ss and introduce yourself (write your name on the board) and tell them that today’s lesson is about getting to know each other  **2.** Divide Ss into two or three teams, sitting in a line, facing the board. Ask what a “tongue twister” is. Explain that you will give the last S in each team row a slip of paper with a tongue twister. That S must whisper it into the S’s ear in front of him/her. Each S must pass the message to only the S directly in front of him/her by whispering it in that S’s ear. The S closest to the board must write it correctly on the board and can only talk to the S directly behind him/her. The first team to do so wins. | T-S, S-S | Tongue Twisters & Chalkboard |
| 5 min | Guided Practice | **Two Truths, One Lie (w/ teacher)**  **1.** Show three statements about yourself (two truths and one lie). Ask Ss if they have ever played “two truths, one lie.” If no one has, explain that Ss must guess which statements are true and which are false by asking you questions.  **2.** Elicit Ss to ask you questions to determine the validity of the statements  **3.** If Ss are stumped, reveal the answers | T-S | PPT |
| 30 min | Production | **Two Truths, One Lie**  **1.** Tell Ss that they have 5 minutes to come up with two truths and one lie. They should write them down.  **2.** Then place Ss in groups and one at a time, each S will present his/her statements and the other Ss must ask questions to determine the truth. [20 min]  \* T should walk around the room to listen and chime in  **3.** Ask each group to vote for the best “liar.” Have one of the “liars” come to the front of the class and present two new truths and one new lie and elicit the rest of the class to guess. | S-S | N/A |
| 5 min | Wrap-up | **Name Tags**  Pass out paper and markers and instruct Ss to write their name (and anything else they want on their tag) and to bring it to every class. | T-S | Paper & markers |

**Sample Intro/Icebreaker Lesson 2**: Getting to Know Each Other/Class Rules

**Grade (Level):** Middle school and higher

**Objectives**:

- Students will get to know each other and feel comfortable around their new classmates and English teacher

**Key Vocabulary/Expressions:**

\* Will vary given the nature of the icebreaker games

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| **Time** | **Stage** | **Procedure** | **Interaction** | **Materials** |
| 5 min | Warm-up | Welcome Ss and say each S’s name and ask him/her a question (what are you scared of? Would you rather eat a snake or a spider? etc.) | T-S, S-S | N/A |
| 5 min | Guided Practice | **Intro to Charades**  **1.** Ask Ss if they know how to play “charades.” Elicit S that knows to explain it to the class.  **2.** Act something out and elicit Ss to guess so they get the hang of the game | T-S | N/A |
| 30 min | Production | **Charades**  **1.** Place Ss into groups and give each group a set of charade cards  **2.** One S will pick a card and act it out while the rest of the group tries to guess. Set a timer and announce when time is up.  \* T should walk around in case Ss don’t understand the term/phrase | S-S | Charade Cards |
| 10 min | Wrap-up | **Class Rules**  **1.** Ask Ss what class rules they think are important (write down suggestions)  **2.** Have Ss vote on suggested class rules  **3.** Introduce your rules and explain what’s in store for the semester/year | T-S | N/A |

**Sample Lesson**: Small Talk

**Grade (Level):** Middle school and higher

**Objectives**:

- Students will be able to define and initiate “small talk” as well as respond to it

**Key Vocabulary/Expressions:**

- Small talk / Beautiful day, isn’t it? (and other weather-related small talk) / Did you hear about the fire? (and other current events-related small talk)

- I like your dress (and other social event-related small talk) / The bus must be running late (and other small talk for when you’re waiting)

**Assumptions:**

- Ss know noun and pronoun grammar and basic vocabulary on a variety of topics

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| **Time** | **Stage** | **Procedure** | **Interaction** | **Materials** |
| 5 min | Warm-up | Have Ss sit in groups and give each group a cube with “what,” “when,” “where, “why,” “who,” and “how” written on each side. Each S must roll the cube and ask the S to their right a question beginning with the word that is face-up. | S-S | Cube |
| 10 min | Intro | **Small Talk**  **1.** Write “small talk” on the board and ask Ss if they know the meaning  **2.** Pass out “small talk” sheet and go over each term/expression with a PPT visual.  **3.** Drill chorally and individually  **4.** Show sample “small talk” dialogues. Ask for volunteers to read aloud. | T-S | PPT & Small Talk Vocabulary Sheet |
| 15 min | Guided Practice / Activity 1 | **Coming Up with Small Talk**  **1.** Place Ss in pairs and pass out a worksheet with pictures of various situations.  **2.** Go over the first picture and ask Ss what’s happening in the photo and what “small talk” would be appropriate. Then instruct Ss to work with their partner to generate small talk for the rest of the situations.  **3.** Go over together as a class | T-S, S-S | Worksheet |
| 15 min | Production / Activity 2 | **Make Small Talk**  Divide Ss into groups and pass out small talk topic cards. Ss should keep the cards face down and pick one at a time, starting small talk about the topic on the card. The rest of the group should respond. Then the next S should draw a card. | S-S | Small Talk Topic cards |
| 5 min | Wrap-up | Ask Ss if they have any questions; review lesson content or preview the next lesson | T-S | N/A |

**Sample Lesson**: Diet & Cuisine

**Grade (Level):** Middle school and higher

**Objectives**:

- Students will be able to describe and compare different diets and cuisines

**Key Vocabulary/Expressions:**

Diet, carnivore, omnivore, vegetarian, vegan, organic, dish, cuisine, fusion

**Assumptions:**

- Ss already know a variety adjectives, food and cooking vocabulary, and country names and nationalities

