

Didactic Unit 9: LET'S GO

3rd Year CSE – Term 3

LET'S GO!



Justification

- **Didactic Unit 9: LET'S GO** addresses a highly relevant and engaging theme for students in 3rd Year CSE: **travel and global mobility**.
- This unit leverages **authentic and practical contexts**, such as planning trips, buying tickets, and expressing travel preferences, to foster **meaningful language use**
- Unit 9 promotes **core values of responsible and sustainable travel**, encouraging students to reflect on their environmental impact and cultural sensitivity
- The unit's **task-based and communicative methodology** fosters learner autonomy and engagement. Students are learning in an increasingly mobile society.

OBJECTIVES



Use vocabulary and grammar related to travel



Develop awareness of sustainable travel.



Engage in practical travel conversations.



- Write opinion essays about travel topics

**Specific
Competences
– Didactic
Unit 9: LET'S
GO**

C.1 – Comprehension

Understand oral and written travel-related texts (e.g., dialogues, signs, schedules).

C.2 – Production

Express ideas clearly in speech and writing about travel preferences, plans, and experiences.

C.3 – Interaction

Participate in dialogues (e.g., at the station or airport), using communication strategies effectively.

C.4 – Mediation

Help others understand travel information (e.g., summarizing a travel poster or translating instructions).

C.5 – Plurilingualism

Recognize connections between English and other languages, especially related to travel vocabulary and contexts.

C.6 – Interculturality

Compare travel customs in different cultures, showing respect and openness to global diversity (e.g., etiquette, environmental responsibility, transport norms).

CONNECTION AMONG THE CURRICULUM ELEMENTS

3.TERM

UNITS	SPECIFIC COMPETENCES	DESCRIPTORS	ASSESSMENT CRITERIA	BASIC KNOWLEDGE	SESSIONS	PORCENTAGE
8. Choices	1, 2, 3, 4, 5, 6	LC 1,2,3 CP 1,2 STEM 1, DC 1,3, PSLC 5, CC1, EC 1,3, CAEC2	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 5.1, 5.2, 5.3, 6.1, 6.2	A.1, A.5, A.4, A.7, B.2, B.3, B.4, C.1,C5.	11	%33
9. Let's go	1, 2, 3, 4, 5, 6	LC 1,2,3, CP 1,2, STEM1, DC 1,2,3, PSLC 3,5, CC1,2, EC 1,3, CAEC1,2	1.1, 2.1, 2.2, 2.3, 3.1, 3.2, 4.2, 5.2, 5.3, 6.1, 6.2, 6.3	A.1, A.3, A.4, A.8, B.2, B.4, C.1, C3.	11	%33
10. Look what you know	1, 2, 3, 4, 5, 6	LC 1,2,3, CP 1,2, STEM1, DC 1,2,3, PSLC 3,5, CC1,2, EC 1,3, CAEC1,2	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 5.1, 5.2, 5.3, 6.1, 6.2	A.1, A.5, A.4, A.7, B.2, B.3, B.4, C.1,C5.	11	%33

EXIT PROFILE FOR 3RD ESO

Key Competence	Descriptors	Application in English
Linguistic Communication (CCL)	CCL1: Express clearly in different contexts. CCL2: Understand and interpret texts. CCL3: Search and evaluate information. CCL5: Promote equality and respectful language.	Participate in dialogues, understand texts, write compositions, use respectful language.
Plurilingual Competence (CP)	CP1: Use English in real contexts. CP2: Transfer strategies between languages. CP3: Value linguistic diversity.	Use English for interaction, compare languages, explore cultural norms.
STEM Competence	STEM1: Use critical thinking to solve problems.	Use logic and sequencing in writing, understand scientific terms, complete projects.
Digital Competence (CD)	CD1: Evaluate online information. CD2: Create digital content. CD3: Communicate safely online.	Use dictionaries/apps, make presentations, understand digital responsibility.
Personal, Social & Learning-to-Learn (CPSAA)	CPSAA3: Plan and assess learning. CPSAA5: Work collaboratively.	Set goals, track progress, collaborate in English tasks.
Citizenship Competence (CCEC)	CCEC1: Understand democratic values. CCEC2: Engage in intercultural dialogue.	Discuss global issues, work on intercultural projects.
Entrepreneurial Competence (CE)	CE1: Show initiative and creativity. CE3: Collaborate and manage tasks.	Create content, propose ideas, solve problems in English.
Cultural Awareness & Expression (CCEC)	CCEC1: Appreciate cultural heritage. CCEC2: Express using artistic forms.	Explore English literature/music, compare cultures, create cultural content.

Session 1: Let's Talk Travel

Session 2: Guide to Modal Verbs

Session 3: Planning a Trip

Session 4: Travel Destination

**Session 5: Grammar Focus –
Relative Clauses**

Session 6: Reading & Culture

**Session 7: Making
Recommendations**

Session 8: Transport Options

Session 9: Travel Survey

**Session 10: Trip Proposal –
Presentations**

Session 11: Unit Assessment

Learning Activities:

Introductory: Ice-breakers, brainstorming, mindfulness, "Find someone who..." speaking game.

Development: Grammar practice in context, role plays, short debates on global change, video comprehension using Edpuzzle, project creation (poster or digital presentation).

Reinforcement and Extension: Differentiated worksheets, extra vocabulary games, fast-finisher activities (e.g., riddles, quizzes).

Assessment: Initial diagnostic speaking activity, continuous observation, a short final test including listening, reading, writing, and speaking.

