



MDD's 2 - 3 - 4

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Teaching Experience I

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LESSON PLAN 1 (PPP)

School: Universidad Católica de la Santísima Concepción. Class: Communicative Competence Initial II Number of SS: 7	Date of lesson: November 8th	Time of lesson: 4:20 PM	Length of lesson: 60 minutes	Student-Teacher's name: * María José Verdugo V. * María Belén Quezada C.
Main Aim: At the end of the lesson students will be able to talk about future expectations when planning a trip, orally and written.				
Reference to Planes y Programas (OF, CMO, AE):				
Exponent(s): "I/you/he/she/we/they may..." "I/you/he/she/we/they might..." "I/you/he/she/we/they hope..." "I/you/he/she/we/they wish..."			Assumed Knowledge: <ul style="list-style-type: none"> Pronouns. Singular form. Vocabulary related to travel. Means of transport. 	
Target Language: (Linguistics items use, meaning, form) <ul style="list-style-type: none"> May: used to say that something is more (very) possible. Might: used to say that something is possible. Hope: to want something to happen and think that it is possible. Wish: to want something to happen even though it is unlikely or impossible. 			Souvenir / ,su:və'niə/ Bus /bʌs/	
Anticipated Problems <ul style="list-style-type: none"> Students confuse when to use each expression → to provide a clear context when teaching each expression. Low motivation / interesting → to prepare a warm up. 	and Solutions		Aids <ul style="list-style-type: none"> PPT Data projector

Adapted from University of Sussex

Stages	Procedure What I am going to do What Students are going to do	What I am going to say Instructions, CCQs, Feedback,etc	Skill	Time (min)	Interaction T-Ss;Ss-Ss;etc
LEAD-IN	<ul style="list-style-type: none"> Ss get in pairs. Ss stand facing each other. S "A" moves randomly and S "B" imitates the movements. Then the S "B" leads the activity and S "A" imitates 	<ul style="list-style-type: none"> Find a partner and stand face to face. Decide who is going to be S "A" and "B". "A" is going to move and "B" is going to imitates A's moves for a minute. "B" is going to move and "A" is going to imitates "B's" moves for a minute. 	Listening	5 minutes	<p>Ss – Ss T – Ss*</p> <p>*if there is an odd number of students.</p>
PRESENTATION	<ul style="list-style-type: none"> - T uses pictures to show the use of the different lexical items by giving context to each expression. - Ss repeat and practice pronunciation. /j/ /tj/ - T asks CCQs. 	<ul style="list-style-type: none"> - I may go to the beach this summer. - I might go to Brazil next holiday. - I hope to find cheap souvenirs to buy. - I wish to go to Disneyland. 	Listening Reading Speaking Writing*	10 minutes	T – Ss
PRACTICE	<ul style="list-style-type: none"> T writes on the whiteboard four sentences with a missing word. Ss go to the board and complete sentences with the correct concept. 	<ul style="list-style-type: none"> Ss go to the board and complete the sentence with the missing word. <p>"I <u>may</u> go to the beach by bus." "I <u>might</u> attend the Carnival in Rio de Janeiro"</p>	Reading Writing	5 minutes	T – Ss Ss - Ss

		<p>"I <u>hope</u> to go to Brazil next year"</p> <p>"I <u>wish</u> to go to Brazil someday"</p>			
	<ul style="list-style-type: none"> • T presents different images with different means of transport and destination. • Ss create sentences by choosing a means of transport and a place using the practised expressions. 	<ul style="list-style-type: none"> • Elaborate 3 sentences using different means of transport and a destination, also using the learnt expressions. 	Writing	10 minutes	Ts-Ss
PRODUCTION	<ul style="list-style-type: none"> • Ss write a questionnaire about future expectations related to travelling. (8 min.) • Ss ask these questions to their classmates as an interview. (5 min.) • Ss present their results in front of the class. (7 min.) 	<ul style="list-style-type: none"> • Elaborate 5 or 6 questions about future expectation using all the expressions review during the class. • Ask these questions to your classmates and then communicate your findings to the class. 	Listening Writing Speaking	20 minutes	Ss - Ss

REFLECTION LESSON 1

The first knowledge I think I need to first prepare a lesson is being able to recognize which problems I and students could have during the lesson itself in terms of content and motivation, and also how to deal with them. Secondly, as teachers, it is necessary that we know techniques and strategies to help students learn during the class and also teach them how to use those strategies on their own so they can extend their use to other contents and subjects.

During the lesson I carried out, I could observe that students were motivated to be part of the class since they actively participated in the lead-in and I could notice they were having fun as were laughing with their classmates. Moreover, what caught my attention was that when we were observing the Communicative Competence classes, some students were reluctant to participate and usually asked questions to the teacher using their L1: Spanish. However, during the tutorials, all of them seemed willing to participate and they always asked me their doubts using the L2: English.

When it comes to how I carried out the class, I am aware that at the beginning I was speaking and explaining them the content much faster than what I had expected. I think it was because of the previous nerves and inexperience, but, as the class went on, I slowed down the pace.

As we were checking the use of modals 'may' and 'might', at the last minute I decided to explicitly explain them the difference and relate it to the images they could see. By the comments they made I could see it was a good decision since they told me that they had not understood how they were different from each other until I told them. Hence, maybe it is useful to include some explicit instruction about meaning and grammar with some specific items.

As for future lessons, I think we need to create activities more challenging for them and try to keep them engaged to the tutorials, and thus they are motivated to continue coming and learning.

