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Didactic Unit: Cyberspace

Título: Didactic Unit: Cyberspace. Resources for B1 level students. **Target:** Profesores de Inglés Bachillerato. **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 work on the use of different technologies, especially on the use of the Internet.

Stage General Objectives: a, b, c, d, f, 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: Cyberspace

Level: Bachillerato 1st Form. They study English as First Foreign Language since the beginning of Compulsory Secondary Education. The group is made up of 30 students; 20 of them have an average level, but not very high; there are 5 whose level is over the average and 5 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 Cyberspace very interesting for a 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 students' knowledge of modern technology, and especially a good domain of the Internet.
- School Curricular Project: Relation with the modality D of Bachillerato 'Technology', especially the modality subject of 'Industrial Technology', and even with the elective subject of 'Audio-visual Communication'.
- Transversal Topics: Consumer Education, for the correct treatment of new technologies, especially the wrong use and abuse of the Internet.

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 March 15th 'Consumer's International Day'.

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

Specific Didactic Objectives:

- Read about virtual reality ad cyber crime.
- Read and interpret critically an interview published in an Internet page.
- Read and interpret critically different extracts from newspapers.
- Revise and practise future and the passive voice.
- Get information from an Internet page.
- Listen to different sources: documentary, phone conversation, story, and a song.
- Talk about the future.
- Practice telephoning and making suggestions.
- Write an Internet page for your town or area.

CONTENTS

CONCEPTS	PROCEDURES	ATTITUDES
<p>Functional:</p> <ul style="list-style-type: none"> • Talk about predictions of science fiction that have come true. • Simulate a telephone conversation. • Make suggestions: accepting and refusing. • Read some Internet pages. • Express one's own opinion on the use of new technologies. <p>Grammatical:</p> <ul style="list-style-type: none"> • Revision of the passive voice. • Verbs followed by particles. • Expressions with do and make. • Practise of future tenses. • Verbs used to make predictions: will, might. <p>Lexical:</p> <ul style="list-style-type: none"> • Lexis associated to virtual reality and science-fiction. • Formation of compound words. • Word order in a sentence • Lexis coming from computers and Internet. <p>Phonological:</p> <ul style="list-style-type: none"> • Different pronunciations of /b/ and /v/. • Different pronunciations of /d/ and /ð/ • Correct stress of key words in a sentence. 	<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. • 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 • Coherent organisation of ideas 	<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.

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

In order to develop the final task of the planning, the students will write an Internet page for their own town or area.

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 the film 'Brave New World' based on a novel by Aldous Huxley. And as an extra activity, they may even be taken to the school computer room and make them practice through the Internet visiting different web sites. ●