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|  | **(NOMBRE DE LA ESCUELA)**  **CLAVE: (XXXXXXXXXX)**  **CICLO ESCOLAR 2017-2018**  **NATIONAL ENGLISH PROGRAMME IN BASIC EDUCATION CYCLE IV**  **LESSON PLAN – ENGLISH II** |  |

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| **GRADE:** | Second Grade | | **GROUP(S):** |  | **DATE:** | November 21st to December 16th | | **UNIT**: | 2 PART 2 |
| **ENGLISH TEACHER:** | |  | | | | | **TIME**: | 10 SESSIONS | |

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| **SOCIAL PRACTICE OF THE LANGUAGE:** | Interpret and express information published in diverse media. |
| **LEARNING ENVIRONMENT:** | Familiar and community. |
| **SPECIFIC COMPETENCY:** | Write dialogues and interventions for a silent short film. |

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| **ACHIEVEMENTS** | **CONTENTS** | | | **PRODUCT** |
| **DOING WITH THE LANGUAGE** | **KNOWING ABOUT THE LANGUAGE** | **BEING THROUGH THE LANGUAGE** |
| * Anticipates the general meaning and main ideas from previous knowledge and non-verbal language. * Writes expressions to produce oral exchanges. * Exemplifies main ideas in an oral exchange. * Rephrases expressions produced during an oral exchange. | **Explore a silent film.**   * Identify topic, purpose, and intended audience. * Establish setting(s) where the action takes place. * Identify different characters. * Identify non-verbal language. * Identify the relationship between settings, actions, and sound effects. * Determine the intention of actions (e.g., funny, melodramatic, tragic, etc.).   **Understand the general meaning and main ideas.**   * Anticipate the general meaning and main ideas. * Identify structure. * Clarify the name of unknown objects, actions, or concepts. * Establish genre (e.g., comedy, melodrama, and suspense). * Formulate questions to understand content. * Answer questions to describe motivations, hopes, aspirations and/or ambitions.   **Produce dialogues and interventions for a silent short film.**   * Suggest sentences to write dialogues and interventions. * Organize sentences into sequences to form dialogues. * Write dialogues and interventions. * Include examples, relevant details, and interesting information. * Use linguistic resources to link sentences together (e.g., since, before, as, so that, etc.) and/or rephrase expressions. * Read dialogues aloud in order to adjust verbal and non-verbal language according to a specific audience (e.g., youngsters and adults). * Adjust volume and speed. * Make the dubbing of dialogues and interventions. | * Genre, topic, purpose, and intended audience. * Contextual clues. * Non-verbal language. * Repertoire of words necessary for this social practice of the language. * Acoustic features. * Types of sentences. * Adverbs. * Connectors. * Modal verbs. | * Value cinema as a means to reflect emotions and experiences of people and their culture. * Appreciate cultural expressions particular to the English language. * Know particular values and patterns of behavior of people from English-speaking countries | SCRIPT FOR THE DUBBING OF A SILENT SHORT FILM  Stage 1  Select a silent short film.  Stage 2  Watch the scenes and choose one.  Stage 3  Suggest and write dialogues and/or interventions for each character.  Stage 4  Organize dialogues and/or interventions for the scene.  Stage 5  Check that structure of dialogues and interventions comply with grammar, spelling and punctuation conventions.  Stage 6  Put together a script which contains dialogues and/or interventions corresponding to the short film scene.  Stage 7  Associate the writing with dialogues and/or interventions.  Stage 8  Practice the reading aloud of the script.  Stage 9  Perform the dubbing. |

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| ACHIEVEMENT(S): | | 1 | Anticipates the general meaning and main ideas from previous knowledge and non-verbal language. | | | | | | |
| PRODUCT STAGE(S) : | | 1  2 | Select a silent short film.  Watch the scenes and choose one. | | | | | | |
| CONTENTS | | | SESSIONS | | TIMING | PROCEDURE | STAGE AIMS | AIDS AND MATERIALS | INTERACTION PATTERN |
| DOING WITH THE LANGUAGE | **Explore a silent film.**  Identify topic, purpose, and intended audience.  Identify non-verbal language.  Identify the relationship between settings, actions, and sound effects.  Determine the intention of actions (e.g., funny, melodramatic, tragic, etc.).  Genre, topic, purpose, and intended audience.  Contextual clues.  Non-verbal language.  Repertoire of words necessary for this social practice of the language.  Value cinema as a means to reflect emotions and experiences of people and their culture. | | 1 | Introduction | 15 min. | T writes a few discussion points on the board:   * When did the films appear? * Could movies be heard at the very beginning? * What is a silent movie? * What is a script? * Could you mention some popular actors or actresses from that age?   T motivates Ss to share their ideas with their classmates. T makes sure everybody gets the correct answers. | Lead-in: To introduce the topic. | Whiteboard | Teacher 🡪 whole class |
| Development | 15 min. | T asks Ss to talk about their favorite movie or silent film, favorite scene and favorite actor or actress. | To know Ss’ interests. | (none) | Teacher 🡪 whole class |
| Checking for understanding | 10 min. | T shows a silent film scene and asks Ss to identify the topic, purpose and intended audience.  Ss also identify the intention of the actions (funny, melodramatic, tragic, etc.). | To identify topic, purpose and intended audience. | Silent film scene | Teacher 🡪 whole class |
| Closure | 5 min. | T asks Ss to choose a silent short film for the project. | To select a silent short film. | A list of silent short films | Teacher 🡪 whole class |
| KNOWING ABOUT THE LANGUAGE |
| 2 | Introduction | 5 min. | T shows how to format a script, its definition and parts (scene heading, action lines, character names, dialogues, etc.). | Lead-in: To input the parts of a script. | Whiteboard | Teacher 🡪 whole class |
| Development | 15 min. | T gives two-three pieces of a script to each Ss, then asks Ss to read each of the pieces and place them in the correct sequence. | To show relationships between the parts of a script. | Stripes of a script | Pair work |
| BEING THROUGH THE LANGUAGE | Checking for understanding | 15 min. | Ss compare their sequence with another pair of Ss.  T gives feedback on parts of a script. | To favor cooperation and integration. | (none) | Pair work  Teacher 🡪 whole class |
| Closure | 10 min. | T let Ss know they will be writing a script for a silent short film as a product.  Homework: Visit <http://www.screenwriting.info/> | To raise Ss’ awareness of the characteristics of the product. | (none) | Teacher 🡪 whole class |

