



FREEDOM ENGLISH ACADEMY

**ENABLING PROFESSIONAL
CAREERS FOR YOUTH**

FEA Curriculum Framework 2017



Outcomes (Language)



FREEDOM ENGLISH ACADEMY
ENABLING PROFESSIONAL
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Benchmark(s) - Common European Framework of Reference for Languages Strand - Writing

| Book 1 | Book 2 | Book 3 | Book 4 | Book 5 |
|---|---|--|---|--|
| <p>Creative Writing - 1. Write a series of simple a. phrases about i) family ii) living conditions, iii) educational background iv) present or most recent job. b. sentences about i) family ii) living conditions, iii) educational background iv) present or most recent job. 2. Write a description of a. an event b. a recent trip – real or imagined. 3. Write about everyday aspects of a. people b. places c. a job or study experience using short simple sentences.</p> <p>Reports & Essays - 1. Write simple topical sentences - using simple, repetitive but appropriate vocabulary.</p> <p>Monitoring & Repair - 1. Ask for confirmation that a form used is correct.</p> | <p>Creative Writing - 4. Write straightforward, detailed descriptions on a range of familiar subjects in the field of interest. 5. Write a story. 6. Write accounts of experiences, describing feelings and reactions in simple connected text. 7. Write about everyday aspects of a. people b. places c. a job or study experience using linked sentences. 8. Write short, simple imaginary biographies 9. Write simple poems about people.</p> <p>Reports & Essays - 2. Write very brief reports to a standard format, which convey a. routine factual information b. cause-effect</p> <p>Monitoring & Repair - 2. Can start again using a different tactic when communication breaks down.</p> | <p>Creative Writing - 10. Write clear, detailed descriptions of real or imaginary events and experiences, marking the relationship between ideas following established conventions. 11. Write clear, detailed descriptions on a variety of subjects related to field of interest. 12. Write a review of a - a. movie b. book. 13. Write basic descriptions of - a. events b. past activities c. personal experiences</p> <p>Reports & Essays - 3. Write short, simple essays on topics of interest. 4. Summarise actual information on familiar routine and non-routine familiar matters 5. Report actual information on familiar routine and non-routine familiar matters 6. Give opinion about information on familiar routine and non-routine familiar matters</p> <p>Monitoring & Repair - 3. Correct mix-ups with tenses or expressions that lead to misunderstandings when told that there is a problem.</p> | <p>Creative Writing - 14. Write clear, detailed, well-structured and developed - a. descriptions b. imaginative texts in a personal, natural style appropriate to the reader.</p> <p>Reports & Essays - 7. Write an essay which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options. 8. Write a report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options. 9. Synthesise information and arguments from a number of sources. 10. Evaluate different ideas or solutions to a problem.</p> <p>Monitoring & Repair - 4. Self-corrects slips and errors. 5. Can make a note of 'common mistakes' and consciously monitor for it/them.</p> | <p>Creative Writing - 15. Write clear, smoothly flowing, and interesting - a. stories b. descriptions of experience in an appropriate style.</p> <p>Reports & Essays - 10. Evaluate different ideas or solutions to a problem. 11. Write clear, well-structured expositions of complex subjects, underlining the relevant points and issues. 12. Expand and support points of view at some length with subsidiary points, reasons and relevant examples. 13. Write an essay or report which develops an argument systematically with appropriate highlighting of significant points and relevant supporting details.</p> <p>Monitoring & Repair - 6. Backtrack when encounters a difficulty and reformulate without fully interrupting the flow of writing.</p> |

Outcomes (Language)



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Benchmark(s) - Common European Framework of Reference for Languages Strand - Listening

