

17. ¿Qué era el padrastro de Boris?

- a) Médico
- b) Profesor de matemáticas
- c) Un prestigioso abogado**



## Didactic Unit for B1 Level Students: "The Sea"

**Título:** Didactic Unit for B1 Level Students: "The Sea". **Target:** Profesores de Inglés, Profesores de Música. **Asignatura:** Inglés, Música. **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 famous group of 'The Beatles'

**Stage General Objectives:** a, b, c, e, g, h

**Subject General Objectives:** 1, 2, 3, 4, 5, 6, 7

**Content Blocks:** already stated

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

**Topic:** The Sea

**Level:** Bachillerato 1<sup>st</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.

**Justification of the unit:** The students selected this title themselves. They found *The Sea* 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 widening of their knowledge of foreign cultures thorough different means-songs.
- School Curricular Project: Relation with the elective subject common to all modalities of Music.
- Transversal Topics: Education for Peace and International Co-operation, since the song lyrics proposed, and most of their songs, deal with peace and love.

**Temporalization:** The unit will be taught in the second 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 January 30<sup>th</sup> 'Non-Violence and Peace School Day'.

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

**Specific Didactic Objectives:**

- Read a text about 'The Beatles'
- Revise and practise modal verbs
- Use reading strategies in order to deal with grammar points
- Listen to a song by 'The Beatles'
- Write about a trip to a concert.
- Discuss reactions to the listening of a song
- Look for different prefixes and auxiliary verbs in two crosswords.

**Contents:**

CONCEPTS	PROCEDURES	ATTITUDES
<p><b>Functional:</b></p> <ul style="list-style-type: none"> <li>• Discuss reactions to a song.</li> <li>• Express opinions about music.</li> <li>• Read a text using reading strategies.</li> </ul> <p><b>Grammatical:</b></p> <ul style="list-style-type: none"> <li>• Revision of modal verbs.</li> <li>• Practise of compound adjectives and prefixes.</li> <li>• Different meaning in prefixes.</li> <li>• Strategies for writing a formal letter.</li> </ul> <p><b>Lexical:</b></p> <ul style="list-style-type: none"> <li>• Word building: different prefixes.</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>• Should, shouldn't, shouldn't have, used to, used to, should have</li> <li>• Correct stress of compound 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, in groups of four, of a research work on one of the most popular music groups of their own election in terms of background, number of albums released, components, most famous songs, etc.

## 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 documentary about the history of 'The Beatles'.



# Didactic Unit for B1 Level Students: "Heroes"

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**Introduction:** In this topic, students will read about a teenage novelist and will listen to a job interview

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

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

**Content Blocks:** already stated