

Facultad de educación

Pedagogía en Educación Media en Inglés

MDD3: “Learning Outcomes”

“The Wessex School”

Estudiante observador

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**UNIT PLAN 1**

**STUDENT - TEACHER’S NAME: Fernanda Méndez - Kristina Madrid**

**SCHOOL:** The Wessex School

**LEVEL:** NM3 ( 1° Medio)

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| **NAME OF UNIT: ‘ Money matters”** |
| **TOPIC:** The pro Mujer microfinance organization, Avoiding distractors strategies, Other experiences, false cognates, Modal verbs… |
| **UNIT AIM:** Students will be able to apply the use of ‘quantifiers, false friend and cognates and ‘modal verbs’ in daily situations  **ESTIMATED TIME:** 12 Hrs    **LESSON AIMS:**   * Students will be able to get general information from a text related to business and microfinance. * Students will be able to describe their dreamed business orally and written through a poster using vocabulary related to business. * Students will be able to order food at the restaurant using quantifiers. * Students will be able to recognise false friends and cognates and be able to get the general information from a text related to money called “Women in business”. * Students will be able to design a triptych using modal verbs to describing what are they like, past (should have) present (what they have to do) future (what they will do).   - Students will be able to give advices by pretending they are psychologists. |

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|  | **AIM(s)** | **SKILLS** | **MAIN ACTIVITIES** | **AIDS** | **HOMEWORK** |
| **Week 1**  **LESSON 1**  **Monday,**  **26th** | Students will be able to get general information from a text related to business and microfinance. | Reading, speaking, and writing | **LEAD-IN:**  -T shows some pictures about business  -T asks personal questions about computer their own business interests.  -Ss predict the topic.  **PRE-READING:**  -Teacher shows some vocabulary related to the text, and she gives opinions about companies. Students repeat vocabulary presented by T.  **WHILE-READING:**  **-** Students read the text “A little money goes a long way” aloud, selecting one students to read  -Students focus on the words they know to get the idea of the text.  **AFTER-READING:**  -Students answer comprehension questions related to the text, orally.  -Students complete sentences using the business vocabulary. This information is in the text. Some students can read the text again to complete the task. | Flashcards, Students’ book, markers, whiteboard. | Read and comprehend texts  Answers questions about a text  Create a dialogue |
| **Week 2**  **LESSON 2**  **th 3 Monday**  **TBL** | Students will be able to describe their dreamed business orally and written through a poster using vocabulary related to business. | Speaking- writing | LEAD-IN:  -T elicits previous knowledge, by asking questions to the students about their dreamed business  -  -Ss predicts the topic of the lesson  PRSENTATION:  -T presents the aim of the lesson  -T shows makes a review of the past vocabulary.  -T shows the previous words in a written form, and models pronunciation.  PRACTICE:  - T ask them to create 5 sentences to make sure they can use them in context  PRODUCTION:  -T asks students to get in groups groups of 4, and desing their own business. Ss have to draw a poster and then explain the business to the class thinking about the –loans-if you are going to borrow from someone-their incomes- investment | Students’ book- markers-whiteboard, pictures  Ss take a look at the presentation in order to familiarize again with some words.  Ss read their sentences  Ss desing and draw the poster and explain it to the class | Explaining main ideas.  Summarizing. |
| **Week 3**  **PPP**  **LESSON 3**  **st17 Monday** | Students will be able to order food at the restaurant using quantifiers | Writing, listening.  speaking | **LEAD-IN:**  -T asks students to predict the topic based on some sentences written on the board.  -T asks students what they like to do if they have lots of money.  **PRESENTATION:**  -T presents the aim of the lesson.  -T presents the new subject on the board  -T explains what is a noun, what is countable and uncountable nouns.  -T shows some examples of them  -T asks CCQ’s to check understanding.  -T asks questions to Ss about the use of quantifiers  **PRACTICE:**  -Students complete some exercises with quantifiers.  **PRODUCTION:**  **-**Students write a dialogue at the restaurant using quantifiers.  -Teacher asks some students to read it aloud | Students’ book, markers, whiteboard. | Ss ask for food at the restaurant |
| **LESSON 4**  **SDL**  **21 Friday October** | Students will be able to review quantifiers, recognise false friends and cognates and be able to get the general information from a text related to money called “Women in business”. | Listening, speaking, reading, writing. | **PREPARATION STAGE:**  -Tpresents the aim of the lesson  -T recalls vocabulary by asking Ss to complete an activity on page 121.  -T gives instructions for Ss to develop the task  -T presents examples.  -T checks instructions.  **TASK DEVELOPMENT STAGE**  -T shows false friends and cognates.  -T ask the to complete exercises  -T ask them to read a text called “Women in business”  **POST TASK**  **-** Students answer comprehension questions related to the text, orally.  -Students complete sentences using the business vocabulary. This information is in the text. Some students can read the text again to complete the task. | markers-whiteboard, book. | Ss get the main ideas and details of the text. |
| **Week 3 PPP**  **LESSON 5**  **24 october** | Students will be able to design a triptych using modal verbs describing what are they like, past (should have) present (what they have to do) future (what they will do). |  | **LEAD-IN:**  -T asks students to predict the topic based on some sentences written on the board.  -T asks students what they should do if they won the lottery.  **PRESENTATION:**  -T presents the aim of the lesson.  -T presents the new subject with examples in the whiteboard.  -T explains the use of modal verbs  -T shows some examples them.  -T asks CCQ’s to check understanding.  **PRACTICE:**  -Students complete some exercises about modal verbs (pag 42 & 38)  **PRODUCTION:**  **-**T gives instruction of the activity about the triptych and shows some examples.  -T asks some students to read aloud their triptych. | Students’ book, markers, whiteboard. | Ss work on the their class book  Studens desing and describe a tipthic about their regrets, they obligations, and what they will do. |
| **Week 4**  **LESSON 6**  **4th November**  **TBL** | Students will be able to pretend they are psychologists, one is going to talk about the problem, and the psychologist is going to give an advise |  | **PREPARATION STAGE:**  -Tpresents the aim of the lesson  -T plays a song with modal verbs and quantifiers  -T recalls vocabulary by asking Ss what they heard in the song, and writing them in the whiteboard plus completing the exercises in page n 43.  -T gives instructions for Ss to develop the task  -T presents examples.  -T checks instructions  **TASK DEVELOPMENT STAGE**  - Ss work in pairs, discussing and giving solutions about a problem  -T monitors and responds to personal needs.  -T takes notes of Ss work.  -T presents their interview in front of the class.  **POST TASK**  **-**T asks Ss to choose the best case and give present it in from of the class.  - T provides feedback and reinforces pronunciation and grammatical structures | Video, markers-whiteboard, pictures of examples | Students discuss about the interview  Ss create an interview  Ss present the interview in front of the class |

