

“Unidad Didáctica del Departamento de Inglés”

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Resumen

PARA CONSEGUIR BUENOS RESULTADOS EN EL PROCESO DE ENSEÑANZA-APRENDIZAJE, ES NECESARIO TENER PROGRAMADAS CADA UNA DE LAS UNIDADES DIDÁCTICAS QUE VAN A DESARROLLARSE A LO LARGO DEL CURSO ESCOLAR. A CONTINUACIÓN, SE MUESTRA UN EJEMPLO DE CÓMO EL DEPARTAMENTO DE INGLÉS DEBE DESARROLLAR UNA UNIDAD DIDÁCTICA.

Palabras clave

Objectives, contents, Basic competences, methodology, evaluation.

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Reflexiones y Experiencias Innovadoras en el Aula.

ISSN 1989-2152 DEP. LEGAL: GR 2327/2008 Nº-11 – AGOSTO DE 2009

INTRODUCTION

Curriculum

This teaching unit is a part of the syllabus prepared for the second year of Compulsory Secondary Education for the years 2008 and 2009. The curriculum which serves as the basis for planning the corresponding syllabus includes.

Law 2/2006, on Education of May, 3.

Crown Decree 1631/2006, of December 29, which establishes the minimum contents for Compulsory Secondary Education.

Decree 231/2007, of July 31, of Junta de Andalucía , which establishes Compulsory Secondary Education in Andalusia.

The order of August 10, 2007, which develops the curriculum of Compulsory Secondary Education.

The order of August 10, 2007, which sets evaluation procedures and criteria in Compulsory Secondary Education in Andalusia.

LEA, law 17/2007 on Education for the Andalusian community, of December, 10.

JUSTIFICATION

This syllabus represents the stage of the curricular development for the area of English as a foreign language in this school. It follows all the elements which have been proposed in the School Curricular project. This curricular project declares the importance of learning foreign languages in our education and in our country as part of the European community. These reasons coincide with those suggested for the area of foreign languages in Decree 231/2007.

The purpose of this unit is to learn to express what they are doing at the moment they are talking and to produce different types of texts such as dialogues and compositions, using the present continuous in a correct way.

Knowing about culture is important to feel in a close relationship with English speaking countries and to understand the behaviour of people living there. In this case, the students will know more about the most popular sports of these countries. Also, students must be conscious about the importance of learning English because it can help them to get a good job when they grow older.

THE SCHOOL

The school is located in a big village close to a big city and the social background of the students who come to school is that of middle class of medium economic level. Parents are interested in English because they are conscious about the importance of speaking a foreign language for the future of their children.



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ISSN 1989-2152 DEP. LEGAL: GR 2327/2008 Nº-11 – AGOSTO DE 2009

This year, the room for the English Department is bigger and the conditions to work have improved: two computers to keep all tests, projects and information, and ten new English dictionaries have been bought to be used in English classes. Beside the English Department, there is a room with computers, a television and one DVD which can be used with the students.

STUDENTS IN THE SECOND YEAR

It is a group of 25 students at this level. In this group, there is a group of 5 students with a good English level and about 5 students who have repeated some courses and whose level of English is low. These students will receive reinforcement activities to reinforce their knowledge of English. The rest of students with 20% visual impairment but no significant adaptation is required in this case. This student sits at the front and his photocopies will be enlarged.

There is another student with special educational needs who requires a significant adaptation. This student has been diagnosed as having the cognitive development of a child of 5th Primary Education.

TEACHING OBJECTIVES

-Reading and comprehension of different texts about sports. It is connected with the stage objective I and with the subject objective 3.

-Express things that are happening now. It is connected with the stage objective I and with the subject objective 2.

-Participate in a game to guess a sport. It is connected with the stage objective A and with the subject objective 10.

-Learn the use of present continuous to talk about what you are doing at present. It is connected with the stage objective B and with the subject objective 6.