| Book 1 | Book 2 | Book 3 | Book 4 | Book 5 |
|--|---|---|---|--|
| <p>Conversation - 1. Identify the topic of discussion on a familiar topic, when spoken to slowly and clearly.</p> <p>Listening as Live Audience - 1. Identify the topic of short talks such as monologue, on familiar topics delivered in clear and simple language.</p> <p>Announcements/Instructions - 1. Understand single-step instructions 2. Follow short, simple directions</p> <p>Listening to Media 1. Understand the topic of broadcast using some common/ key vocabulary.</p> | <p>Conversation - 2. Identify the topic of discussion, conducted slowly and clearly.</p> <p>Listening as Live Audience - 2. Follow outline of short talks on familiar topics such as monologues and simple conversations, delivered in clearly articulated standard speech.</p> <p>Announcements/Instructions - 3. Follow the main point in short, clear, simple messages 4. Follow the main point in short, clear, simple announcements. 5. Understand simple directions relating to how to get from X to Y, by foot or public transport.</p> <p>Listening to Media 2. Understand and extract the essential information from short, recorded passages about predictable everyday matters delivered slowly and clearly.</p> | <p>Conversation - 3. Generally follow the main points of extended discussion, provided speech is clearly articulated in standard dialect.</p> <p>Listening as Live Audience - 3. Follow a lecture or talk on a familiar subject if the presentation is clearly structured.</p> <p>Announcements/Instructions - 6. Understand simple technical information, such as operating instructions for everyday/familiar equipment. 7. Follow detailed directions.</p> <p>Listening to Media 3. Understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech. 4. Understand the main points of news bulletins and recorded material about familiar subjects delivered relatively slowly and clearly.</p> | <p>Conversation - 4. Follow an animated conversation between native speakers on familiar topics or topics of interest .</p> <p>Listening as Live Audience - 4. Follow the essentials of - a. lectures b. talks c. reports d. other forms of academic/ professional presentation which are propositionally and linguistically complex.</p> <p>Announcements/Instructions - 8. Understand - a. announcements b. messages about concrete and abstract topics spoken in standard dialect at normal speed.</p> <p>Listening to Media 5. Understand recordings in standard dialect about social, professional or academic life 6. Identify viewpoints and attitudes as well as the information in the recordings. 7. Understand most recorded or broadcast audio material delivered in standard dialect 8. Identify the speaker's mood, tone etc. in recorded or broadcast audio materials.</p> | <p>Conversation - 5. Easily follow complex interactions between third parties in - a. group discussions b. debates on abstract, complex unfamiliar topics.</p> <p>Listening as Live Audience - 5. Follow varied lectures, discussions and debates with relative ease.</p> <p>Announcements/Instructions - 9. Extract specific information from poor quality, audibly distorted public announcements, e.g. in a station, sports stadium etc. 10. Understand complex technical information, such as operating instructions, specifications for familiar/ unfamiliar products and services.</p> <p>Listening to Media 9. Understand a wide range of recorded and broadcast audio material 10. Identify finer points of detail including implicit attitudes and relationships between speakers in recorded and broadcast audio material.</p> |



Outcomes (Language)

Benchmark(s) - Common European Framework of Reference for Languages

Strand - Speaking

| Book 1 | Book 2 | Book 3 | Book 4 | Book 5 |
|--|--|--|--|--|
| <p>Range - 1. Basic repertoire of words and simple phrases related to personal details and particular concrete situations.</p> <p>Accuracy - 1. Shows limited control of a few simple grammatical structures and sentence patterns in a memorised mode.</p> <p>Fluency - 1. Manages very short, isolated, mainly pre- packaged utterances 2. Pauses to search for expressions to articulate less familiar words, and to repair communication.</p> | <p>Range - 2. Uses basic sentence patterns with memorised phrases, groups of a few words and formulae to communicate limited information in simple everyday situations.</p> <p>Accuracy - 2. Uses some simple structures correctly, but still makes basic mistakes.</p> <p>Fluency - 3. Make self understood in very short utterances with pauses, false starts and reformulation (vocabulary).</p> | <p>Range - 3. Has sufficient vocabulary to express self with some hesitation and circumlocutions about - a. family b. hobbies and interests c. work d. travel e. current events.</p> <p>Accuracy - 3. Uses, reasonably accurately, frequently used 'routines' and patterns associated with more predictable situations.</p> <p>Fluency - 4. Comprehensible, even though pause for grammatical and lexical planning and repair, especially in longer stretches of free production.</p> | <p>Range - 4. Has sufficient range of language to be able to - a. give clear descriptions b. express viewpoints on most general topics, without much searching for words. 5. Use some complex sentence forms.</p> <p>Accuracy - 4. Shows a relatively high degree of grammatical control. 5. Does not make errors which cause mis- understanding. 6. Self-corrects most of the mistakes.</p> <p>Fluency - 5. Produce stretches of language with a fairly even tempo with occasional hesitation when searching for expressions. 6. Rare noticeable pauses.</p> | <p>Range - 6. Use a broad range of language to express clearly in an appropriate style on a wide range of topics - a. general b. professional c. leisure</p> <p>Accuracy - 7. Consistently maintains a high degree of grammatical accuracy 8. Makes rare errors that are difficult to spot and corrected when they do occur.</p> <p>Fluency - 7. Express fluently and spontaneously, almost effortlessly.</p> |

Outcomes (Language)



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Benchmark(s) - Common European Framework of Reference for Languages

Strand - Speaking (Contd.)