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| **Time** | **Stage** | **Procedure** | **Interaction** | **Materials** |
| 5 min | Warm-up | Ask question of the day: *What is your favorite thing to order at a restaurant? Describe it.* | T-S | N/A |
| 5 min | Intro | **Diets & Cuisine**  **1.** Ask Ss what their favorite type of food is and ask why  **2.** Introduce today’s topic, pass out the vocabulary sheets and go over each term with a PPT visual | T-S | PPT & Vocabulary Sheet |
| 15 min | Guided Practice | **Dish Descriptions**  **1.** Show a picture of a dish that Ss know and ask a volunteer to describe it in as much detail as possible  **2.** Then show a brief description of the dish (compare to S’s description)  **3.** Place Ss in pairs and give each S a sheet with descriptions of a couple different dishes (create two different versions so each S in the pair has different descriptions). One S will read the description to their partner and the partner must guess the dish and type of cuisine. Then the other S will read.  **4.** Next, give pairs a few minutes to write a description for a dish not on their sheets and then form groups from two pairs. One pair will read their description and the other pair has to identify the dish. | T-S, S-S | PPT & Dish Description Sheets |
| 20 min | Production | **Organic vs. Non-Organic / Meat-Eater vs. Vegetarian vs. Vegan**  **1.** Place Ss in four groups; give each group a brief handout on a particular diet (organic, non-organic, vegetarian, or vegan). Instruct Ss to read the handout and discuss the diet as a group – do they think it’s good or bad, and why?  \* T should walk around and listen to group discussions  **2.** Go around to each group and ask them to share their opinion on the diet | S-S | Diet handouts |
| 5 min | Wrap-up | Take a class poll to find the Ss that identify as omnivore, vegetarian or vegan. If time permits, ask what dishes they often eat. | T-S | N/A |

**Sample Lesson**: Character & Zodiac Signs

**Grade (Level):** Middle school and higher

**Objectives**:

- Students will be able to identify and describe a variety of specific character traits by examining zodiac signs

**Key Vocabulary/Expressions:**

- Introvert, extrovert, stoic, stern, mature, immature, assertive, mischievous, optimistic, pessimistic, inquisitive, cautious

- Stubborn, patient, generous, zodiac sign, horoscope, what’s your sign?

- Astrology, Capricorn, Aquarius, Pisces, Aries, Taurus, Gemini, Cancer, Leo, Virgo, Libra, Scorpion, Sagittarius

**Assumptions:**

- Ss already know a variety adjectives, basic personality traits, and comparatives & superlatives

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| **Time** | **Stage** | **Procedure** | **Interaction** | **Materials** |
| 5 min | Warm-up | Ask question of the day: *What is your best personality trait? Give an example of how you exhibit this trait.* | T-S | N/A |
| 10 min | Intro / Guided Practice | **Character & Horoscopes**  **1.** Introduce today’s topic and ask Ss if the know what a horoscope is  **2.** Pass out the vocabulary sheets and go over each term with a PPT visual (Ss can write the definitions on their vocabulary sheets)  **3.** Ask Ss what their “sign” is, then show a brief description of your sign on PPT and state which adjectives you believe you possess and which you don’t and give reasons | T-S | PPT & Vocabulary Sheet |
| 20 min | Production | **Signs**  **1.** Ask Ss their birthday and pass out the respective “sign” card with a brief description of attributes of that sign. Instruct Ss to read the card and to ask if they don’t understand an adjective or phrase.  **2.** Next, instruct Ss to write down three traits they agree they possess and two they disagree with and to provide a reason why and/or an example of the chosen traits (like you did in the intro to the lesson).  **3.** Place Ss in groups and have them share | S-S | Zodiac Cards |
| 10 min | Production | **Zodiac Influence**  **1.** Keep Ss in the same groups and ask them to discuss the question: “Does zodiac sign determine your character?” Ask Ss to think if all people born under the same sign have similar characteristics or if other things influence personality  **2.** After about 5-8 min, ask groups to share what they discussed. Write a list of things Ss cite as influential in shaping one’s character on the board | S-S | Chalkboard |
| 5 min | Wrap-up | Ask Ss if they have questions; review lesson content or preview the next lesson | T-S | N/A |

**Sample Lesson**: Idioms

**Grade (Level):** Middle school and higher

**Objectives**:

- Students will be able to identify the meaning of some common English idioms and properly apply them to a given situation

**Key Vocabulary/Expressions:**

- Idiom / add fuel to the fire / absence makes the heart grow fonder / asleep at the wheel / bark up the wrong tree

- When pigs fly / cat got your tongue? / on cloud nine / change of heart / beat a dead horse / cold feet / head over heels

**Assumptions:**

- Ss know noun and pronoun grammar, basic vocabulary of several items including some idioms, and have a good grasp on all the tenses

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| **Time** | **Stage** | **Procedure** | **Interaction** | **Materials** |
| 5 min | Warm-up | Place Ss in groups and hand out an idiom on a slip of paper; instruct the group to discuss what they think it means (remind Ss what an “idiom” is) | S-S | Idiom slips |
| 10 min | Intro | **Idioms**  **1.** Go around to each group and have them tell you what they think their idiom means, then reveal the meaning on PPT, showing the phrase used in a dialogue  **2.** Pass out the vocabulary sheet and go over each idiom | T-S | PPT & Vocabulary Sheet |
| 10 min | Guided Practice / Activity 1 | **Idiom Gap Fill**  **1.** Place Ss in pairs and give each group a gap-fill worksheet with incomplete sentences and a list of idiom choices to pick. Go over the first one together as a class, and then instruct Ss to work together to complete it.  **2.** Go around to each pair and ask them to share their answer for a particular gap | T-S, S-S | Worksheet |
| 20 min | Production / Activity 2 | **Idiom Skits**  **1.** Place Ss in groups and give them an idiom and instruct them to create a short skit in which they use the idiom. Every group member must say at least one line. Tell Ss they have 10 min to prepare.  **2.** Have groups perform their skits | S-S | Idiom slips |
| 5 min | Wrap-up | Ask Ss if they have questions; review lesson content or preview the next lesson | T-S | N/A |

**Sample Lesson**: Giving Advice/Recommendations

**Grade (Level):** Middle school and higher

**Objectives**:

- Students will be able to ask for advice, give advice, and discuss whether a certain piece of advice is good or bad

**Key Vocabulary/Expressions:**

- You should… / If I were you, I would… / Have you thought about…? / I advise… / I recommend… / Maybe you could…/ How about…

- Why don’t you…? / Dilemma / I have a dilemma… / Do you have any advice? / What do you advise? / What should I do? / What do you recommend?

