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ESL A2 optional class for 7th grade students

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A final project presented to the faculty of the
Instructional Design Master's Degree Program

University of Massachusetts at Boston

ESL A2 optional class for 7th grade students

Submitted by

Judit Szabó

in partial fulfilment for the requirement of the degree

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Approved by Dr. Domenic Screnci, Faculty

Abstract

This paper describes an A2 level English class for 7th-grade students. The 10-week course focuses on vocabulary building, speaking, and reinforcing A1/A2 level grammar.

The needs analysis plan is described to provide context for the course and was used as a basis for the course design and instructional choices. The main body of the paper discusses instructional strategy and detailed course design. Key course aspects include scaffolding, relevance, and emphasis on active engagement and interaction. Class materials for Weeks 1-3 are worked out in detail and included in Appendices A and B.

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Background

Due to the pandemic and continued uncertainty about the availability of in-person classes throughout the 2021/2022 schoolyear, a primary school in Bakonysárkány, Hungary, requested an English language course that is fully available online, with in-person or video-based interactive checkpoints, depending on the local health regulations. The class is offered as an additional option on top of the standard English classes. It is aimed at students who wish to expand their vocabulary and improve their speaking further.

The key stakeholder in this project is the Language Department Lead who oversees the English and German classes. She is available as a consultant throughout the design and pilot development phase. The project is for English only at this stage. In the future, there may be opportunities to reuse the same model to build a similar German class as well.

Analysis Plan

The needs analysis has taken place in the form of two interviews with the Language Department Lead. The first interview was an unguided conversation. The second one followed the questionnaire in Table 1.

Table 1*Needs Analysis Questionnaire*

<i>Questions</i>	<i>Answers (notes taken during interview)</i>
Audience	
What grade(s) do you plan to offer this class to?	Grades 6-7, age 12-13
What is the current size of the standard in-person classes?	24-27
Do kids come from relatively homogeneous or diverse ethnic and social backgrounds?	Somewhat diverse, mainly Hungarian, minority Roma
What is their current skill level?	A1
What is the learning goal that you cannot achieve in the standard in-person class?	Due to class size it's difficult to do meaningful interactive speaking sessions, vocabulary building is also challenging, if they don't absorb the text well enough on their own there's not always time to go through it properly in class
What do you think is the main obstacle?	Large group size, hard to manage 6 breakout groups speaking at the same time, not enough time for immersive text analysis
Learning goals	
What is the desired skill level you want to achieve with this class?	A2 as per COE
What are the key skills the class should focus on?	Vocabulary building, speaking
Do you want to select students (e.g., via an entry test)?	Yes, to ensure even skill levels and limit group size
How much self-paced, guided, and interactive learning would you find suitable?	1.5h self-study, 45 min interactive with instructor per week

<i>Questions</i>	<i>Answers (notes taken during interview)</i>
How does grades from this class fit into the overall curriculum?	Independent
Organizational needs and goals	
Why do you want to build an online course?	Prepare for potential future covid waves, reusable on demand, pilot, expand learning opportunities
Is there a platform you would prefer?	Yes, Google Classroom - already in use, kids and faculty are familiar with it, not interested in exploring other options, don't want kids to have to subscribe for anything

Analysis Report

Audience

The audience of the course are 12–13-year-olds (Grade 6-7) learning English as a second language. The standard class size is 24-27. Students come from diverse social and economic backgrounds. Their skill level also varies on a relatively wide spectrum. The minority of the class is of Roma ethnicity, the majority are Hungarian.

Organizational Needs

The class size of standard classes is 24-27. The large group setting does not lend itself well for interactive practice and is not optimal for individual or small group speaking exercises. There is a need to offer more practice opportunities to students who are at the appropriate level in a setting that fosters interaction, offers individual speaking opportunities, and provides direct feedback from the instructor.

There is also a request from the Language Department Lead to build an online course in the event of further restrictions or lockdowns due to the pandemic. As the future is difficult

to predict in light of the new virus variants, the school would like to build on last year's experiences and be prepared to shift from in-person to remote learning quickly, if need be.

Organizational Constraints

The school mandates the use of Google Classroom for all online content due to two main reasons. One is that it was already used the previous year and thus faculty and students are all familiar with the platform. Another important consideration is to ensure inclusion of students who come from low-income families - thus a free, reliable platform with essential tools such as Docs and Slides is ideal. For the same reason it is also important that the platform is accessible from any device (PC, laptop, smartphone) regardless of model or operating system.

Course Attributes

Prerequisites

The current level of English in the target class is A1 on the Common European Framework of Reference for Languages. A1 level speakers can:

- Understand and use very frequently used everyday expressions as well as simple phrases to meet immediate needs.
- Introduce themselves and others and can ask and answer questions about personal details such as where they live, things they have and people they know.
- Interact in a simple way provided the other person talks slowly and clearly and is prepared to cooperate.

Passing an entry test is a prerequisite for enrolling in the class. The entry test will assess basic grammar and the above-mentioned skills.

Learning Objectives

This optional course is A2 level. An A2 level speaker can:

- Understand sentences and frequently used expressions related to the areas of experience most immediately relevant to him/her (e.g., very basic personal and family information, shopping, places of interest, employment, etc.).
- Communicate in simple, everyday tasks requiring no more than a simple and direct exchange of information on familiar and routine matters.
- Describe in simple terms aspects of his/her past, environment and matters related to his/her immediate needs.

In other words, the goal is to practice basic grammar (Simple Present, Simple Past, Present Continuous) in speaking, improve verbal communication skills and fluency, and expand vocabulary by processing material covering five predefined topics. The topics selected are (1) Famous people, (2) Notable landmarks, (3) Technology in our lives, (4) Online learning, and (5) Influencers on social media. A secondary goal is to provide exposure to British culture.

Course Goals

In line with the A2 level requirements detailed above, this optional course has the following goals:

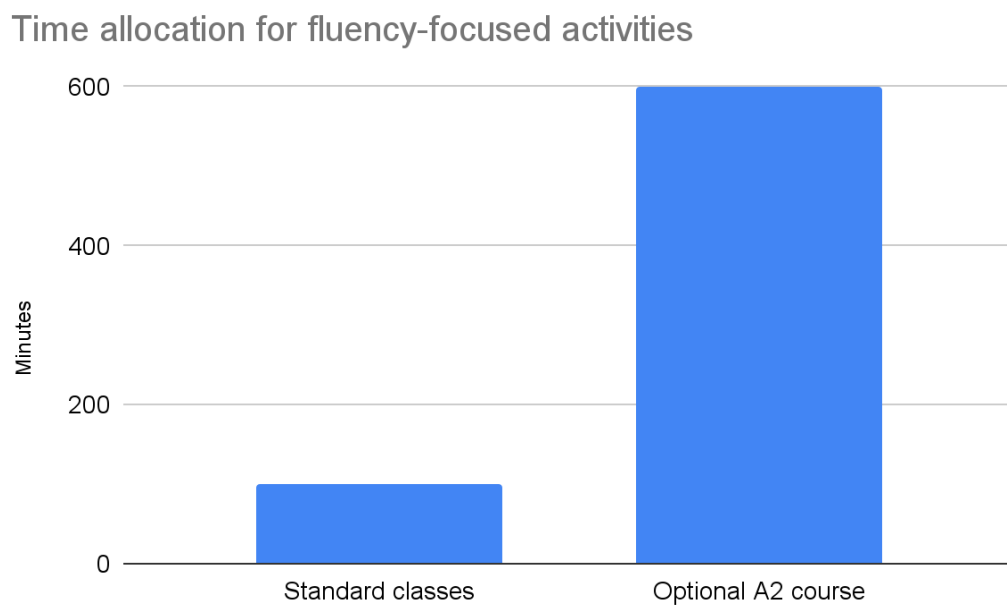
1. Reinforce grammar (Present Simple, Present Continuous, Past Simple).
2. Build vocabulary around basic topics such as family, people, landmarks, immediate environment, and daily habits.
3. Offer extra opportunities to practice speaking and receive individual feedback.

Goals 1 & 2 are mapped to A2 requirements. Goal 3 has been identified as a specific need due to the constraints of the standard classes.

Currently, learners have two 45-minute classes per week in a class of 24-27. Since the group size is large and the audience's skill level varies, this setting gives very opportunity for each student to practice speaking. In comparison, the instructor-led part of the optional class is fully focused on fluency, resulting in a sixfold increase in speaking opportunities for the learner, as shown in Figure 1.

Figure 1

Comparison of time spent on speaking focused activities in standard and optional classes over a 10-week period



Accessibility

Although learners join the class from a variety of devices, in-built accessibility features in Google Workspace¹ help foster inclusion of hearing- or vision impaired learners:

- Voice typing, editing, and formatting: Use the mic and enable voice typing in Docs and Slides, to write and edit without a keyboard
- Braille: Use a braille display to read and edit Docs, Sheets, Slides, and Drawings
- Screen reader & magnifier: Zoom in or use the screen reader across G Suite products to improve legibility

These features are helpful in making reading, typing, and navigation easier.

Accessibility issues are possible with content created outside of Google Workspace, for example *Activity 1.3: You're a Wizard!* or *Activity 2.2: The Storm*. Learners can request support from the instructor if they run into issues with processing these interactive materials.

Screenshots in class materials are mostly for decorative purposes, except for a class activity *Meetup in London* in Week 3. The contrast of the map was tested with PowerPoint's grayscale tool (see Image 85 in Appendix B) to ensure visibility of the starting points. The image is a little bit busy in both the coloured and grayscale versions. Learners may require verbal guidance in locating the starting and ending points of their route.

¹ https://services.google.com/fh/files/misc/education_accessibility.pdf

Instructional Strategy

Course Content and Structure

The planned course design consists of 10 modules covering five topics, with two modules focusing on each topic. One module consists of about 1,5-2h worth of self-study material and a 60-min synchronized session with the instructor (in-person or online), amounting to a total of ~25h engagement throughout 10 weeks. Since this is on top of the standard class schedule, we are proposing the modules to be consumed at a weekly cadence, i.e., 1,5-2h self-study and 1h synchronized session per week for 10 weeks.

Instructional Approach

To reiterate, the course has three main goals:

1. Reinforce grammar (Present Simple, Present Continuous, Past Simple).
2. Build vocabulary around basic topics such as family, people, landmarks, immediate environment, and daily habits.
3. Offer extra opportunities to practice speaking.

Course Design

The course is designed around five themes, each theme spanning two weeks. While activities in both weeks are around the same theme, the weekly assignments are designed to gradually increase from guided to unguided communication as described in Table 2. Reducing the level of guidance in stages is a deliberate use of the zone of proximal development to maximize learning outcome (Vygotsky, 1978).

Table 2*Module Structure with Alternating A and B Weeks*

One block (theme) x 5	Week A	
	Part 1: Self-study	Vocabulary building, exposure to spoken language, grammar refresher, grammar drills
	Part 2: Instructor-led session	Guided speaking, activating grammar and vocabulary
	Week B	
	Part 1: Self-study	Vocabulary building, exposure to spoken language, independent creative writing exercises
	Part 2: Instructor-led session	Unguided presentation, reinforcing grammar and vocabulary

Focusing on the same theme on both weeks allows learners to expand, deepen, and internalize new vocabulary and to practice it through repetition at various levels of independence. A secondary purpose of using themes is to help make the course content relevant to learners, increasing their motivation to learn (Keller, 2010). Presenting the subject matter in a context that is familiar and attractive to the learner maintains attention and encourages active engagement.

Grammar

The course covers A2 level grammar with the following three verb tenses in focus: Present Simple, Present Continuous, Past Simple. Learners are already familiar with these tenses when they enrol in the course. New grammar includes grammar structures that can be used in these three tenses. Table 3 outlines the weekly themes and grammar focus.

Table 3*Weekly Topics, Themes, and Grammar Focus*

Week	Topic	Theme	Grammar focus
1 & 2	Famous people	Harry Potter	Present Simple, Present Continuous, Past Simple refresher and practice
3 & 4	Notable landmarks	London	Present Simple vs Present Continuous practice
5 & 6	Technology in everyday life	Gadgets	Agreeing and disagreeing <i>I also think so..., I don't agree with that..., My opinion is that..., On the other hand..., I'm with you on that..., etc.</i>
7 & 8	Online learning	Oxford University	Phrasal verbs <i>Brush up on..., Be into..., Take up..., Hang out..., etc.</i>
9 & 10	Influencers on social media	Top UK influencers	Comparatives and superlatives More, less, fewer, than

Vocabulary

Vocabulary building is an independent, active exercise in this course and is an integral part of the weekly assignment cadence. Learners identify and collect new words, phrases, and expressions themselves, as opposed to being given word lists. While the instructor is available to clarify meaning or usage, the onus is on the learner to explore new vocabulary independently. This not only helps learners process and internalize the new content, but it also allows them to be more involved by taking partial ownership of their learning experience. Being responsible for a sub-task makes the learning experience more successful and rewarding as “self-initiated learning involving the whole person—feelings as well as intellect—is the most pervasive and lasting” (Knowles, et al. 2005). While mainly an

andragogical method, we found it appropriate to allow this particular audience to take almost full responsibility for one task that runs throughout the whole course. However, considering the target age group (12–13-year-olds) we want to avoid a potential problem of lack of instruction which is typical in virtual learning environments and online learning (Merriam & Bierema, 2013). Students of this class are on the brink of ‘Stage 1: Dependent/Lacking self-direction’ and ‘Stage 2: Interested/Confident’ in Grow’s self-directed learning stages model. Thus, the role of the instructor in this particular exercise is to help learners set goals and to assist with development of learning strategies (Grow, 1991). Rather than managing a fully independent self-directed learning exercise without supervision, which would be inappropriate for this age group, learners are to experience independent work with access to instructor guidance on demand via the online classroom space.

Assessment and Rewards

Since the class is optional, the resulting grades are independent from assessments in the main curriculum. The main purpose of assessments in this course is to provide feedback to the learner. Table 4 presents the scores awarded for activities in the instructor-led session. The self-paced section is not scored for the following two reasons: (1) worksheets and interactive exercises provide immediate feedback upon completion, and (2) the main purpose of writing exercises is to prepare for the oral presentation, which is graded (see evaluation rubric in Appendix C).

Table 4*Scoring Framework*

Activity type	Score
Participation in warm-up exercise	1 pt
Presentation	10 pts
Guided discussion or presentation following a familiar pattern	6 pts
Casual discussion or group game (varies weekly)	3 pts
Submitting weekly vocabulary sheet	5 pts
<i>Total per week:</i>	<i>25 pts</i>

Learners can earn 250 points total in the course. The passing score is 200 points (80%). Learners successfully completing the course earn a printed certificate.

Furthermore, there are two prizes learners can earn every other week. One is a smaller prize awarded for winning a game-based activity (B-week), the second one is a bigger prize for best performance during a two-week block (awarded on the following A-week). Prizes match the theme of the week.

Instructional Materials

The course consists of 10 weeks total. In this project three modules (Week 1-3) are fully implemented. The detailed design of these three modules is included in Appendix A.

Entry Test

As mentioned in the Prerequisites section, students are selected for this optional class via an entry test that assesses grammar skills. This is to ensure learners in the class are at a

similar level and are able to understand the grammar structures they will be required to use in the writing and speaking assignments. The entry test assesses proficiency of A1 grammar.

Orientation

Prior to the commencement of the course, learners meet with the instructor for a 30-minute orientation session. The instructor explains the course goals and walks them through the course structure and schedule.

The instructional goal of this session is to establish confidence by setting and communicating expectations. Letting learners know what is expected of them decreases anxiety and instils confidence. “If the students have the appropriate level of ability and prerequisites for a given course, they will have a much higher expectancy for success if the performance requirements and evaluative criteria are made clear” (Keller, 2010).