| Book 1 | Book 2 | Book 3 | Book 4 | Book 5 |
|--|---|---|---|---|
| <p>Interaction - 1. Asks and answer questions about personal details. 2. Interacts in a simple way with repetition, rephrasing and repair.</p> <p>Coherence - 1. Links words or groups of words with very basic connectors like 'and'.</p> | <p>Interaction - 3. Answer questions and respond to simple statements. 4. Is rarely able to understand enough to keep conversation going.</p> <p>Coherence - 2. Links groups of words with simple connectors like 'so' 'but' and 'because'.</p> | <p>Interaction - 5. Initiates, maintains and closes simple face-to-face conversation on topics that are familiar or of personal interest. 6. Repeat last part of what someone has said to confirm understanding.</p> <p>Coherence - 3. Links a series of shorter, discrete simple elements into a connected, linear sequence of points.</p> | <p>Interaction - 7. Initiates discourse, takes turn when appropriate and ends conversation when appropriate. 8. Carry forward the discussion on familiar topics by confirming comprehension, inviting others in, etc.</p> <p>Coherence - 4. Clear, coherent discourse, during extended discussion on familiar topics.</p> | <p>Interaction - 9. Selects a suitable phrase from readily available range of discourse functions to - a. preface remarks to get or to keep the floor b. relate contributions of self and others.</p> <p>Coherence - 5. Produces clear, smoothly flowing, well- structured speech, showing controlled use of patterns, connectors and cohesive devices such as 'however'.</p> |

Outcomes (Language)



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Benchmark(s) - Common European Framework of Reference for Languages

Strand - Reading

| Book 1 | Book 2 | Book 3 | Book 4 | Book 5 |
|--|--|---|---|---|
| <p>Reading Correspondence - 1. Understand short, simple messages on postcards, posters etc.</p> <p>Reading for Orientation - 1. Recognise familiar names, words and very basic phrases on simple notices in the most common everyday situations.</p> | <p>Reading Correspondence - 2. Understand basic/standard routine letters and emails (enquiries, orders, letters of confirmation etc.) on familiar topics. 3. Can understand short simple, routine, personal letters.</p> <p>Reading for Orientation - 2. Find specific, predictable information in simple everyday material such as - a. advertisements b. prospectus es c. menus d. reference lists e. timetables. 3. Locate specific information in lists. 4. Understand everyday signs and notices: a. in public places, such as streets, restaurants, railway stations b. in workplaces, such as directions, instructions, hazard warnings .</p> | <p>Reading Correspondence - 4. Understand the description of events, feelings and wishes in written communications such as letters.</p> <p>Reading for Orientation - 5. Find and understand relevant information in everyday material a. letters b. brochures c. short official documents. 6. Scan longer texts to locate desired information 7. Gather information from different parts of a text, or from different texts in order to fulfil a specific task.</p> | <p>Reading Correspondence - 5. Read correspondence relating to field of interest and readily grasp the essential meaning and details.</p> <p>Reading for Orientation - 7. Gather information from different parts of a text, or from different texts to fulfil a specific task. 8. Scan complex texts to locate desired information</p> | <p>Reading Correspondence - 6. Understand all a. official b. personal correspondence with rare use of a dictionary.</p> <p>Reading for Orientation - 9. Scan quickly through long and complex texts, locating relevant details. 10. Quickly identify the content and relevance of news items, articles and reports on a wide range of topics.</p> |

Outcomes (Language)



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Benchmark(s) - Common European Framework of Reference for Languages

Strand - Reading (Contd.)

| Book 1 | Book 2 | Book 3 | Book 4 | Book 5 |
|--|--|---|---|--|
| <p>Reading for Information & Argument - 1. Gets a basic idea of the content of simple, informational materials and short simple descriptions, especially if there is visual support.</p> <p>Reading Instructions - 1. Follows short, simple written directions (e.g. to go from X to Y).</p> | <p>Reading for Information & Argument - 2. Identify specific information in simpler written material he/she encounters - a. letters b. brochures c. short newspaper articles</p> <p>Reading Instructions - 2. Understands simple instructions on equipment encountered in everyday life – such as a public telephone . 3. Can understand regulations, for example safety, when expressed in simple language.</p> | <p>Reading for Information & Argument - 3. Identify the main conclusions in clear and simple argumentative texts. 4. Recognise the line of argument presented, though not necessarily in detail. 5. Recognise significant points in simple newspaper editorial/ articles on familiar subjects.</p> <p>Reading Instructions - 4. Understands clearly written, straightforward instructions for a piece of equipment.</p> | <p>Reading for Information & Argument - 6. Obtain information, ideas and opinions from highly specialised sources on familiar topics. 7. Understand specialised articles on unfamiliar topics, with the help of a dictionary. 8. Understand articles and reports on contemporary topics as well as the writer’s viewpoints on the topic.</p> <p>Reading Instructions - 5. Understands lengthy, complex instructions on familiar matters/ topics, including details by rereading difficult sections.</p> | <p>Reading for Information & Argument - 9. Understand in detail a wide range of lengthy, complex texts in - a. social b. professional life identifying finer points of detail including implied and stated opinions.</p> <p>Reading Instructions - 6. Understands in detail lengthy, complex instructions on an unfamiliar machine or procedure.</p> |