-Improve the pronunciation of /ai/. It is connected with the stage objective B and with the subject objective 5.

-Use of the computer room to look for information about Fernando Alonso by internet. It is connected with the stage objective E and with the subject objective 7.

-Write about what you are doing now in a dialogue with your partner. It is connected with the stage objective G and with the subject objective 4.

-Know more about the most important sportsmen and sportswomen in the history of the Olympic Games. It is connected with the stage objective K and with the subject objective 8.

-Listen to a sport programme and complete the missing information. It is connected with the stage objective I and with the subject objective 1.



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-Read extensively several chapters from the reader. It is connected with the stage objective B and with the subject objective 3.

-To use vocabulary related to sport. It is connected with the stage objective L and with the subject objective 9.

BASIC COMPETENCES

1.Linguistic competence:

The unit focuses on teaching a new structure to refer to what is happening now. The pronunciation of the sound /ai/ constitutes another important language point. The type of text which students work on here is a dialogue between a journalist and Mr. Bonny which must be used as model for a later activity. A reflection about the differences in spelling between Spanish and English in relation to sports.

2.Digital and information processing:

Students use internet to look for information about Fernando Alonso to fill a treasure hunts.

3.Social competence and civic competence:

We will consider the material as sources to reflect on our values and culture and those of society, contrasting them where relevant with the English speaking countries. In this unit, we deal with sports in relation with both countries.

4.Competence of learning to learn and attitudes to continue learning in an autonomous way:

Learning is a lifelong task and in this unit the students have to guess the meaning from text content. This skill will benefit in other school subjects and outside the classroom.

CONTENTS

Block 1. Listening, speaking and conversation:

Describing what people are doing. Listening to different people introducing themselves; A game to guess a sport; Practising conversation in pairs about what they are doing at the moment, following instructions; Listening to some radio commentaries.

Block 2. Reading and writing:

Reading a text about football and extracting meaning using context and prediction; Reading about famous sportsmen; Writing a sports questionnaire using a model; Writing about a sports event.

Block 3. Language awareness:

a.Language and grammar functions, vocabulary and phonetics: -Present continuous to talk about what is happening now; Present continuous contrasted with present simple; Vocabulary related to sports; Pronunciation of /ai/.

b.Learning to learn:-Guessing the meaning from text content; Learning vocabulary in families.

Block 4. Socio-cultural aspects in intercultural awareness:

Establishing comparisons between Spanish and English sports men; Respect for other ways of life.



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VALUES

-Health education:

The aim is to promote reflection upon the necessity of having a healthy life through the practise of sports.

-Responsible use of free time and leisure:

Sport must be considered as a very positive alternative for free time.

-Equality between sexes:

Different sports can be practised by both sexes

ANDALUSIAN CULTURE

Comparing typical sports in the Andalusian community and in the English speaking countries.

EXTENSIVE READING

Extensive reading is done for pleasure and to increase knowledge about English. The order of August 10, 2007 emphasizes the importance of reading as something enjoyable and as a basic cultural instrument. "The Andalusian Plan designed for Schools to promote extensive reading" establishes that we must improve our students extensive reading skill and motivate students to read not only at school but also at home.

In this unit, students are reading a book at an appropriate level which they have chosen from the school library. These books belong to different genres such as romantic, mysterious and detective stories. These genres were chosen by means of a questionnaire at the beginning of the school year. At the end of the reading, students must fill in a report on readers to evaluate their progress with extensive reading.

EVALUATION CRITERIA

Referring to block 1 and 2:

At the end of the unit students should be able to:

- Express what they are doing at present by means of a dialogue.
- Speak about the sports some people are practising.
- Understand people speaking about different sports in order to answer some questions.

Referring to language awareness:

- Use the present continuous and the present simple in the correct situation.
- Pronounce correctly the sound /ai/.
- Use new lexical items in one's written and oral productions.

Referring to sociocultural knowledge and intercultural awareness:

- Remember some names of famous sports men.