Session 8: Travel Debate

1. Warm-Up: What's Your Transport Type? (5 min)

Quick class poll:

“Which transport do you prefer: train, plane, or bus?”

Show live results (e.g., raise hands or tally chart).

Prompt students to explain their choices briefly.

2. Model Debate & Vocabulary (10 min)

Watch a **short model dialogue**:

Student A: “Planes are faster and more convenient.”

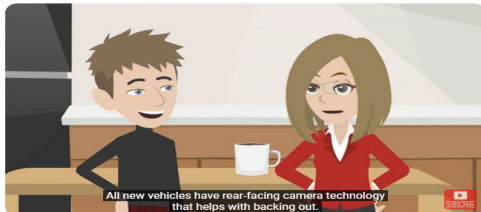
Student B: “Yes, but trains are more eco-friendly and comfortable.”

Teacher highlights debate phrases and structures.

Students underline opinion markers and connectors.

<https://www.youtube.com/watch?v=Jshmxg85cWk&pp=ygUVI3RyYW5zcG9ydGF0aW9uZm9yYWxs>

A Conversation About Transportation
YouTube - Learn English by Pocket Passport - 13 oct 2022



3. Team Prep – Let's Build Our Argument (15 min)

Students form **small groups or pairs**. Assign or let them choose sides:

✈️ *Planes are the best transport for travel*

🚆 *Trains are the best*

🚌 *Buses are the best*

They prepare:

• 2–3 main arguments

• 1 example or fact per point

• 1 sentence using *"I agree/disagree..."*

DEBATE PREP SHEET

Work with your group. Use this sheet to plan your argument.

Team Position: _____

Main Arguments:

1. _____
2. _____
3. _____

Example or Fact:

Counter Argument:

I agree / disagree because...

Suggest OI-E:



4. Class Debate (20 min)

Groups present their ideas to the class. Each group has **1–2 minutes** to explain and justify their choice.

Then, allow rebuttals and open discussion:

“I disagree with the train group because...”

Teacher moderates and encourages respectful discussion.

Focus on **fluency, logic, and use of expressions**, not perfection.

5. Reflection & Peer Voting (5 min)

Students vote anonymously:

“Which team convinced you the most and why?”





**Opinion Essay
Quick Checklist**

- Opinion is clear.
- Pise and cons are include
- Details are relevant.
- Errors are corrected

PLANNING A TRIP



Teacher Tools Beta version



Monster Battle

Students use their knowledge to defeat the monster.

Fight!



Silence Challenge

Students must keep the noise level in check.

Begin



Timer

Set a timer that counts down to 0.

Countdown



Stopwatch

See how fast a task can be completed.



Mystery Event

Some unexpected event occurs.



Random Student Picker

Select a student or group at random.

Assessment Approach



- Use of vocabulary, modal verbs



- oral presentations



- Opinion essays



- Peer discussions and digital surveys



Tools: Portfolios, Edpuzzle,
Quizzes, Exit tickets

Attention to Diversity

- Pre-teaching vocabulary and simplified texts

- Visual aids and scaffolding

- Extension activities for fast finishers

- Universal Design for Learning (UDL)

- Inclusive practices with ICT tools

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GROUPINGS

1 Group & pair work are both encouraged.



2 Respond to diversity by peer learning through supportive roles

3 Collaborative groups for poster creation, projects, learning situations and oral presentations.



3. Collaborative groups for poster creation, projects, learning situations and oral presentations.

Collaborative heterogeneous groups of 4 or 5 people according to gender equality, emotional intelligence and academic level of students.



- Collaborative heterogeneous group

4-5 students

- According to gender equality, emotional intelligence and academic level

More Space, bigger letters and shorter explanations

Reading

Snowboarding champion!

Chloe Kim is an American snowboarder. She was born in Long Beach, California, on 23 April 2000 and is famous for being the youngest woman to win an Olympic gold medal in snowboarding when she was just 17 years old.

Chloe's parents have always supported her so that she could achieve her goals. Her father started training her when she was just four years old, and two years later she

- 11 Read the article again. Are the sentences T (true) or F (false)?**
- 1** Chloe's father started training her when she was six years old.
T/F
 - 2** She has more than one million followers on Instagram and Twitter.
T/F
 - 3** She appeared on a box of cereal for a famous food company.

USE OF ICT TOOLS FOR DIVERSE LEARNER PROFILES

Indicate clearly when technology tools are used and how they help:



EDPuzzle Video (Session 2)

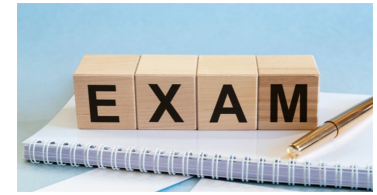
Watch the video and answer the questions.



Why we use Edpuzzle:

- You can pause and replay.
- Questions help you understand key ideas.
- It's great for visual and auditory learners!

How Students will be assessed in English Class



Assessing elements	Percentages
Behaviour	10%
Listening	15%
Reading	15%
Writing texts and Projects	25%
Speaking texts and Projects	25%
Classwork and Homework	10%

To Pass the Subject:

- You must get **at least 50%** (a global pass mark) **each term**.
- If you pass Term 2 after failing Term 1, you “recover” the first term.
- If you don’t pass the third term, you will have a **resit exam just for the 3rd term**
- If you don’t pass that, there’s one last chance: **June resit exam for the whole course**.



Important: Attendance Matters

- If you **don’t attend regularly**, you may lose your **right to continuous assessment**.
- In that case, you’ll only have the **final exam in June** to pass the subject.