Outcomes (Skills)

Benchmark(s) - Harvard Project Zero - Thinking Visible, Tribes, International Baccalaureate
Strand - Cognitive

| Book 1 | Book 2 | Book 3 | Book 4 | Book 5 |
|--|---|--|--|--|
| <p>Exploring 1. Describing 2. Wondering 3. Observing details 4. Building explanations</p> <p>Organizing/Synthesising 1. Summarizing 2. Connection making 3. Analysing Ideas a) Compare Contrast 4. Combining ideas & images</p> | <p>Exploring 1. Describing 2. Wondering 3. Observing details 4. Building explanations</p> <p>Organizing/Synthesising 1. Summarizing 2. Connection making 3. Analysing Ideas a) Compare Contrast b) Sequencing d) Reasoning 4. Combining ideas & images 5. Planning 6. Reflecting</p> | <p>Exploring 1. Describing 2. Wondering 3. Observing details 5. Inferring and interpreting meaning</p> <p>Organizing/Synthesising 1. Summarizing 2. Connection making 3. Analysing Ideas a) Compare Contrast b) Sequencing c) Parts whole d) Reasoning e) Drawing conclusions 5. Planning 6. Reflecting</p> | <p>Exploring 1. Describing 2. Wondering 3. Observing details 5. Inferring and interpreting meaning 6. Accessing information</p> <p>Organizing/Synthesising 1. Summarizing 2. Connection making 3. Analysing Ideas a) Compare Contrast b) Sequencing c) Parts whole d) Reasoning e) Drawing conclusions f) Uncovering assumptions 4. Combining ideas & images 5. Planning 6. Reflecting 8. Understand using analogies & metaphors</p> | <p>Exploring 1. Describing 2. Wondering 3. Observing details 5. Inferring and interpreting meaning 6. Accessing information</p> <p>Organizing/Synthesising 1. Summarizing 2. Connection making 3. Analysing Ideas c) Parts whole e) Drawing conclusions f) Uncovering assumptions 4. Combining ideas & images 5. Planning 8. Understand using analogies & metaphors</p> |

Outcomes (Skills)

Benchmark(s) - Harvard Project Zero - Thinking Visible, Tribes, International Baccalaureate
Strand - Cognitive (Contd.)

| Book 1 | Book 2 | Book 3 | Book 4 | Book 5 |
|---|---|---|--|---|
| <p>Evaluating 1. Reasoning with evidence 2. Evaluation a) Assessing information/sources b) Making prediction</p> <p>Applying 1. Perspective taking 2. Problem solving</p> | <p>Evaluating 1. Reasoning with evidence 2. Evaluation a) Assessing information/sources b) Making prediction c) Deduction - Categorical reasoning - Some....All...)</p> <p>Applying 1. Perspective taking 2. Problem solving 3. Identifying bias</p> | <p>Evaluating 1. Reasoning with evidence 2. Evaluation a) Assessing information/sources b) Making prediction c) Deduction - Categorical reasoning - Some....All...) d) Deduction - Conditional reasoning - If....then....)</p> <p>Applying 1. Perspective taking 2. Problem solving</p> | <p>Evaluating 1. Reasoning with evidence 2. Evaluation a) Assessing information/sources b) Making prediction d) Deduction - Conditional reasoning - If....then....)</p> <p>Applying 1. Perspective taking 2. Problem solving 3. Identifying bias 4. Metacognition</p> | <p>Evaluating 1. Reasoning with evidence 2. Evaluation a) Assessing information/sources b) Making prediction d) Deduction - Conditional reasoning - If....then....)</p> <p>Applying 2. Problem solving 3. Identifying bias 4. Metacognition 5. Explain using analogies & metaphors</p> |

Outcomes (Skills)



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Benchmark(s) - CASEL, International Baccalaureate & Tribes