Week 1-10: Overview

The speaking class activities listed below follow a similar pattern in every module.

- Ice breaker: A short fun game to get the session started. (Type of game varies).
- Agenda: Instructor explains what to expect in the session.
- Warm up: Recall the weekly reading.
- Feedback and wrap up: Reflect on students’ performance, recap key learnings, confirm next steps.

These components frame the synchronized session. The main class activities in between vary from week to week. As Weeks 1-3 are worked out in detail, looking at those three modules should give an idea about what these fixed components will look like throughout the course.

Week 1 (A): Famous People

Learning Objectives

After completing this module, students will be able to:

1. Read and comprehend a 1-page text about a famous person.
2. Build their own vocabulary by collecting 15 new words related to famous people and popularity.
3. Give a 1-min guided presentation on a famous person using Present Simple, Present Continuous, and Past Simple tenses.

Content and Materials

Part	Task or activity	Supporting assets
1	Throughout the course learners collect at least 15 words or phrases per week. Each week they submit their vocabulary sheet to the instructor.	Vocabulary builder sheet
1	Learners read a text about Daniel Radcliffe and complete the exercises on the worksheet.	Text and worksheet
1	Learners watch a video and complete corresponding exercise.	Interactive video and exercises
1	Students will be assigned one of four Harry Potter Characters: Harry, Ron, Hermione, or Draco. They read the descriptions and prepare to talk about the character to the class.	Character descriptions
2	Ice breaker: Two truths and a lie	-
2	Agenda	-
2	Warm up	-
2	Presentation rounds Learners talk about their assigned characters.	-

Part	Task or activity	Supporting assets
2	Learners talk about a random character.	Character cards
2	Celebrity interview roleplay (in pairs)	Role descriptions
2	Regroup in main call or classroom	-
2	Feedback and wrap up	-

Week 2 (B): Famous People

Learning Objectives

After completing this module, students will be able to:

1. Write a 1-page description about a famous person using Present Simple, Present Continuous, Past Simple tenses.
2. Build their own vocabulary by collecting 15 new words related to famous people and popularity.
3. Give a 2-min presentation describing a person.

Content and Materials

Part	Task or activity	Supporting assets
1	Learners watch the video <i>Talking about your family</i>	Annotated video
1	Learners watch an interactive video and fill in the gaps. They also complete three grammar exercises related to the video.	Interactive video exercise and worksheet
1	Learners are assigned an actor that plays one of the Harry Potter characters. They need to think of at least 5 adjectives to describe him or her and add them to the vocabulary builder sheet.	Character profile sheets

Part	Task or activity	Supporting assets
1	Learners write a 1-page description about the actor following the prompts provided.	Essay prompts
2	Ice breaker: Finish the story	-
2	Agenda	-
2	Warm up	-
2	Presentation rounds Learners talk about an actor without mentioning the name.	-
2	Guessing round Listeners guess who the speaker was talking about.	-
2	Catch the Golden Snitch!	Kahoot quiz Prize: Golden Snitch chocolate
2	Feedback and wrap up	-

Week 3 (A): Notable Landmarks

Learning Objectives

After completing this module, students will be able to:

1. Read and comprehend a 1-page text about city architecture.
2. Build their own vocabulary by collecting 15 new words related to sights, landmarks, and architecture.
3. Use Present Simple and Present Continuous tenses correctly to talk about events in the present.

Content and Materials

Part	Task or activity	Supporting assets
1	Learners watch the video <i>Exploring London</i> .	Video
1	Learners complete a crossword about places in a city.	Crossword
1	Learners complete a matching exercise about London sights.	Photo - description matching worksheet
1	Learners read a text about The Great Fire of London.	Text
1	Learners read the description of a landmark and prepare to talk about it to the class.	Landmark descriptions
1	Learners are asked to find a small souvenir from abroad and bring it to class for the speaking session.	-
2	Ice breaker: Talk about your souvenir item	-
2	Agenda	-
2	Warm up	-
2	Presentation rounds Learners talk about their assigned landmark.	-
2	Learners talk about a random landmark.	Landmark cards
2	Meetup in London Learners get a map of London and explain how to get to the meeting point.	Map of London with numbers and routes outlined
2	Feedback and wrap up	Prize for Week 1&2 best performance: Harry Potter card game

Week 4 (B): Notable Landmarks

Learning Objectives

After completing this module, students will be able to:

1. Write a 1-page description about a famous landmark using Present Simple, Present Continuous, and Past Simple tenses.
2. Build their own vocabulary by collecting 15 new words related to city sights, landmarks, and architecture.
3. Give a 2-min presentation describing a landmark.

Content and Materials

Part	Task or activity	Supporting assets
1	Learners watch a video talking about architecture.	Annotated video
1	Learners watch a video and fill in the gaps. They then complete three grammar exercises based on the video.	Interactive video exercise and worksheet
1	Learners are assigned a landmark (different from the previous week). They need to think of at least 5 adjectives to describe it and add them to the vocabulary builder sheet.	Landmark profile sheets
1	Learners write a 1-page description about their landmark following the provided prompts.	Essay prompts
2	Ice breaker: Which city?	-
2	Agenda	-
2	Warm up	-
2	Presentation rounds Learners talk about their landmark without mentioning what it is.	-

Part	Task or activity	Supporting assets
2	Guessing round Listeners try to guess which landmark the speaker was talking about.	-
2	Ride the London tube!	Kahoot quiz Prize: Double-decker chocolate
2	Feedback and wrap up	-

Week 5 (A): Technology in Our Lives

Learning Objectives

After completing this module, students will be able to:

1. Read and comprehend a 1-page conversation about technology.
2. Build their own vocabulary by collecting 15 new words related to famous technology.
3. Talk about an object using Present Simple and Present Continuous tenses.

Content and Materials

Part	Task or activity	Supporting assets
1	Learners read a conversation and complete the exercises on the worksheet.	Text and worksheet
1	Learners watch a video and complete three corresponding grammar exercises.	Interactive video and exercises
1	Students are assigned a gadget or device. They read the descriptions and prepare to talk about it to the class. If they own a similar device, they can talk about that instead.	Device descriptions

Part	Task or activity	Supporting assets
2	Ice breaker: What video have you watched last on YouTube?	-
2	Agenda	-
2	Warm up	-
2	Presentation rounds Learners talk about their device.	-
2	Learners talk about a random device.	Device cards
2	Discussion: Your favourite app	-
2	Feedback and wrap up	Prize for Week 3&4 best performance: Mr X pocket board game

Week 6 (B): Technology in Our Lives

Learning Objectives

After completing this module, students will be able to:

1. Write a 1-page description about technology using present simple, present continuous, past simple tenses.
2. Build their own vocabulary by collecting 15 new words related to technology.
3. Demonstrate the ability to express agreement or disagreement during a discussion.

Content and Materials

Part	Task or activity	Supporting assets
1	Learners watch a video discussing technology.	Annotated video
1	Learners watch a video and fill in the gaps, then complete three corresponding grammar exercises.	Interactive video exercise
1	Learners watch the video <i>Technology and free time</i> . They read the prompts and think about how they use technology every day.	Video and worksheet/prompts
1	Learners write a 1-page description about what technology they use at school and in their free time.	Essay prompts
2	Ice breaker: How many apps do you have on your phone? What do you use them for?	-
2	Agenda	-
2	Warm up	-
2	Presentation rounds Learners talk about how they use technology.	-
2	Expressing opinion: Students reflect on each other's presentations, calling out two things they agree and disagree with.	-
2	Online or offline?	Kahoot puzzle game Prize: Phone stickers
2	Feedback and wrap up	-

Week 7 (A): Online Learning

Learning Objectives

After completing this module, students will be able to:

1. Read and comprehend a 1-page text about online learning.
2. Build their own vocabulary by collecting 15 new words related to learning, online learning, and the online classroom experience.
3. Give a 1-min guided presentation about their own learning experience.

Weeks 7 & 8 touch on the theme of Week 1 & 2. As the main theme is Oxford University, materials about brick-and-mortar education will be built around this theme, including a Harry Potter tour with scenes from the movie that were shot at Oxford. This is meant to be a subtle way to trigger recall of the learning experience in Week 1 & 2.

Content and Materials

Part	Task or activity	Supporting assets
1	Learners read a blog entry about Oxford University and complete the exercises on the worksheet.	Text and worksheet
1	Learners watch the <i>Harry Potter Tour</i> video and complete the corresponding exercises.	Interactive video and exercises
1	Students will be assigned a part of a 4-part text about online learning. They will be asked to underline phrasal verbs in the text. They also prepare to talk about the assigned section to the class.	4-part text
2	Ice breaker: Toilet paper roll	If class is in-person: 1 roll of toilet paper
2	Agenda	-
2	Warm up	-

Part	Task or activity	Supporting assets
2	Presentation rounds Learners talk about their part of the weekly reading.	-
2	Learners summarize a part of the text that someone else from the class presented and call out one thing they agree and one thing they disagree with.	Talking point cards
2	Discussion: Your favourite app	-
2	Feedback and wrap up	Prize for Week 5&6 best performance: Phone charm

Week 8 (B): Online Learning

Learning Objectives

After completing this module, students will be able to:

1. Write a 1-page description about online learning using Present Simple, Present Continuous, Past Simple tenses.
2. Build their own vocabulary by collecting 15 new words related to learning, online learning, and the online classroom experience.
3. Demonstrate the ability to use phrasal verbs in spoken language.

Content and Materials

Part	Task or activity	Supporting assets
1	Learners watch a video about online learning.	Annotated video
1	Learners watch an interactive video and fill in the gaps, then complete three grammar exercises.	Interactive video exercise
1	Learners watch a video and read the transcript.	Video and transcript

Part	Task or activity	Supporting assets
1	Learners write a 1-page description of their own experience with online learning. They prepare to present to the class.	Essay prompts
2	Ice breaker: Three things in common	-
2	Agenda	-
2	Warm up	-
2	Presentation rounds	-
2	Win an app!	Kahoot quiz Prize: English learning app download
2	Feedback and wrap up	-

Week 9 (A): Influencers on Social Media

Learning Objectives

After completing this module, students will be able to:

1. Read and comprehend a 1-page text about influencers on social media.
2. Build their own vocabulary by collecting 15 new words related to social media, online communities, and influencers.
3. Give a 1-min guided presentation about an influencer they follow.

Weeks 9 & 10 bridge back to Weeks 1 & 2 where learners learned to describe a person. They will need to recall ways to talk about a person and apply that knowledge in the final two weeks' assignments.

Content and Materials

Part	Task or activity	Supporting assets
1	Learners read the text about Cara Delevingne and complete the exercises on the worksheet.	Text and worksheet
1	Learners watch an influencers video and complete the exercises.	Interactive video and exercises
1	Students will be assigned one of four influencers: Harry Styles, Brooklyn Beckham, Emma Watson, or Tanya Burr. They read the descriptions and prepare to talk about the influencers to the class.	Character descriptions
2	Ice breaker: Tell a joke	-
2	Agenda	-
2	Warm up: Comparison I am taller than you but shorter than Eva....	-
2	Presentation rounds Learners talk about their assigned influencer. In addition to describing the person they also need to talk about what the influencer is posting about.	-
2	Learners talk about a random influencer.	Influencer cards
2	Your influencer profile Instructor flips through slides. Learners select one attribute from each slide, building an influencer profile step-by-step. At the end they talk about themselves assuming the role of the imaginary influencer.	Influencer slides: name, age, field, platform, followers, biggest achievement, biggest scandal
2	Feedback and wrap up	Prize for Week 7&8 best performance: Crosswords book

Week 10 (B): Influencers on Social Media

Learning Objectives

1. After completing this module, students will be able to:
2. Write a 1-page description about an influencer using present simple, present continuous, past simple tenses.
3. Build their own vocabulary by collecting 15 new words related to learning, online learning, and the online classroom experience.
4. Demonstrate the ability to use comparatives and superlatives in spoken language.

As this is the last week of the course, part of the synchronized session is dedicated to acknowledging completion of the course and celebrating the achievement.

Content and Materials

Part	Task or activity	Supporting assets
1	Learners watch a video about social media.	Annotated video
1	Learners watch an interactive video and fill in the gaps, then complete three corresponding grammar exercises.	Interactive video exercise
1	Learners select an influencer they follow and write a 1-page description about them using the provided prompts.	Essay prompts
2	Ice breaker: Picnic Each learner says a picnic item in alphabetical order. Each learner adds on another item, while repeating the items mentioned before.	-
2	Agenda	-
2	Warm up	-
2	Presentation rounds	-

Part	Task or activity	Supporting assets
	Learners talk about the influencer of their choice.	
2	In the spotlight	Kahoot quiz Prize: Selfie Stick
2	<p>Feedback, celebration and wrap up</p> <p>In addition to the feedback on the weekly performance, the instructor also recaps the key grammar elements covered in the course. Learners share main takeaways. Instructor congratulates learners for completing the course and acknowledges the achievement.</p>	-

Implementation and Evaluation

As described in the Organizational Needs section, the class is designed to be flexible in that the synchronized sessions can be held online or in person. Currently--as of 2021 Fall--classes are held in person and the first implementation of the course is planned to take place in person, too. This requires printing of the in-person class materials.

Timeline

A school year consists of two semesters in Hungary. Spring 2022 is a potential timeframe to pilot the course. A ten-week window between 31 January - 24 April would be recommended, allowing one week for Easter break in between.

Evaluation

Performance evaluation is discussed in the Instructional Strategy section.

Program evaluation

Kirkpatrick's 4 levels of evaluation were the basis for designing the evaluation approach (Kirkpatrick, 1998). However, given that the target audience is less autonomous than an adult audience, and the organizational context is fully managed by faculty, focus is shifted towards learning experience, outcomes, and program design in the program evaluation questionnaire. Table 5 describes the main questions that the program evaluation framework should answer.

Table 5*Program evaluation metrics*

Metric	Description	Success criteria
Participation	How many learners start and complete the program	At least 4 groups sign up (12-16 students) Course is completed by at least 75% of enrolled students
Performance	How well learners are doing throughout the course	Students' average grade for class participation is at least 80%
Learner feedback	<ul style="list-style-type: none"> • How much did learners feel they have learned • How did they enjoy the course • Was the course implemented in a way that suits their needs 	Average 4 score

Participation and performance are tracked through classwork. Learner feedback is collected via a post-program survey in Google Form.

Reaction

1. This course was fun and engaging.
2. I would be interested in enrolling in a similar course at the next level.

Learning

3. I learned a lot in this course.
4. I feel more confident at speaking after completing the course.

Design

5. The course goal was clear.
6. The teaching materials were relevant to the course goals.

7. The number of practical exercises was optimal.
8. The number of tests and graded assignments was optimal.
9. The amount of individual and group assignments was optimal.
10. I received ample personalized feedback on my individual work.

Questions are presented in a Likert-scale format with 1 indicating “Strongly disagree” and 5 indicating “Strongly agree”. Although the purpose of the Likert-scale format is to make aggregation easier, the survey results are going to be analysed in detail. For example, questions 3 and 4 are used to measure the learner’s own sentiment rather than actual learning and will be compared to the grades the learner earned in the class to understand the correlation between learners’ impression of their own progress and their grades.

Similarly, questions 5 - 10 will be analysed to evaluate certain parts of the design and answer questions such as “Do we need to add more individual exercises?” or “Should we provide even more personalized feedback?”.

The Google Form is set not to collect email addresses to encourage honest feedback. As Google Classroom does not have a feature to unlock content pieces on a trigger--such as a certain date or completion of a prerequisite--this survey is not attached to the course. It will be sent to participants by the instructor at the end of the course.

