

PRE-INTERMEDIATE ESL: UNIT PLANNER

Teacher(s): Jai'mie Terry

Subject: FOREIGN LANGUAGE, ENGLISH AS A SECOND LANGUAGE Unit: 10 TAKE CARE

<p style="text-align: center;">Unit Description and Texts</p> <p>USED TO, PAST CONTINUOUS In this unit, <i>Take Care</i>, we will focus on forming sentences using “used to” and past continuous tense. Learners will engage in two scenario-based learning activities in the following contexts, health and accidents and criminal interrogation, to grasp this unit’s vocabulary and to practice targeted grammar skills.</p> <p>Cunningham, Sarah and Moor, Peter and Carr, Jane Comyns (2005). <i>New Cutting-Edge Pre-Intermediate</i>. Harlow: Pearson Education Limited.</p>	<p style="text-align: center;">Course Level</p> <p style="text-align: center;">Intermediate (A2)</p> <hr/> <p style="text-align: center;">Assessment</p> <ul style="list-style-type: none">▪ Written Task (WT)▪ Verbal Exhibition Task (VET)▪ Section Quiz
<p style="text-align: center;">Pedagogical Approaches</p> <p style="text-align: center;">(Learning Experiences and Strategies)</p> <p><input type="checkbox"/> Lecture</p> <p><input type="checkbox"/> Socratic seminar</p>	<p style="text-align: center;">Approaches to Learning</p> <p><input checked="" type="checkbox"/> Thinking</p> <p><input checked="" type="checkbox"/> Social</p> <p><input checked="" type="checkbox"/> Communication</p> <p><input checked="" type="checkbox"/> Self-management</p>

- Small group/pair work
- PowerPoint lecture/notes
- Individual presentations
- Group presentations
- Student lecture/leading
- Interdisciplinary learning

Details:

- Other/s: Class Discussions

- Research

Details:

- Homework 1: **Communication/Social** – ‘Health Helpline’ two-person dialogue.
- Homework 2: **Critical Thinking/Research** ‘Hazardous History’ make inferences on modern life expectancy.
- Unit Project:
Thinking/Social/Communication/Self-Management: ‘Alibi Game’ group presentation project.

Differentiation

- Affirm identity—build self-esteem
- Value prior knowledge
- Scaffold learning
- Extend learning

Details:

- Scaffold Learning: pre-teaching, warm-up/pre-check questions, content and skills chunking

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| | <ul style="list-style-type: none">▪ Value Prior Learning: comprehensive learning design, formative critical thinking assignments (knowledge and research based) |
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Transfer Goal(s)

Learning outcome 1: Students will discuss health concerns and conclude ailments based on symptoms.

Learning outcome 2: Students will synthesize what they have learned about past continuous tense and participate in a criminal interrogation simulation activity.

Fundamental Understandings (Content, Skills, and Concepts)

Learners will know the following content:

1. Learners will know the following key terms temperature, aspirin, inflammation, dizzy, plaster, rash, burn, antibiotics, allergic, allergy, swelling, alibi witness, alibi, suspect, interrogation.

Learners will develop the following skills:

1. Learners will be able to communicate or discuss personal health conditions using past continuous tense.
2. Learners will be able to use targeted vocabulary words to diagnose minor injuries.
3. Learners will be able to recount past actions using past continuous tense to answer questions about various events or incidents.
4. Learners will be able to communicate past behaviors/actions or states to provide insight for generalized exchanges.

Students will grasp the following concepts:

1. Learners will understand how to use past continuous tense to recount past actions.

2. Learners will understand how to use “used to” to communicate past behaviors/action or states that are no longer true.

Inquiry Questions

Content-based:

1. Prepare a dialogue demonstrating your understanding of the following words: temperature, aspirin, inflammation, dizzy, plaster, rash, burn, antibiotics, allergic, allergy, and swelling.

Skills-based:

2. An individual wearing a hat was seen on CCTV footage eating chocolate peanut brownies, how can you prove that it wasn't you?

Concept-based:

3. What can you do to stay healthy?
4. What should you do if you eat something that you are allergic to?
5. What are some signs that might require a doctor or 911?

Formative Assessment(s)

Warm-Up/Pre-Check Quiz: *Interactive Menti Quiz*

- Learners will complete an online warm-up quiz via menti.com. Learners will get to review their answers immediately and receive feedback.

Summative Assessment(s)

VET: *Alibi Crimes Game*

- For this activity, students will complete a verbal exhibition task demonstrating their ability to recount past actions using past continuous tense and targeted vocabulary.

WT: *Health Check Up*

- For is activity, learners will prepare a dialogue between a receptionist and a patient. They will choose a medical issue to work with from the vocabulary list or create their own. The dialogue should be 10-12 sentences long. After completing their script, learners will pair up with a partner to simulate the phone exchange.

Online Quiz: *Consolidation Quiz 6-10*

- For is activity, students will answer the quiz questions on the interactive PPT.

Unit Resources

Videos:

VILT: **Unit 10 Lesson 1**

VILT: **Unit 10 Lesson 2**

VILT: **Unit 10 Lesson 3**

VILT: **Unit 10 Lesson 4**

VILT: **Unit 10 Lesson 5**

Alibi Games: **Presentation Video**

Web Pages:

Unit 10: Take Care Menti Warm-Up Quiz

Online Files/Google Docs:

Unit 10: Take Care Cover Sheet

Unit 10: Take Care Lesson 1 Worksheet pg. 89-90

Unit 10: Take Care Lesson 2 Worksheet pg. 90-93

Unit 10: Take Care Alibi Games WT 2

Unit 10: Take Care Alibi Games VET

Consolidation Quiz Sections 6-10

Online Files/Google Docs:

Unit 10: Take Care Vocabulary PPT

Successes	Shortcomings	Notes - Suggestions - Changes
The Alibi Games project was very engaging, and the students were able to demonstrate their acquisition of this unit's targeted skills and concepts.	While the interactive PDF made test taking more accessible, some students had difficulties sending back their homework and consolidation tests.	I suggest implementing a fully integrated e-learning component for school assessments to streamline learner results collection and benchmark determination. It would also make it easier for students to

		submit their exams, tests, and quizzes.
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Transfer Reflections (Learner Success)

While there are varying levels of English proficiency, all students can 1) discuss personal health issues and injuries based on symptoms; 2) recount past actions using past continuous tense; and 3) communicate past behaviors/action or states that are no longer true.