**Assumptions:**

- Ss know noun and pronoun grammar, have a good grasp on all the tenses, and have a fairly strong vocabulary related to a variety of topics

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| **Time** | **Stage** | **Procedure** | **Interaction** | **Materials** |
| 5 min | Warm-up | Question of the day: *What’s the worst (or best) advice you’ve ever received?* | T-S | N/A |
| 10 min | Intro / Guided Practice | **Giving Advice/Recommendations**  **1.** Pass out vocabulary sheet and go over each with PPT (Ss can fill in definitions/notes as you go over each term/phrase)  **2.** Present a dilemma to Ss and show example advice  **3.** Next, present a new dilemma and elicit Ss to give you advice | T-S | PPT & Vocabulary Sheet |
| 10 min | Production / Activity 1 | **My Dilemma**  **1.** Place Ss in two rows, facing each other, so that Ss are in pairs.  2. Hand each S a “problem strip” with a problem. Ss must ask their partner for advice and the partner must give advice  **3.** After a minute or two, have one row shift down one seat so that Ss are facing a new partner.  **4.** After a few rounds, elicit volunteers to tell you their dilemma and the advice they received, and which advice s/he thought was the best | S-S | Problem Strips |
| 20 min | Production / Activity 2 | **Dear Abby**  **1.** Place Ss in groups and give each group a “Dear Abby” column (\* can make it up – doesn’t have to be real column) – just the part asking for advice. Instruct Ss to read it and discuss the advice they would give.  **2.** Then pass out the advice from “Abby” (can be made up) and instruct Ss to discuss if they think it’s good or bad advice.  \* T should walk around to listen to group discussions | S-S | Dear Abby Columns |
| 5 min | Wrap-up | Ask groups to share the problem they read and ask what advice they’d give. | T-S | N/A |

**Sample Lesson**: Movie Ratings

**Grade (Level):** Middle school and higher

**Objectives**:

- Students will be able to express options, summarize a movie plot and talk about films.

**Key Vocabulary/Expressions:**

- Film critic / movie review / plot / dialogue / setting /special effect (s) / blockbuster / Hollywood film / independent film / synopsis

- Rating (quality and content) / I give it [#] stars / rated G / rated PG / rated PG-13 / rated R / rated NC-17

**Assumptions:**

- Ss know noun and pronoun grammar, have a good grasp on all the tenses, and know movie genres and basic film vocabulary (plot, setting, etc.)

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| **Time** | **Stage** | **Procedure** | **Interaction** | **Materials** |
| 5 min | Warm-up | Question of the day: *What’s the best film you’ve ever seen? Why?* | T-S | N/A |
| 10 min | Intro / Guided Practice | **Movies Ratings**  **1.** Pass out the vocabulary sheet and go over each with PPT (Ss can fill in definitions/notes as you go over each term and phrase)  **2.** Show movie poster image of film and ask Ss to guess the content rating. Then show a brief review from a critic. Ask Ss to read it and determine whether it’s a positive, negative, or a mixed review. Highlight terms/phrases in the review that indicate the type of review. | T-S | PPT & Vocabulary Sheet |
| 30 min | Production | **Film Critic Face-Off**  **1.** Place Ss in pairs and tell them that they are film critics. Give two sets of pairs the same film – one pair must come up with a positive review and the other pair must create a negative review. Show two, brief film reviews (one negative/one positive) on PPT for Ss to reference.  **2.** Give Ss 15 min to discuss the film with their partners and write up their review and rating. Instruct Ss to include a synopsis in the beginning of their review.  **3.** Group pairs with the same film together and instruct them to “face-off” – present their opinions.  \* T should walk around and listen to conversations | S-S | PPT |
| 5 min | Wrap-up | Show movie poster images and ask Ss to give ratings. | T-S | PPT |

**Sample Lesson**: Music

**Grade (Level):** Middle school and higher

**Objectives**:

- Students will be able to express how a certain piece of music makes them feel and the emotions a song conveys

**Key Vocabulary/Expressions:**

- Lyrics / emotion / mood / melody / interpretation / open to interpretation

- How does the song make you feel? / It makes me feel… / What is the song about? / I think the song is about…

**Assumptions:**

- Ss know noun and pronoun grammar, have a good grasp on all the tenses, and know music genres

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| **Time** | **Stage** | **Procedure** | **Interaction** | **Materials** |
| 10 min | Warm-up | **1.** Place Ss in groups (or have seats set in groups already). Tell Ss you are going to play half of a song and that they should listen. Then pass out the lyrics to the song with some lyrics missing. Play the same sound clip again. Then tell Ss to work in their groups to fill in the blanks.  **2.** Go over the lyrics so groups can see how many they got right | T-S, S-S | Song Clip & Lyrics |
| 10 min | Intro | **Music**  **1.** Pass out vocab sheet and go over terms with PPT (show dialogue w/ terms used)  **2.** Play a song clip and ask Ss how it makes them feel and what the song is about | T-S | PPT, Vocabulary Sheet & Song clips |
| 25 min | Production | **Lyric Interpretation**  **1.** Place Ss in groups give each group half the lyrics to a song (make it one that they probably haven’t heard, but one that you have so you can play the audio). Instruct Ss to read the lyrics and come up with the rest.  **2.** If Ss aren’t shy, have each group come up and sing the song (with the lyrics they were given and the ones they created). Then play a snippet of the song. Ask the rest of the class which version they liked better. | S-S | Lyrics & song clips |
| 5 min | Wrap-up | Ask Ss: *What is your favorite song? Why?* | T-S | N/A |

