

C. SAMPLE UNIT CYCLE

This section describes the organization of a 10 or 11 day sample unit cycle that addresses the objectives for the year of language study by including study in all the competency areas and that follows the Guiding Principles and Teacher Competencies.

A 10 or 11 day unit is suggested, leaving time for review and assessment within the school year, and allowing for the eight topics to be covered.

The sample unit cycle is presented by day with the general language skills covered listed on the left, and the stages and general steps of the lesson described on the right.

<p>Day 1. Vocabulary I/ Pronunciation I Conversation Listening</p>	<p>Vocabulary/Pronunciation Warm-up discussion of topic using vocabulary prompted by questions related to short text and visuals: pictures, graphic, cartoon, etc. Pronunciation practice of phonemes and stress in vocabulary, with particular focus on an aspect of pronunciation that can be challenging for the Algerian learners. Listening: Learners listen to a conversation between two people on the unit topic that incorporates Vocabulary I, Grammar I and the target Communication Strategy for the unit. Listening tasks follow a Receptive Skills Pre-During-Post framework: <u>Pre:</u> Teacher gives questions, vocabulary and/or input about language or culture to help learners develop or recall what they need to know to enter into listening in a “real life” way – prepared to understand. Learners may also be reminded of or taught listening strategies to use in the next stage. <u>During:</u> Learners are given multiple chances to listen and understand, and are asked to plan for, use and evaluate listening strategies that are reviewed or taught. 1. Understanding gist (e.g. topic, attitudes, basic ideas) 2. Understanding the outline of the conversation. 3. Understanding specifics <u>Post:</u> Learners react to the text on a personal level and carry out tasks that expand the topic and/or language using other skills (i.e. speaking, reading, writing). Communication Strategy (Oral Interaction competency) Learners carry out tasks that focus them on noticing the communication strategy form and use as modeled in the listening text. Next, they practice the strategy in a conversation with a partner. The conversation is likely to be on the unit topic and use the vocabulary.</p>
<p>Day 2. Review Grammar I</p>	<p>Review Active pair or small group task to review vocabulary, grammar, conversation strategy and/or pronunciations: games,</p>

<p>Pronunciation II</p>	<p>conversations using guiding questions or mingling activities.</p> <p>Grammar I: <u>Awareness Raising (presentation)</u></p> <ul style="list-style-type: none"> • Grammar tasks focus first on understanding meaning by answering questions that use the grammar, but do not focus on the form. • Using guided questions that have them pay attention to the meaning of examples in context, learners identify what the form means, and when it is used. • Next the learners focus on form, generally by identifying patterns/rules from examples. <p><u>Practice</u></p> <ul style="list-style-type: none"> • Learners carry out tasks to appropriate new structures/ (includes Pronunciation II points). For example “gap activities”[*] with a concentrated focus on structures, for example games that require learners to discriminate between different options, (e.g., short answers, fill-in-the blanks, substitution.) • Learners carry out more open-ended tasks that use the language structures studied to communicate or exchange ideas. These can include various games, conversations, role-plays and other activities.
<p>Day 3. Review Reading Strategy and Comprehension</p>	<p>Review: Vocabulary I or Grammar I: as in Day 2, the review is an active task and is used as a warm up as well as review.</p> <p>Reading I Learners read a text on the unit topic that incorporates Vocabulary II and Grammar II. (and to some degree Vocabulary and Grammar I). The texts for Reading I are usually written in first person, for example, letters, emails, blogs, personal essays or stories.</p> <p>Reading tasks follow a Receptive Skills Pre-During-Post framework:</p> <p><u>Pre:</u> Teacher gives questions, vocabulary and/or input about language or culture to help learners develop or recall what they need to know to enter into reading in a “real life” way – prepared to understand. Learners may also be reminded of or taught reading strategies to use in the next stage.</p> <p><u>During:</u> Learners are given multiple chances to read and understand, and are asked to plan for, use and evaluate reading strategies that are reviewed or taught.</p> <ol style="list-style-type: none"> 1. Understanding gist (e.g. topic, attitudes, basic ideas) 2. Understanding the outline of the conversation. 3. Understanding specifics <p><u>Post:</u> Learners react to the text on a personal level and carry out tasks that expand the topic and/or language using other</p>

* See Pedagogy Task Typology for a more detailed description of gap activities.

	skills (i.e. speaking, listening, writing) to communicate or exchange ideas.
Day 4. Grammar II Vocabulary II Pronunciation III Self-assess	<p>Grammar II (contextualized in Day 3 reading text) Learners complete a series of tasks that follow the format of Grammar I: focus on meaning before form, awareness-raising then active practice.</p> <p>Vocabulary II Vocabulary from the reading text is studied in context and practiced in a communicative way.</p> <p>Self-assess Learners rate themselves on the ability to comprehend and produce the vocabulary, pronunciation and grammar studied so far. Additionally, they may be asked to rate themselves on their ability to use listening and reading skills and to comprehend listening and reading texts. The self-assessment can take various forms, for example circling a number or “smiley face” indicating a level of progress or achievement; categorizing skills by level of progress.</p>

Days 5.and 6 Review Writing	<p>Review Same as previous days: focus on grammar and/or vocabulary. NB: Review activities should alternate targets throughout the unit: vocabulary, communication strategy, grammar, pronunciation.</p> <p>Writing Writing is usually in the first person, often matching the same genre or text type as the reading text on Day 4: letter, email, blog, etc. Writing tasks follow the Process Writing, for example</p> <ol style="list-style-type: none"> 1. Collect ideas: given options and guiding questions: take notes, freewrite 2. Talk to someone to expand and clarify ideas 3. Write draft given “scaffolding” such as a visual model, sentence starters, guiding questions or descriptions of what to put in each paragraph. Expectations should be explicit and assessment rubrics are provided to learners prior to writing or revising. 4. Peer feedback: peers exchange papers and give comments to help the writing improve toward expectations (in ways taught and supported by the teacher). 5. Revising
Day 7 Writing Reading II (begin)	<p>Writing Learners share (or “publish” their writing) in some way, for example in small groups they read aloud part or all and ask peers a question related to their text; learners display texts and all learners travel around the room and read a specified number of texts, which they respond to in briefly orally or in writing (e.g. short comment, fill out chart, brief pair discussion; they post their texts</p>

	<p>to a homepage or blog and visit a peers' page to read and comment.</p> <p>Reading II</p> <p>The reading text is usually written in the third person, for example, a descriptive article or advertisement, a story or essay, or a report. Readers follow the same Receptive Skills PDP format as in Reading I, tailored to fit the reading text.</p> <p>For Day 7, the Pre and at least first During tasks can be completed (listening for gist), and more may be completed depending on the writing activity and the reading text.</p>
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