Strand - Non-cognitive

| Book 1 | Book 2 | Book 3 | Book 4 | Book 5 |
|---|--|---|--|---|
| <p>Self Awareness - 1. Emotions 2. Personality</p> <p>Self Management - 1. Goal setting 2. Healthy lifestyle 3. Mindset</p> <p>Social Awareness - 1. Perspective taking 2. Respect 3. Active Listening</p> <p>Social Responsibility - 1. Empathy 2. Cooperation</p> | <p>Self Awareness - 3. Values 4. Strengths and weaknesses 5. Self efficacy</p> <p>Self Management - 1. Goal setting 2. Healthy lifestyle 3. Mindset 4. Mindfulness 8. Grit</p> <p>Social Awareness - 1. Open-mindedness 3. Active Listening 4. Protocols/Code of Behaviour</p> <p>Social Responsibility 1. Empathy 2. Cooperation 3. Responsibility 4. Ethical choice-making</p> | <p>Self Awareness - 4. Strengths and weaknesses 6. Self-respect</p> <p>Self Management - 1. Goal setting 3. Mindset 5. Informed Choices 6. Self-motivation 8. Grit 9. Self-regulation</p> <p>Social Awareness - 1. Diversity & Inclusion 2. Respect 3. Active Listening 4. Protocols/Code of Behaviour</p> <p>Social Responsibility - 1. Empathy 2. Collaboration 3. Responsibility 4. Ethical choice-making 5. Conflict resolution</p> | <p>Self Awareness - 3. Values 4. Strengths and weaknesses 5. Self efficacy 7. Self - concept</p> <p>Self Management - 1. Goal setting 3. Mindset 4. Mindfulness 5. Informed Choices 6. Self-motivation 7. Organizational Skills 9. Self-regulation 10. Stress Management 11. Resilience</p> <p>Social Awareness - 1. Diversity & Inclusion 4. Protocols/Code of Behaviour</p> <p>Social Responsibility - 1. Empathy 2. Collaboration 3. Responsibility 4. Ethical choice-making 5. Conflict resolution</p> | <p>Self Awareness - 5. Self efficacy 7. Self - concept</p> <p>Self Management - 3. Mindset 5. Informed Choices 7. Organizational Skills 8. Grit 9. Self-regulation 10. Stress Management 11. Resilience</p> <p>Social Awareness - 1. Inclusion 4. Protocols/Code of Behaviour</p> <p>Social Responsibility - 2. Collaboration 3. Responsibility 4. Ethical choice-making 5. Conflict resolution</p> |

Outcomes (Skills)



FREEDOM ENGLISH ACADEMY
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Benchmark(s) - Technique, Speed, Accuracy

Strand - Keyboarding

| Book 1 | Book 2 | Book 3 | Book 4 | Book 5 |
|---------------|--|--|--|--|
| | Technique - 1. Finger key correspondence - Beginner | Technique - 2. Finger key correspondence - Intermediate Speed - 1. 5 -10 wpm | Technique - 3. Use full hand span Speed - 2. 10 - 20 wpm Accuracy - 1. 60% | Technique - 3. Use full hand span Speed - 3. 20 - 25 wpm Accuracy - 2. 80% |

Mapping (Language)

Benchmark(s) - Common European Framework for Languages

Strand - Reading, Speaking, Listening, Writing

| Book 1 | Book 2 | Book 3 | Book 4 | Book 5 |
|---|--|---|--|--|
| <p>Functions</p> <p>Giving personal information Greetings Understanding and using numbers Understanding and using prices Requests</p> <p>Grammar</p> <p>Adjectives: common and demonstrative I'd like Imperatives (+/-) Intensifiers - very basic Modals: can/can't/could/couldn't Past simple of "to be" Past Simple Modals: can/can't; may/may not; must/must not Pronouns: simple, personal Questions There is/are Possibly, probably, perhaps</p> | <p>Functions</p> <p>Describing people, things, places, habits and routines Telling the time Directions Invitations</p> <p>Grammar</p> <p>Adverbs of frequency Comparatives and superlatives Going to How much/how many and very common uncountable nouns I'd like Past simple of "to be" Past Simple Prepositions, common Prepositions of place Prepositions of time, including in/on/at Present continuous Present simple Future tense Powerful words</p> | <p>Functions/ notions</p> <p>Describing places Describing past experiences and storytelling Describing feelings, emotions, attitudes Expressing opinions Expressing agreement/disagreement Talking about movies and books</p> <p>Discourse Functions</p> <p>Initiating and closing conversation Checking understanding Managing interaction (interrupting, changing topic, resuming or continuing)</p> <p>Discourse Markers</p> <p>Connecting words expressing cause and effect, contrast etc.</p> | <p>Functions / notions</p> <p>Describing experiences Describing feelings and emotions Describing hopes and plans Giving precise information Expressing certainty, probability, doubt Generalising and qualifying Synthesizing, evaluating, glossing information Speculating Expressing opinions Expressing agreement/disagreement Critiquing and reviewing Developing an argument Keeping interaction participants on topic Taking initiative in non-control situation Encouraging and inviting another speaker to continue / come in. Invitation in one-to-one interaction Invitation in group interaction Interacting informally, reacting, expressing interest, sympathy, surprise</p> | <p>Functions/ notions</p> <p>Expressing attitudes and feelings precisely Expressing certainty, probability, doubt Synthesizing, evaluating, glossing information Speculating and hypothesising about causes, consequences etc. Expressing opinions tentatively, hedging Expressing shades of opinion and certainty Expressing reaction Critiquing and reviewing Developing an argument systematically Conceding a point Emphasizing a point, feeling, issue Defending a point of view persuasively Responding to counterarguments</p> |