**Sample Lesson**: Culture

**Grade (Level):** Middle school and higher

**Objectives**:

- Students will be able to compare and contrast American culture with their own culture, explain what “culture shock” is, and identify norms and taboos in their own culture

**Key Vocabulary/Expressions:**

- Culture, cultural awareness, norms, cultural norms, culture shock, polite, impolite/rude, acceptable, taboo

- In my culture it’s polite to… / In my culture it’s impolite to … / It’s taboo to… / It’s acceptable to… / It’s rude to…

**Assumptions:**

- Ss know noun and pronoun grammar, have a good grasp on all the tenses, and have a fairly strong vocabulary related to a variety of topics

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| **Time** | **Stage** | **Procedure** | **Interaction** | **Materials** |
| 5 min | Warm-up | **1.** Place Ss in groups and tell them to write down as many words as they can think of related to “culture” [2 min]  **2.** Ask groups to share what they came up with; write contributions on the board | T-S, S-S | Chalkboard |
| 15 min | Intro / Guided Practice | **Culture – Similarities & Differences**  **1.** Pass out the vocabulary sheet and go over each one with PPT (Ss can take notes/write the definitions as you review the terms)  **2.** Elicit Ss to tell you a difference between their culture and American culture (write it on the board) and then ask for a similarity (write it on the board)  **3.** Then place Ss in pairs and tell them to write as many similarities and differences as they can think of.  **4.** Ask Ss if they’ve ever experienced “culture shock” | T-S, S-S | PPT & Vocabulary Sheet |
| 25 min | Production | **Cultural Norms & Taboos**  **1.** Place Ss in groups and give each group a list of statements. They should discuss each as a group and decide if they are polite, impolite/rude, acceptable, or taboo in their culture and to explain why.  **2.** Go over each statement, eliciting each group to share their responses.  **3.** Ask Ss if the items they cited as “taboo” are taboo in the US and if those deemed “acceptable” are also acceptable in the US | S-S, T-S | Statement Lists |
| 5 min | Wrap-up | Ask Ss if they have any questions; review the lesson’s key terms | T-S | N/A |

**Sample Lesson**: Climate Change

**Grade (Level):** Middle school and higher

**Objectives**:

- Students will be able to define “climate change” and “global warming” and explain the effects, and identify activities that lead to environmental degradation

**Key Vocabulary/Expressions:**

- Environment / environmental degradation / climate change / global warming / greenhouse gases / carbon emissions / pollution

- Habitat / conservation / natural resources / deforestation / dump

**Assumptions:**

- Ss know noun and pronoun grammar, have a good grasp on all the tenses, and have a fairly strong vocabulary related to a variety of topics

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| **Time** | **Stage** | **Procedure** | **Interaction** | **Materials** |
| 5 min | Warm-up | Play a short clip of “An Inconvenient Truth” or find a YouTube clip on global warming. Elicit Ss to explain what they watched and to guess today’s topic. | T-S, S-S | Video Clip |
| 15 min | Intro / Guided Practice | **Environmental Issues**  **1.** Pass out the vocabulary sheet and go over each term/phrase with PPT visual (Ss can take notes/write definition as you go over the terms)  **2.** Show visuals of environmental problems and elicit Ss to tell you what is happening in the pictures. Explain the first one so Ss have an example. | T-S, S-S | PPT & Vocabulary Sheet |
| 25 min | Production | **Threats to the Environment**  **1.** Place Ss into four groups and give each group a synopsis of a different environmental threat/problem (oil spill, deforestation, nuclear waste, smog, etc.)  **2.** Instruct Ss to read the synopsis and discuss the effects of such threats/problems  **3.** Ask each group to share the issue they read about and the effects of the problem  \* T should walk around and ensure groups understand what they’re reading | S-S | Problem Synopses |
| 5 min | Wrap-up | Elicit Ss to share ideas on how to save the environment | T-S | N/A |

**Sample Lesson**: Endangered Animals

**Grade (Level):** Middle school and higher

**Objectives**:

- Students will be able to explain what an “endangered” animal is, discuss activities that endanger animals, and discuss how to save these animals

**Key Vocabulary/Expressions:**

- Endangered, species, habitat, protect, extinct, extinction, poaching, hunting, hunters, threat, activist, animal-rights activist

**Assumptions:**

- Ss know noun and pronoun grammar, have a good grasp on all the tenses, and have a fairly strong vocabulary related to a variety of topics

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| **Time** | **Stage** | **Procedure** | **Interaction** | **Materials** |
| 5 min | Warm-up | **1.** Write the word “extinct” and “endangered” on the board and ask Ss to tell you what the terms mean (give definitions if Ss are unsure).  **2.** Show a slideshow of animals (some extinct, some endangered, some that don’t fit into either category), pause at each picture and ask Ss to tell you whether the animal is extinct or endangered. Reveal the answers at the end. | T-S | Chalkboard & PPT |
| 10 min | Intro / Guided Practice | **Endangered Animals**  **1.** Pass out the vocabulary sheet and go over each one with PPT (Ss can take notes/write definitions as you go over each term)  **2.** Show photos of elephant and rhino poaching and other threats to animals. Elicit Ss to tell you what’s going on in the photos. | T-S | PPT & Vocabulary Sheet |
| 20 min | Production | **Discuss It**  **1.** Place Ss in pairs and give each pair a brief summary on an endangered animal  **2.** Ss should discuss why it’s important to stop the threat to the animal and how to help  **3.** Instruct Ss to share what they discussed  \* T should walk around and ensure Ss understand the summaries | S-S | Summaries |
| 10 min | Assessment | **Hunters vs. Activists**  **1.** Divide Ss into four groups (2 groups are hunters and 2 groups are animal rights activists). Give groups 5 min to come up with arguments for their position.  **2.** Pit one group of hunters against one group of animal-rights activists (so there are two debates going on)  \* T should go back and forth between the two debates to listen to arguments | S-S | N/A |
| 5 min | Wrap-up | Ask Ss if they have any questions; review the lesson’s key terms | T-S | N/A |