Conclusion

The course goals for this class offered ample opportunity to apply and implement well researched instructional methods in the course design. A scaffolded approach and focus on active engagement, interaction, immersion, as well as appropriate level of learner autonomy are expected to make this class a successful learning intervention.

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Appendix A: Instructional Materials for Weeks 1-3

This section presents the instructional materials for Weeks 1-3 as implemented in Google Classroom. For each week, an overview screenshot is included to show how the weekly content is presented in Google Classroom's collapsed view. Then, each activity is expanded and accompanied by a description of its instructional purpose. All assets used in the class were created by the author unless otherwise noted in the description. Attachments to the activities are presented in Appendix B with screenshots. Publicly accessible links are included for assets that cannot easily be presented with screenshots, such as videos.

Week 1: Famous People

Learning Objectives

After completing this module, students will be able to:

1. Read and comprehend a 1-page text about a famous person.
2. Build their own vocabulary by collecting 15 new words related to famous people and popularity.
3. Give a 1-min guided presentation on a famous person using Present Simple, Present Continuous, and Past Simple tenses.

Image 1 shows a weekly overview in Google Classroom.

Image 1

Week 1 Content in Google Classroom.

Week 1: Famous people



1. Vocabulary builder



2. Talking about yourself



3. You're a wizard!



4. Talking about someone else: Harry



4. Talking about someone else: Draco



4. Talking about someone else: Hermione



4. Talking about someone else: Ron



5. Upload your vocabulary sheet



6. Attend class

Activity 1.1: Vocabulary Builder

This activity spans through all ten weeks. It addresses one of the main course goals, vocabulary building. The instructional goal is to introduce independent work. In Week 1, this also establishes a routine for the coming weeks. The attached material is a Google Sheet template. Learners make a copy of this template and use the sheet to build their word lists each week.

Image 2

Activity 1.1 in Google Classroom

Week 1: Famous people ⋮

1. Vocabulary builder

Edited 6 Nov

No due date

Make a copy of the attached **Vocabulary builder template. Throughout the course you will collect new words and phrases in your copy of this sheet.**

You'll submit your vocabulary every week. You can take note of any new word you come across in your class readings, video materials, or anywhere outside of the course. Aim to gather at least 15 words or phrases relevant to the weekly topic.

How to complete: Mark as done

1
Handed in

0
Assigned

[Template] Vocabulary b...

Google Sheets

[View assignment](#)

Activity 1.2: Talking About Yourself

The purpose of the activity is to refresh grammar and also to provide a model for talking about character traits in the first person. Learners can follow this model in the subsequent assignments. The attachment is a document with a description written in simple present tense, and three grammar and comprehension exercises. This content has been adapted from a similar worksheet shared on iSL Collective².

Image 3

Activity 1.2 in Google Classroom

The screenshot shows a Google Classroom assignment card. At the top, it has a checklist icon, the title '2. Talking about yourself', and 'Edited 10:31'. Below the title, it says 'No due date'. The main instructions are: '1.) Read the text about Daniel. Don't forget to take note of any new words and expressions in your **Vocabulary builder** sheet!' and '2.) Make a copy of the worksheet. Fill in the exercises and upload the worksheet to complete this assignment.' To the right of the instructions, there are two columns: '0 Handed in' and '1 Assigned'. Below the instructions, it says 'How to complete: Upload the filled out worksheet'. There is a link to a Google Doc titled 'Week 1: Daniel Radcliffe Google Docs' with a small thumbnail image of Daniel Radcliffe. At the bottom of the card, there is a 'View assignment' button.

Activity 1.3: You're a Wizard!

Students practice the simple past tense via an interactive video. A movie scene from Harry Potter and the Sorcerer's Stone, which learners are very likely to be familiar with, was selected for this content. Since the full transcript of the scene covers grammar that is out of

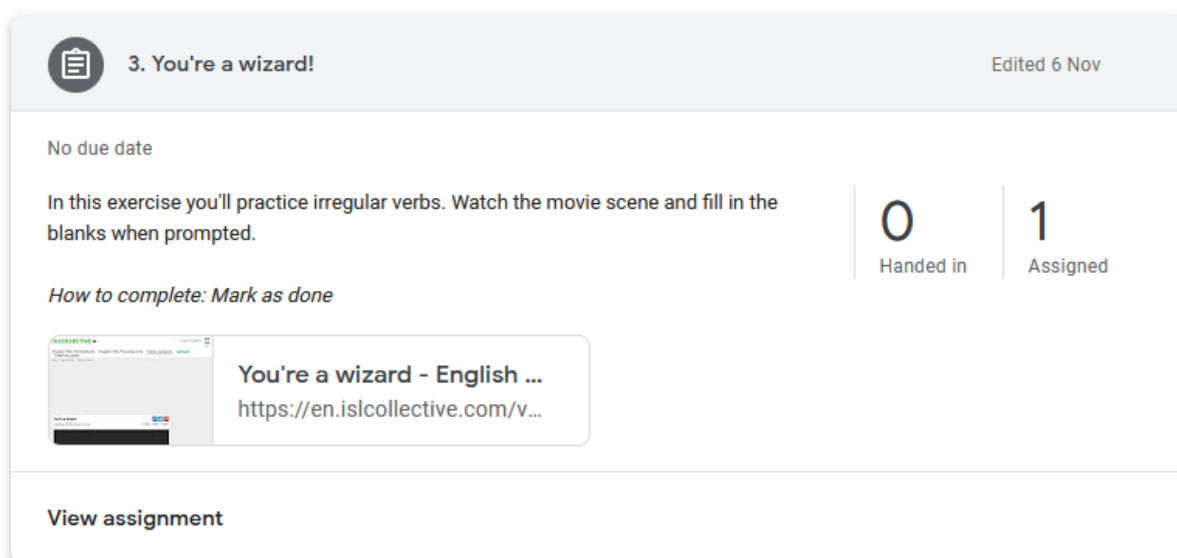
² <https://en.islcollective.com/>

scope, this activity only focuses on the sentences that contain verbs in the simple past. Ten fill-in-the gaps checkpoints are included in the video, prompting learners to type in the correct form of the missing verbs. The present forms of the verbs are given in brackets after the sentence.

This interactive video was created with iSLCollective's online video editing tool³.

Image 4

Activity 1.3 in Google Classroom



Activity 1.4: Talking About Someone Else

In this exercise learners talk about character traits in the third person. The goal of this activity is to apply the previously explored structure to a different person and prepare for oral presentation at the weekly synchronized session. Students are encouraged to use new vocabulary.





³ <https://en.islcollective.com/video-lessons/>

There are four copies of this activity in Google Classroom, each copy describes a different character. Once students sign up for the class, the instructor can assign these activities to specific students. As a result, learners will see only their own assignment in their individual view.

The attachments are documents with descriptions similar to the Daniel Radcliffe sheet. The model will be familiar to the students, but the descriptions contain new vocabulary.

Image 5


Activity 1.4 in Google Classroom

	4. Talking about someone else: Harry	Edited Yesterday
	4. Talking about someone else: Draco	Posted Yesterday
	4. Talking about someone else: Hermione	Posted Yesterday
	4. Talking about someone else: Ron	Posted Yesterday

Read the descriptions and prepare to talk about Ron to the class at the weekly session. You may use notes during the presentation.

- Use the text about Daniel as a model for talking about a person.
- Aim to include as many of this week's new words or phrases as you can.

Your presentation to the class will be graded.



Week 1: Ron
Google Docs

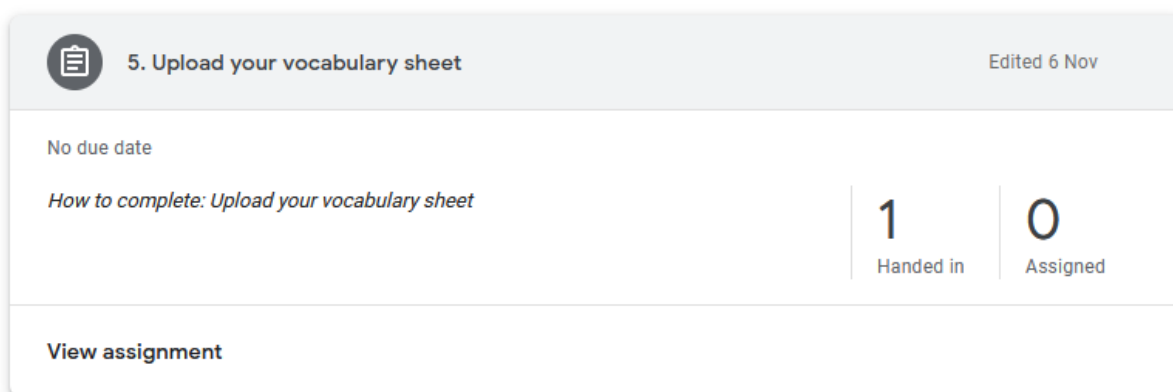
[View material](#)

Activity 1.5: Upload Your Vocabulary

The instructor checks the word lists for accuracy and uses it for guiding the conversations at the synced session (i.e., make sure those words are used). This assignment repeats every week. There are no attachments here; learners simply have to upload a link to their vocabulary sheet to complete the assignment.

Image 6

Activity 1.5 in Google Classroom



Activity 1.6: Attend Class

The last assignment each week is attending the weekly synchronized session. As a reminder, the outline of the session is as follows.

Activity		Instructional notes
1	Ice breaker: Two truths and a lie Everyone makes three statements, two of which are true and the third one is a lie. The group has to guess which one is the lie.	[5 min] Lead-in, help students get to know each other better, establish a positive atmosphere for the session.
2	Agenda Instructor explains what to expect in this session.	[2 min] Setting expectations, building confidence.

Activity	Instructional notes
<p>3 Warm up</p> <p>Taking turns, each student says 2-3 sentences about Daniel based on the reading in the self-paced part.</p>	<p>[5 min]</p> <p>Recall the material reviewed during the week. Sentences can be verbatim from the text. The goal of this exercise is to activate the relevant grammar and prime attention to the celebrity context.</p>
<p>4 Presentation rounds</p> <p>Students take 2-3 minutes to talk about their assigned characters. Each student not speaking asks one question at the end.</p>	<p>[10 min]</p> <p>The next two exercises are the main focus of the session. Based on the character sheet content, students describe a person. The main goals are:</p> <ul style="list-style-type: none"> Activate vocabulary Practice grammar and spoken language Acquire fluency <p>Instructor helps guide the discussion to focus on character traits, abilities, adjectives to describe a person, using the vocab sheets students submitted.</p>
<p>5 Character cards</p> <p>Students pick a card. Each card is a quick profile of one of the four characters - photo and key facts. Each learner has to talk about the character following the same pattern as before.</p> <p><Material: Character cards></p>	<p>[10 min]</p> <p>Learners apply a familiar pattern; however, they can only rely on a few bullet points now (decreasing guidance, increasing independence).</p>
<p>6 You're a celebrity!</p> <p>In small groups or breakout rooms of 2, students roleplay a celebrity interview. One student takes on the role of a celebrity, the other one plays the interviewer.</p> <p>Students take 1 minute to read the role assignments. They talk for 2-3 minutes then swap roles.</p> <p><Material: Role descriptions></p>	<p>[15 min]</p> <p>The goal of this exercise is to give learners an opportunity to practice what they have learnt independently. Since there is little guidance, students must use the new words/expressions and reinforced grammar creatively to express themselves. The instructor can pop in and out of breakout rooms/small groups randomly to follow progress but is <i>not</i> supposed to interrupt or give immediate feedback.</p>
<p>7 Regroup in main call or classroom</p>	<p>[5 min]</p>

Activity		Instructional notes
	Returning from the small groups or breakout rooms, students briefly explain which celebrity they chose to be.	Recap to practice past tense (<i>I was XY..., I said..., He asked about...</i>) and help internalize the results of the creative thinking process.
8	Feedback and wrap up Instructor gives feedback on the warmup (recall exercise) and presentations and asks each learner to share 2 key takeaways from this class. Confirm to-dos for next week and time and date for the next synced session.	[8 min]

Parts 5 & 6 require instructional materials. These are attached in Google Classroom, along with an evaluation rubric (see Appendix C). The character cards were created in Google Slides, and the role play description is a simple document.

Image 7

Activity 1.6 in Google Classroom

The screenshot shows a Google Classroom assignment card titled "6. Attend class" with a "No due date" and "Edited 11:10" timestamp. The instructions state: "Attend the weekly class. The date and time of the class will be posted in the class announcements section." The progress bar shows 0 Handed in, 0 Assigned, and 1 Marked. A rubric is attached, showing "4 criteria • 20 pts". Below the rubric are two assignment items: "Class 1.1: Character cards" (Google Slides) and "Class 1.2: Celebrity rolepl..." (Google Docs). A "View assignment" button is at the bottom.

Week 2: Famous People

Learning Objectives

After completing this module, students will be able to:

1. Write a 1-page description about a famous person using Present Simple, Present Continuous, Past Simple tenses.
2. Build their own vocabulary by collecting 15 new words related to personal characteristics and traits.
3. Give a 2-min presentation describing a person.

Image 8 presents a weekly overview in Google Classroom.

Image 8

Week 2 Content in Google Classroom



Activity 2.1: Talking About Your Family


The goal of this exercise is to put grammar and vocabulary in a larger context. It also exposes learners to spoken language. The video is a conversation between two friends talking about family. The speech bubbles follow what's being said. The second part of the video presents the same questions and leaves time for the learner to answer out loud.

The video is followed by three grammar exercises testing understanding of the conversation and grammar. Learners also have the option to join an online conversation. However, this requires signing up on an external page. Participation in the online discussion is optional and is not tracked in the class. This content was curated from the British Council's Learn English with Teens site⁴.

⁴ <https://learnenglishteens.britishcouncil.org/>

Image 9*Activity 2.1 in Google Classroom*

Week 2: Famous people ⋮


 **1. Talking about your family** Edited 6 Nov

No due date

Watch the video of Sam and Jack talking about family.

Complete the three exercises below the video.

How to complete: Mark as done



Talking about your family...
<https://learnenglishteens.brit...>

0 Handed in | **1** Assigned


[View assignment](#)

Activity 2.2: The Storm

The next video allows learners to observe the use of the past simple tense in a story context. The story is read out slowly enough for A1-2 learners to follow. Subtitles are also provided, with verbs in past tense highlighted. The verb list and exercises below the video offer further learning and practice opportunities.

Image 10

Activity 2.2 in Google Classroom


2. The Storm

Edited 6 Nov

No due date

Sophie has just arrived home after a work trip to the United States which turned into a nightmare.


0
Handed in

1
Assigned

Watch this video and fill in the gaps when they appear. Scroll down on the page and complete the three **Check your grammar** exercises.

Don't forget to take note of new phrases in your vocabulary sheet!

How to complete: Mark as done



Past simple – irregular ve...

<https://learnenglishteens.brit...>

View assignment

Activity 2.3: Actors in Real Life

In this activity learners need to think and compose text independently. They are asked to write a description following a now familiar pattern that was covered in Week 1. First, a fully worked out model is given to them (Week 1.2: Daniel Radcliffe text), then they apply the same model to another person with guidance (Week 1.3: character assignments), and finally they practice talking about a person at the weekly class with just talking points as a guide (Class 1.1: character cards). They now have an opportunity to put it all together and actively create a short description from scratch. The job aid in this exercise also provides additional vocabulary. All students have access to the same job aid. The instructor will assign the actors (Evanna Lynch, Robbie Coltraine, Alan Rickman, or Ralph Fiennes) via a class announcement

Image 11

Activity 2.3 in Google Classroom

The screenshot shows a Google Classroom assignment interface. At the top, there is a header bar with a document icon, the title "3. Actors in real life", and the text "Edited 08:22". Below the header, the main content area contains the following text:

This week you are assigned one of the actors in the Harry Potter movies. What do you think this person is like in real life? Smart? Kind? Quiet? Outgoing? Use the attached prompts and word bank as an aid. You can use words that are not on the list, too! Add any new words to your vocabulary sheet.

