

SCOPE AND SEQUENCE

Level 3 (Advanced)

- Narrative and descriptive paragraph structure
- Descriptive adjectives and prepositions
- Past, present and future tense verbs
- Pronunciation of consonant and vowel sounds

| LEVEL 3 (ADVANCED) | | |
|---------------------------|--|---|
| Lesson | Primary Focus | Secondary Focus |
| 1 | <ul style="list-style-type: none">• Work• Business | <ul style="list-style-type: none">• Topic Sentences• Prepositions |
| 2 | <ul style="list-style-type: none">• Sports• Recreation | <ul style="list-style-type: none">• Outlining• Classification |
| 3 | <ul style="list-style-type: none">• Schools• Education | <ul style="list-style-type: none">• Paragraph Structure |
| 4 | <ul style="list-style-type: none">• Holidays• Family | <ul style="list-style-type: none">• Narrative Paragraph• Descriptive Phrases |
| 5 | <ul style="list-style-type: none">• Feelings• Social Issues | <ul style="list-style-type: none">• Narrative Paragraph |
| 6 | <ul style="list-style-type: none">• Places• Scenic Features• Prepositions of Place | <ul style="list-style-type: none">• Descriptive Paragraph of a Place• Descriptive Adjectives |
| 7 | <ul style="list-style-type: none">• Physical Features | <ul style="list-style-type: none">• Descriptive Paragraph of a Person |
| 8 | <ul style="list-style-type: none">• Family Traditions | <ul style="list-style-type: none">• Descriptive and Narrative Paragraphs |
| 9 | <ul style="list-style-type: none">• Past, Present, and Future• Current Events | <ul style="list-style-type: none">• Biographical Essay |

TEACHING STRATEGIES

Level 3 students possess **advanced English language proficiency**. Typically, the students have had several English classes in native primary and secondary education. Their **background knowledge is usually mechanical rather than practical**. For example, students may have a good understanding of basic English grammar but may not be familiar with common English idioms or basic paragraph and essay structure. For these reasons and the limitation of time, the HIS English curriculum **focuses on productive English instruction**. The goal is to assist students to **utilize their existing English skills** in a manner that gives them more confidence in oral and written communication.

Instruction will vary in each class depending on how the lessons are expanded to challenge students. Teacher directed instruction is not appropriate; rather **teacher facilitation is ideal**. The activities in each lesson are designed to stimulate learning through productive interactions. There are an adequate number of **activities to prompt extensive discussions** and writing assignments. Teacher enthusiasm and preparation will directly affect student interest. The teacher can determine when to transition into another activity, skip an activity or extend an activity. Flexibility and discernment are important.

Consider the teaching strategies outlined in the following pages so that students will learn the most amount of English in a short period of time.

If you have a teaching partner, **plan with your teaching partner**. If you divide responsibilities, you are teaching alone, rather than together. Students have a better chance of learning if both language helpers are facilitating. One can lead while the other supports. Students will quickly understand that both language helpers are willing and capable of helping them succeed.

HIS English Advanced (Level 3) lessons have **several common learning segments**:

VOCABULARY

CONVERSATIONS

TALK ABOUT IT

IDIOMS

PRONUNCIATION

WRITE ABOUT IT

DIALOG JOURNAL

Additional learning segments expand lesson topics and are unique to each lesson.

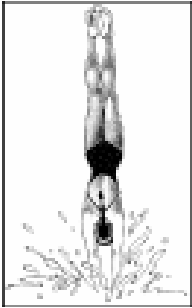
Common learning segments are specifically considered in the following pages.

IDIOMS

Much of the English language is idiomatic expressions. In each lesson there are five idiomatic expressions which have some relationship to the lesson content. Guide the class in a discussion by **asking questions from the list for each idiom.**

Expand the discussion by having students play **charades** to guess which idiom is being acted out or **role-play** a situation that represents an idiom. Each day students will learn five new idioms. Review idioms by having individual or pairs of students role play any previous or new idiom for classmates to guess.

Sample:



Make a splash!

Be successful and attract attention

What happens when a person falls or jumps into a swimming pool? When people are playing and splashing in a pool, do they attract attention? How? Why? Have you ever been the center of attention? If so, describe the situation. What must a person do to keep the attention focused on himself? In your opinion, do successful people always draw attention, or are they sometimes inconspicuous? Give some examples to support your opinion.

Full page pictures representing each idiom are included in the Resource Pages.