

I. DIDACTIC UNIT DESIGN

1.- INTRODUCTION

This Didactic Unit is based on the three main points of English language: phonetics, vocabulary and grammar.

I am going to begin this Didactic Unit with two short texts: Silent Night and Jingle bells.

This Didactic Unit is addressed to students of the second cycle of Primary Education, 5^o grade (5^o de Primaria).

Silent Night

Silent night, holy night,
All is calm, all is bright,
Round the Virgin Mother and Child,
Holy Infant so tender and mild,
Sleep in heavenly peace,
Sleep in heavenly peace.
Silent night, holy night,
Shepherds first see the light,
Hear the alleluias ring
Which the angel chorus sings,
Christ the Saviour is born,
Christ the Saviour is born.

Jingle bells

Dashing through the snow
In a one-horse open sleigh,
All the fields we go,
Laughing all the way.
Bells on bob tail ring,
Making spirits bright.
What fun it is to ride and sing
A sleighing song tonight.
Jingle bell, jingle bells,
Jingle all the way.
Oh, what fun it is to ride
In a one-horse open sleigh.(bis)
Now the ground is white
Go it white you're young.
Take the girls tonight,
Sing this sleighing song.
Get a bob-tailed bay.
Two forty for his speed.
Then hitch him to an open sleigh
And you will take the lead.

2.- DESCRIPTION

- This Unit is programmed to be developed in the Third Cycle of Primary Education with students of the 5^o year and I am going to situate it at the end of the first term, in December.
- This Didactic Unit can be brought into focus by paying special attention to the cross curricular aspects:
 - Environmental education.
 - Education for peace.
 - Consumer education.

- Education for equality of opportunity between sexes.
 - Health education.
 - Moral and civic education.
- This Unit interacts with other areas such as:
 - Knowledge of the natural, social and cultural environment.
 - Artistic Education.
 - Physical Education.
 - Spanish Language and Literature.
 - Mathematics.
 - This Didactic Unit has been calculated for being developed in three sessions of 60 minutes each one.
 - This Didactic Unit is thought to be applied in a Primary Education School placed in a tourist Spanish town where people are aware of the importance of modern languages, especially the English language.
 - This Primary Education School is well equipped and students are motivated.

3.- GENERAL OBJECTIVES OF THIS DIDACTIC UNIT

- The main objective of the English language is to aid people as a communicative system. I will use the English language as the main vehicle of communication in the English class.
- To put in practice these four language competences:
 - To understand oral English.
 - To understand written English.
 - To express oneself in oral English.
 - To express oneself in Written English.
- To recognize and appreciate the communicative value of English as a foreign language and the ability to use it.
- Reading texts to obtain information in a comprehensive way.
- Understanding and putting in practice oral and written messages in English.
- To think about the English language system so that students can better appreciate their mother tongue.
- I will stimulate students to visit the United Kingdom and Commonwealth countries.
- To understand the cultural differences between English speaking countries and Spain.
- To understand the specific information in the texts: Silent Night, Jingle bells.
- To learn a Christmas carol in English.
- To use the vocabulary and new structures correctly.
- To understand and extract specific information from a written or oral text.

4.- DIDACTIC OBJECTIVES OF THIS DIDACTIC UNIT

- Motivating students and maintaining this motivation throughout their English learning.
- To recognize and reproduce the English phonemes and the basic elements of rhythm and intonation.
- Establishing some relation among meaning, pronunciation and graphic representation of words and sentences.
- Recognizing some phonetics as well as rhythmical aspects of the English language.
- Using non-linguistic expressive devices (gestures, body, sounds, drawings...) with the aim of trying to understand and be understood to avoid the mother language.
- To produce English messages using lexical and grammatical principles explained in this unit.
- Reading in a comprehensive way the texts: Silent night, Jingle bells.
- Using the previous knowledge and experience that they have with other languages to develop the strategies of autonomous learning process.
- Recognizing and comparing some socio-cultural elements contained in the text for mutual enrichment.
- To take part in a communicative dialogue with the each other and the other students about socio-cultural questions.