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-Respect our partners' opinions.

Referring to the acquisition of basic competences:

- Show interest in preparing the treasure hunts about Fernando Alonso.
- Revise the grammar of this unit through interactive grammar activities.

ACTIVITIES

LESSON 1:

-Initial evaluation: (20 minutes; a group activity; resources: paper and pencil). Students have to make a picture of a sport and label it. Then, the different pictures will be hanged in the classroom.

-Reading: (25 minutes; an individual activity; resources: textbook, pen and paper). The title of the text is "I love sports". Students have to read this text, at least twice, in order to look for specific information to answer some questions.

-Final routine(Vocabulary activity): (10 minutes; an individual activity; resources: pen and paper). Students have to choose five new words from the previous text and make a sentence with each one in a correct way.

LESSON 2:

-Initial routine: (10 minutes; a group activity; resources: textbook and notebook). Students revise and write on the notebook the new vocabulary from the text of the previous session "I love sport".

-Focus on grammar: (15 minutes; a group activity; resources: textbook). Students must identify the present continuous in the previous text "I love sport". Then, they must deduce the form and the function of present continuous.

-Oral practice: (20 minutes; an individual activity; resources: textbook, pen and paper). Students do activities to practise about the form and function of the present continuous, asking questions about what they are doing.

-Final routine: (10 minutes; an individual activity; resources: pen and paper). Students have to write five sentences about themselves, using the present continuous in negative or affirmative form. Then, students will read some sentences aloud to be corrected by the teacher.

LESSON 3:

-Initial routine: (5 minutes; an individual activity; resources: pen and paper). The teacher ask students which are their favourite books and which is the frequency of reading in order to know more about them.

-Extensive reading: (40 minutes; an individual activity; resources: book). Students have to keep reading the book chosen from the library. Students will use strategies such as techniques of understanding a text from context or looking for words which are similar in their language.

-Final routine: (10 minutes; an individual activity; resources: pen and paper). Students have to fill in a report on readers to evaluate their progress and their comprehension.



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LESSON 4:

-Initial routine(A sport questionnaire): (10 minutes; an individual activity; resources: pen and paper). Students must answer some questions about sport. The questionnaire will be collected by the teacher in order to know more about their students and to evaluate their way of expressing in English in an autonomous way.

-Listening: (15 minutes; an individual activity; resources: CD, pen and paper). Students listen to a text about some of the most important sports and some of the most popular sportsmen and sportswomen in Spain and England. They have to look for specific information in order to answer some questions about this listening. This listening can be used as a model for the next activity.

-Writing: (25 minutes; an individual activity; resources: pen and paper). Students have to write a composition about the most popular sports in Andalusia in comparison with English speaking countries. It will be checked by the teacher through class work.

-Final routine: (5 minutes; a group activity; resources: notebook and pen). Students have to write a list of vocabulary about sports in their notebook. They must pay attention to the spelling.

LESSON 5:

-Initial routine: (10 minutes; a group activity). A warming up activity about the Olympic Games. Students have to talk about all they know about these games. They must take turns to talk about it.

-Reading: (20 minutes; and individual and group activity; resources: textbook, pen and paper). The title of the text is "Olympic Games". This text has to be read twice, first aloud and then individually. After reading, students have to look for specific information to answer some questions.

-Pronunciation practice: (10 minutes; a group activity; resources: textbook and CD). Students have to check and repeat the sound they are listening. In this case, they have to practice with the /ai/ sound.

-Final routine(Game): (15 minutes; a group activity). A student has to describe a sport or game and the rest of the students have to guess it. The person who knows that game is the next person who has to describe a new one.

LESSON 6:

-Computer room: (30 minutes; a group activity; resources: a computer, internet, pen and the sheet provided by the teacher). The students, divided in groups of 4 or 5 persons, have to make a treasure hunt about Fernando Alonso. The students have to surf by internet to look for information and to answer some questions about him.

