BRIDGES

BRINGING TEACHERS TOGETHER

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PINNACLE
TEACHING SOLUTIONS

TEACHER TRAINING PROGRAM | INSTRUCTOR'S MANUAL

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Welcome to Bridges: Bringing Teachers Together

We have chosen the title *Bridges*, because a bridge is a means of connecting. The aim of the curriculum is to help you connect with the teachers in your class and build relationships through collaboration, sharing experiences and ideas, providing language instruction, and encouraging professional development. We have taken an approach that acknowledges both the participants and instructors as colleagues in order to encourage a collaborative approach to learning in the classroom context. It is our hope that this curriculum will enrich your teaching experience.

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Scope and Sequence

TITLE & FOCUS	TEXT	FUNCTION	SKILL & STRATEGY
UNIT 1 **The Big Picture** *Introduction to Bridges*	The Setting and Cast of Characters	Describing personal characteristics, settings, and school contexts; Talking about hopes and fears related to learning and teaching English	Intensive reading; Skimming and scanning for specific information; Listening to each other's personal hopes and fears
UNIT 2 **New Kid on the Block** *Getting to Know Each Other*	Episode I - How's it going?	Using patterns of discourse for self-introductions and introducing others; Talking about past experiences	Listening for the main idea and specific information; Reading for details about greetings, introductions, and closures; Speaking fluency in introductions
UNIT 3 **Know the Ropes** *Language and Teaching*	Episode II – Which classes are you teaching?	Interviewing colleagues and sharing personal views about language learning and teaching	Listening for specific information; Using dictionaries a strategy for vocabulary building; Developing speaking and listening skills; Strategies for teaching pronunciation
UNIT 4 **Read Between the Lines** *Texts and Reading Strategies*	A Sampling of Texts	Analyzing and describing features and purposes of texts.	Extensive reading of a variety of texts; Strategies for analyzing texts; Strategies for reading and teaching reading; Connecting the skills of reading and writing
UNIT 5 **Get to the Point** *Linear Writing*	The English Way	Constructing coherent and cohesive linear paragraphs	Writing a linearly-structured paragraph; Predicting content of a written text; Using a KWL chart as a reading strategy; Experiencing process writing
UNIT 6 **On a Personal Note** *All About Questions*	Episode III - What are you doing for the holidays?	Using questions to carry out conversations and build relationships	Listening for the main idea and specific information; Reading for specific uses of questions; Using questions as a conversation strategy
UNIT 7 **Please Speak Up** *Word Stress and Speaking*	Episode IV - Do you have any good ideas?	Using clear pronunciation to share information about the topic of pronunciation	Listening for the main idea and specific information; Brainstorming differences between speaking and writing

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LANGUAGE STRUCTURE	PRONUNCIATION	VOCABULARY FOCUS	CULTURAL BRIDGING	CLASSROOM LANGUAGE
Adjectives and verbs used to talk about hopes and fears		Language related to schools, classrooms, and learning contexts; Language related to hopes and fears	Similarities and differences between school settings and systems	Instructions, commands, and survival English phrases for the classroom
Verb tenses used to express past experiences and accomplishments; Key words used to express time references (for, since, etc.)		Fixed phrases for greetings and closures	Cultural norms in greetings, introductions, small talk topics, and closures; Teaching methods and practices	Instructions for getting students into pairs and groups
	North American vowel sounds and system	Vocabulary related to language teaching	Views and approaches to language learning and teaching; Sounds of different languages	Describing vowel sounds in terms of placement and articulation
Key structures and grammatical patterns in various text types		Genres of reading and writing; Language related to describing rhetorical structures and reading strategies	Customs surrounding food and eating; Purposes of reading	Reading strategies and classroom instructions for reading tasks
Discourse connectors (but, and, also, as a result, etc.)		Language related to rhetorical structures, particularly linear writing	Cultural patterns of writing	Connecting assessment goals with writing task instructions
Yes/no, information, and polite question structures	Intonation patterns of various questions types		Small talk appropriacy and taboo topics; Workplace interactions and relationships	Effective questions for the language classroom
	Word stress patterns	Language related to pronunciation and speaking	Roles of the teacher and teaching practices	Instructions for a speaking task

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TITLE & FOCUS	TEXT	FUNCTION	SKILL & STRATEGY
UNIT 8 **Kindred Spirits** *English Rhythm and Conversation*	Episode IV – Do you have any good ideas? (continued)	Sharing experiences and relating to one another as colleagues	Brainstorming using mind maps; Reading for comprehension; Using board games to practice speaking and listening skills
UNIT 9 **I'm All Ears** *Strategies for Listening and Pronunciation*	Episode V - How did it go?	Describing, comparing, and clarifying information; Performing a dramatic reading	Active listening strategies; Developing fluency in pronunciation and speaking
UNIT 10 **Seeing Eye to Eye** *Theories of Learning*	Episode VI – What do you think?	Debating and expressing opinions informally	Intensive reading; Guessing meaning from context; Making choices about vocabulary based on context; Strategies for discussions
UNIT 11 **Give it Your Best Shot** *Learning as a Skill*	Episode VI - What do you think? (continued)	Giving suggestions and advice for classroom management scenarios	Reading for comprehension; Writing short answers about text content; Categorizing tasks
UNIT 12 **What Makes You Tick?** *Learning Styles*	Learning Styles Quiz	Sharing and asking about personal preferences	Reading to answer questions; Strategies for addressing learning styles in the classroom
UNIT 13 **The Game Plan** *Lesson Planning*	Episode VII - Can you help me with my lesson plan?	Identifying and ranking components of a lesson; Expressing feelings and perceptions	Listening for specific information; Strategies for organizing lesson plans and writing objectives
UNIT 14 **Get Your Ducks in a Row** *Task-Based Language Teaching*	Episode VIII – Would you like to go for coffee?	Arranging schedules and making plans with colleagues	Reading for specific information; Recalling and relaying information clearly
UNIT 15 **Keep in Touch** *Final Reflection*	Episode IX – When will I see you again?	Closing conversations with appropriate language and gestures; Saying goodbye	Reading for specific information; Role-playing; Writing goodbye notes

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LANGUAGE STRUCTURE	PRONUNCIATION	VOCABULARY FOCUS	CULTURAL BRIDGING	CLASSROOM LANGUAGE
Structures used to talk about past experiences	Rhythm and sentence stress	Language related to English as a global language	Benefits and challenges to being a non-native English speaking teacher	Language for giving instructions and participating in board games
	Contrastive stress, thought grouping, prominence, and intonation	Language related to the topic of pronunciation	Cultural gestures for listening and interacting with one another	Identifying types of listening tasks; Giving instructions for listening tasks
		Language related to theories of learning and acquisition; Phrases to express levels of agreement	Cultural guidelines for expressing opinions	Strategies and instructions for student participation
Overview of the form and function of modals		Modals of suggestion and advice	Culturally appropriate methods of classroom management; Beliefs about "practice makes perfect"	Positive and corrective feedback
Structural patterns of gerunds and infinitives	Intonation patterns for open and closed questions	Language related to learning styles and preferences	Views of equality in the area of learning	Classroom tasks to address a various learning styles
The verbs "feel" and "find" to express feelings; Common adjectives with *–ed* and *–ing* endings		Language related to writing objectives and planning lessons	Appropriate contexts for expressing feelings and opinions	Product and process lesson plan objectives
Grammatical prepositions (in, on, at)		Task types and language related to task-based language teaching	Birthdays and cultural celebrations	Form-focused vs meaning-focused classroom instructions
		Phrases for closing conversations and saying goodbye	Culturally appropriate language and gestures for saying goodbye	

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