Write a 150-word description about the actor you are assigned. Describe the person to the class at the weekly session without revealing who he or she is. The class will guess who your character is.

Your presentation to the class will be graded.

Below the text, there is a preview of a document titled "Week 2: Mystery actor" with a "Google Docs" link. The document preview shows a table with columns for "Adjectives" and "Prompts".

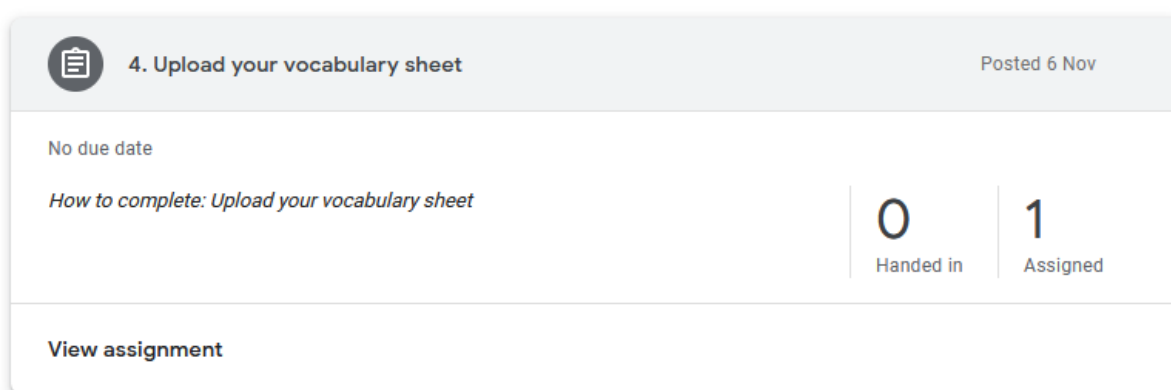
At the bottom of the assignment card, there is a "View material" button.

Activity 2.4: Upload Your Vocabulary

Repeating the assignment from Week 1, the instructor checks the word lists for accuracy and uses it for guiding the conversations at the synced session (i.e., make sure those words are used). This assignment repeats every week. There are no attachments here; learners simply have to upload a link to their vocabulary sheet to complete the assignment.

Image 12

Activity 2.4 in Google Classroom



Activity 2.5: Attend Class

The last assignment this week is attending the weekly synchronized session. The outline for this session is shown in the following table.

Activity		Instructional notes
1	Ice breaker: Finish the story Instructor starts with an unfinished sentence. Learners take turns to add one sentence to continue the story. Complete 2-3 rounds including the instructor.	[5 min] Lead-in, establish a fun atmosphere. Opportunity to practice grammar: Instructor opens with a sentence in the past tense and keeps adding past tense sentences when it's their turn. <i>As soon as I woke up....,</i> <i>Then I saw something through the window...</i> <i>I thought it was...</i>

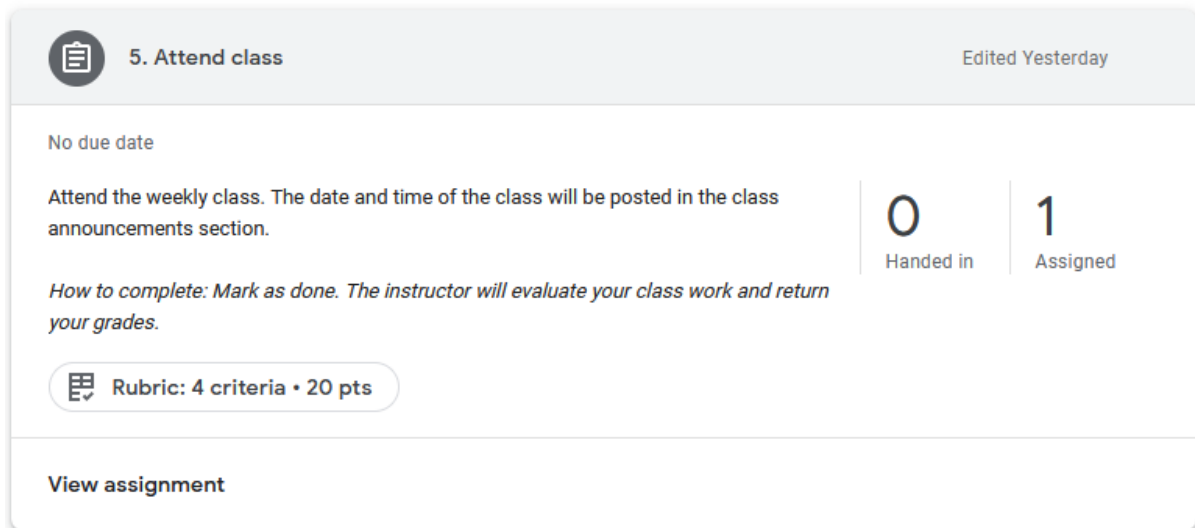
Activity		Instructional notes
		<i>Then I realised...</i>
2	<p>Agenda</p> <p>Instructor explains what to expect in this session.</p>	<p>[2 min]</p> <p>Setting expectations, building confidence.</p>
3	<p>Warm up</p> <p>Taking turns, each student tells the class 2-3 new adjectives they have learned.</p>	<p>[5 min]</p> <p>Repetition, share and internalize new words.</p>
4	<p>Presentation rounds</p> <p>Students take 2-3 minutes to talk about their assigned actor without mentioning their names.</p>	<p>[15 min]</p> <p>Guided practice of spoken language. Learners present their character based on the text they processed in the self-paced section.</p> <ul style="list-style-type: none"> • Activate vocabulary • Practice grammar and spoken language • Acquire fluency • Practice presentation of familiar material (can rely on notes or memory)
5	<p>Guessing round</p> <p>Students not speaking try to guess who the speaker is talking about. They can ask questions about the actor or the movie character to find out who he or she is.</p>	<p>[5 min]</p> <p>The rules of this game are strict in order to encourage learners to ask a lot of questions: they are not allowed to guess repeatedly or shout out their guesses. Instead, they take turns to ask questions and they can only guess when it's their turn. If they guess incorrectly, they are out and not allowed to guess anymore.</p>
6	<p>Catch the Golden Snitch!</p> <p>This is a fast-paced Kahoot game where learners get to practice irregular verbs. They have to enter the correct form of the verb. Whoever gets the top score gets a Golden Snitch chocolate.</p> <p><Material: Kahoot quiz></p> <p><Prize: Golden Snitch Chocolate></p>	<p>[5 min]</p> <p>This is a fun practice exercise to further allow repetition of the irregular verbs and also give learners a chance to wind down after the intense presentation rounds.</p>

Activity	Instructional notes
7 Feedback and wrap up Instructor recaps the warm-up exercise, gives feedback on the presentations, and asks each learner to share two key takeaways from this class. Confirms to-dos for next week and time and date for the next synchronized session.	[10 min]

The class material for this session is an online Kahoot game. The goal of this game is to practice and reinforce past tenses of 20 irregular verbs through a fast-paced drill. Learners have ten seconds to select the correct form of the verb from four options.

A note on timing: Kahoot only allows 5, 10, 20, 30, or more seconds options. Five seconds was determined too short to read and comprehend all the answers, therefore the next best option was selected (although 7-8 seconds would be ideal).

There is no attachment in Google Classroom for this game. A join code is generated when the instructor starts the game. Learners can join in from their phones or computers and answer the quiz questions. Answers are scored. The winner gets a chocolate Golden Snitch as a prize.

Image 13*Activity 2.5 in Google Classroom***Week 3: Notable Landmarks**

Learning Objectives

After completing this module, students will be able to:

1. Read and comprehend a 1-page text about city architecture.
2. Build their own vocabulary by collecting 15 new words related to famous people and popularity.
3. Use Present Simple and Present Continuous tenses correctly to talk about the present.

The weekly outline in Google Classroom is shown in the following screenshot.

Image 14

Week 3 Content in Google Classroom

Week 3: Notable landmarks



1. Explore London



2. Crossword: The City of London



3. Quiz: Famous landmarks



4. The Great Fire of London



5. Landmarks: The Tower of London



5. Landmarks: Buckingham Palace



5. Landmarks: Houses of Parliament



5. Landmarks: Tower Bridge



6. Upload your vocabulary sheet



7. Attend class

Activity 3.1: Exploring London

We open this week with a video that introduces famous London sights. The video is subtitled and appropriate for A2 level learners. It exposes learners to native language and pronunciation at a medium speed. Learners can play the video as many times as needed.

The main goal of this activity is to familiarise learners with key sights in London and to introduce vocabulary related to city landmarks, sights, and architecture.

This content was curated from Loescher Editore's channel on YouTube⁵.

Image 15

Activity 3.1 in Google Classroom

The screenshot shows a Google Classroom assignment interface. At the top, the title is '1. Explore London' with a menu icon on the left and 'Edited 09:24' with a three-dot menu on the right. Below the title, it says 'No due date'. The main text of the assignment reads: 'Watch the video about famous sights around London. Are you familiar with any of them?' To the right of this text is a progress bar showing '0 Handed in' and '1 Assigned'. Below the main text, it says 'Don't forget to note new words in your vocabulary sheet!' and 'How to complete: Mark as done'. There is a video thumbnail with the text 'English - London sightse...' and 'YouTube video 2 minutes'. At the bottom, there is a 'View assignment' button.

⁵ <https://www.youtube.com/c/loeschervideo>

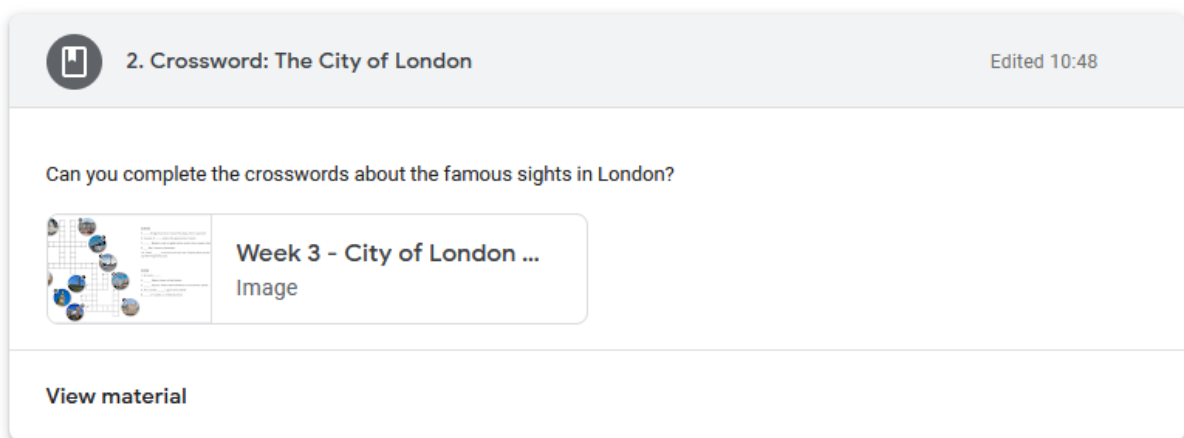
Activity 3.2: Crossword: The City of London

The second activity this week is a fun, low-stakes crossword game. This is a way for learners to actively process material without any pressure. The goal is to get familiar with famous London sights which they will discuss in the rest of the assignments.

The crossword was created with Discover Education's online puzzle maker tool⁶. This tool does not offer a way to add images. However, in this case it is important that students learn the names of the sights and associate them with the correct buildings or features. Google Slides was utilized to insert and format the images and create the layout. The final output is an image attached to the assignment.

Image 16

Activity 3.2 in Google Classroom



⁶ <https://puzzlemaker.discoveryeducation.com/criss-cross>

Activity 3.3: Famous Landmarks

In this activity students test their knowledge about London landmarks. The instructional purpose is to present new vocabulary for talking about landmarks and architecture. The two-part quiz focuses on reading and comprehension. In the first part learners have to match an image to a description. The descriptions are not obvious--students need to read and understand the text to identify the correct answer. In the second part learners identify correct statements that match an image.

Image 17

Activity 3.3 in Google Classroom

The screenshot shows a Google Classroom assignment card. At the top, it says '3. Quiz: Famous landmarks' and 'Edited 14:32'. Below this, it indicates 'No due date'. The main content area contains two bullet points: 'Can you match the images with the descriptions?' and 'Test your knowledge about London landmarks! Can you identify the correct statements?'. To the right of these points, there are two columns: '0 Handed in' and '1 Assigned'. Below the bullet points, there is a note: 'How to complete: Fill in the form. Mark as done in Google Classroom.' At the bottom of the main content area, there is a card for 'Week 3: Famous landmar...' which is a Google Form. At the very bottom of the assignment card, there is a 'View assignment' link.

The answer options in the quiz present new vocabulary in a way that allows the learner to arrive at the correct solution by guessing or elimination after fully reading and comprehending all the options. For example, even if they do not know the word “flank”, they will be able to deduce the correct answer and learn how “flank”, a new word, is used in a sentence.

Image 18*Sample Question from Activity 3.3*

Select three sentences that are TRUE for this landmark. Use the image as an aid. *



- The Queen lives here.
- The palace has two prominent towers.
- The palace guards wear bearskin hats and red uniforms.
- The palace is a four-storey building.
- Two lampposts flank the main gate.
- The building is surrounded by a thick stone wall.

Activity 3.4: The Great Fire of London

In this reading and comprehension exercise students are presented with new vocabulary and ways to talk about sights, landmarks, and architecture. The text and accompanying exercises focus on simple past tense. The attachment is a document curated from en.islcollective.com.

Image 19

Activity 3.4 in Google Classroom

The screenshot shows a Google Classroom assignment card. At the top, the title is '4. The Great Fire of London' with a document icon on the left and 'Edited 18:05' on the right. Below the title, it says 'No due date'. The main question is 'Did you know that in 1666 a disastrous fire incident devastated a significant part of London?'. To the right of the question, there are two columns: '0 Handed in' and '1 Assigned'. Below the question is a list of instructions:

- Make a copy of the attached document.
- Read the article about the Great Fire.
- Underline all sentences in the past tense.
- Read the text one more time. We will talk about it at the weekly class.

 Below the instructions is the text: 'How to complete: Fill in and upload the worksheet.' Underneath this is a preview of a worksheet titled 'Week 3 - The Great Fire o...' with the file type 'Word'. At the bottom of the card is a button that says 'View assignment'.


Activity 3.5: Landmarks

This activity follows the same pattern seen in Week 1. There are four copies of this activity in Google Classroom. Once students enrol in the class the instructor can assign a copy to each participant.

Through this assignment learners explore new vocabulary and prepare to talk about an object using simple present and simple past tense.

Image 20

Activity 3.5 in Google Classroom



5. Landmarks: The Tower of London

Edited Yesterday

Read the description and prepare to talk about the Tower of London to the class at the weekly session. You may use notes during the presentation.

Aim to include as many of this week's new words or phrases as you can.


Your presentation to the class will be graded.




Week 3: The Tower of Lo...