Mapping (Language)



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Benchmark(s) - Common European Framework for Languages

Strand - Reading, Speaking, Listening, Writing (Contd.)

| Book 1 | Book 2 | Book 3 | Book 4 | Book 5 |
|--|---|---|---|--|
| <p>Lexis Food and drink Personal Information Verbs – basic</p> <p>Topics Family life Hobbies and pastimes Leisure activities</p> | <p>Verb forms Wh- and Yes/No Questions in present /past Past continuous Future time (will) Conditionals Phrasal Verbs Reported speech Modals: Possibility - Might, may, will, probably Determiners Broader range of intensifiers Powerful verbs</p> <p>Lexis Nationalities and countries Things in the town, shops and shopping Feelings Travel and service Objects & rooms</p> <p>Topics Family life Hobbies and pastimes Holidays Shopping Work and jobs Education</p> | <p>Vocabulary Things in the town, shops and shopping Travel and services vocabulary Contrasting opinions (on the one hand...) Collocation Colloquial language</p> <p>Topics Leisure activities Education Film Books and literature Lifestyles Media</p> <p>Learner Training Increased familiarity with phonemic chart - layout, voiced/ unvoiced, main simple vowel sounds Vocabulary learning techniques Guessing the meaning of unknown words Strategies for asking for something without knowing the exact word Awareness of skimming and scanning reading skills Awareness of note taking skills</p> | <p>Verb forms Mixed conditionals Wish Extended phrasal verbs Reported speech (range of tenses) Relative clauses Modals: can't have, needn't have Articles Adjectives and adverbs Collocation of intensifiers</p> <p>Lexis Contrasting opinions (on the one hand . . .) Summarising exponents (briefly, all in all . . .) Collocation</p> <p>Topics Education Books and literature News and lifestyle Media Arts</p> <p>Learner Training Alternative memory / associative techniques Word building Synonyms / antonyms Keeping a record of collocation</p> | <p>Verb forms Narrative tenses for experiences Simple past (narrative) Past continuous (narrative) Past perfect (narrative) Mixed conditionals in the past, present and future Wish/if only & regrets Phrasal Verbs Extended phrasal verbs Modals in the past Adverbs</p> <p>Lexis Collocations Approximating Differentiated use of vocabulary Formal and informal registers Idiomatic expressions</p> <p>Topics Books and literature / Media / Arts News, lifestyles and current affairs / Scientific development / Technical and legal language</p> |

Mapping (Skills)



