Unidad Didáctica: Words

Introduction: In this topic, students will read about similarities between English and Spanish.

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

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

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

Topic: Words, Words, Words

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 Words, Words, Words 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 languages especially those of the European Community.
- School Curricular Project: Relation with the Modality C subjects of Latin and Geography, in either option 1 (Humanities) or 2 (Social Sciences).
- Transversal Topics: Education for Peace and International Co-operation, and Moral and Civic Education - recognising the existence of foreign languages and cultures.

Temporalization: The unit will be taught in the third term and will be the second 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 May 9th ‘Day of Europe’ due to the relevance and significance of the European languages in this special day.

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

**DIDACTIC/SPECIFIC OBJECTIVES**

- Read and understand a magazine article about the origins of the English language.
- Learn how to use similar words or cognates to quickly understand the general meaning of new texts.
- Revise and practise verb tenses and noun and verb spelling.
- Write about personal reading preferences and habits.
- Learn and practise a strategy for editing and improving written work by identifying and correcting language errors.
- Listen to and understand a recording of someone describing their reading preferences and habits.
- Write and talk about your own reading tastes and learn a simple way to avoid mistakes in your written work.

**CONTENTS**

<table>
<thead>
<tr>
<th>CONCEPTS</th>
<th>PROCEDURES</th>
<th>ATTITUDES</th>
</tr>
</thead>
</table>
| **Functional:** | • 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. | • 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. |
| **Grammatical:** | • Discuss reactions to different roots of languages.  
• Express opinions about preferences and habits.  
• Read a text using reading strategies. | |
- Strategies for improving own's personal work.

**Lexical:**
- Word building: different cognates.
- Different origins of words in English.
- Change of meaning in words according to the source they come from.

**Phonological:**
- Extract information form a recording using different strategies.
- Correct stress and pronunciation of different words and their cognates.
- Scanning for key words.
- Deduce vocabulary from context.
- Identification of important elements of messages involving different codes
- Coherent organisation of ideas

**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 the origin, development, expansion and influence of one of the official European Community languages of their own election other than English or Spanish since these have been worked out throughout the unit.
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 evolution of modern languages, such as Spanish or English.

La organización del espacio en Educación Infantil


Según se recoge en el decreto 254 por el que se establece el currículo de Educación Infantil “Todos los espacios de la escuela deben diseñarse y distribuirse con intencionalidad educativa, de manera estable y variada, de modo que su uso permita atender satisfactoriamente las necesidades de movimiento, afecto, juego, exploración, comunicación o descanso de los niños”. La importancia que tiene el diseño del ambiente y la organización del tiempo, como instrumentos básicos que posee el educador, se concreta en su planteamiento y desarrollo del proceso educativo. Los espacios y el tiempo junto con los materiales constituyen un objeto de aprendizaje y a la vez un recurso didáctico.

Por lo tanto y dado que la organización espacio-temporal puede facilitar y concretar muchas tareas y acciones del educador, es necesario conocer y planificar la organización espacio-temporal, así como evaluarla.

Teniendo en cuenta lo anterior, el diseño del ambiente educativo tiene que tener en cuenta por una parte la atención a sus necesidades básicas, y por otra tomar conciencia del papel del medio como facilitador o como limitador del aprendizaje que el niño realiza.

El aula es el primer espacio en el que los niños se ponen en contacto cuando llegan al centro. Al organizar el espacio y el tiempo hay de satisfacer las necesidades básicas del niño: movimiento, autonomía, socialización, afectiva, lúdica, etc., partiendo de un enfoque globalizador. En consecuencia