-Speaking: (25 minutes; a group activity). Each group has to make an oral presentation about the results of the previous treasure hunt about Fernando Alonso. Each group has to choose a student to make this presentation. The others ask 3 questions to the groups.

LESSON 7:

-Initial routine: (5 minutes; a group activity). The teacher ask students some names of radio programmes about sport in Andalusia. They must give some names and some details about them.



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-Revision(test): (45 minutes; an individual activity; resources: the sheet provided by the teacher and CD). First, students have to do some activities to revise and to distinguish the present simple and the present continuous. Then, students listen to a text, whose title is "Radio Commentaries", three times and they have to look for specific information to answer some questions. This test will be corrected by the teacher in order to evaluate the students' development in this unit.

-Final routine: (5 minutes; an individual activity; resources: the sheet provided by the teacher). A sheet is filled in by students and stuck in their notebooks, evaluating the difficulty of the unit and their success rating in its different parts.

METHODOLOGY

Following guidelines included in the current curriculum, the communicative approach is the one adopted in the corresponding syllabus and in this teaching unit. The Common European Framework of Reference also serves as a reference for methodological choices about how to teach.

The teaching unit has as its **final task** producing a treasure hunt about Fernando Alonso. This material presented is interesting to the students and at the same time it is based on every day life. This is an example of authentic material and the teacher must provide all the steps necessary for the students to do it.

Motivating students includes the use of computers and a short game about guessing different sports.

At this stage English is the main vehicle of communication in the classroom, although in more detailed explanations this is followed by similar explanation in Spanish.

Activities are sequenced in such a way that the four basic **skills** belonging to the **nuclei of basic skills** are practised in an **integrated way**; productive skills (speaking and writing) are given priority as the subjects in which students have the biggest problems. For example, the students have to write a composition about the most popular sports in Andalusia in comparison with English speaking countries.

To provide more interaction between students, **groupings** vary in order to avoid monotony. For example, the students will be divided in groups to make the treasure hunt in the computer room. The teacher has the role of facilitator and not of controller.

Grammar and vocabulary are taught in an inductive way, students make guesses about samples of new grammar points and the meaning of words and later the teacher confirms or corrects their affirmations.

Errors committed in the different activities of this unit, are part of the natural learning process via the creation of an interlanguage, the students will be encouraged to accept them as normal, and sometimes not to inhibit production.

The Andalusian culture is contrasted with examples of English customs when they are discussed in lesson 4.

Resources are varied: the blackboard and paper are used a lot but computers, the internet is also important.



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ISSN 1989-2152 DEP. LEGAL: GR 2327/2008 Nº-11 – AGOSTO DE 2009

DIVERSITY

There is a student with 20% visual impairment, but no significant adaptation is required in this case. This student sits at the front and his photocopies will be enlarged. There is another student with special educational needs who has been diagnosed as having the cognitive development of a child of 5th Primary Education and who requires a significant Curricular Adaptation. He/She follows significant curricular adaptation when the group works on written activities. He participates in games, pronunciation activities and in the computer room. The instructions for the activities will be given in Spanish to facilitate his/her job.

We seek to offer different activities to meet the varying learning speeds and styles of the students. There is a core of material which all students should be able to do successfully, contributing to confidence, while for fast finishers there are extension activities. This allows for an individualisation of the learning process and helps create overall students' satisfaction and confidence. We must also take into account the reinforcement for those students who didn't pass the previous year or previous units. Some extra activities will be given to these students to reinforce their English level and they will be corrected by the teacher on a regular basis.

EVALUATION

Initial evaluation is a warming up activity about sports which will be used as an introduction for the center of interest. In the formative evaluation, the teacher gives marks for students' performance in class activities, homework and for the performance in the oral presentation. In final evaluation, students have to make a treasure hunt about Fernando Alonso (final oral evaluation) and a final written test (final written evaluation).

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