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Strand - Cognitive

| Book 1 | Book 2 | Book 3 | Book 4 | Book 5 |
|--|--|---|---|--|
| <p>Exploring</p> <ol style="list-style-type: none"> 1. Describing - familiar; bilingual or use of key vocabulary/ phrases. Zoom in & STW. 2. Wondering - Variations of STW, Think & Puzzle (Images & Videos) 3. Observing details - Zoom in (images & videos) 4. Building explanations - Explanation Game (familiar - simple) | <p>Exploring</p> <ol style="list-style-type: none"> 1. Describing - familiar and unfamiliar(simple); use of key vocabulary/phrases; Zoom in, STW & LTW 2. Wondering - Wonder wall & page, Wonderings in SWB. What would happen if ...What would it be like to ...Why did How do we know that ...What did you think when ...; Write, Pair, Share; Think & Puzzle (Images, audios & videos) 3. Observing details - Zoom in (Images, audios & videos) 4. Building explanations - Explanation Game (unfamiliar -simple) | <p>Exploring</p> <ol style="list-style-type: none"> 1. Describing - familiar and unfamiliar ; use of compound sentences; Zoom in, STW, LTW , RTW 2. Wondering - FQR: Fact, Question, Response. What would happen if ...What would it be like to ...Why did How do we know that ...What did you think when ... Think, Pair, Share; Think & Puzzle (Images, audios, text & videos) 3. Observing details - Zoom in (Images, audios, text & videos) 5. Interpreting meaning & inferring (images, audios, text & videos - familiar topics - explicit), Inference Frame, | <p>Exploring</p> <ol style="list-style-type: none"> 1. Describing - Describe to inform and express opinion (writing) 2. Wondering - FQR: Fact, Question, Response. What would happen if ...What would it be like to ...Why did How do we know that ...What did you think when ... Think, Pair, Share; Think & Puzzle (Images, audios, text & videos) 3. Observing details - Zoom in (Images, audios, text & videos) 5. Interpreting meaning & inferring (images, audios, text & videos - familiar topics - implicit and explicit), Inference Frame 6. Accessing Information | <p>1 & 2 . Describe using details, wonderings, and developing explanations in written and spoken form based on textual/ graphical and auditory input.</p> <p>3. Observing details - Zoom in & Zoom Out (Images, audios, text & videos)</p> <p>LAST Protocol (Looking At Students' Thinking)</p> <p>5. Interpreting meaning & inferring (images, audios, text & videos - familiar and unfamiliar topics - explicit & implicit)</p> <p>6. Accessing Information</p> |



Mapping (Skills)

Benchmark(s) - Harvard Project Zero - Thinking Visible, Tribes, International Baccalaureate
Strand - Cognitive (Contd.)

| Book 1 | Book 2 | Book 3 | Book 4 | Book 5 |
|--|---|---|---|---|
| <p>Organizing/Synthesising 1. Summarizing - (Images & Videos) - Entry/Exit Ticket (key words); Think, Pair, Write; Word Splash 2. Connection making - Generate, Sort, Connect (given information) (Images & Videos); Images/Videos to Self/World/ Images or Videos 3. Analysing Ideas a) Compare Contrast - Similar & Different; Venn diagram (Modelling); PMI; 4. Combining ideas & images - Reception; Listen and Draw; Visualisation (Listening - simple);</p> | <p>Organizing/Synthesising 1. Summarizing - (Images, audios & videos) - Entry/Exit Ticket (key words/phrases); Written Conversations (familiar topics); Headlines (from given options); Word Splash 2. Connection making - Generate, Sort, Connect (partial information given) (Images, audios & videos); Double-entry journals in SWB; Images/Videos/Audios to Self/World/Images or Videos or Audios; 3. Analysing Ideas a) Compare Contrast - Similar & Different; Venn diagram; PMI; 2-column T-chart; 5. Planning - Concept & Importance, Super 3 6. Reflecting - Non-personal</p> | <p>Organizing/Synthesising 1. Summarizing - (images, audios, text & videos) - Entry/Exit Ticket (simple sentences), 4-Mat/Jigsaw (unfamiliar topics); Written Conversations; Create Headlines; RAFT; Graphic organisers; 2. Connection making - Generate, Sort, Connect; Text-to-Self/World/Text; (images, audios, text & videos), Double-entry journals in SWB; 3. Analysing Ideas a) Compare Contrast - PMI; 3 - column T-chart (3rd column given); b) Sequencing c) Parts-whole - Graphic Organizers(Self) d) Reasoning 5. Planning - Diversity of approaches; Daily life situations; 5-3-1 (alone, pair, group) ; Compass Points; 6. Reflecting - Feelings & Behaviour (Self) - Non-textual in SWB; Sentence or paragraph writing in FHB (Question or Stem-driven)</p> | <p>Organizing/Synthesising 1. Summarizing - (images, audios, text & videos) - Entry/Exit Ticket (compound sentences) ; 3-2-1; Carousel brainstorming; Create Headlines; RAFT; Sentence-Phrase-Word 2. Connection making - CSI, Generate-Sort-Connect-Extend-Challenge; Text-to-Self/World/Text; (images, audios, text & videos); Double-entry journals in SWB; 3. Analysing Ideas a) Compare Contrast - PMI; 3 -column T-chart; c) Parts-whole - Graphic Organizers (Self & Others) 4. Combining ideas & images - Processing & Production; Listen/Read- Draw -Write; Visualisation (Listening & Reading - complex) 5. Planning - 5-3-1 (alone, pair); Global situations; Big 6 6. Reflecting - Feelings & Behaviour (Self & Others); Extended writing in SWB (Question or Stem-driven)</p> | <p>Organizing/Synthesising 1. Summarizing - (images, audios, text & videos); 3-2-1; Carousel brainstorming; RAFT; 2. Connection making - CSI, Generate, Sort, Connect, Connect-Extend-Challenge; 4Cs; 3. Analysing Ideas - c) Parts-whole - Graphic Organizers (Work & World) 4. Combining ideas & images - Processing & Production; Listen/Read- Draw -Write/Speak; Visualisation (Listening & Reading - complex and abstract) 5. Planning - 5-3-1 (alone); Work life situations ; Big 6 6. Reflecting - Feelings & Behaviour (Work); Extended writing in SWB & Discussions (Independent)</p> |

