

# Didactic Unit for B1 Level Students "Sport through the Times"

**Título:** Didactic Unit for B1 Level Students "Sport through the Times". **Target:** Profesores de Inglés, Profesores de Educación Física. **Asignatura:** Inglés, Educación Física. **Autor:** Isabel María García Conesa, Licenciada en Filología Inglesa, Profesora Asociada de Inglés Centro Universitario de la Defensa de San Javier (UPCT -MDE), Profesora Francés Secundaria y EOI.

**Introduction:** In this topic, students will discuss about the origin of the different sports and their development through the times.

**Title:** Sport through the Times

**Stage General Objectives:** a, b, c, h.

**Subject General Objectives:** 1, 2, 3, 6.

**Content Blocks:** already stated

**Evaluation Criteria:** 1, 2, 3, 4, 5, 6, 7, 8, 9

**Level:** Bachillerato 2<sup>nd</sup> Form. They study English as First Foreign Language. The group is made up of 35 students; 20 of them have an average level, but not very high; there are 8 whose level is over the average and 7 whose level is rather poor, therefore our planning will include three different levels, although in the case of Bachillerato the students are forced to reach a certain level to be able to pass the so-called 'PAU'.

**Justification of the unit:** The students selected this title themselves. They found **Sport Through The Times** very interesting because they like sports and their origins and characteristics.

At the beginning of the school year they were given a chart with different topics which were attractive and related to their own interests and background. They had to tick fifteen favourite topics out of a list of thirty different ones; since by negotiating the content with the students they get much more involved in the teaching process. The topics chosen by the larger number of students were taken as the immediate reference of our classroom planning.

On the other hand, we will emphasise different techniques the students will have to put into practice when taking their university entrance exam.

**Connections:** The unit has a direct connection with the:

- School Educational Project: Since the school has included in the Project **Sex Equality Education** (Crosscurricular Topic) as the one of the most important aim, due to the fact that we will discuss both traditional male and female sports
- School Curricular Project: Interdisciplinary subjects, namely Physical Education

**Temporalization:** This didactic planning will be taught in the last term, because they need the knowledge already worked on in previous units.

**Timing:** Six fifty-minute sessions, that is, two weeks.

**Specific Didactic Objectives:** (Always understood as capacities)

- Read and extract information from an article about the history of sport
- Revision and practice of reported speech
- Write a composition on the most popular sports in Spain in comparison with England
- Listen and extract information from people talking about their favourite sports
- Express one's own opinion about a proposed topic
- Carry out a project about the history of the sport they enjoy

**Contents:**

<ul style="list-style-type: none"> <li>• <b>Previous knowledge:</b> Students already have a good command on the use of the different verb tenses in English, as well as a fine confidence in the use of structures to express one's opinion</li> </ul>		
CONCEPTS	PROCEDURES	ATTITUDES
<p><b>Functional:</b></p> <ul style="list-style-type: none"> <li>• Narrate.</li> <li>• Story telling.</li> <li>• Expressing opinions.</li> <li>• Establish comparisons</li> <li>• Talk about likes and dislikes</li> </ul> <p><b>Grammatical:</b></p> <ul style="list-style-type: none"> <li>• Revision of Reported Speech.</li> <li>• Reported Speech in questions, commands.</li> <li>• Revision of Cardinal Numbers.</li> </ul> <p><b>Lexical:</b></p> <ul style="list-style-type: none"> <li>• Names of sports</li> <li>• Names of different tools used in sports</li> </ul> <p><b>Phonological:</b></p> <ul style="list-style-type: none"> <li>• Correct pronunciation</li> </ul>	<ul style="list-style-type: none"> <li>• Complete sentences to deduct and speculate.</li> <li>• Change sentences</li> <li>• Contextualise a conversation given.</li> <li>• Guess the contents of a topic.</li> <li>• Predict information and check it afterwards.</li> <li>• Compare information with other classmates.</li> <li>• Look and match.</li> <li>• Listen and check.</li> <li>• Skimming for general information.</li> <li>• Scanning for key words.</li> <li>• Search vocabulary from activities.</li> <li>• Grouping words into categories</li> <li>• Create and propose new activities</li> </ul>	<ul style="list-style-type: none"> <li>• Be interested in one's own learning process.</li> <li>• Respect other people's opinions.</li> <li>• Have a positive opinion of justice and judges.</li> <li>• Avoid deductions which may be harmful for people.</li> <li>• Value the culture of the target language.</li> <li>• Respect traditions and customs of another country</li> <li>• Participate in pair and group work.</li> <li>• Be interested in reading books and other printed material.</li> <li>• Make use of the new learning and vocabulary.</li> </ul>

of cardinal numbers, as well as the names of the different sports		
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## Methodology

We will base it on the principles established by the law, but apart from that, every activity has its own specific methodology, mainly referred to number of students taking part, grouping, classroom management, grading of difficulty, etc.

Considering the fact that Bachillerato level is a Post-compulsory Stage, concepts will be emphasised much more than in previous years. The teacher must adjust the pedagogic help to the students' different needs and facilitate resources and varied strategies, which satisfy the students' motivations, interests and capacities, taking into account the three different ways for the treatment of diversity: curricular adaptations, optionality, and curricular diversification.

## Materials

Here we include all the different material used both by the teacher and the students. On the other hand, we also make the distinctions between authentic material, semi-authentic material, or material made by the teacher or the students.

We must emphasise on the use of attractive and motivating material. Here we also include any other aids used such as: overhead projector, CD-player or cassette player, TV, video, computer, etc. The material used throughout the didactic exploitation is also to be evaluated by the users.

As far as this topic is concerned we will work mainly with photocopies, monolingual and bilingual dictionaries, consulting books, posters, transparencies, different films, recordings, crosswords, etc.

## Evaluation of the whole process

*As far as evaluation is concerned we must evaluate everything:*

- The students' previous knowledge, through a brainstorming session, although we can also set a written assessment.
- We must assess to which extent the students achieve the objectives established at the beginning, both **stage and didactic** ones. In order to check this the students will take a **written assessment** (to value individually their work) and the **final task** will also be marked to be marked their team work. In both cases the students will know what the **marking criteria** are, according to the agreement established by the English Department.

We also take into account the overall opinion of the students along the five sessions established, since their view on the teaching-learning process is written down on the students' **self-assessment record**, or **co-assessment record**, **evaluation of the teacher**, his/her **methodology**, well as the **evaluation of any material** used.

### Final Task

The final task of the planning will consist of the elaboration of a project on their favourite sport and a research on its history, origins, development and importance nowadays.

### Activities

All the different activities are included in the sessions established for the development of this classroom planning.

The activities will be based on different means, and different techniques referred to the four skills: reading (skimming, scanning), writing (composition, project), listening (recording from cassette) and speaking (oral participation, debates).

It is important to add some out-of-school activity, which in the case of this topic would consist of taking the students to see a film about sport, such as the famous film 'Chariots of Fire'. Apart from that they will also be accompanied by the teacher to go to visit some sport facilities in town. ●