**Sample Lesson**: Extreme Weather

**Grade (Level):** Middle school and higher

**Objectives**:

- Students will be able to identify a variety of extreme weather phenomena and discuss the effects of such events

**Key Vocabulary/Expressions:**

- Natural disaster, hurricane, tornado, typhoon, monsoon, tsunami, flooding, landslide, earthquake, blizzard, drought, avalanche

- Volcano, volcanic eruption, lava, destruction, impact, famine

**Assumptions:**

- Ss know noun and pronoun grammar, have a good grasp on all the tenses, and have a fairly strong vocabulary related to a variety of topics

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| **Time** | **Stage** | **Procedure** | **Interaction** | **Materials** |
| 5 min | Warm-up | Show a video clip (or show a picture) on an extreme weather event and ask Ss to guess today’s topic | T-S | Video Clip or Pic |
| 10 min | Intro / Guided Practice | **Extreme Weather**  **1.** Pass out the vocabulary sheet and go over each one with PPT (Ss can take notes/write the definitions as you go over the terms)  **2.** Show a variety of pics without labels and elicit Ss to identify the weather phenomena  **3.** Show a photo of a real disaster and discuss one impact from the event. Elicit Ss to tell you additional consequences of the event. | T-S | PPT & Vocabulary Sheet |
| 30 min | Production | **Extreme Weather Events**  **1.** Place Ss in groups and give each group a photo of a natural or man-made disaster. Instruct Ss to discuss what’s going on in the photo [identify the phenomena] and the impact of the destruction.  **2.** Have each group present to the class – showing their picture and sharing what they discussed. Ask Ss if they know where and when the event took place. Reveal the answer if Ss are unsure. | S-S | Disaster Photos |
| 5 min | Wrap-up | Ask Ss if they have ever experienced or witnessed a natural disaster. | T-S | N/A |

**Sample Lesson**: Crime and Punishment

**Grade (Level):** High school and older

**Objectives**:

- Students will be able to identify a variety of crimes and forms of punishment and debate the merits of different forms of punishment

**Key Vocabulary/Expressions:**

- Crime, punishment, break the law, illegal, legal, justice, sentence, court, judge, verdict, jury, guilty, not guilty, innocent until proven guilty

- Incarceration, prison/jail, capital punishment, death penalty, community service, manslaughter, murder, assault, kidnapping, rob, theft, treason, victim

- Eye for an eye / end justify the means / does the punishment fit the crime?

**Assumptions:**

- Ss know noun and pronoun grammar, have a good grasp on all the tenses, and have a fairly strong vocabulary related to a variety of topics

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| **Time** | **Stage** | **Procedure** | **Interaction** | **Materials** |
| 5 min | Warm-up | Ask Question of the Day: *Is your city/town a safe place to live? Why?* | T-S | Chalkboard |
| 10 min | Intro / Guided Practice | **Crime and Punishment**  **1.** Pass out the vocabulary sheet and go over each term with PPT  **2.** Write “legal” and “illegal” on the board and elicit Ss to name activities that fit each category in their country | T-S | PPT, Vocabulary Sheet, & Chalkboard |
| 30 min | Production | **Does the Punishment Fit the Crime?**  **1.** Place Ss in groups and give each group a brief summary of a crime. They should discuss it and decide the best punishment.  [\* T should walk around and listen to group conversations]  **2.** Have each group present their crime and punishment to the class (ensure that all Ss contribute)  **3.** Ask class if they agree with the punishment. | S-S | Crime Summaries |
| 5 min | Wrap-up | **Four Corners**  **1.** Label corners of the room “jail,” “death penalty,” “no punishment,” or “community service.” Show a visual of a crime (or just write the type) on a PPT and instruct Ss to decide the type of punishment (or if none is warranted) by running to the respective corner  **2.** Elicit a S from each group to explain their answer | T-S | Labels & PPT |

**Sample Lesson**: The Supernatural

**Grade (Level):** High school and higher

**Objectives**:

- Students will be able to identify a variety of supernatural beings/events and discuss the validity of such beings/events

**Key Vocabulary/Expressions:**

- Mystery, unknown, supernatural, aliens, spaceship, UFO, ghosts, haunt, vampires, Bigfoot/Sasquatch, witches, poltergeist, paranormal activity

- Spooky / eerie / real / myth / fake / alternative explanation / Do you believe in \_\_\_\_\_\_\_?

**Assumptions:**

- Ss know noun and pronoun grammar, have a good grasp on all the tenses, and have a fairly strong vocabulary related to a variety of topics

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| **Time** | **Stage** | **Procedure** | **Interaction** | **Materials** |
| 5 min | Warm-up | If you don’t think Ss will get scared, show a short clip from “Poltergeist” or another film (decide if it’s appropriate for the age-level). Ask Ss what is going on and if they believe it’s real. OR show pics of ghosts, vampires, aliens, and witches and ask Ss to name the being. | T-S | Video clip or Pics |
| 10 min | Intro / Guided Practice | **The Supernatural**  **1.** Pass out the vocabulary sheet and go over each term with PPT  **2.** Tell about (or show) an alleged encounter with a supernatural being (can be made up or a real account). Ask Ss if they believe the encounter is real or fake and to tell you why. Suggest an alternative explanation for the encounter and elicit Ss who think it’s fake to offer other alternatives. | T-S | PPT & Vocabulary Sheet |
| 20 min | Production / Activity 1 | **Real or Fake?**  **1.** Place Ss in groups and give each group a brief summary of a supernatural event/phenomenon. Ss should discuss if it’s real or fake and give reasons why. If they decide it’s “fake,” they should come up with an alternative explanation.  **2.** Instruct groups to share their opinions with the class | S-S | Super-natural Summaries |
| 10 min | Production / Activity 2 | **Speed Conversations**  **1.** Give each S a discussion question related to the topic on a strip of paper. Ensure every S understands his/her question  **2.** Seat Ss in two rows facing each other. Instruct Ss to ask each other their questions and to answer in complete sentences. After a minute or two, rotate one row so Ss have a new partner. | S-S | Discussion Questions |
| 5 min | Wrap-up | Read some of the discussion questions aloud from the previous activity and elicit Ss to provide their answer | T-S | Discussion Questions |