Google Docs


View material


5. Landmarks: Buckingham Palace

Posted Yesterday


5. Landmarks: Houses of Parliament

Edited Yesterday


5. Landmarks: Tower Bridge

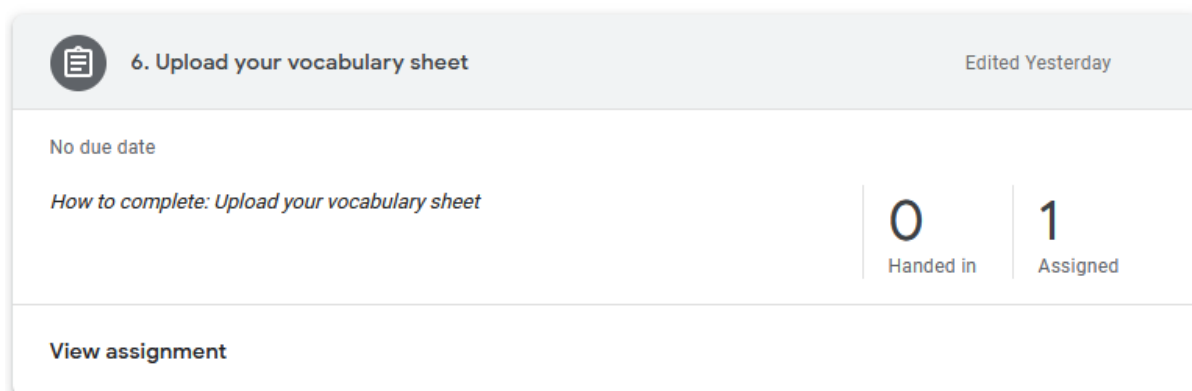
Posted Yesterday

Activity 3.6: Upload Your Vocabulary

Repeating the assignment from Week 1, the instructor checks the word lists for accuracy and uses it for guiding the conversations at the synced session (i.e., make sure those words are used). This assignment repeats every week. There are no attachments here; learners simply have to upload a link to their vocabulary sheet to complete the assignment.

Image 21

Activity 3.6 in Google Classroom



Activity 3.7: Attend Class

As usual, the last assignment of the week is attending the weekly class. The outline of the session is as follows.

Activity		Instructional notes
1	Ice breaker Learners present their objects and talk about them to the class.	Ice breaker activity to get the session started. Instructor helps guide the conversation and direct the focus on the past tense. Where did you get it from? When did you get it? Who gave it to you?
2	Agenda Instructor explains what to expect in this session.	[2 min] Setting expectations, building confidence.

Activity	Instructional notes
<p>3 Warm up</p> <p>Taking turns, each student says 2-3 sentences about the Great Fire of London based on the reading in the self-paced part.</p>	<p>[5 min]</p> <p>This activity follows the same pattern as the warm-up exercise in Week 1 (A). Recall the material reviewed during the week. Sentences can be verbatim from the text. The goal of this exercise is to activate the relevant grammar and prime attention to the celebrity context.</p>
<p>4 Presentation rounds</p> <p>Students take 2-3 minutes to talk about their assigned landmarks. Each student not speaking asks one question at the end.</p>	<p>[10 min]</p> <p>Based on the landmark sheet content, students describe a landmark. The main goals are:</p> <ul style="list-style-type: none"> Activate vocabulary Practice grammar and spoken language Acquire fluency <p>Instructor helps guide the discussion to focus on adjectives to describe architecture, using the vocab sheets students submitted.</p>
<p>5 Landmark cards</p> <p>Students pick a card. Each card is a quick profile of a landmark - photo and key facts. Each learner has to talk about the landmark following the same pattern as before.</p> <p><Material: Landmark cards></p>	<p>[10 min]</p> <p>Learners apply a familiar pattern however they can only rely on a few bullet points now (decreasing guidance, increasing independence).</p>
<p>6 Meetup in London</p> <p>Learners get a map of London with four numbers on them. Each student is assigned a number. They agree to meet at the Tower. Taking turns, each student explains where they are and the first stage of how they get to the Tower. The turns continue until they all “arrive” at the meeting point.</p> <p><Material: Map of London with numbers and routes outlined></p>	<p>The goal of this exercise is to practice the Present Simple and Present Continuous tenses.</p> <p>I am at...</p> <p>I am walking towards...</p> <p>I see... ahead/on the right...</p> <p>I turn....</p>

Activity		Instructional notes
7	<p>Feedback and wrap up</p> <p>Instructor gives feedback on the warmup (recall exercise) and presentations and asks each learner to share two key takeaways from this class.</p> <p>Confirm to-dos for next week and time and date for the next synced session.</p>	[8 min]


Parts 5 & 6 require supporting materials. The landmark cards were prepared in Google Slides and work the same way the character cards in Week 1. Each student is assigned a card and talks about the object to the class using only key facts as a guide.

Students will use a map for the Meetup game. Each student is assigned a letter that indicates their starting point. Taking turns, they describe their route from their starting point to the Tower using simple present and present continuous tenses. The instructor guides the game encouraging players to note nearby landmarks and directions.

Participation in the class is graded (see the evaluation rubric in Appendix C).

Image 22

Activity 3.7 in Google Classroom


7. Attend class


Edited 12:05


No due date

Attend the weekly class. The date and time of the class will be posted in the class announcements section.

For this class, find a small souvenir from abroad and bring it to class for the speaking session.


How to complete: Mark as done. The instructor will evaluate your class work and return your grades.


Rubric: 4 criteria • 20 pts



Class 2.1: Landmarks

Google Slides



Class 2.2 - Meetup in Lon...

Image

0

Handed in

0

Assigned

1

Marked

[View assignment](#)

Appendix B: Attachments

Screenshots of all Google Classroom attachments are included in this appendix.

Where the material cannot easily be presented with a single-page screenshot—such as videos or documents with several pages--, a high-level preview and a publicly accessible link are included.

Week 1

Activity 1.1: Vocabulary Builder

Image 23

Vocabulary sheet template

Vocabulary builder					
File Edit View Insert Format Data Tools Extensions Help Last edit was on 15 October					
Week 1 & 2: Famous people					
	A	B	C	D	E
1	Week 1 & 2: Famous people				
2					
3		New word or expression	Meaning		
4	1	<i>well known</i>	közismert		
5	2	...			
6	3				
7	4				
8	5				
9	6				
10	7				
11	8				
12	9				
13	10				
14	11				
15	12				
16	13				
17	14				
18	15				
19	16				
20	17				
21	18				
22	19				
23	20				
24	21				
25	22				
26	23				
27	24				
28	25				
29	26				

Activity 1.2: Talking About Yourself

[Link to asset](#)

Image 24

Description of Daniel Radcliffe in First Person

Week 1: Daniel Radcliffe

My name's Daniel and my surname's Radcliffe. I'm from London, in England. I'm an actor, the protagonist of Harry Potter. I'm thirty-two years old.

My parents are from England, too. My father's name is Alan. He's a literary agent and he's 62. My mother's name is Marcia and she's an actress and a film director. She's 54. I haven't got brothers or sisters. I have got a grandfather and a grandmother. I have got four aunts and three uncles. I haven't got cats, but I have got two dogs. Their names are **Blinka** and **Nugget**.

My favourite TV programme is The Simpsons. My favourite sports are football and cricket. My favourite colours are blue and yellow.

A) ARE THE SENTENCES TRUE OR FALSE?

1. Daniel plays Harry Potter.	4. His sister's name is Marcia.
2. He's an actor from England.	5. His dogs' names are Blinka and Alan.
3. His father is 50.	

B) ANSWER ABOUT DANIEL.

1. How old is Daniel?

1

Week 1: Daniel Radcliffe

2. Where is Daniel's father from?

3. Is his mother an actress?

4. Is volleyball his favourite sport?

C) COMPLETE WHAT DANIEL SAYS. USE "HAVE GOT/HAVEN'T GOT".

1. I a brother.	4. I two grandfathers.
2. I aunts and uncles.	5. I children.
3. I a favourite TV programme.	

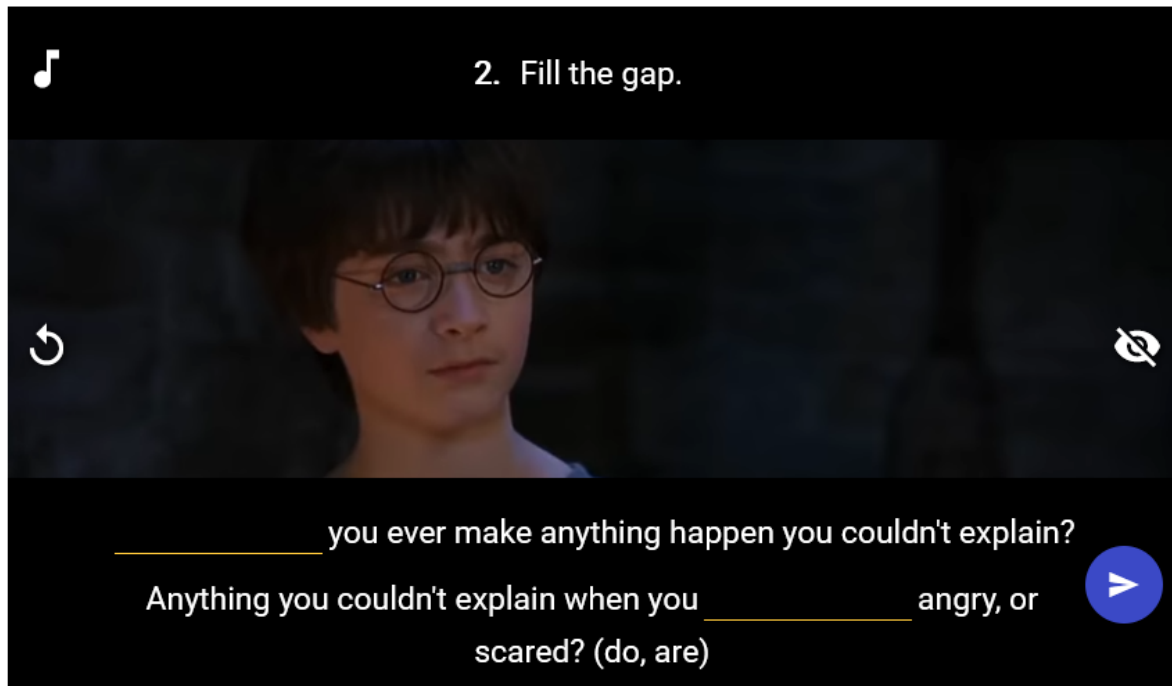
2

Activity 1.3: You're a wizard!

[Link to video](#)

Image 25

Screenshot of Interactive Prompt in Video



The screenshot shows a video player interface. At the top, there is a music icon and the text "2. Fill the gap." Below this is a video frame showing a young boy with dark hair and round glasses, looking slightly to the right. The video frame has a refresh icon on the left and a mute icon on the right. Below the video frame, there is a text prompt: "_____ you ever make anything happen you couldn't explain?" followed by "Anything you couldn't explain when you _____ angry, or scared? (do, are)". A blue circular button with a white right-pointing arrow is located on the right side of the text prompt.

Activity 1.4: Talking About Someone Else

Image 26

Character description: Harry

HARRY

My name is Harry Potter. My father's name is James. My mother's name is Lily. I am an only child. You-Know-Who killed my parents when I was a baby. I live with Aunt Petunia, Uncle Vernon, and cousin Dudley in Surrey. They don't like me very much because they are afraid of magic.

I have got short, brown hair. It is often messy. I have got green eyes, like my Mom.

At Hogwarts, I am in House Gryffindor. My best friends Ron and Hermione are also there. Gryffindor is a House of the brave. Teachers sometimes say I am reckless.

I am a big Quidditch fan. I love to fly and I'm good at it, too! My favourite time of the week is Quidditch practice. I also like to hang out with Ron and Hermione in the Gryffindor common room, and visit Hagrid at his hut in the afternoon.

I have a snow owl called Hedwig. I bought her on my first trip to Diagon Alley. She hoots a lot at night and her cage needs to be cleaned often, but I am very fond of her.



Image 27*Character description: Hermione***HERMIONE**

My name is Hermione Granger. I am from London.

My parents are dentists. I haven't got any siblings.

At Hogwarts, I am in House Gryffindor with Harry and Ron. We didn't like each other very much at first. We are best friends now. We defeated a troll together.

I have long, brown, bushy hair and brown eyes. I am medium height.

My favourite place is the library at Hogwarts. I can find any information there. I am curious and hard-working. I am the top witch in my class. I like to read, study, and hang out with Harry and Ron. They are a bit lazy and want to copy my homework all the time.

I am not very good at sports but I like to watch the Gryffindor team play Quidditch. I enjoy learning new spells and charms. For example, I can open locked doors with "Alohomora", or make things fly with "Wingardium Leviosa". I am also compassionate. I fight for justice. I helped Hagrid prepare for the trial of Buckbeak the Hippogriff, and I also want to liberate house-elves.



Image 28

Character description: Draco

DRACO

My name is Draco Malfoy. My father's name is Lucius. My mother's name is Narcissa. I am an only child. Our family is very rich. We live in a large manor in Wiltshire, England.

I have got sleek, blonde hair and grey eyes.

At Hogwarts, I am in House Slytherin. The Sorting Hat put me there because I am intelligent and cunning. Some people say I am arrogant and conceited, because they can't see my genius. They also say I am jealous of Harry Potter. That's not true!

My best friends are called Crabbe and Goyle. They are not too smart but I can count on them. It is usually me who comes up with good ideas. Our parents are friends, too.

I like to play Quidditch, hang out with Crabbe and Goyle, and curse Muggles when the teachers are not looking.



Image 29*Character description: Ron*

RON


My name is Ronald Weasley. I am from Devon, England. My mother is called Molly. She is a housewife. My dad's name is Arthur. He works at the Ministry of Magic.

Our family is very big. I have a sister, Ginny, and five brothers. We are all in House Gryffindor.

I have got medium length, wavy red hair. I have got grey eyes. I am tall and lean. I am really good at wizard's chess.

My best friends are Harry and Hermione. I like to hang out with them in the Gryffindor common room. Hagrid is also our friend. We visit him all the time at his hut. He lives near the Forbidden Forest. The forest is full of spiders. I do not like spiders at all. The way they crawl scares me.

My friends say I am funny. I like to make them laugh. My favourite sport is Quidditch. I play keeper on the Gryffindor team. I went to the Quidditch World Cup final with my family and friends. That was a blast!

A portrait of Ron Weasley, a young man with wavy red hair and grey eyes, wearing a dark blue sweater over a white collared shirt and a striped tie. The portrait is framed by a red dotted border.

