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| **UNIT 4: COMMUNICATIVE LEARNING THROUGH NEWS COMPREHENSION**  **Teacher: Ana María Leiva Aguilera** | | | | | | | | | | |
| **COURSE:** 3º ESO **TIMING:** 60 minutes per session **SESSIONS:** 12 | | | | | | | | | | |
| **INTRODUCTION:**  This teaching unit is a specific tool included in the teaching plan of the subject of ENGLISH and adapted to the following legal framework:  -National Level:   * Ley Orgánica 2/2006, de 3 de mayo, de Educación (LOE), modificada por la Ley Orgánica 8/2013, de 9 de diciembre, para la mejora de la calidad educativa (LOMCE). * Real Decreto 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato * Orden ECD/65/2015, de 21 de enero, por la que se describen las relaciones entre las competencias, los contenidos y los criterios de evaluación de la Educación Primaria, la Educación Secundaria Obligatoria y el Bachillerato.   -Regional Level:   * Decreto 111/2016 de 14 de junio, por el que se establece la ordenación y el currículo de la Educación Secundaria Obligatoria en la Comunidad Autónoma de Andalucía. (Primera lengua extranjera pp: 211-244) * Orden de 14 de julio de 2016, por la que se desarrolla el currículo correspondiente a la Educación Secundaria Obligatoria en la Comunidad Autónoma de Andalucía.   **JUSTIFICATION**: Taking as a basis the learning to learn competence, students will learn how to use the Present Perfect tense by playing the role of journalists in a simulated live TV news broadcast. Future citizens of a globalized world need to be aware on what is happening around them, commenting on it with help of critical thinking, as well as taking part in conversations to make arrangements with others and proposing solutions.  **CONTEXTUALIZATION:** The group of 3rd ESO consists of 22 students, who present a level close to homogeneity, as it were, both in relation to their grade of linguistic abilities within the subject and to their daily effort. On the whole, the group’s behaviour is suitable and they feel motivated towards communicative tasks in spite of the difficulties spotted in the initial test. Some students even present significant key curricular gaps in the four skills, especially in speaking and listening. | | | | | | | | | | |
| |  |  |  |  | | --- | --- | --- | --- | | 1. **CURRICULAR CONCRECTION** | | | | | **CONTENTS** | **ASSESSMENT CRITERIA** | **LEARNING STANDARS** | **KEY COMP.** | | - Vocabulary connected with journalism and related matters. | -Recognizing and using a limited repertoire of common vocabulary present in a newscast **(6,9)** | -S/he identifies the general meaning and the main points of a newscast discourse | **LC**  **SCC**  **CMST** | | - Expressions with the Present Perfect tense.  - Spanish speakers’ mistakes when writing journalistic texts in English, especially when dealing with news headlines. | - Understanding and using functions and meanings associated with frequently used basic syntactic structures. **(1,2,6)**  - Distinguishing and using habitual communicative functions. **(1,2,6)**  - Correcting the mistakes found **(7)** | -S/he understands the main points of what is said in structured daily transactions and tasks.  -S/he gives short, rehearsed presentations and replies to simple questions | **LC**  **DC**  **SCS**  **LL**  **CCE** | | - The sound /h/ | - Recognizing, pronouncing and writing words with /h/ **(2,6)**  - Using correct pronunciation and intonation patterns. **(2,6)** | -S/he deals with daily tasks and transactions following norms of basic politeness using a comprehensible pronunciation | **LC** | | - Listening about a journalistic discourse  -Journalistic texts | - Using the subject, main information and ideas from journalistic extracts with help of visual support. **(5, 7, 12)** | - S/he takes part in informal conversations to exchange information and expresses opinions about recent pieces of news.  - S/he understands specific, essential information included in physical and digital newspapers  -S/he understands the gist of the topic in audios broadcasted by radio and TV | **LC**  **DC**  **SCC**  **CMST**  **CCE** | | - A group debate classmates about the content of a piece of news | - Finding out about and spotting basic sociocultural and sociolinguistic aspects in journalistic texts such as environment preservation or gender equality **(9, 10, 12)** | - S/he understands specific information tackled in websites and other academic supports | **LC**  **SCC** | | - Journalistic texts to develop critical and synthesis-oriented abilities. | - Producing short and comprehensible oral texts which succeed at giving, requesting and exchanging information. **(2, 8, 7, 12)** | - S/he takes notes about relevant information on some selected pieces of news. | **LC**  **SCC** | | - A detailed narration about a recent event.  -Use of audio-visual documents taken from the BBC as sample models for the final task. | - Writing brief, simple and well- structured texts about recent events **(5, 7, 12)** | - S/he takes notes out of messages, comments, and warnings about recent events. | **LC**  **DC**  **LL**  **SCC**  **SIE**  **CCE** | | | | | | | | | | | |
| **POINTS STUDIED INDIRECTLY IN THE FOUR BLOCKS: Communicative Functions:** Describing recent and past events. Asking and giving information. **Vocabulary:** The News. **Syntactic discursive contents:** Present Perfect (aff, neg&int). **Graphic patterns:** /h/ **Learning Strategies:** Raising awareness on the internal structure of journalistic texts. Using self-assessment forms to reflect about their progress**. Sociocultural and sociolinguistic aspects:** Gaining interest in the growing importance of the mass media and mobile phone apps to keep ourselves informed. Using the internet as a useful informative tool. | | | | | | | | | | |
| **SOCIAL AWARENESS** | | | | | | **INTERDISCIPLINARY LINKS** | | | | |