**Sample Lesson**: Inventions

**Grade (Level):** High school and older

**Objectives**:

- Students will be able to define “inventor,” identify inventions that have impacted their daily lives, and explain which inventions are positive and which are negative

**Key Vocabulary/Expressions:**

- Invention, inventor, invent, create, positive, negative

**Assumptions:**

- Ss know noun and pronoun grammar, have a good grasp on all the tenses, and have a fairly strong vocabulary related to a variety of topics

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| **Time** | **Stage** | **Procedure** | **Interaction** | **Materials** |
| 5 min | Warm-up | Elicit Ss to tell you what an “invention” is; give an explanation if Ss are unsure. Then, ask question of the day: *What is the best invention in the world? Why?* | T-S | N/A |
| 10 min | Intro / Guided Practice | **Inventions**  **1.** Create a PPT presentation of widely-used inventions and their inventors (Ex: light bulb/Thomas Edison)  **2.** Elicit Ss to name other inventions | T-S | PPT |
| 10 min | Production / Activity 1 | **Best & Worst**  **1.** Place Ss in groups and give each group a worksheet with a list of inventions and two columns in which they must categorize which of the inventions they think are “good” and which ones they deem “bad.”  (\* T should walk around to listen to group conversations)  **2.** Instruct Ss to share their categories | S-S | “Good & Bad Inventions” Worksheet |
| 20 min | Production / Activity 2 | **Invent Something**  **1.** Keep Ss in groups and instruct them to come up with their own invention. They should think of a problem they wish to solve or a way to make something better.  **2.** Go around to each group and have them share their invention | S-S | N/A |
| 5 min | Wrap-up | Review lesson content or give preview of the next lesson | T-S | N/A |

**Sample Lesson**: Stereotypes

**Grade (Level):** High school and older

**Objectives**:

- Students will be able to define “stereotype,” identify a variety of stereotypes, and discuss the ramifications

**Key Vocabulary/Expressions:**

- Stereotype, stereotypical, assumption, category, judgment, prejudice, bias, generalization, appearance, behavior

- Cultural stereotypes, gender stereotypes, racial stereotypes

**Assumptions:**

- Ss know noun and pronoun grammar, have a good grasp on all the tenses, and have a fairly strong vocabulary related to a variety of topics

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| **Time** | **Stage** | **Procedure** | **Interaction** | **Materials** |
| 5 min | Warm-up | Write the word “stereotype” on the board, place Ss in partners and instruct them to discuss the meaning. Ask for volunteers to share what they discussed. | S-S, T-S | Chalkboard |
| 10 min | Intro / Guided Practice | **Stereotypes**  **1.** Pass out the vocabulary sheet and go over with PPT (show examples of stereotypes; Ss can write definitions/take notes as you go over each term)  **2.** Write (or show on a PPT slide) a stereotype and elicit Ss to tell you why it’s a stereotype | T-S | PPT & Vocabulary Sheet |
| 20 min | Production / Activity 1 | **Stereotype?**  **1.** Place Ss in pairs and give each pair a sheet with a list of statements. Instruct Ss to discuss whether or not each statement is a stereotype. If it is a stereotype, they should discuss why it is a stereotype.  **2.** Go over the statements and elicit each pair to provide an answer | S-S, T-S | Stereotype Sheet |
| 10 min | Production / Activity 2 | **Combating Stereotypes**  **1.** Place Ss in groups and tell them to discuss how to combat stereotypes  **2.** Ask groups to share what they discussed | S-S | N/A |
| 5 min | Wrap-up | Ask Ss if they can think of any other stereotypes that weren’t on the Stereotype Sheet | T-S | N/A |

**Sample Lesson**: Image

**Grade (Level):** High school and older

**Objectives**:

- Students will be able to define “image,” discuss what it means to be “image-conscious” and the positives and negatives associated with such behavior

**Key Vocabulary/Expressions:**

- Image, image-conscious, beauty, subjective, cosmetic surgery, Photoshop, sex appeal, eating disorder, anorexia, bulimia, self-esteem

**Assumptions:**

- Ss know noun and pronoun grammar, have a good grasp on all the tenses, and have a fairly strong vocabulary related to a variety of topics

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| **Time** | **Stage** | **Procedure** | **Interaction** | **Materials** |
| 5 min | Warm-up | Show Colbie Caillat’s video “Try” with the sound off and elicit Ss to tell you what the video is about OR show a short video clip of the photo-shopping process that magazines and advertisers often use. | T-S | Video Clip |
| 10 min | Intro | **Image**  **1.** Introduce the topic, pass out the vocabulary sheet, and go over each term/phrase with PPT (Ss can write definitions/take notes as you go over each term/phrase)  **2.** Ask Ss what they do to “look good” or how and if they check their appearance before leaving their homes. | T-S | PPT & Vocabulary Sheet |
| 30 min | Production | **Image Case Studies**  **1.** Place Ss in groups. Give half of the groups a brief case study on Photoshop with pictures (before and after Photoshop). Give the other groups a brief case study on cosmetic surgery and pictures (before and after surgery pics).  \* T should walk around to ensure Ss understand the case study  **2.** Instruct groups to talk about the cases and decide whether Photoshop and cosmetic surgery are good or bad.  **3.** Have each group share what they discussed. | S-S, T-S | Case Studies |
| 5 min | Wrap-up | Ask Ss if they think Photoshop and cosmetic surgery should be banned and to provide reasons why | T-S | N/A |