Activity 1.6: Live or Synchronized Class

Image 30

Character cards: Draco

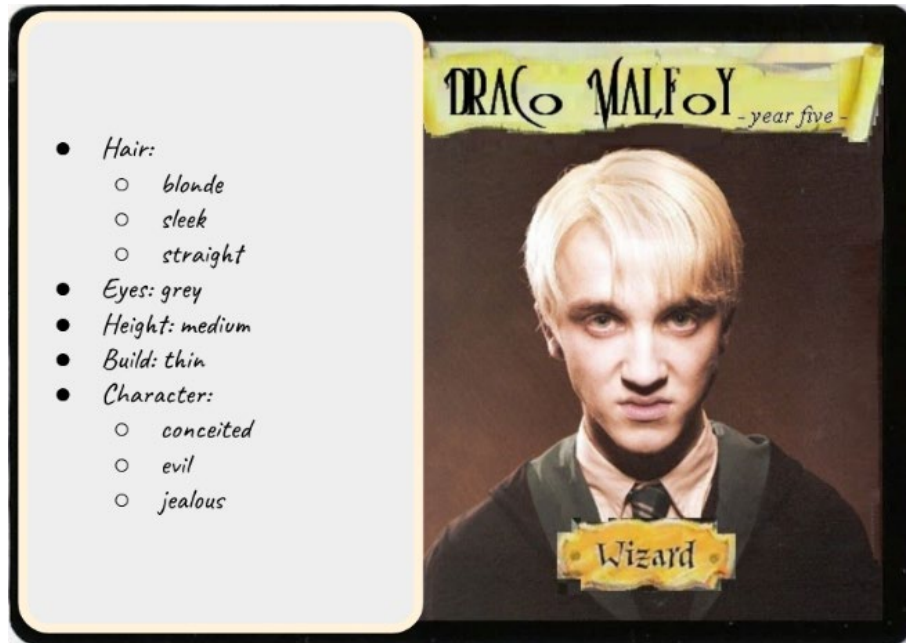


Image 31

Character cards: Harry

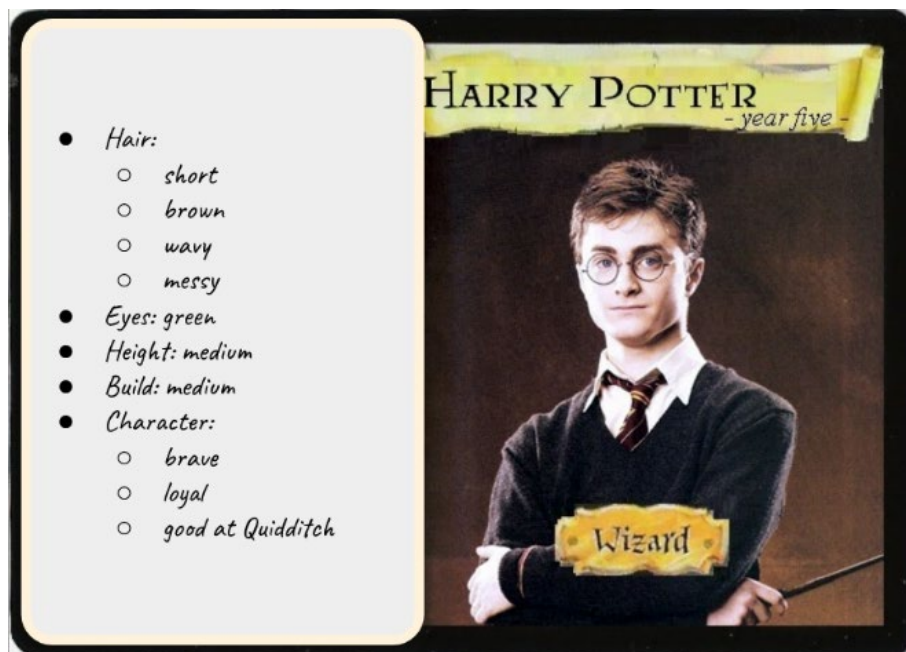
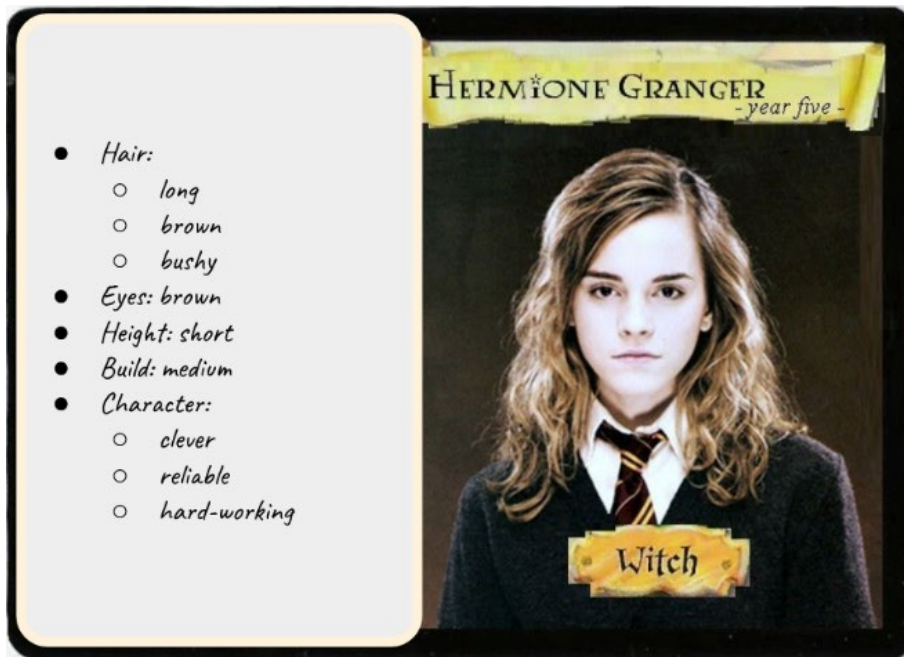


Image 31

Character cards: Hermione

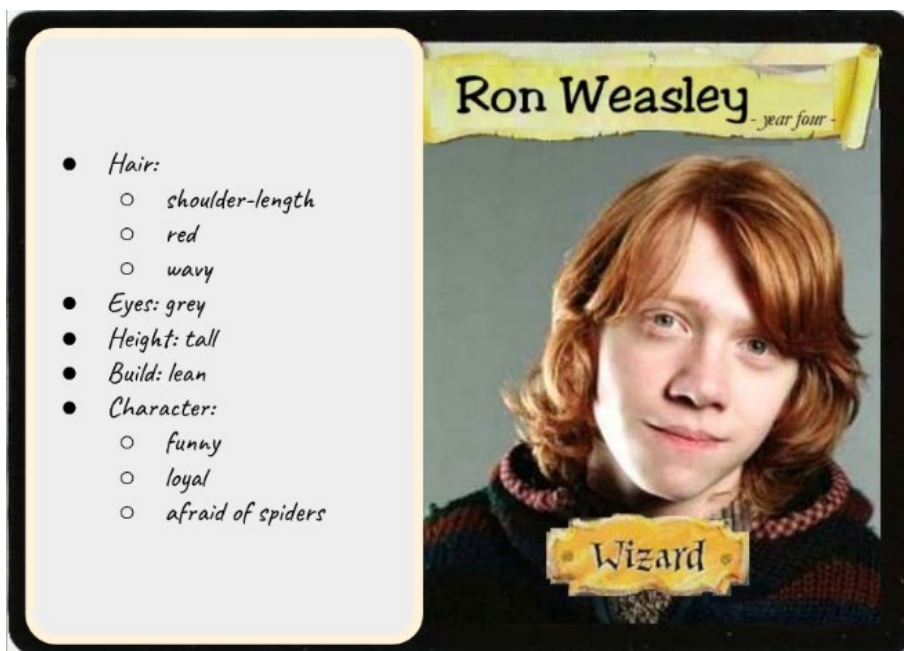


A character card for Hermione Granger. The card is divided into two main sections. On the left is a light grey rounded rectangle containing a list of character traits. On the right is a photograph of Hermione Granger with long, wavy brown hair, wearing a dark blue school sweater over a white collared shirt and a striped tie. Above the photo is a yellow banner with the text 'HERMIONE GRANGER' and '- year five -' below it. Below the photo is a yellow banner with the word 'Witch'.

- *Hair:*
 - *long*
 - *brown*
 - *bushy*
- *Eyes: brown*
- *Height: short*
- *Build: medium*
- *Character:*
 - *clever*
 - *reliable*
 - *hard-working*

Image 32

Character cards: Ron



A character card for Ron Weasley. The card is divided into two main sections. On the left is a light grey rounded rectangle containing a list of character traits. On the right is a photograph of Ron Weasley with shoulder-length, wavy red hair, wearing a dark sweater with a red and white patterned collar. Above the photo is a yellow banner with the text 'Ron Weasley' and '- year four -' below it. Below the photo is a yellow banner with the word 'Wizard'.

- *Hair:*
 - *shoulder-length*
 - *red*
 - *wavy*
- *Eyes: grey*
- *Height: tall*
- *Build: lean*
- *Character:*
 - *funny*
 - *loyal*
 - *afraid of spiders*

Image 33*Celebrity Roleplay: Celebrity***Celebrity: Cara Millhouse**

You are a teen pop star from the UK. You've just made the top of the charts with your new single "It wasn't me". You travelled to Los Angeles to receive a Golden Record Award. You have an interview with Teen Magazine. The magazine would like to publish the interview in the next issue and put your photo on the cover. Prepare to talk about yourself with the interviewer.

- Born: 16.04.2004, London
- Parents: Amy, singer and George, producer
- Siblings: Matt (15) and Diane (12)
- Pets: Milly the Cat.
- Milly's story: You got her from your boyfriend Gary for your 14th birthday.
- Hobbies: Windsurfing, Running on the beach.

Image 34*Celebrity Roleplay: Interviewer***Interviewer**

- Hi Cara, congratulations on the Golden Record Award! Can I ask you a few questions for Teen Magazine?
- Can you tell us a little about your parents?
- Do you have any siblings?
- Do you have any pets?
- Where did you get Milly from?
- What do you like to do in your free time?

Week 2***Activity 2.1: Talking About Your Family***

[Link to video](#)

Image 35

Screenshot of Annotated Video



Image 36

Screenshot of Multiple Choice Quiz after Video

Check your understanding: multiple choice

Talking about your family

Choose the correct option to complete the sentence.

6 items remaining

Jack is surprised because ...

- you can't buy Game of Kings there yet.
- he doesn't like Game of Kings.
- Game of Kings is expensive.

Progress indicator: 6 dots, 1st dot filled.

Navigation: < >

Buttons: Finish, Try again

Image 37

Screenshot of Fill in the Gap Exercise after Video

▼ Check your understanding: gap fill

12 items remaining

really nice you want to play? to someone else I was really little
 sent it to me. half-brother older than me he met my mum
 was divorced married an American been to visit him twice.
 on Skype a lot

Jack: Hi Sam. How's it going?
 Sam: Good. How are you?
 Jack: Fine, thanks. Hey, is that the new version of Game of Kings?
 Sam: Yeah, do It's great!
 Jack: Oh! You can't buy that here! Where did you get it?
 Sam: From my brother. He
 Jack: What? Charlie?
 Sam: No, my other brother, Rob. ... Well, he's my .
 Jack: But ... I don't get it ...
 Sam: He's my dad's son. My dad went to New York to study and .
 Jack: Your mum's American?!

Sam: No, my mum's from ... before

Activity 2.2: The Storm

[Link to video](#)

Image 38

Screenshot of Video with Subtitles Highlighting Past Tense Verbs



Image 39

Word List

Present	Past Simple	Present	Past Simple
be	was / were	begin	began
break	broke	bring	brought
build	built	buy	bought
catch	caught	choose	chose
come	came	cost	cost
cut	cut	do	did
draw	drew	drink	drank
drive	drove	eat	ate
fall	fell	feel	felt
fight	fought	find	found
fly	flew	forget	forgot
freeze	froze	get	got
give	gave	go	went
have	had	hear	heard
hold	held	hit	hit
keep	kept	know	knew
learn	learnt	leave	left
lead	led	let	let
lie	lay	lose	lost
make	made	mean	meant
meet	met	pay	paid
put	put	read	read
ride	rode	run	ran
say	said	see	saw
sell	sold	send	sent
set	set	shut	shut
sing	sang	sit	sat
sleep	slept	speak	spoke
spend	spent	stand	stood
steal	stole	swim	swam
take	took	teach	taught
tell	told	think	thought
understand	understood	wake	woke
wear	wore	win	won
write	wrote		

Image 40

Screenshot of True/False Quiz after Video

The screenshot shows a quiz interface with a purple header bar containing the text "Check your grammar: true or false - past simple irregular verbs". Below the header, the quiz title "Past simple - irregular verbs" is displayed in purple, followed by the question "Are the sentences true or false?". A blue badge on the right indicates "6 items remaining". The quiz consists of five numbered questions, each with two radio button options: "True" and "False".

Check your grammar: true or false - past simple irregular verbs

Past simple - irregular verbs

Are the sentences true or false?

6 items remaining

1. To form the past simple, we add '-ed' to the end of regular verbs.
 True False
2. There are many different types of endings of irregular verbs in the past simple.
 True False
3. We use 'did' + 'not' + infinitive to form past simple negatives with all types of verbs.
 True False
4. We use 'did' + subject + infinitive to form past simple questions with all types of verbs.
 True False
5. There are clear rules about the endings of past simple irregular verbs.

Image 41

Screenshot of Multiple Choice Quiz after Video

The screenshot shows a quiz interface with a purple header bar containing the text "Check your grammar: multiple choice - past simple irregular verbs". Below the header, the title "Past simple - irregular verbs" is displayed in purple, followed by the instruction "Choose the correct word to complete the sentences." A progress indicator shows "8 items remaining" in a light blue box. The current question is "We ____ about the storm on the news." with two radio button options: "hear" and "heard". A progress bar with seven dots is shown below the options, with the first dot highlighted in purple. Navigation arrows (left and right) are positioned below the progress bar. At the bottom, there are two buttons: "Finish" with a flag icon and "Try again" with a refresh icon.

Check your grammar: multiple choice - past simple irregular verbs

Past simple - irregular verbs

Choose the correct word to complete the sentences.

8 items remaining

We ____ about the storm on the news.

hear

heard

Finish

Try again

Image 42

Screenshot of Fill in the Gap Exercise after Video

Check your grammar: gap fill - past simple irregular verbs

Past simple - irregular verbs

Write the past simple form of the verb in brackets.

8 items remaining

1. I (buy) some food for lunch.
2. Who (meet) you at the airport?
3. We all (have) the same idea.
4. (do) you speak to Sophie?
5. I (see) the weather forecast earlier.
6. He (give) us a lift into town.
7. She (read) three books in one week!
8. They (take) a taxi to the hotel.

[Finish](#)

[Try again](#)

Activity 2.3: Actors in real life

Image 43

Mystery Actor Assignment Job Aid

MYSTERY ACTOR

Write a 150-word description about the actor you are assigned. Describe him or her to the class at the weekly session. Do not reveal who he or she is. The class will guess who you are talking about. Use the following prompts and word bank to write your description. You can use words that are not on the list, too!

Background

- Where does he come from?
- Where was he born?
- What do his parents do?
- Does he have any siblings?
- Does he have any pets?

Appearance

- Is this person a boy or a girl?
- What does he look like?
- Is he short/tall, thin/large?
- What is his hair like?
- What is the colour of his eyes?

Personality

kind - evil	generous - stingy
honest - dishonest	sensitive - insensitive
nice - horrible	lazy - hard-working
pleasant - unpleasant	patient - impatient
fun - boring	reliable - unreliable
cheerful - miserable	sensible - foolish
clever - thick	calm - nervous
smart - dumb	genuine - pretentious
quiet - loud	relaxed - tense
sporty - studious	humble - arrogant
shy - confident	polite - impolite

Interests

- Does he have any hobbies?
- What does he enjoy doing?
- What is he good at?