| **THE ROLE OF THE MASS MEDIA**: Allowing students to develop their own critical thought through the Learning to Learn Competence under the scope of the role of the mass media in society in its new forms, as it is the case of phone apps.  **LEARNING TO LEARN**: Helping students to develop a critical thinking based on the interpretation of pieces of news and supporting arguments on academic references. It will also be paramount for them to find out about their own learning strategies during the above mentioned process. | | | | | | **SPANISH LANGUAGE**: It will allow us to compare the similarities and differences between Spanish and English writing rules within a journalistic text, with the aim to avoid some possible interference mistakes from the mother tongue.  **TECHNOLOGY**: With the purpose to improve their digital skills when designing a newscast eye-catching format for the final task. | | | | |
| 1. **DIDACTIC TRANSPOSITION** | | | | | | | | | | |
| 1SESSION  2 SESSION    3 SESSION    4 SESSION      5 SESSION  6 SESSION    7 SESSION  8 SESSION  9 & 10 SESSIONS  11 SESSION | | 60´  60´  60`  60´  60´  60´  60´  60´  120´  60´ | -10'Presentation of the problematic from which we depart. 10’Pre-Listening. 20’While-Listening. 20` Post-Listening.  - 10' Power-Point present. 15'Introduction through a song. 10'Cooperative Work: Completing the rule. 10'Act. Speaking: Grammatical Chart.15 'Enabling activity: dictation to recall grammatical structures and phonemes 10' Reinforcement / extension activity (writing sentences / a text with the Present Perfect).  -20 'Guess the piece of news: group activity about the descript.of some pictures. Sentences formation in pairs. 20'Expansion activity: invent a story about the pictures given. Reinforcement activity: make short sentences on any of the pictures. 20'Activity after the viewing of a video about Andalusia: group debate and cultural analysis  -10'Pre-Reading: previous ideas with pictures about the text, modeling of the teacher and new vocabulary. 30 'While-Reading: 1st chained-reading, 2nd silent reading. 20 'Post-Reading: literal and inferential comprehension. Post-R: Correction and put in common of ideas.  -30´Cooperative work for the elaboration and design of bilingual cards. 30´ Whole-group cards reading and correction.  -30 'Make a written composition on a recent piece of news using the Present Perfect. 30'Reading to the group-class and sharing of mistakes spotted in the written composition.  -Warning tasks through a videos leading to a group debates on the quarterly reading *Me Before You*. Interdisciplinary and Complementary activities. Reflection in the student’s portfolio.  -Final draft: Development of the digital competence: Look for information on the web about recent pieces of news broadcasted in English or American TV channels.  - Presentation by groups of the final task: a newscast simulation. 15' per group. 5' interaction with the group and assessment of what has been achieved.  -Written test | | | | | **C:\Users\leiva\Desktop\ANGELA\fotos udis\produccion escrita.jpg**        **C:\Users\leiva\Desktop\ANGELA\fotos udis\TAREA FINAL.jpg**  **C:\Users\leiva\Desktop\ANGELA\fotos udis\examen.jpg** | | |
| **ATTENTION TO DIVERSITY:** Reinforcement tasks will be addressed at slow learners. Extension tasks (research-based and expansion-oriented) will be conducted towards fast learners:  **-Extension tasks**: Narrate a newspaper report in 200 words. Research on a recent piece of news from the BBC and write an opinion essay about its main topic.  **-Reinforcement tasks**: Talk about a short anecdote in 50 words. Translate the excerpt of a short interview from English into Spanish. | | | | | | | | | | |
| 1. **EVALUATION OF WHAT HAS BEEN ACQUIRED: INDICATORS’ RUBRIC** | | | | | | | | | | |
| **SKILL** | **1** | | | **2** | **3** | | **4** | | **SE** | **EV** |
| **OC** | S/he has not acknowledged the information given on a TV news program nor about a BBC radio program | | | D/he sometimes recognizes the information given both on a TV news program and on a BBC radio show | S/he frequently acknowledges the information given both on a TV news program and on a BBC radio show | | S/he always acknowledges the information given both on a TV news program and on a BBC radio show | |  |  |
| **OP** | S/he never interacts in pairs about a role play on newscast journalists nor in groups talking about recent news. | | | S/he sometimes interacts in pairs about a role play on newscast journalists or in groups talking about recent news. | S/he frequently interacts in pairs about a role play on newscast journalists or in groups talking about recent news. | | S/he always interacts in pairs about a role play about newscast presenters or in groups talking about recent news. | |  |  |
| **WC** | S/he has not recognized neither the global meaning of dialogical texts on recent news nor in journalistic articles | | | S/he sometimes recognizes the global meaning of dialogical texts on recent news and journalistic articles | S/he frequently recognizes the global meaning of dialogical texts on recent news and journalistic articles | | S/he always recognizes the global meaning of dialogical texts on recent news and journalistic articles | |  |  |
| **WP** | S/he has not taken part in the uploading of recent news to the classroom blog nor in the completion of a chart about news information. | | | S/he sometimes takes part in the uploading of recent news to the classroom blog, or in the completion of a chart about news information. | S/he frequently takes part in the uploading of recent news to the classroom blog, or in the completion of a chart on news information | | S/he always takes part in the uploading of recent news to the classroom blog, or in the completion of a chart about news information. | |  |  |