

DESCRIPTION OF ACTIVITIES FOR THE FAMILIAR AND COMMUNITY ENVIRONMENT UNIT: 2, 3rd GRADE OF SECONDARY. CYCLE 4

Specific Competency: Share feelings and reactions caused by a TV program.

PRODUCT: Oral presentation about feelings and reactions caused by a TV program from the “Animal planet” series (for example: The Dog Whisperer, Escape to Chimp Eden, etc.)				
Year: 2011-2012	Month: November-December 5 WEEKS			
INITIAL STAGE: Explore TV programs to select which one will be used in the oral presentation.	Week 1			
Sequence of learning activities which are necessary to produce the language product.	Days/sessions	Day 1	Day 2	Day 3
1. Explore TV programs and determine: - genre: comedy, documentary, fiction, etc. - topic: educational (about dogs, chimps) entertaining or both - purpose: promote animal rights, health care, etc. - intended audience: children, adolescents, and adults		50min	20min	
2. Explore the TV program for the oral presentation and identify: - Speakers’ non verbal language (gestures, body movements, displacements, etc.) - Speakers’ attitudes and role of the TV program participants.			30min	
3. Identify from the selected the TV program: - Settings or places [contextual clues: forum, location, lighting, time of transmission, characteristics of the program participants – age, sex, origin, etc.] - [Visual resources (marquee, title, subtitles, wardrobe, etc.)] - [Sound resources (soundtrack, sound, effects, etc.)]				30min
Partial product. A list with: • The name of the oral presentation (theme/topic) • The purpose of the oral presentation (share feelings and reactions to TV program). • The intended audience. • The length of the presentation (time for each student, depending on the number of students)				10min
Continuous and formative assessment: The student can: • Identify theme (topic), purpose, and intended audience of television program.			10min	

DEVELOPMENT STAGE: Interpret the general meaning and some details of the contents of the selected TV program for the oral presentation.	Week 2			
Sequence of learning activities which are necessary to make the language product.	Days/sessions	Day 1	Day 2	Day 3
1. Infer the general sense of the TV program from: <ul style="list-style-type: none"> • [Contextual clues, Visual and sound resources, • Non verbal language, • Titles, etc.] 		50min		
2. Clarify the meaning of the words and interpret technical or specialized information ([repertoire of words necessary for this social practice of the language]).			30min	
3. Identify the function of pauses, rhythm and intonation of the expressions used by the participants of the chosen TV program. Also recognize the [speech register (acoustic features)].			20min	20min
Partial product <ul style="list-style-type: none"> • Written repertoire of new words. 				10min
Continuous and formative assessment. The student can : <ul style="list-style-type: none"> • Clarify the meaning of the words. • Identify the meanings of pauses, rhythm, and intonation. 				20min

DEVELOPMENT STAGE: Interpret the general meaning and some details of the contents of the selected TV program for the oral presentation.	Week 3			
Sequence of learning activities which are necessary to make the language product.	Days/Sessions	Day 1	Day 2	Day 3
1. From the discourse of the TV show participants, distinguish between main ideas and the information that they use to broaden, exemplify, or explain [differences and similarities between mother tongue and English; syntactical peculiarities of the English language: lack of gender in nouns and adjectives].		50min		
2. Identify strategies used by the participants on the chosen TV show to: rephrase the meaning; adjust the volume/speed or negotiate the meaning.			50min	
Partial product. Comparative graph with similarities and differences between native language and English.				20min
Continuous and formative assessment. The student can: <ul style="list-style-type: none"> • Explain the main ideas through an oral exchange of the TV program. 				30min

DEVELOPMENT STAGE: Write sentences to express emotions and reactions about the chosen TV program for the oral presentation	Week 4			
Sequence of learning activities which are necessary to make the language product.	Days/Sessions	Day 1	Day 2	Day 3
1. Formulate and answer questions about content of the program and the emotions/reactions caused by it to decide which ones to include in the oral presentation.		25min		
2. Write expressions to share emotions and reactions to the TV program that will be used in the oral presentation and make sure that they include: <ul style="list-style-type: none"> • Explanations of main ideas -for example, The Dog Whisperer is a great program- following a model -Theis.....- • Information to explain what's happening -for example, The dog's owner doesn't need to shout at the dog to train or educate it- [Syntactic differences between British and America variants: modal verb 'to need' (e.g. "You needn't do it, You don't need to do it"). 		25min	25min	
3. Exchange emotions and reactions in an oral exchange: <ul style="list-style-type: none"> • Define turns of participation; • Check that the expressions are understandable when heard and said; • Identify and use strategies to repair failed communication, for example, rephrase the idea, and adjust the volume and/or speed of speech. 			25min	
4. Choose the expressions (about feelings and reactions) which will be used in the oral presentation: <ul style="list-style-type: none"> • Review the expressions including the main ideas and information that explains, justifies or exemplifies. • Organize the expressions according to the order in which they will be given in the oral presentation. • Practice the enunciation of the expressions of emotion and reactions, and the entire presentation. 				25min
Partial product. <ul style="list-style-type: none"> • Spoken questions and answers about feelings and reactions. • Presentation guide of the expressions. 				10min
Continuous and formative assessment. The student can formulate and answer questions to share emotions and reactions.				15min

CLOSING STAGE: Make the oral presentation	Week 5			
Sequence of learning activities which are necessary for the language product.	Days/Sessions	Day 1	Day2	Day 3
1. Establish the time of the oral presentation and invite the audience.		10min		
2. Prepare the area for the presenters and give the presentation: <ul style="list-style-type: none"> • Pay attention to the participations of others. • Formulate questions to obtain further information, ask for something to be repeated, clarified or said slower. 		10min		
Final product: oral presentation		30min	50min	
Bimestral evaluation				50min

*Special emphasis of the *knowing about the language* is marked with []

EXAMPLE OF LESSON PLANNING

CYCLE 4	3rd GRADE	UNIT 2
SOCIAL PRACTICE	Interpret and express information published in various media	
SPECIFIC COMPETENCY	Share emotions and reactions caused by a TV program	
SOCIAL LEARNING ENVIRONMENT	Familiar and community	
STAGE OF PRODUCT	Development - Try out	
PURPOSE OF CLASSESS (2 sesions)	That students are able to identify the main ideas in the discourse of the TV program's participants and can identify the information that amplifies, exemplifies or explains (similarities and differences between mother tongue and English: syntactical variants of English: absence of gender in nouns and adjectives)	

CLASS SEQUENCE OF ACTIVITIES'S		TIME: 50min / 50 min
Activity 1. The teacher shows the students fragments of the selected program and highlights, in one of these, various expressions that the participants use and that include the main ideas and information that explains, exemplifies, or amplifies.		15 min
Activity 2. Fragments from the TV program are divided among the students in order to listen to them, see them, or read them to recognize expressions that include the main ideas and complementary information.		15 min
Activity 3. In a plenary, the students share the expressions that they chose while the teacher makes sure that they contain the main ideas and complementary information.		20 min
Activity 4. The teacher makes questions (for example: who, what, why). The shared replies will allow the students to share, identify the main idea which explains, amplifies or exemplifies, followed by writing them on the board.		20 min
Activity 6. One or more volunteers come and identify (underline) the main ideas on the board. / Students identify the main ideas in the worksheet provided by the teacher.		20 min
Activity 7. The teachers makes note that there is no gender for nouns and adjectives and invites students to compare this to mother tongue.		10 min
MATERIALS	Fragments of selected TV program either recorded or transcribed.	
ASSESSMENT	Identify the main ideas in expressions in a TV program from the information which complements it, using, for example, a check list.	