5.- CONTENTS

Oral and written language

Functional contents:

- To get information from the text.
- Reading in a comprehensive way.
- Writing English messages properly.
- Speaking English fluently.
- To practice good manners in oral and written communication.

Grammatical contents:

- Greetings, thanking someone, politeness, short answers...
- Prepositions of time.
- Expressions for apologizing.

Lexical contents:

- The specific vocabulary contained in the texts: Silent night, Jingle bells.

Phonetic contents:

- Rhythm.
- Intonation.

- English vowels: /ae/ man, stamp, fat. /u/ put. Good, could.

Procedures:

- To understand and produce oral and written messages contained in the texts: Silent night, Jingle bells.
- Increasing the active vocabulary.
- To develop day by day the capacity to memorize.
- To deduce the meaning of the words by the context.
- Following the teacher's oral instructions.
- Listening to the texts.
- Participation in all kind of activities in the English class.
- Doing and correcting the workbook exercises.

Attitudes:

- Active participation in the English class.
- Intellectual curiosity about new concepts, new ideas...
- To accept and respect linguistic and sociocultural differences between the English and Spanish speaking countries.
- To encourage teamwork.
- To be always ready to speak in English.

Socio-cultural aspects

Concepts:

- Christmas in English speaking countries:
 - Father Christmas.
 - Santa Claus.
 - Christmas carols.
 - Christmas pudding.
 - Christmas tree.
- Well-mannered expressions, politeness.

Procedures:

- To analyze a good film about Christmas time.
- Participation in an English dialogue about Christmas.
- To put in practice well-mannered expressions.

Attitudes:

- Curiosity and interest about socio-cultural aspects in the Anglo-Saxon world.
- To be always active in the English class.

6.- METHODOLOGY

My pedagogic method will be adapted to the characteristics of the students to favour the capacity to learn on their own and work as a team promoting creativity and dynamism and will integrate resources of information technologies and communications in learning. Students will be initiated in knowledge and application of scientific methodology.

Methodological principles

- Teaching methodology at the Primary Education level should generally aim for pupils' development, integrating their experiences and learning.
- Teaching must be personalized and adapted to the various learning rhythms of each child.
- The teacher is responsible for the methods to be used.
- Recreational activities constitute an especially suitable resource at this level.
- Contents should be organized with a global focus.
- The teaching process is to be based on pupils' constructive activity.
- Language is above all a communication system. It is therefore necessary to learn how to communicate properly, first orally, then by writing.

7.- THE DIVERSITY PROCESS

- A personal education means the permanent adaptation of educational intervention to each pupil's of learning.
- One of the main objectives in Primary Education is to provide pupils with the necessary elements to integrate and live in society.
- When teaching this unit, I will take into account that there are in my classroom several boys and girls coming from other countries.
- There are several pupils having problems of social and school integration.
- The students having a good English language level will have the possibility of taking out from school reading books, videos and some other material about English civilization.

8.- MATERIAL AND AIDS

- A television set.
- Specific unit videotape.
- A little library with books of different levels.
- Blackboard.
- Student's book.
- Workbook exercises.
- Photocopies.
- Notebook.
- A tape-recorded with the lesson we are explaining.
- Dictionaries.
- The map of English speaking countries.
- A poster about Christmas.

9.- INTERACTION WITH THE OTHER AREAS

- Spanish language: grammar, vocabulary.
- Spanish literature: the initial texts.
- Artistic education: occidental cultural.
- Foreign languages: grammar, vocabulary.
- Religion, ethics: occidental culture.
- Music: occidental culture.
- Social science, history: Commonwealth countries.
- Geography: the map of the English speaking countries.

10.- CROSS CURRICULAR THEMES

- Education for peace.
- Social integration, dialogue, tolerance...
- Cooperation, cosmopolitanism.
- Education for respect towards other people ideas.
- Education for health.
- Education for environment care.
- Consumer's education.