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| ACHIEVEMENT(S): | | 1  2  3 | Anticipates the general meaning and main ideas from previous knowledge and non-verbal language.  Writes expressions to produce oral exchanges.  Exemplifies main ideas in an oral exchange. | | | | | | |
| PRODUCT STAGE(S) : | | 3  4 | Suggest and write dialogues and/or interventions for each character.  Organize dialogues and/or interventions for the scene. | | | | | | |
| CONTENTS | | | SESSIONS | | TIMING | PROCEDURE | STAGE AIMS | AIDS AND MATERIALS | INTERACTION PATTERN |
| DOING WITH THE LANGUAGE | **Explore a silent film.**  Establish setting(s) where the action takes place.  Identify different characters.  Identify non-verbal language.  **Understand the general meaning and main ideas.**  Anticipate the general meaning and main ideas.  Clarify the name of unknown objects, actions, or concepts.  Establish genre (e.g., comedy, melodrama, and suspense).  Formulate questions to understand content.  Repertoire of words necessary for this social practice of the language.  Types of sentences.  Adverbs.  Connectors.  Modal verbs.  Appreciate cultural expressions particular to the English language. | | 3 | Introduction | 10 min. | T writes on the board the title of the chosen silent short film and asks Ss to guess what they think the film is going to be about and the genre. T uses a mind map.  Ss might not be able to express their ideas or answers in English, help if needed by promoting collaborative work and the use of different linguistic resources (dictionary). | Lead-in: To pre-teach vocabulary. | Whiteboard | Teacher 🡪 whole class |
| Development | 15 min. | Ss watch the silent short film and identify its elements (setting, plot, characters, non-verbal language, actions, gestures, genre, etc.).  Ss share what they found with others. | To identify silent film elements. | Silent short film | Pair work |
| Checking for understanding | 15 min. | T puts Ss into small teams and assigns them one scene per team.  Ss have to write on their notebook where the scene takes place, the characters, and the most relevant actions. | To identify setting, characters and main events. | Silent short film scenes | Group work  (Teacher monitors) |
| Closure | 5 min. | T talks about the importance of looking for useful vocabulary up to get some ideas.  Homework: Bring a list of 10 verbs and 10 objects for each scene. | To create a vocabulary list. | (none) | Teacher 🡪 whole class |
| KNOWING ABOUT THE LANGUAGE |
| 4 | Introduction | 10 min. | T talks about his/her favorite silent film scene and describes where the scene takes place, the characters and the main events. | To introduce scene heading (setting) and action lines (events). | Whiteboard | Teacher 🡪 whole class |
| Development | 10 min. | T shows a set of film images (scenes) and asks Ss to write the scene heading and main events (action lines). | To identify the relationship between settings and actions. | Film images | Teacher 🡪 whole class |
| BEING THROUGH THE LANGUAGE | Checking for understanding | 15 min. | Ss do a gap-filling activity in order to write the scene heading and action lines. | To clarify any doubt about the setting and action lines. | Worksheets | Group work  (Teacher monitors) |
| Closure | 10 min. | Ss write the scene heading and action lines for their scene for the project.  Ss can write about characters’ abilities using the modal verb Can. | To add or remove information for the script. | (none) | Group work |

