

Template to design a CLIL didactic unit (Activity 3.1: Planning our CLIL didactic unit)

SECTIONS 1, 2 AND 3 IN THIS TEMPLATE WERE FILLED IN ACTIVITY 1.3. IN THIS ACTIVITY WE HAVE TO FINISH OUR CLIL DU PLANNING BY FILLING SECTIONS FROM 4 TO 8. IF YOU PREFER, YOU CAN START A NEW PLANNING TEMPLATE FROM SCRATCH.

Teacher: Susana Galán Martín	Course/Level: 2nd year of Compulsory Secondary Education
Subject: ENGLISH	DU Title: LET'S TRAVEL!
Observations (if necessary):	

1. Learning outcomes / Evaluation criteria	To know and understand the importance of the English language and the main countries where it is spoken. To understand and be familiar with other cultures in a foreign language To describe places and compare them To learn and revise vocabulary related to the unit. To improve their communicative skill: reading, writing, listening and speaking. To encourage the use of English in class, the use of the new technologies to find information and the work in groups.
2. Subject Content	Information about English-speaking countries. Traditions and customs Important cities and People from these countries. Travel
3. Language Content / Communication	
Vocabulary	Descriptive adjectives. Revision of Countries and nationalities British vocabulary vs American vocabulary Travel vocabulary
Structures	Routines: Do you know this country? Who knows where is Scotland? Is it bigger or smaller than England? Do you know What's the capital of? How do you say....in English? Who know the comparative of? What do you think of ...? Do you like? Can you tell me...? Grammar Content: To be , to have ,There is / There are, Present simple and present continuous, time adverbs; comparative and superlative sentences.

	Classroom management (language for the classroom): Good morning, Hi!, Let's start!, open your books at page..., look at the pictures, who knows the answer? Any volunteers? Who wants to read? Listen and complete the activities, well done! Nice job!
Discourse type	Description, explanation, discussion and exposition.
Language Skills	Reading, Listening, Writing and speaking
4. Contextual (cultural) elements	Learning about the main English speaking countries, the UK and location in a map, expressions and vocabulary related to travel.
5. Cognitive (thinking) processes	Understand and learn vocabulary Express opinions Identify the main English speaking countries and its location in a map Understand and analyse a short text. Compare different countries Describe places.
6a. Task/s	Oral tasks Reading tasks Listening tasks Writing tasks
6b. Activities	Brainstorming Matching Expressing opinion Reading comprehension Practice on comparative and superlative adjectives. Listening comprehension Practice on the present Simple /Present continuous. Fill in the blanks exercise (song) Find information on internet and complete the chart. Present information to the class – Writing

	Cultural quiz Students make a poster. Presentation of posters in class.
7. Methodology	
Organization and class distribution / timing	The methodology will encourage the active participation of all students in class. The students work individually, in pairs or in groups depending on the activity. I'm going to use about ninth sessions.
Resources / Materials	Photos, maps, texts, videos, a song, web games, computers, interactive board, worksheets, posters
Key Competences	Competence in science and technology, in linguistic communication, competence in learning to learn, competence in autonomous learning and personal initiative, digital competence, cultural competence, competence in social awareness and citizenship
8. Evaluation (criteria and instruments)	<u>Criteria</u> To recognize the English speaking countries and its main characteristics. To understand the main ideas of written and oral messages. To know the form and use of the comparative and superlative. To Know vocabulary related travel and use it in a conversation. To describe and compare places. To express opinions. To know the difference between present simple and continuous. To search the internet to find the required information. To identify and organize ideas. <u>Instruments</u> Attitude: Participation, work in class and at home, behaviour, homework, revision of notebooks.... Oral and written assessment the unit. Evaluation of presentations

Puedes usar este modelo de plantilla con total libertad. Gracias por citar la fuente.

Notas bibliográficas y créditos:

Course “Use of open educational resources for CLIL”. José Antonio Gutiérrez Flores (based upon a model by Isabel Pérez Torres. 2009)

Un primer modelo de esta plantilla ha sido publicado en:

Pérez Torres, I. 2009. *Apuntes sobre los principios y características de la metodología AICLE*, en V. Pavón, J. Ávila (eds.), *Aplicaciones didácticas para la enseñanza integrada de lengua y contenidos*. Sevilla: Consejería de Educación de la Junta de Andalucía-Universidad de Córdoba.171-180.

Está basada sobre todo en la experiencia práctica a la hora de diseñar unidades y conversaciones con expertos y compañeros. También he tenido en cuenta la teoría de las 4 Cs de Do Coyle, expuesta en numerosas publicaciones, como por ejemplo: Coyle, D., Hood, P. and Marsh, D., 2010. *Content and Language Integrated Learning*. Cambridge University Press.