LESSON PLAN 2 (PPP)

<p>School: Universidad Católica de la Santísima Concepción.</p> <p>Class: Communicative Competence Initial II</p> <p>Number of SS: 7</p>	<p>Date of lesson:</p> <p style="text-align: center;">November 15th</p>	<p>Time of lesson:</p> <p style="text-align: center;">4:20 PM</p>	<p>Length of lesson:</p> <p style="text-align: center;">60 minutes</p>	<p>Student-Teacher's name:</p> <p>* María José Verdugo V.</p> <p>* María Belén Quezada C.</p>
<p>Main Aim:</p> <p>At the end of the lesson, students will be able to compare different types of food orally.</p>				
<p>Reference to Planes y Programas (OF, CMO, AE):</p>				
<p>Exponent(s):</p> <ul style="list-style-type: none"> • more+adj than • adj-er than • The most+adj • The adj-est 			<p>Assumed Knowledge:</p> <ul style="list-style-type: none"> • Pronouns. • Verb to be. • Vocabulary related to food. • Adjectives. 	
<p>Target Language: (Linguistics items use, meaning, form)</p> <ul style="list-style-type: none"> • more+adj / adj-er than: to compare two things or people. • The most+adj / adj-est: to compare more than two things or people. 			<ul style="list-style-type: none"> - Acid /aɪd// - Chewy /'tʃu:ɪ/ - Crunchy /'krʌntʃɪ/ - Disgusting /dɪs'gʌstɪŋ/ 	<ul style="list-style-type: none"> - Delicious /dɪ'liʃəs/ - Flavourless /'fleɪvələs/ - Sweet /swi:t/ - Salty /'sɔ:ltɪ/ - Tasty /'teɪstɪ/
<p>Anticipated Problems</p> <ul style="list-style-type: none"> • Low motivation / interesting • Students arrive late. 		<p style="text-align: center;">.....and Solutions</p> <p style="text-align: center;">→ To prepare a warm up.</p> <p style="text-align: center;">→ Wait a few minutes before starting the class.</p>		<p style="text-align: center;">Aids</p> <ul style="list-style-type: none"> • PPT • Data projector • Food • Scarfs

Adapted from University of Sussex

Stages	Procedure What I am going to do What Students are going to do	What I am going to say Instructions, CCQs, Feedback,etc	Skill	Time (min)	Interaction T-Ss;Ss-Ss;etc
LEAD-IN	<p><u>10 Questions:</u></p> <ul style="list-style-type: none"> • T asks for a volunteer. • S stands in front of the class with an image stuck in her/his forehead. • S volunteer asks questions in order to guess the image. <p>- Classmates answer only Yes/No.</p>	<p>- I need a volunteer to be student “A” and stand in front.</p> <p>- Your classmate has a picture of a famous person on his forehead.</p> <p>- “A” is going make Yes/No questions about the picture for guessing.</p> <p>-You (the class) have to answer Yes or No.</p> <p>- “A” can only ask 10 questions and guess.</p>	Speaking Listening	5 minutes	Ss – Ss
PRESENTATION	<p>- T shows a PPT with different comparisons, using images to explain them.</p> <p>- Ss repeat and practice final pronunciation [-er] /əɹ/ and [est] /ɪst/</p> <p>- T asks CCQs.</p>	<ul style="list-style-type: none"> • Gummy bears are <u>chewier than</u> chips. • Rice cookies are <u>more flavorless than</u> chocolate. • Nutella is <u>the sweetest</u> spread. • Lemon is <u>the most acid</u> fruit. 	Listening Speaking Reading Writing*	10 minutes	T – Ss

PRACTICE	<ul style="list-style-type: none"> - Ss complete a worksheet delivered by the T. - Ss report and discuss their answers with the class. 	<ul style="list-style-type: none"> - Complete the words with the missing vowels. - Match the opposite adjectives. - Fill in the gaps with the given adjective using its comparative or superlative form. -You have 10 minutes. 	<ul style="list-style-type: none"> Listening Writing Speaking 	10 minutes	T – Ss Ss - Ss
	<ul style="list-style-type: none"> - T presents different images of food. - Ss create sentences using comparatives and superlatives, by choosing two or more images from the PPT. - Ss report their sentences to the class. 	<ul style="list-style-type: none"> - Elaborate 3 sentences using comparatives and superlatives, by choosing two or more of the food images. 	<ul style="list-style-type: none"> Writing Speaking Reading Listening 	8 minutes	Ts-Ss
PRODUCTION	<ul style="list-style-type: none"> - T covers Ss' eyes with scarfs. - Ss eat two different pieces of food. - Ss compare both using the reviewed structures. - Ss uncover their eyes. - In groups, Ss decide which is the most ___/ ___-est among the eaten food. 	<ul style="list-style-type: none"> - I want you to stand and form two groups, "A" and "B". - I am going to cover "A"'s eyes with these scarves. - Each of you is going to eat two different types of food. -You have to compare them using the learned adjectives. - Now it is the turn of group "B" -Now, I want you to seat with your groups, and decide which of the food you ate is the most ___/ ___-est. 	<ul style="list-style-type: none"> Listening Speaking 	25 minutes	T - Ss Ss - Ss

REFLECTION LESSON 2

From the class I observed I can tell that both of us, me and my classmate, need to improve similar aspects, such as giving instructions or making CCQs. I would say that she did not look nervous and was capable of managing the class.

When it comes to the students, they seemed interested and motivated to participate and assist to the tutorial class. Moreover, they participated actively and were not reluctant to do the activities my classmate asked them to do.

As a 'negative' aspect, I think she should have been more prepared in terms of content knowledge: she should have checked certain spellings before starting the class. In addition, the last activity could have been carried out differently in terms of instructions and the procedure itself.

As we prepared this class together, I think we both need to improve on preparing more challenging activities for the students, taking into consideration their level of proficiency and how they are expected to perform.