II. DIDACTIC UNIT DEVELOPMENT

11.- ACTIVITIES

First session activities

1. Having a pencil in their hands and reading silently the new texts: Silent night, Jingle bells, I will ask my students to underline the new words and expressions. (10 minutes)
2. I will explain the new words and expressions: (Vocabulary). (20 minutes)
3. We will listen to the Christmas carols: This first time my students will have the possibility of reading the texts while they are hearing them. (10 minutes)
4. We will listen to the Christmas carols again but this time having the book closed, without looking at the texts. (10 minutes)
5. Corrective reading (Phonetics). I will have to take marks for reading (Oral Language assessment). (10 minutes)

Second session activities

1. The class begins listening to the initial Christmas carols: Silent night, Jingle bells to remember what had been worked the last day. (Phonetics). (10 minutes)
2. I will ask some students to read the initial text. (Corrective reading). (10 minutes)

3. It's the right moment to answer the questions from the text. If the method has been well followed, the students won't have any kind of problems to answer the questions:
 - What is a Christmas carol?
 - Do you like the first carol? Why?
 - How do you say Feliz Navidad in English?
 - What is the meaning of jingle bells?
 - It is fun to ride on a sleigh? Why?
 - Why the ground is white?
4. Oral and writing correction of the questions. I will go on taking marks because I must think about the assessment.
5. Dictation of the initial text: Silent night, which has been worked along the first session. (10 minutes)
6. The students will correct the dictation and I will take new marks (Writing language assessment). (5 minutes)

Third session activities

1. I will begin this third session by listening the initial text once again Silent night, Jingle bells. (Phonetics correction). (10 minutes)
2. Grammar explanation. This time I will introduce some English prepositions: Preposition of time (in, on, at, before, after, till). Expressions for apologizing (I'm sorry, I beg your pardon, Sorry I am late, I am afraid...). (Grammar). (15 minutes)
3. Workbook exercises to put in practice grammar explanation (Individual work). (5 minutes)
4. Workbook exercises correction. I will have to take oral and writing marks. (5 minutes)
5. Culture: Christmas in an English speaking countries: (15 minutes)
 - Father Christmas.
 - Santa Claus.
 - Christmas carols.
 - Christmas tree.
6. Exam evaluation. (10 minutes)

12.- ASSESSMENT (Evaluation)

I have to carry out assessment in Primary Education. I have to evaluate my pupils' learning as well as my own teaching practises.

Assessment of pupil learning process should be continuous and global and will be performed taking into account the education objectives and the assessment criteria laid down in the curriculum.

Assessment criteria

- Assessment in Primary Education must be continuous and global, therefore I will observe my student's performance and achievement.
- Assessment must be pointed to general contents and objectives of the English language.
- Assessment must serve my students to evaluate themselves, my work as a teacher, to measure the results obtained.
- Now, it is just the moment to take out the exam, to distribute it immediately. I want to evaluate the result of these three sessions of hard work :

1. Questions about the initial text (2 points)

- What is a Christmas carol?
.....
.....
- What is your favourite English Christmas carol?
.....
.....
- It is fun to ride on a sleigh? Why?
.....
.....
- Are there bells in your town?
.....
.....

2. Write the following words in a correct sentence (4 points)

- Night
- Holy
- Child
- Shepherd
- Peace
- Tender
- Light
- Bell

3. Complete with the correct preposition: in, on, at (4 points)

- I am sorry, Sandra, I am working the moment.
- Don't go out night.
- Peter's birthday is August.
- Peter starts school nine o'clock

The advanced learners will be asked to write a short composition about Christmas time.

- After having corrected these exercises, after having taken into account all kind of oral and written marks throughout these three sessions, I will have to grade my students following the criteria of evaluation.

- This grading must be wide to all kind of marks (grammar, vocabulary, phonetics) and not only the results obtained in a written exam.

13.- ANALYZING THE RESULTS

- First of all. It is the proper moment to analyze my results, my work, my system, my methodology...
- If the results are not good enough, I will have to look for reasons: the method, the work outside and inside the classroom, the material used, the teacher, my students...
- What do I have to do with the students who have failed this exam, who have not got the minimum knowledge? I can't whisk away these students. I will have to offer them the possibility of going on with the English language, to give them a second opportunity, to follow a special method, to program some special sessions and a personalized work.