**Reflection**

As a reflection of the process of planning the unit, I must admit that the easiest aspect to achieve was the selection of contents since I was asked to follow a determiner order according to the book Achieve. However, the most difficult part was to adapt activities from the book to students’ needs and interests as I started my practice very late and I did not know them very deeply. In addition, there were some rules that I did not know about the teaching in that specific school, or in other words some codes or tips. For example, I cannot write the exact meaning of a word in Spanish on the board, only orally because the parents of the students can complain. Also, the fact that students have to have everything written, so I have to write every detail on the board and the bad part is that there is not projector in every room. There is only one projector that has to be installed in the class and it takes time. To be a particular school, I felt disappointed about the lack of technology. The other issue, is that the teacher usually did not give clear instructions of what she wanted me to do the following week, sometimes she started with a topic which I was going to continue with, that is the reason it was not easy to catch up with the contents. A positive aspect is the level of English of the students, for me it is possible to speak in English the whole lesson, although some of them still speak and answer back in Spanish they understand what I say and follow instructions. Moreover, they usually behave in class, there is not noise or mess when I´m giving instructions or writing the rules of the content, that is a relief for every teacher. What is good for motivation is that students play characters and they were for real, for instance, they have to wear customs representing a particular famous character and it was a success, one of them represented Stephen Hawkins and brought a wheelchair in the class. Also because most of them care about their level and make the effort to get a good mark.. Another important aspect to consider is the amount of students of the class. There are about 23 students and that may be a good reason why they have a good level of English and the effectiveness in learning. For those students that are a little bit messy I will pay more attention, and try to get them involved in the lesson by calling them by their names.

To conclude, after finishing the plan of the unit, and starting teaching the lessons, I have realized the importance of an organized plan of teaching and how other aspects that we usually consider as minimum can influence the class. For instance, It is always a good idea, to be creative and use the imagination, innovation in every single class plus the proper materials and pedagogical tools.