

Didactic Unit for B1 Level Students: "Going Places"

Título: Didactic Unit for B1 Level Students: "Going Places". **Target:** Profesores de Inglés. **Asignatura:** Inglés. **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 talk about the different places they have visited

Title: Going Places

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

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

Content Blocks: already stated

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

Topic: Going Places

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 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 *Going Places* 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 exploitation of scientific and literary texts so as to improve their own personal maturity.

- School Curricular Project: Relation with modality C of Bach ‘Humanities’, and especially linked with the common core subject of ‘Spanish Language & Literature’, and even with the elective subject of ‘World Literature’.
- Transversal Topics: Moral and Civic Education, since students are supposed to behave in an appropriate manner when visiting other places.

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, immediately before Christmas time due to the presence of activities involving travelling to other places.

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

Specific Didactic Objectives:

- Read and understand an extract from a literary autobiographical text.
- Learn a strategy for deducing the meaning of unfamiliar words.
- Revise and practise question forming, exclamations, noun suffixes, and questions tags.
- Write a description of a personal trip to another place or country.
- Develop strategies for avoiding spelling mistakes in written work.
- Listen to and understand a conversation about travel.
- Talk about travel and personal trips.

Contents:

CONCEPTS	PROCEDURES	ATTITUDES
<p>Functional:</p> <ul style="list-style-type: none"> • Read a literary text. • Express opinions about travelling. • Talk about places. <p>Grammatical:</p> <ul style="list-style-type: none"> • Revision of question tags. • Practice question forming. • Revision of exclamations. 	<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. • Look and match. 	<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>Lexical:</p> <ul style="list-style-type: none"> • Word building: noun suffixes. • Different components of an essay. • Lexis related to travel. <p>Phonological:</p> <ul style="list-style-type: none"> • Correct intonation of question words and sentences. • Correct pronunciation of unfamiliar words. 	<ul style="list-style-type: none"> • Listen and check. • Listen and repeat. • Unjumble a jumbled dialogue. • Scanning for key words. • Deduce vocabulary from context. • Identification of important elements of messages involving different codes 	
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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 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 an essay on either a trip they have already made or one they are about to. Correctness and accuracy in the elaboration of the essay will be stressed out.

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 nearby trip of their own election. ●