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| ACHIEVEMENT(S): | | 2  3  4 | Writes expressions to produce oral exchanges.  Exemplifies main ideas in an oral exchange.  Rephrases expressions produced during an oral exchange. | | | | | | |
| PRODUCT STAGE(S) : | | 3  4  5  6  7 | Suggest and write dialogues and/or interventions for each character.  Organize dialogues and/or interventions for the scene.  Check that structure of dialogues and interventions comply with grammar, spelling and punctuation conventions.  Put together a script which contains dialogues and/or interventions corresponding to the short film scene.  Associate the writing with dialogues and/or interventions. | | | | | | |
| CONTENTS | | | SESSIONS | | TIMING | PROCEDURE | STAGE AIMS | AIDS AND MATERIALS | INTERACTION PATTERN |
| DOING WITH THE LANGUAGE | **Produce dialogues and interventions for a silent short film.**  Suggest sentences to write dialogues and interventions.  Organize sentences into sequences to form dialogues.  Write dialogues and interventions.  Include examples, relevant details, and interesting information.  Read dialogues aloud in order to adjust verbal and non-verbal language according to a specific audience (e.g., youngsters and adults).  Adjust volume and speed.  Make the dubbing of dialogues and interventions.  Contextual clues.  Non-verbal language.  Repertoire of words necessary for this social practice of the language.  Types of sentences.  Connectors.  Appreciate cultural expressions particular to the English language. | | 5 | Introduction | 10 min. | T writes a list of expressions/dialogues (greetings, phrases for asking and giving information, opinions, complaints, interjections, etc.) on the board and show a film image.  Ss have to identify which ones they can use for that scene and why. Remember the intention of the actions (e.g. funny, melodramatic, etc.) | To identify the purpose of expressions and dialogues in an oral production. | Whiteboard | Teacher 🡪 whole class |
| Development | 10 min. | T shows the set of film images and asks Ss to suggest dialogues for the scene.  Ss have to find expressions/sentences that match those scenes using the workbook. | To identify the relationship between actions and dialogues. | Film images  Workbook | Teacher 🡪 whole class |
| Checking for understanding | 15 min. | Ss discuss and determine the dialogues for their scenes. | To write dialogues. | (none) | Group work |
| Closure | 10 min. | Ss organize the dialogues and interventions for the scene. Ss check spelling, grammar, correct pronunciation, correct use of language, coherence of the dialogues, etc. | To check spelling and grammar. | (none) | Group work |
| KNOWING ABOUT THE LANGUAGE |
| 6 | Introduction | 5 min. | T reads aloud a list of dialogues and asks Ss to identify the intention of them. T writes 3 categories (funny, melodramatic and tragic) on the board. | To identify the intention of dialogues and intonation. | Whiteboard | Teacher 🡪 whole class |
| Development | 10 min. | Ss practice the pronunciation of the dialogues and get into the character as much as possible. | To practice oral productions and non-verbal language. | (none) | Group work |
| BEING THROUGH THE LANGUAGE | Checking for understanding | 25 min. | Ss perform their dialogues to the rest of the groups. | To improve the dialogues. | (none) | Group work |
| Closure | 5 min. | Ss give feedback and make contributions to improve their dialogues.  Ss rearrange and adjust the dialogues depending on the feedback provided by the teams. | To edit dialogues. | (none) | Group work |

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| ACHIEVEMENT(S): | | 4 | Rephrases expressions produced during an oral exchange. | | | | | | |
| PRODUCT STAGE(S) : | | 8  9 | Practice the reading aloud of the script.  Perform the dubbing. | | | | | | |
| CONTENTS | | | SESSIONS | | TIMING | PROCEDURE | STAGE AIMS | AIDS AND MATERIALS | INTERACTION PATTERN |
| DOING WITH THE LANGUAGE | **Produce dialogues and interventions for a silent short film.**  Read dialogues aloud in order to adjust verbal and non-verbal language according to a specific audience (e.g., youngsters and adults).  Adjust volume and speed.  Make the dubbing of dialogues and interventions.  Non-verbal language.  Repertoire of words necessary for this social practice of the language.  Appreciate cultural expressions particular to the English language. | | 7 | Introduction | 10 min. | Ss write the script which includes scene heading, action lines, characters names and all the dialogues they wrote. Each team evaluates its script. | To remove, add or change information for the script. | (none) | Group work |
| Development | 10 min. | Ss exchange their script with the others groups in order to get feeback and peer evaluation. | To get peer evaluation. | (none) | Group work |
| Checking for understanding | 15 min. | Ss adjust their dialogues with the characters’ interventions as much as they can. | To edit and correct mistakes. | (none) | Group work |
| Closure | 10 min. | T asks Ss to practice their dialogues by reading aloud as many teams as necessary.  Ss practice volume and speed of their voices as well as their intonation while reading.  T makes sure Ss understand the importance of using non-verbal language, too. | To practice the reading aloud of the script. | (none) | Group work |
| KNOWING ABOUT THE LANGUAGE |
| 8-10 | |  | Ss perform the dubbing, first within their teams to gain confidence, and finally for the whole class. If possible, ask them to characterize themselves and contextualize the environment. for example: create the cinema, buy the ticket, look for their seats and even buy pop-corn. Turn the lights off.  Ss talk about the scenes performed, and give their opinion.  T asks Ss to share their emotions and reactions caused by the performance  T makes sure Ss value cinema as a means to reflect emotions and experiences of people and their culture. | To present products and evaluate them. | Rubric and check list. | Team work  (Teacher monitors) |
| BEING THROUGH THE LANGUAGE |