

# PORT-ADVENTURE SECTION

(Teaching Unit for 3<sup>rd</sup> year ESO. 1<sup>st</sup> Term. 12 sessions)

By Alicia Gala

Biodata: Alicia Gala

Alicia Gala holds a degree in English Philology (1994-98) from the URV. Master in teaching english as a foreign language, which was organised by “the australian institute” and URV. She is a secondary English teacher. She has taught for Educació in different institutes since 2002: l’Arboç, Torredembarra, Pons d’Icart, and Comte de Rius (in Tarragona). She’s been teaching English in groups of 25-30 students and also reduced groups of 8-12 students, which were considered diversity groups. Before starting in Educació, she taught English in a private English academy called *Bill’s English School* to students of 4 up to 12 years old.

## Abstract

Most times it is easier to teach a foreign language when we establish a relationship with the context where students live. This teaching unit, called “Port-Adventure Section”, could be useful for students living in Tarragona or near it. However, students coming from other areas could put it into practice if they intend to spend one day in Port-Adventure by Halloween. This teaching unit is designed for students in the 3<sup>rd</sup> year of ESO.

This teaching unit combines activities focused on form and on meaning. The tasks proposed lead to a final goal which is to make an album. At the beginning, the tasks are quite controlled, but once students are more familiar with the vocabulary and the grammar, tasks become more creative. At the end of the teaching unit students are taken to Port-Adventure to have fun while they take some photographs with a camera. Later on, in groups of three or four, they have to design an album with commentaries below the photographs and present it orally. When they finish they carry out a self evaluation and the rest of groups do a co-evaluation, in other words, they evaluate their classmates. The album that students choose could be published in the school magazine.

As far as the key competences of the LOE (Llei Orgànica d’Educació) are concerned, from the 8 key competences, this teaching unit contributes to the development of the 6 of them:

- Linguistic and audiovisual competence
- Cultural and artistic
- Information treatment and digital competence
- Mathematics
- Learning how to learn
- Social competence and citizenship

The pictures used have been taken from Google, in the section of images.

## Teaching Objectives

- Get students uninhibited to speak in English
- Review hours
- Ask for information and give information
- Suggest where to go and negotiate it

- Learn ways of study

## **Contributions to the Key Competences**

- *Linguistic and audiovisual competence* (Practice of the four skills: reading, listening, writing and specially speaking)
- *Cultural and artistic* (Designing an album)
- *Information treatment and digital competence* (Taking photographs in Port-Adventure, choosing and printing them)
- *Mathematics* (calculating how much a family is going to spend in Port-Adventure)
- *Learning how to learn* (learning the meaning of adjectives by drawing them and writing a meaningful sentence)
- *Social competence and citizenship* (showing respect and cooperation when working in groups and doing the oral presentation)

## **Contents**

### **A) COMMUNICATIVE DIMENSION**

#### ***Participation in oral, written and audiovisual interactions:***

- Practising dialogues
- Doing a role-play between a customer of Port-Adventure and an employee

#### ***Understanding oral, written and audiovisual messages:***

- Getting the main idea in readings
- Grasping the main idea and specific details in listenings.
- Completing oral dialogues
- Filling in timetables
- Interpreting schedules

#### ***Expressing oral, written and audiovisual messages:***

- Doing an oral presentation of an album of pictures from different rides and activities in Port-Adventure
- Description of Halloween characters

#### ***Knowledge of the functioning of the language and its learning:***

- Discrimination of sound /b/ and /v/
- Strategies to study
- Vocabulary on actions, hours, subjects, Halloween
- Habits and routines
- Present Continuous
- Contrasting Present Simple and Present Continuous
- Adjectives ending in -ic, -ing, -y
- Imperative

## **B) AESTHETIC AND LITERARY DIMENSION**

- Learning some Halloween jokes

## **B) PLURILINGUAL AND INTERCULTURAL DIMENSION**

- Respect towards the traditions of English speaking countries in Halloween
- Use of a non-discriminatory language, showing respect towards all the opinions

### **Sequence of activities**

- **Session 1:** Initial Evaluation
- **Session 2:** Pre-warming: talking about pics – Matching sentences and pics – Grammar Sheet 1 (Present Continuous) – Reading – T/F statements.
- **Session 3:** Communication Skills 1 (Suggesting) – Writing dialogue: deciding where to go to – Activities focused on P.C. – Writing (contrasting PS-PC) – Grammar Sheet 2 (PS-PC.)
- **Session 4:** Activities focused on PS/PC – Exp PS/PC – Listening (main idea & order places that are visiting) – Discrimination between /b/ and /v/ – Writing a report from timetable – Listening and completing a timetable.
- **Session 5:** Reasoning activity (ticket) – Listening to 3 dialogues and filling in Customer's interaction – Listening to dialogues (writing employee's interactions.)
- **Session 6:** Practising dialogues and role-playing.
- **Session 7:** Matching pictures and descriptions – Learning a learning strategy- Describing Halloween characters-Humour Section – Searching in web page for more humour.
- **Session 8:** Field trip to Port-Adventure!!! Dossiers to complete them in pairs. (Students must take a camera with them to design a photo album as homework.
- **Session 9:** Talking about pics about Port-Adventure – Identifying pics and texts about Halloween – Identifying titles and texts.
- **Session 10:** Identifying adjectives from text-Thinking of more adjectives ending in *-ic*, *-ing*, *-y* – Grammar Sheet 3 (Imperative.)
- **Session 11:** Oral presentation of photo album – Self-evaluation and Co-evaluation. Select the best album to include it in the magazine.
- **Session 12:** Summative evaluation.

### **Evaluation Criteria**

- Recognize actions in the Present Continuous/Simple
- Know the time
- Suggest places to go to
- Know Halloween characters
- Describe people

**[Download all the activities.](#)**