

Didactic Unit for B1 Level Students "Habitat"

Título: Didactic Unit for B1 Level Students "Habitat". **Target:** Profesores de Inglés, Profesores de Geografía e Historia. **Asignatura:** Inglés, Geografía e Historia. **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 different ways of working with the environment around them.

Title: Habitat

Stage General Objectives: a, b, c, d, e, f, g, h

Subject General Objectives: 1, 2, 3, 4, 6, 7

Content Blocks: already stated

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

Level: Bachillerato 2nd 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 the non-compulsory stage 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 *Habitat* very interesting for the large number of things, which could be commented on when exploiting it.

At the beginning of the school year they were given a chart with different 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.

Connections: The unit has a direct connection with the:

- School Educational Project: Since the school has included in the Project as one of the most important aims the knowledge of the history and development of the city they live in.
- School Curricular Project: Relation with modality C of Bach 'Social Sciences' and especially the modality subject of 'Geography'.
- Transversal Topics: Environment World Day, since the knowledge and preservation of the environment they are surrounded by is crucial at this stage if we aim to foment in them certain scheduled values.

Temporalization: The unit will be taught in the third term and will be the third unit of this term, since the two first ones are necessary for their previous knowledge of this particular one. This topic is directly linked to the special date of June 5th 'Environment World Day'.

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

Specific Didactic Objectives:

- Read and understand a newspaper article about the life of a famous poet on the island of Majorca.
- Learn how to identify key words in a text and practise using them to understand its general meaning.
- Revise and practise: used to, would, be/get used to, to talk about past habits, situations and states.
- Write an informal letter identifying and using the appropriate format, style and content.
- Talk about living environments.
- Listen to and understand a British expatriate living in Spain talking about his new home.

Contents

CONCEPTS	PROCEDURES	ATTITUDES
<p>Functional:</p> <ul style="list-style-type: none"> • Discuss good and bad points of a city. • Express opinions about different environments. • Read a text using reading strategies. <p>Grammatical:</p> <ul style="list-style-type: none"> • Revision of modal verbs. • Practise of noun and verb forms. • Strategies for writing a formal letter. <p>Lexical:</p> <ul style="list-style-type: none"> • Word building: different suffixes. • Different components of a letter. 	<ul style="list-style-type: none"> • Follow the instructions given. • Contextualise a dialogue. • Guess the contents of a topic. • Predict information and check it afterwards. • Identify the correct formulae to follow a computer conversation. • Compare information with other classmates. • Unjumble a jumbled dialogue. • Scanning for key words. 	<ul style="list-style-type: none"> • Be interested in one's own learning process. • Respect other people's opinions. • Value one's own culture and that of the target language. • Participate in pair and group work. • Respect other people's possessions and items displayed in shops. • Make use of new learning and vocabulary.

<p>Phonological:</p> <ul style="list-style-type: none"> • Identification of places and buildings in a city. • Correct stress of compound words 	<ul style="list-style-type: none"> • Deduce vocabulary from context. • Identification of important elements of messages involving different codes • Coherent organisation of ideas 	
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Methodology

We will base our methodology 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. Henceforth, we will try to conceal both aspects aside.

Considering the fact that Bachillerato level is a post-compulsory Stage, concepts will be emphasised much more than in the previous years of the stage of Compulsory Secondary Education. The Organic Law assigns the students of Bachillerato an intellectual and human maturity, as well as the knowledge and abilities which enable them to carry out their social functions with responsibility and competence and to accede to higher studies.

Bachillerato methodology must, by all means, try to encourage the students' autonomous work and stimulate their capacities for team work, to foster research and investigation techniques, and the applications and transferences of what has been learnt to real life.

Materials

Here we will include all the different materials used both by the teacher and the students along the exploitation of this didactic unit. On the other hand, we also make the distinctions between authentic material, semi-authentic material, and 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-aided instruction through the use of the school laboratory, etc. The material used throughout the whole 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, song, games, different copies, 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.

Summative Evaluation

Here we will take into account:

The evaluation criteria established in relation to the didactic objectives and those established by the law.

Marking criteria (60% written assessment, 20% final task, 5% attendance, 5% homework, 5% pair/group work, 5% effort or something similar).

Project

The final task of the planning will consist of the elaboration, in groups of four at random, of a research work on one Spanish city, other than the one they live in, of their own election, putting emphasis on the following aspects: location of the city, origin and development, some history about it, good and bad points, famous buildings, why it is relevant for, and any special detail they find interesting enough to include in. The best projects can also be eligible for being shown in the school halls.

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, research), listening (song, recording from cassette) and speaking (oral participation).

It is important to add some out-of-school activity, which in the case of this topic would consist of taking the students to a day school-trip to a nearby city or their election. ●