Activity 2.5: Live or Synchronized class

Image 44

Kahoot Game Presenter View: Question 1

break

9



Skip

0
Answers

▲ broken

◆ broken

● broke

■ breaking


1/20
🔒 kahoot.it Game PIN: 4872305

Image 45

Kahoot Game Instructor View: Question 2

catch

9



Skip

0
Answers

▲ catcher

◆ caught

● caught


■ cat

2/20
🔒 kahoot.it Game PIN: 4872305

Image 46

Kahoot Game Presenter View: Question 3

come



9

Skip

0 Answers

▲ comed

◆ come

● came

■ coming


3/20

kahoot.it Game PIN: 4872305

Image 47

Kahoot Game Presenter View: Question 4

draw



9

Skip

0 Answers

▲ drew

◆ draw

● drew

■ drawn

4/20

kahoot.it Game PIN: 4872305


Image 48

Kahoot Game Presenter View: Question 5

drive

9

skip
0
 Answers



▲ drove

◆ driven

● drove

■ driver

5/20
🔒 kahoot.it Game PIN: 4872305


Image 49

Kahoot Game Presenter View: Question 6

buy

9

skip
0
 Answers



▲ brought

◆ bought

● bring

■ buyed

6/20
🔒 kahoot.it Game PIN: 4872305


Image 50*Kahoot Game Presenter View: Question 7*

fall

⊞
⊕

[Skip](#)

0
Answers



7

▲ fallen	◆ falled
● full	■ fell

7/20 🔒 kahoot.it Game PIN: 4872305


Image 51*Kahoot Game Presenter View: Question 8*

feel

⊞
⊕

[Skip](#)

0
Answers



9

▲ feeled	◆ fall
● felt	■ fell


8/20 🔒 kahoot.it Game PIN: 4872305

Image 52

Kahoot Game Presenter View: Question 9

cost

7



Skip

0
Answers

▲ cost

◆ cast

● costed

■ coast


9/20
kahoot.it Game PIN: 4872305

Image 53

Kahoot Game Presenter View: Question 10

learn

9



Skip

0
Answers

▲ learnt

◆ learner

● lean

■ learning


10/20
kahoot.it Game PIN: 4872305

Image 54

Kahoot Game Presenter View: Question 11

win

18



Skip

0
Answers

▲ wine	◆ wined
● win	■ won


11/20
🔒 kahoot.it Game PIN: 4872305

Image 55

Kahoot Game Presenter View: Question 12

say

9



Skip

0
Answers

▲ sayed	◆ sad
● saed	■ said


12/20
🔒 kahoot.it Game PIN: 4872305

Image 56

Kahoot Game Presenter View: Question 13

sing

9



Skip
0
 Answers

▲ sing

◆ sang

● singed

■ sung


13/20
kahoot.it Game PIN: 4872305

Image 57

Kahoot Game Presenter View: Question 14

bring

19



Skip
0
 Answers

▲ bring

◆ bought

● brought

■ broad


14/20
kahoot.it Game PIN: 4872305

Image 58

Kahoot Game Presenter View: Question 16

forget

9



Skip
0
 Answers

▲ forget	◆ forgotten
● forget	■ fort


15/20
🔒 kahoot.it Game PIN: 4872305

Image 59

Kahoot Game Presenter View: Question 16

read

9



Skip
0
 Answers

▲ red	◆ read
● rad	■ reed

16/20
🔒 kahoot.it Game PIN: 4872305

Image 60

Kahoot Game Presenter View: Question 17

run

9



skip
0
 Answers

▲ run

◆ runed

● ran

■ rune


17/20
kahoot.it Game PIN: 4872305

Image 61

Kahoot Game Presenter View: Question 18

send

9



skip
0
 Answers

▲ send

◆ sent

● sand

■ sad


18/20
kahoot.it Game PIN: 4872305

Image 62

Kahoot Game Presenter View: Question 19

ride

9



Skip
0
Answers

<input type="radio"/> rid	<input type="radio"/> rode
<input type="radio"/> red	<input type="radio"/> ridden

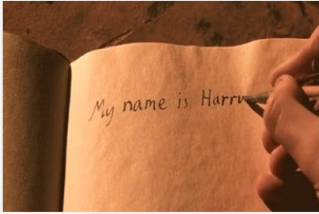
19/20kahoot.it Game PIN: 4872305

Image 63

Kahoot Game Presenter View: Question 20

write

9



Skip
0
Answers

<input type="radio"/> write	<input type="radio"/> wrote
<input type="radio"/> writ	<input type="radio"/> written

20/20kahoot.it Game PIN: 4872305

Image 64

Kahoot Game Player View

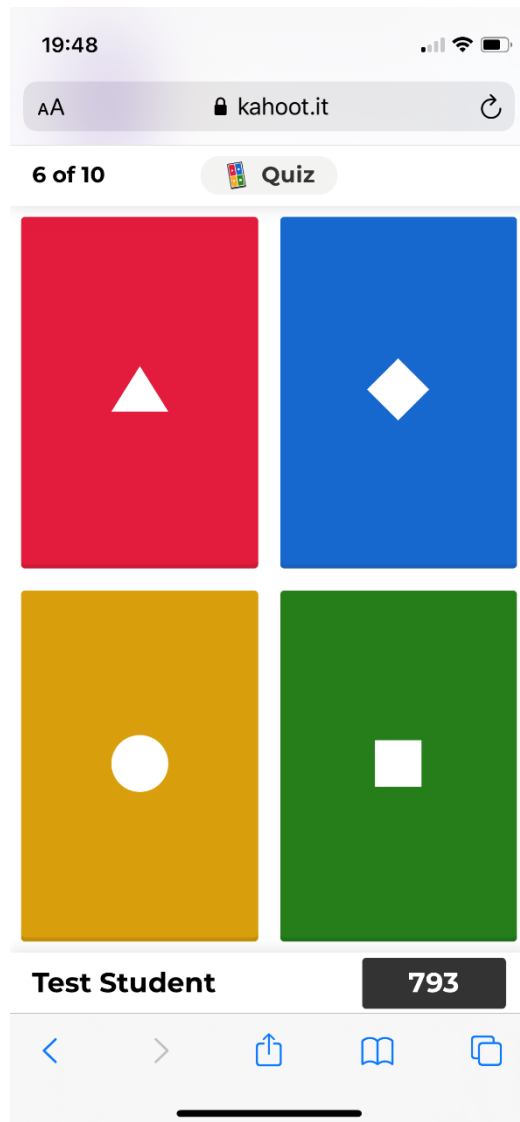


Image 65

Kahoot Game: Winner Announcement



Week 3***Activity 3.1: Exploring London***

[Link to video](#)

Image 66

Screenshot of Video with Subtitles



Activity 3.2: Crossword - The City of London

[Link to Google Slide](#)

Image 67

Crossword Activity

ACROSS

- ____ Bridge (had to be closed few days after it opened)
- Houses of _____, where the government meets
- ____ Modern, and art gallery that used to be a power station
- ____ Ben, famous clocktower
- Tower _____, a structure on the river Thames that can be opened up when big boats pass

DOWN

- St Paul's _____
- ____ Palace, home of the Queen
- ____ Square, where Admiral Nelson's monument stands
- The London _____, a giant ferris wheel
- _____ of London, a medieval prison

Activity 3.3: Famous Landmarks**Image 68***Reading and Comprehension Exercise: Question 1*

This building is large and long. It is situated on the bank of the River Thames. It has several towers. The modern building we see today was built in 1834. It has a yellowish colour because it is made of limestone. *

0 points

 Houses of Parliament St Paul's Cathedral Tate Modern

Image 69*Reading and Comprehension Exercise: Question 2*

This is one of the oldest landmarks in London. It houses the crown jewels and is guarded by the highest security guards. It lies on the bank of the River Thames. This building was used as a prison in medieval times. 0 points



The Tower of London



Buckingham Palace



Houses of Parliament

Image 70*Reading and Comprehension Exercise: Question 3*

This landmark is fairly recent. The structure is made of steel and stone. Just a few days after the opening, it had to be closed again because it became unstable. This landmark is also featured in Harry Potter and the Half-Blood Prince. *

0 points

 Tate Modern Millenium Bridge The London Eye

Image 71*Reading and Comprehension Exercise: Question 4*

Select three sentences that are TRUE for this landmark. Use the image as an aid. * 0 points



- This is a square in the outskirts of London.
- There is a fountain and two tall monuments on the square.
- The monument is a memorial to Admiral Nelson and commemorates his victory in the Battle of Trafalgar in 1805.
- The square is paved with stone.
- The statue of Admiral Nelson is on the ground next to the fountain.
- The statue of Admiral Nelson is on top of a column.

Image 72*Reading and Comprehension Exercise: Question 5*

Select three sentences that are TRUE for this landmark. Use the image as an aid. 0 points



- This building was used as a prison in medieval times.
- The Tower is famous for its clocktower.
- It was built in the nineteenth century.
- The Tower is surrounded by a thick stone wall.
- The square-shaped fortress has four towers.
- There is a large dome on the top of the building.

Image 73*Reading and Comprehension Exercise: Question 6*

Select three sentences that are TRUE for this landmark. Use the image as an aid. * 0 points



- The Queen lives here.
- The palace has two prominent towers.
- The palace guards wear bearskin hats and red uniforms.
- The palace is a four-storey building.
- Two lampposts flank the main gate.
- The building is surrounded by a thick stone wall.

Image 74*Reading and Comprehension Exercise: Question 7*

Select four sentences that are TRUE for this landmark. Use the image as an aid. 0 points



- Tower Bridge is an iconic landmark of London.
- The bridge has three pillars.
- The lower bridge can be opened up to allow big boats to pass.
- The suspension is painted blue and white.
- The top of the pillars are flat.
- The bridge spans the River Thames.

Activity 3.4: The Great Fire of London

[Link to asset](#)

Image 75

Reading and Comprehension Text and Worksheet: The Great Fire of London

🔥 The Great Fire of London 🔥

-Vocabulary check: Match the word to the definition

Word	Definition
- Took place	- to move into more places
- Mayor	- person in charge of city/town
- Lane	- happened
- Spread	- very bad or unpleasant
- Diary	- a book in which you write your feelings and thoughts
- Narrow	- long and not wide
- Terrible	- road or path

1) Read the text below about the Great Fire and answer the questions.

The Great Fire of London

London was a big city before the fire of London. Half a million people lived there. The houses were made of wood, and the lanes between them were very narrow. The Great Fire of London took place 350 years ago, on Sunday 2nd September in 1666. The fire started in a bakery in Pudding Lane. There was no rain that summer so London was very dry and the wind spread the flames. Fire-fighting equipment was not very good and it was difficult to get water unless near the river. The fire lasted for 4 days and burned down most of London. A man called Samuel Pepys* wrote about the fire in his diary and told the king, King Charles II, and his brother, the Duke of York, had to take charge of fighting the fire. Not many people died in the Great Fire of London, some say only 16. After the fire, the king rebuilt the city with buildings made from bricks and stone. It took ten years to rebuild.

Edward Lyle® *Pepys is pronounced /peeps/

a. Find and underline all of the verbs in the simple past.

b. When did the fire happen?


c. Who wrote about the fire in his diary?

d. How many people died in the fire?

e. How long did the fire last?

f. Why did the fire spread so quickly?

g. How long did it take to rebuild London?



The Great Fire of London

True or False

- The word 'great' can mean very good or very big.
- The fire burnt quickly because the houses were made of stone and brick.
- The fire started in a school.
- It was the biggest fire ever seen in London.


Edward Lyle® 19.11.13

Activity 3.5: Landmarks

Image 76

Landmarks: The Tower of London

THE TOWER OF LONDON



The Tower of London is an iconic landmark in the City of London. It was built nearly a thousand years ago, in 1066. Originally it was a wooden castle, but soon work began on the great tower, which is now called the White Tower. The area is surrounded by stone walls and a moat. When the castle was in danger the moat was filled with water to prevent the enemy from getting close to the building. Today the moat is usually empty but it is filled up on special occasions.

The tower was built as a fortress and royal residence. It also fulfilled other roles. The king kept his animals here, including a polar bear and even an elephant! This was very unusual 800 years ago. There was also a mint, a kind of workshop where coins are made.

A stone fortress at that time was very safe. It protected the inhabitants of the fortress and their possessions. The king kept his most important documents here. Today it is home of the most valuable items of the British Monarchy: the crown jewels.

According to a legend, at least half a dozen ravens must stay within the castle area. If they fly away, the monarchy will fall.

Image 77

Landmarks: Buckingham Palace

BUCKINGHAM PALACE



Buckingham Palace is located on The Mall in London. The Queen lives here. It is the official headquarters of the United Kingdom. The original Buckingham House was a large townhouse. It was built in 1703. It was turned into a royal residence by Queen Victoria in 1837. Electricity was first installed in the Ball Room in 1883.

The building has a large, three-storey central block with two smaller service wings. It measures 108 m by 120 m and is 24 m high. The facade includes the famous balcony on which the Royal Family greets crowds during public ceremonies. There are 775 rooms in the palace. The Queen meets guests in the state rooms.

Although the palace has the highest security, a man managed to break into it twice in 1982. He entered the Queen's bedroom and had a conversation with her about social issues.

In addition to the Union Jack, the official flag of the United Kingdom, the royal family have their own flag called the Royal Standard. Visitors can see the Royal Standard when the Queen is at Buckingham Palace. If the Union Jack is flown, the Queen is elsewhere.

Image 78

Landmarks: Buckingham Palace

HOUSES OF PARLIAMENT



The history of the Palace of Westminster began in the Middle Ages when it was used as a royal residence. It was strategically important at that time as it was located on the banks of the River Thames. The original medieval buildings were destroyed, damaged, and rebuilt throughout the centuries. The oldest existing part of the Palace, Westminster Hall, dates from around 1100.

The Royal Council met in Westminster Hall. It consisted of two groups called "Houses": the House of Lords and House of Commons. Members of the House of Lords are noblemen. Members of the House of Commons are elected by the British people. Because the palace was originally a royal residence, it included no purpose-built chambers for the two Houses. In the 17th century the Palace was rebuilt to include more rooms.

Fire destroyed most of the building in 1834. The building was restored after the incident in a new style. The clock tower with Big Ben was also added at this time. It was again severely damaged in World War II. Today, the building is in bad condition and needs repair. It is likely that the Parliament will need to meet at a temporary location while repair works are carried out.

Image 79

Landmarks: Tower Bridge

TOWER BRIDGE



The Tower bridge is an iconic landmark and symbol of London. It was built at the end of the 19th century. East London became commercially very important at that time. The new bridge served as a connection between the busy trading areas.

The bridge is 240 m in length. It has two 65 m high bridge towers. These are connected at two levels. The upper level is a pedestrian zone. The lower level is for car traffic and can be opened up to allow big boats to pass through. It takes about 15 min to open and close the bridge. It is raised about 1000 times a year. 24 hours' notice is required before opening the bridge, and opening times are published in advance on the bridge's website.

Information was not always so easily available. In 1952, the bridge opened while a double-decker bus was crossing from the south bank. It was the gateman's job to ring a warning bell and close the gates before raising the bridge. The gateman on duty failed to do this. The bus was near the edge of the split when the road started to rise. The driver made a split-second decision to accelerate over to the other side. The manoeuvre was successful and there were no serious injuries.