**Sample Lesson**: Advertising

**Grade (Level):** High school and older

**Objectives**:

- Students will be able to define “advertising” and related terminology, and be able to discuss the strategies advertisers use to sell products

**Key Vocabulary/Expressions:**

- Advertise, advertiser, ad, commercial, hook, slogan, jingle, target audience, consumer, brand, brand affinity

- Weasel claim, unfinished claim, “water is wet” claim, endorsement, testimonial

**Assumptions:**

- Ss know noun and pronoun grammar, have a good grasp on all the tenses, and have a fairly strong vocabulary related to a variety of topics

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| **Time** | **Stage** | **Procedure** | **Interaction** | **Materials** |
| 10 min | Warm-up | **1.** Ask Question of the Day: *What’s the best commercial you’ve ever seen? Why?*  **2.** Divide Ss into groups, pass out discussion questions (about commercials), and inform Ss that they will watch two commercials. Afterward, they should discuss each question.  **3.** Go over the questions, asking for volunteers to share their opinion | T-S, S-S | Commer-cials & Discussion Questions |
| 10 min | Intro | **Advertising**  **1.** Pass out the vocabulary sheet, and go over each term/phrase with PPT  **2.** Show commercials or magazine ads to illustrate the advertising strategies | T-S | PPT & Vocabulary Sheet |
| 10 min | Production / Activity 1 | **Slogans**  **1.** Place Ss in pairs and pass out the slogan worksheet. Ss should work together to write down the slogans for each company/brand and to write down other slogans that they know. They should discuss which ones are most successful and why.  **2.** Go over the handout | S-S, T-S | Slogans Worksheet |
| 15 min | Production / Activity 2 | **Target Audiences**  **1.** Place Ss in groups and give each group a target audience (teenage girls, moms, etc.). Instruct them to make a list/discuss what each target audience is interested in and what products/services are usually advertised to them.  **2.** Ask groups to share what they discussed | S-S, T-S | N/A |
| 5 min. | Wrap-up | Ask Ss if they have any questions; review lesson’s key terms | T-S | N/A |

**Sample Lesson**: News

**Grade (Level):** High school and older

**Objectives**:

- Students will be able to identify different news outlets and types of articles/broadcasts

**Key Vocabulary/Expressions:**

- News, current events, newspaper, magazine, article, headline, fact, opinion, source(s), caption, broadcast news, news anchor, reporter

- Tabloid, sensational news, gossip

**Assumptions:**

- Ss know noun and pronoun grammar, have a good grasp on all the tenses, and have a fairly strong vocabulary related to a variety of topics

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| **Time** | **Stage** | **Procedure** | **Interaction** | **Materials** |
| 10 min | Warm-up | **1.** Ask Question of the Day: *What is the last news story you read or heard?*  **2.** Divide Ss into groups, pass out a newspaper headline, and instruct groups to discuss what they think the article is about.  **3.** Elicit Ss to share what they discussed, then reveal the article’s content | T-S, S-S | Newspaper Headline |
| 10 min | Intro | **News**  **1.** Pass out the vocabulary sheet and go over each term/phrase with PPT  **2.** Show a factual news story and highlight what makes it factual and not an opinion piece  **3.** Show an opinion article and ask Ss to identify the words and phrases that indicate it’s an opinion piece. | T-S | PPT & Vocabulary Sheet |
| 10 min | Production / Activity 1 | **Fact or Opinion?**  Place Ss in pairs and give each pair an article. Ss should read and decide if it’s a factual or an opinion piece and whether or not they think it’s from a tabloid  \* T should walk around and ask pairs their opinions | S-S, T-S | Articles |
| 15 min | Production / Activity 2 | **News Topics**  **1.** Place Ss in groups and tell them to discuss and make a list of important news topics. They should also discuss what items/topics they don’t think should be on the news.  **2.** Ask each group to share their opinions. | S-S | N/A |
| 5 min. | Wrap-up | Ask Ss if they have any questions; review lesson’s key terms | T-S | N/A |

**Sample Lesson**: Values & Ethics

**Grade (Level):** High school and older

**Objectives**:

- Students will be able to define “value” and “ethics” and discuss their own values and what they deem to be “ethical”

**Key Vocabulary/Expressions:**

- Value(s) / ethics / ethical behavior / unethical / What do you value?

- Ambition, bravery, comfort, discipline, family, freedom, friendship, honesty, independence, loyalty, money, time

- Lying, stealing, cheating, telling the truth, fairness

**Assumptions:**

- Ss know noun and pronoun grammar, have a good grasp on all the tenses, and have a fairly strong vocabulary related to a variety of topics

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| **Time** | **Stage** | **Procedure** | **Interaction** | **Materials** |
| 10 min | Warm-up | **1.** Write “values” and “ethics” on the board, place Ss in pairs, and instruct them to discuss the meaning of the terms  **2.** Elicit pairs to share what they discussed | T-S, S-S | Chalkboard |
| 10 min | Intro | **Values & Ethics**  **1.** Pass out the vocabulary sheet and go over each term/phrase with PPT  **2.** Ask Ss which values on the sheet are important to them and why | T-S | PPT & Vocabulary Sheet |
| 10 min | Production / Activity 1 | **Most/Least Valuable**  **1.** Place Ss in pairs and give each pair a list of values. They should discuss which are most valuable to them and which are least valuable. If Ss disagree, they should note this. Encourage Ss to list other things that they value that aren’t on the sheet.  **2.** Instruct pairs to share their lists | S-S, T-S | Value List |
| 15 min | Production / Activity 2 | **Ethical Behavior**  **1.** Place Ss in groups and give each group a set of “ethical questions.” Ss should discuss each question and each S should answer.  **2.** Go over each question as a class, eliciting Ss to share their responses | S-S | Ethical Questions |
| 5 min. | Wrap-up | Ask Ss if they have any questions; review lesson’s key terms | T-S | N/A |