Mapping (Skills)



FREEDOM ENGLISH ACADEMY
ENABLING PROFESSIONAL
CAREERS FOR YOUTH

Benchmark(s) - Harvard Project Zero - Thinking Visible, Tribes, International Baccalaureate)
Strand - Cognitive (Contd.)

| Book 1 | Book 2 | Book 3 | Book 4 | Book 5 |
|---|--|--|---|---|
| <p>Evaluating 1. Reasoning with evidence - Conceptual familiarity; Turn and Talk 2. Evaluation a) Assessing information/sources - RADCAB (Relevance & Appropriateness) b) Making prediction - Listening - (simple); Play Favorites; The Guessing Game;</p> <p>Applying 1. Perspective taking - Step Inside (Images/videos - key vocabulary or non-verbal language) 2. Problem solving - Puzzles (Visual); Multiple Right Answers</p> | <p>Evaluating 1. Reasoning with evidence - Turn and Talk , Give one - get one; Tug-o-War (Modelling); What makes you say that? 2. Evaluation a) Assessing information/sources - RADCAB (Relevance, Appropriateness, Details) b) Making prediction (with reasoning)- Listening - (simple and complex); Reading - simple; c) Deduction - Categorical reasoning - Some....All...- Simple</p> <p>Applying 1. Perspective taking - Step Inside (Images/videos - key vocabulary or non-verbal language) 2. Problem solving - Puzzles (Topical); Process (Simple) 3. Identifying bias - Fact, Opinion, Bias (Cartoons & Stories)</p> | <p>Evaluating 1. Reasoning with evidence - Give one -get one; 1 minute interview; Barometer (Group); Debate (Group); Tug-o-War (Group); Claim-Evidence-Reasoning (Group) 2. Evaluation a) Assessing information/sources - RADCAB (Relevance, Appropriateness, Details, Currency, Authority) b) Making prediction (with reasoning)- Listening - (complex); Reading - simple and complex c) Deduction - Categorical reasoning - Some....All...- Complex d) Deduction - Conditional reasoning - If....then.... - Personal</p> <p>Applying 1. Perspective taking - Circle of viewpoints; Tug-o-war 2. Problem solving - Self; Process (Simple - Transference to Self)</p> <p>LAST Protocol (Looking At Students' Thinking)</p> | <p>Evaluating 1. Reasoning with evidence - 2 minute interview; It says...I say....And so....; Barometer (Pair); Debate including counterargument (Pair); Tug-o-War (Pair); Claim-Evidence-Reasoning (Pair) 2. Evaluation a) Assessing information/sources - RADCAB (Relevance, Appropriateness, Details, Currency, Authority, Bias) b) Making prediction (with reasoning)- Listening - complex; Reading - complex d) Deduction - Conditional reasoning - If....then.... - Work/ Community</p> <p>Applying 1. Perspective taking - Circle of viewpoints; Tug-o-war 2. Problem solving - Friends/ Family/Community; Process (Advanced) 3. Identifying - bias - Red light, yellow light; Stereotype (simple issues) LAST Protocol (Looking At Students' Thinking)</p> | <p>Evaluating 1. Reasoning with evidence - 2 minute interview; It says...I say....And so....; Barometer (Individual); Spontaneous Argumentation (SPAR); Debate including counterargument (Individual); Tug-o-War (Individual); Claim-Evidence-Reasoning (Group) 2. Evaluation a) Assessing information/sources - RADCAB b) Making prediction (with reasoning)- Listening & Reading - fiction & non-fiction; d) Deduction - Conditional reasoning - If....then.... - Abstract</p> <p>Applying 2. Problem solving - Universal; Process (Self-created) 3. Identifying bias - Stereotype (provocative issues); 4. Metacognition - I used to think... Now I think.... 5. Explain using analogies & metaphors</p> <p>LAST Protocol (Looking At Students' Thinking)</p> |