Activity 3.7: Live or Synchronized Class

Image 80

Landmark Cards: Big Ben



Image 81

Landmark Cards: Big Ben

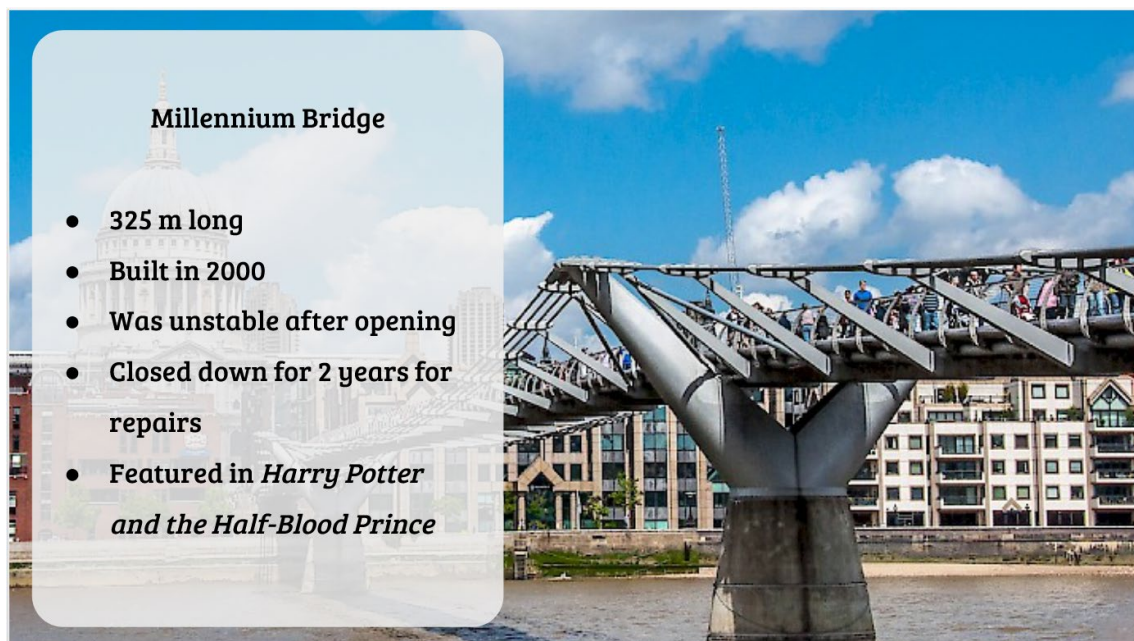
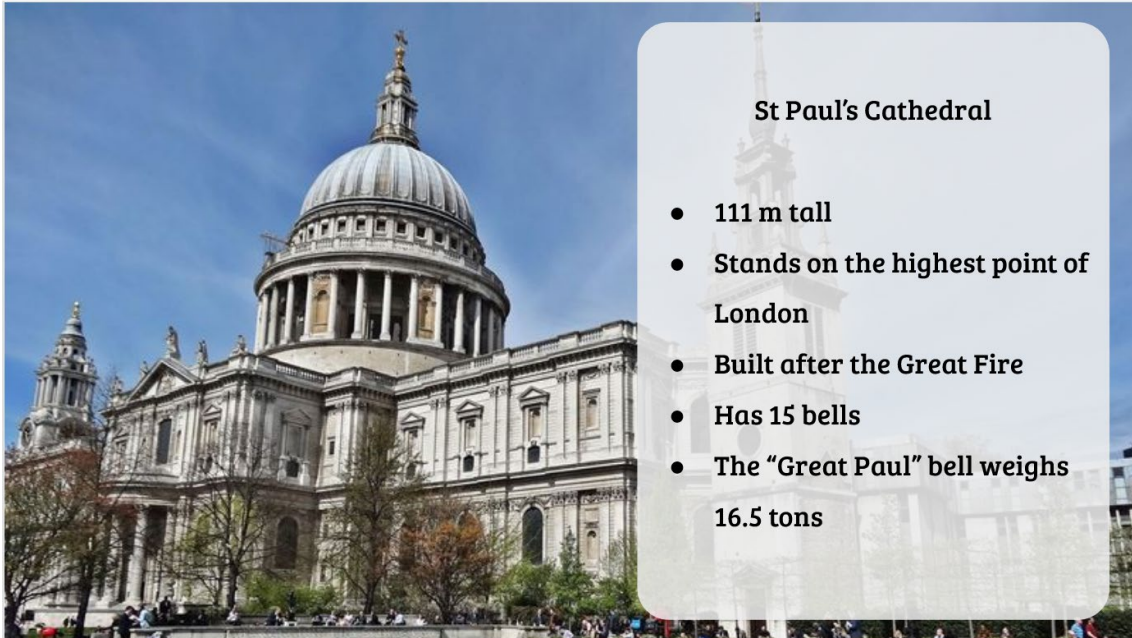
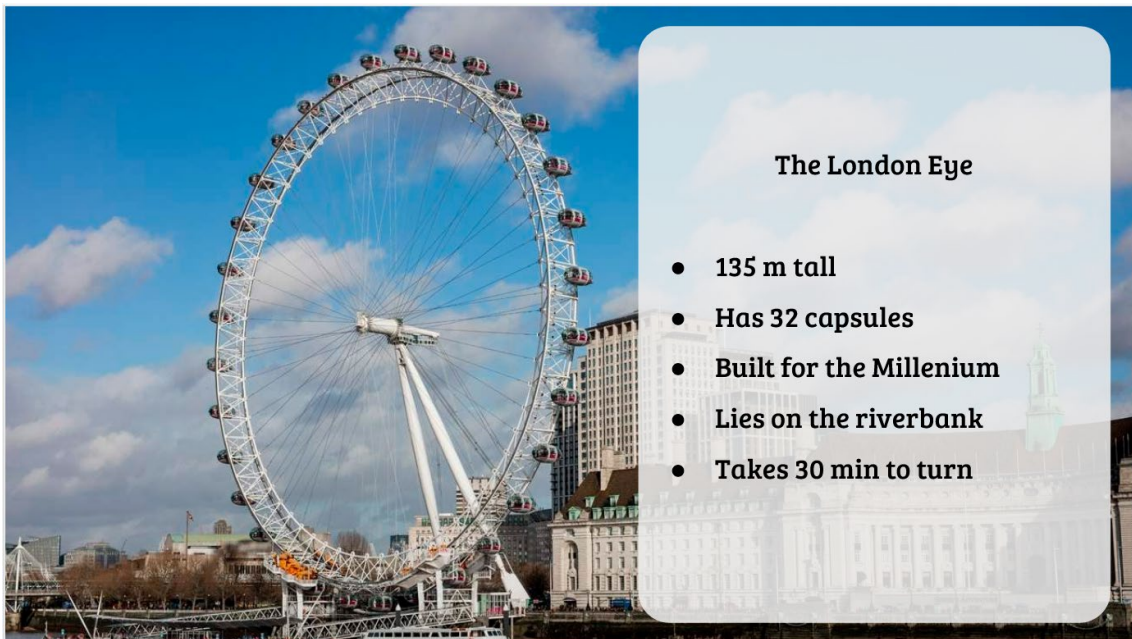


Image 82*Landmark Cards: St Paul's Cathedral***St Paul's Cathedral**

- 111 m tall
- Stands on the highest point of London
- Built after the Great Fire
- Has 15 bells
- The "Great Paul" bell weighs 16.5 tons

Image 83*Landmark Cards: The London Eye***The London Eye**

- 135 m tall
- Has 32 capsules
- Built for the Millennium
- Lies on the riverbank
- Takes 30 min to turn

Image 84

Map Asset for Meetup in London Game

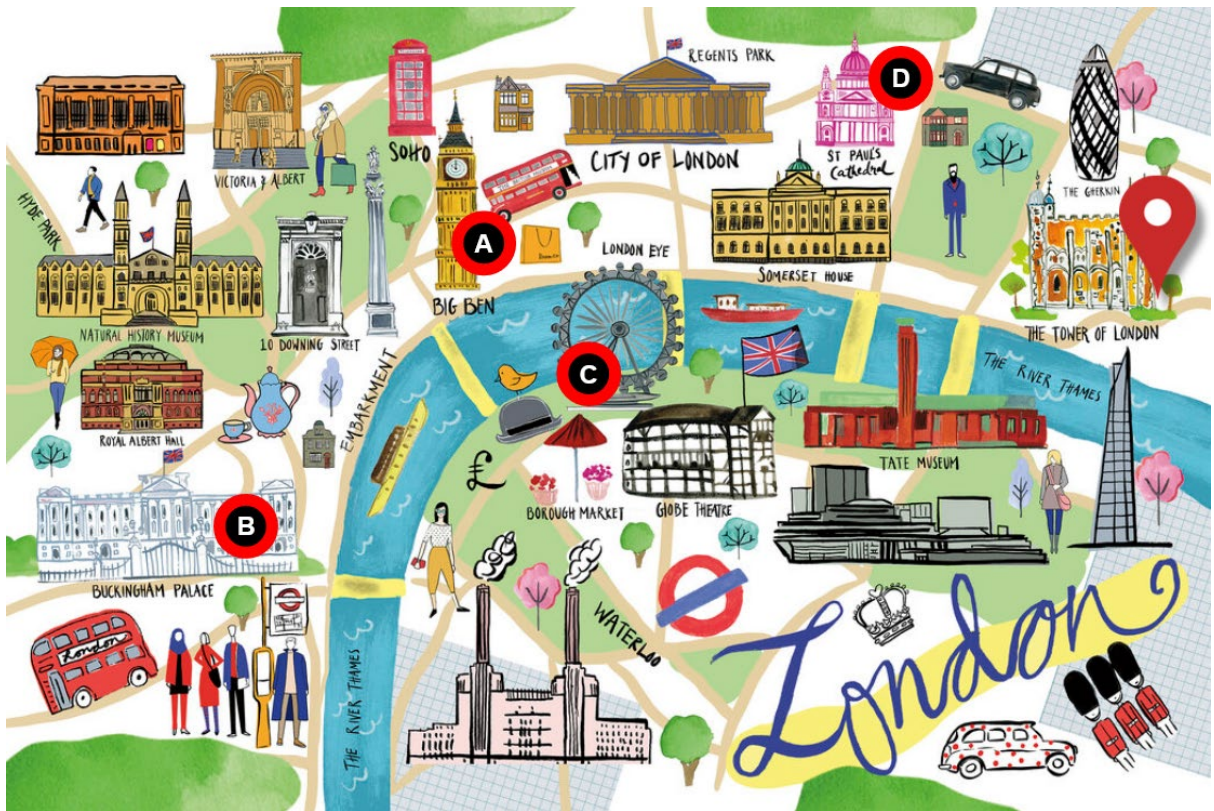
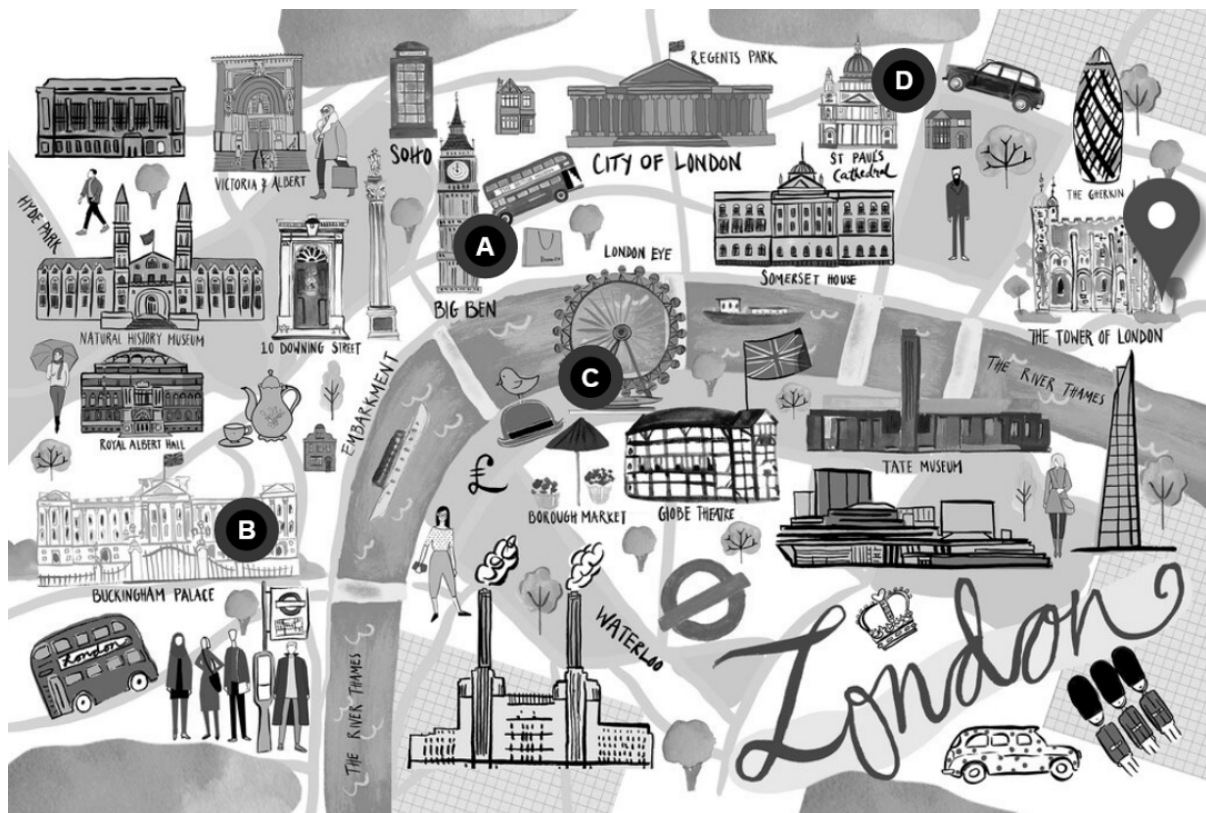


Image 85

Map Asset for Meetup in London Game: Grayscale Version



Appendix C: Class Participation Evaluation Rubric

Image 86

Evaluation Rubric for Class Participation: Warm-up, Presentation, and Discussion

<p>Participation in warm-up exercise /1 </p> <p>2-3 sentences on a guided subject.</p> <div style="border: 1px solid gray; width: 150px; height: 80px; margin: 10px auto; display: flex; align-items: center; justify-content: center;"> 1 pt </div>				
<p>Presentation /10 </p> <p>Student gives presentation to the class.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 33%; padding: 5px;"> <p>Excellent 10 pts</p> <p>Very few grammatical errors, uses new words and phrases correctly, relevant content</p> </td> <td style="width: 33%; padding: 5px;"> <p>Good 5 pts</p> <p>Some grammatical errors, uses relevant vocabulary, relevant content, good effort</p> </td> <td style="width: 33%; padding: 5px;"> <p>Needs improve... 0 pts</p> <p>Unprepared, several grammatical errors, does not use relevant vocabulary or new phrases, irrelevant content</p> </td> </tr> </tbody> </table>		<p>Excellent 10 pts</p> <p>Very few grammatical errors, uses new words and phrases correctly, relevant content</p>	<p>Good 5 pts</p> <p>Some grammatical errors, uses relevant vocabulary, relevant content, good effort</p>	<p>Needs improve... 0 pts</p> <p>Unprepared, several grammatical errors, does not use relevant vocabulary or new phrases, irrelevant content</p>
<p>Excellent 10 pts</p> <p>Very few grammatical errors, uses new words and phrases correctly, relevant content</p>	<p>Good 5 pts</p> <p>Some grammatical errors, uses relevant vocabulary, relevant content, good effort</p>	<p>Needs improve... 0 pts</p> <p>Unprepared, several grammatical errors, does not use relevant vocabulary or new phrases, irrelevant content</p>		
<p>Discussion /6 </p> <p>Guided discussion or presentation</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 33%; padding: 5px;"> <p>Excellent 6 pts</p> <p>Applies familiar pattern, uses relevant words and phrases correctly</p> </td> <td style="width: 33%; padding: 5px;"> <p>Good 3 pts</p> <p>Applies familiar pattern correctly, misses some key words and phrases from the relevant vocabulary</p> </td> <td style="width: 33%; padding: 5px;"> <p>Needs improve... 0 pts</p> <p>Does not apply the model, does not include at least 5 words from the relevant vocabulary</p> </td> </tr> </tbody> </table>		<p>Excellent 6 pts</p> <p>Applies familiar pattern, uses relevant words and phrases correctly</p>	<p>Good 3 pts</p> <p>Applies familiar pattern correctly, misses some key words and phrases from the relevant vocabulary</p>	<p>Needs improve... 0 pts</p> <p>Does not apply the model, does not include at least 5 words from the relevant vocabulary</p>
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<p>Casual discussion or group game /3 </p> <p>Casual discussion or group game</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 50%; padding: 5px;"> <p>Excellent 3 pts</p> <p>Participates actively</p> </td> <td style="width: 50%; padding: 5px;"> <p>Needs improve... 0 pts</p> <p>Does not participate actively</p> </td> </tr> </tbody> </table>		<p>Excellent 3 pts</p> <p>Participates actively</p>	<p>Needs improve... 0 pts</p> <p>Does not participate actively</p>	
<p>Excellent 3 pts</p> <p>Participates actively</p>	<p>Needs improve... 0 pts</p> <p>Does not participate actively</p>			