

### Bibliografía

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## Didactic Unit for B2 Level Students "Beliefs & Opinions"

**Título:** Didactic Unit for B2 Level Students "Beliefs & Opinions". **Target:** Profesores de Inglés, Profesores de Religión o Ética. **Asignatura:** Inglés, Religión o Ética. **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 different opinions about God and religion.

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

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

**Content Blocks:** already stated

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

**Topic:** Beliefs & Opinions

**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 we are not supposed to handle within this diversity and 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 *Beliefs & Opinions* 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 topics to their own interests and background. Hence, what they had to do was 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 maturity of the students as expressing their own opinions and beliefs on a particular topic, religion in this case.
- School Curricular Project: Relation with modality B of Bach 'Natural and Health Sciences' and especially with the modality subject of Environmental Sciences.
- Transversal Topics: Moral and Civic Education, since the topic proposed deals with their personal opinion about God and religion.

**Temporalization:** The unit will be taught in the first 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 can be especially exploited immediately before Christmas, considering its importance in the Spanish society in its religious field.

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

**Specific Didactic Objectives:**

- Read and understand two anecdotes about two people's beliefs.
- Revise and practice reading strategies studied in previous units to improve comprehension.
- Listen to and understand an extract from a radio programme.
- Participate in a conversation about beliefs.
- Revise and practice linkers of contrast: although, in spite of, despite, so/such and adjective and preposition combinations.
- Write a personal opinion essay.

## Contents:

CONCEPTS	PROCEDURES	ATTITUDES
<p><b>Functional:</b></p> <ul style="list-style-type: none"> <li>• Discuss reactions to religion.</li> <li>• Express opinions about reincarnation and God.</li> <li>• Read a text using paraphrasing strategies.</li> </ul> <p><b>Grammatical:</b></p> <ul style="list-style-type: none"> <li>• Revision of linkers of contrast.</li> <li>• Practise of adjective preposition combination.</li> <li>• Reading strategies for improving comprehension.</li> </ul> <p><b>Lexical:</b></p> <ul style="list-style-type: none"> <li>• Lexis related to religion.</li> <li>• Different components of a letter.</li> <li>• Change of meaning in adjectives.</li> </ul> <p><b>Phonological:</b></p> <ul style="list-style-type: none"> <li>• Correct pronunciation of words ending in 'tion'.</li> <li>• Correct stress of religion words.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow the instructions given.</li> <li>• Contextualise a dialogue.</li> <li>• Guess the contents of a topic.</li> <li>• Predict information and check it afterwards.</li> <li>• Identify the correct formulae to follow a computer conversation.</li> <li>• Compare information with other classmates.</li> <li>• Look and match.</li> <li>• Listen and check.</li> <li>• Listen and repeat.</li> <li>• Unjumble a jumbled dialogue.</li> <li>• Scanning for key words.</li> <li>• Deduce vocabulary from context.</li> <li>• Identification of important elements of messages involving different codes</li> <li>• Coherent organisation of ideas</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>• Value one's own culture and that of the target language.</li> <li>• Participate in pair and group work.</li> <li>• Respect other people's possessions and items displayed in shops.</li> <li>• Make use of new learning and vocabulary.</li> </ul>

## 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 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 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 include all the different materials 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, 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, individually, of a research work on the life of any famous person in any field of knowledge of their own election. They will have to write an obituary on the person's life and achievements.

### 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 see a film on a peculiar vision of religion entitled 'Brian's Life'. •

## Didactic Unit for B2 Level Students "Breaking Records"

**Título:** Didactic Unit for B2 Level Students "Breaking Records". **Target:** Profesores de Inglés, Profesores de Educación Física. **Asignatura:** Inglés, Educación Física. **Autor:** Antonio Daniel Juan Rubio, Licenciado en Filología Inglesa, Profesor Asociado Universidad Alicante, Profesor Secundaria Inglés.

**Introduction:** In this topic, students will discuss about the advantages and disadvantages of practising sport.

**Stage General Objectives:** a, b, c, d, f, h, i

**Subject General Objectives:** 1, 2, 3, 5, 6, 7

**Content Blocks:** already stated

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