**Sample Lesson**: Censorship

**Grade (Level):** High school and older

**Objectives**:

- Students will be able to define “censorship” and discuss the pros and cons of censorship

**Key Vocabulary/Expressions:**

- Censorship, censor, regulate, protect, monitor, block content, blocked, banned, freedom of speech, offensive

**Assumptions:**

- Ss know noun and pronoun grammar, have a good grasp on all the tenses, and have a fairly strong vocabulary related to a variety of topics

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| **Time** | **Stage** | **Procedure** | **Interaction** | **Materials** |
| 5 min | Warm-up | **1.** Write “censorship” on the board, place Ss in pairs, and instruct them to discuss the meaning of the term  **2.** Elicit Ss to share what they discussed | T-S, S-S | Chalkboard |
| 10 min | Intro | **Censorship**  **1.** Pass out the vocabulary sheet and go over each term/phrase with PPT (Ss can write definitions/take notes as you go over each term/phrase)  **2.** Give an example of censorship; elicit Ss to think of other examples | T-S | PPT & Vocabulary Sheet |
| 15 min | Production / Activity 1 | **Mini-Case Studies**  **1.** Place Ss in groups and give each group a mini-case study on an act of censorship (Example: Chinese government censoring the Internet, the banning of specific books, regulating the time certain TV programs and videos are allowed to air, etc.)  **2.** Instruct Ss to discuss whether or not they agree with the act of censorship  **3.** Ask Ss to share what they discussed | S-S | Mini-Case Studies |
| 15 min | Production / Activity 2 | **Censorship Debate**  **1.** Place Ss in four groups. Two groups are “for” censorship; two are “against.” Give the groups 5-7 min to come up with reasons to support their side  **2.** Have two debates simultaneously  \* T should walk around listening to arguments. | S-S | N/A |
| 5 min | Wrap-up | Ask Ss if they have any questions; review lesson’s key terms | T-S | N/A |

**Sample Lesson**: Unsolved Mysteries

**Grade (Level):** High school and older

**Objectives**:

- Students will be able to define “unsolved mystery” and discuss theories about cold cases

**Key Vocabulary/Expressions:**

- Mystery, solve, unsolved, cold case, hoax, clues, theory, detective, investigate/investigation, what do you think happened?

**Assumptions:**

- Ss know noun and pronoun grammar, have a good grasp on all the tenses, and have a fairly strong vocabulary related to a variety of topics

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| **Time** | **Stage** | **Procedure** | **Interaction** | **Materials** |
| 5 min | Warm-up | Play a short video clip of an unsolved mystery (Ex: Amelia Earhart) and ask Ss what they think happened. | T-S, S-S | Video Clip |
| 10 min | Intro | **Unsolved Mysteries**  **1.** Pass out the vocabulary sheet and go over each term/phrase with PPT (Ss can write definitions/take notes as you go over each term/phrase)  **2.** Asks Ss what unsolved mysteries they’re aware of | T-S | PPT & Vocabulary Sheet |
| 30 min | Production | **Cold Case Theories**  **1.** Place Ss in groups and give each group a brief summary of a “cold case” (Example: Black Dahlia Murder, Jack the Ripper, etc.)  **2.** Instruct Ss to discuss what they think happened  **3.** Have groups share what they discussed | S-S | Unsolved Mysteries Summaries |
| 5 min | Wrap-up | Ask Ss if they have any questions; review lesson’s key terms | T-S | N/A |

**Sample Lesson**: Romance & Marriage

**Grade (Level):** High school and older

**Objectives**:

- Students will be able to define “marriage” and “romance” and discuss elements of a marriage and a wedding, as well as the pros and cons of marriage

**Key Vocabulary/Expressions:**

- Date, romance, engaged, proposal, pop the question, get engaged, engagement ring, fiancé, bachelor, bachelor party, bachelorette, bachelorette party

- How did s/he propose? / marriage / vows / commitment / wedding / tie the knot / married / spouse / pre-nuptial agreement

- Divorce / separation / monogamy / infidelity

**Assumptions:**

- Ss know noun and pronoun grammar, have a good grasp on all the tenses, and have a fairly strong vocabulary related to a variety of topics

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| **Time** | **Stage** | **Procedure** | **Interaction** | **Materials** |
| 5 min | Warm-up | Ask Question of the Day: *Would you like to get married in the future? Why or why not?* | T-S | N/A |
| 10 min | Intro | **Romance & Marriage**  **1.** Pass out the vocabulary sheet and go over each term/phrase with PPT (Ss can write definitions/take notes as you go over each term/phrase)  **2.** Asks Ss questions, such as, “How would you propose to someone?” | T-S | PPT & Vocabulary Sheet |
| 10 min | Guided Practice | **Vows**  **1.** Ask Ss what’s important in a marriage. Offer 1-2 things and write them on the board.  **2.** Then, place Ss in pairs and ask them to think of important “vows” to make when entering a marriage (instruct Ss to write ideas down)  **3.** Ask pairs to share what they thought of. | T-S, S-S | Chalkboard |
| 20 min | Production | **Romance + Marriage Discussion Questions**  **1.** Place Ss in groups and give each group a list of discussion questions  **2.** Instruct Ss to discuss each question and record answers (noting if/when some Ss in the group have a different opinion).  **3.** Ask groups to share what they discussed. | S-S | Discussion Questions |
| 5 min | Wrap-up | Ask Ss if they have any questions; review lesson’s key terms | T-S | N/A |