

**UNIT OF WORK**

|                             |  |                             |             |          |                          |                |
|-----------------------------|--|-----------------------------|-------------|----------|--------------------------|----------------|
| <b>1. TITLE</b>             | Let's start a business   |                             |             |          |                          |                |
| <b>2. CONTEXTUALIZATION</b> | The students of 1 <sup>st</sup> Batxillerat are nearly finishing high school and it is a good opportunity to suggest them to design a business with a group of classmates. They might be thinking of taking part in a business or working in one.  |                             |             |          |                          |                |
| <b>3. TIMING</b>            | <b>YEAR</b>  | 1 <sup>st</sup> Batxillerat | <b>TERM</b> | 3rd term | <b>NUMBER OF CLASSES</b> | 12 -13 classes |
| <b>4. COMPETENCES</b>       |  |                             |             |          |                          |                |
| <b>Key competences</b>      | <p>The Key competences are:</p> <p>-Communicative competence:</p> <ul style="list-style-type: none"> <li>• Reading, writing, listening and speaking English activities. All activities in the dossier. In order to learn and interact with the world and with the creation of a business proposal.</li> </ul> <p>-Information's management and treatment Competence:</p> <ul style="list-style-type: none"> <li>• Research, selection, analysis of different programs, real life business samples and Internet resources. Youtube, prezi, Glogster, Exploretree</li> </ul> |                             |             |          |                          |                |

|                                   |  |
|-----------------------------------|--|
|                                   | <p>-Digital Competence:</p> <ul style="list-style-type: none"> <li>• Technological and informative tools on the Internet and integration to the digital communication in order to do the activities. Reading articles, news, watching videos, etc.</li> </ul> <p>-Research Competence:</p> <ul style="list-style-type: none"> <li>• Looking for solutions to the problems and questions proposed in the creation of the business. Free capacity in the creation of the business and development of the business project created.</li> </ul> <p>-Personal and Interpersonal Competence:</p> <ul style="list-style-type: none"> <li>• Working in groups in order to create a business proposal and presenting it. Working collaboratively and autonomously in it.</li> </ul> <p>- Knowledge and world's interaction Competence:</p> <ul style="list-style-type: none"> <li>• Being able to interact with the world and the people living in it when creating the business proposal, and developing the capacity to improve the interaction with the society when choosing the right kind of business to favour the community of Lleida.</li> </ul> |
| <p><b>English competences</b></p> | <p><b>-Communicative competence:</b></p> <ul style="list-style-type: none"> <li>• Oral and written participation (discussion about choosing a business, business' rules, billboards correction, business situations speaking, discussion for creating an office party</li> </ul>   |

etc).

- Oral, written and audiovisual comprehension (enterprising person, creation of new business, a member of the sport centre, advertising video, billboards video examples, starting a business listening, etc.).
- Oral and written expression (description of members of the enterprise members, presenting the new business created orally, discussion for preparing an office party and discovering some business situations).

**-Research and information treatment competence:**

- Use of resources such as dictionaries, newspapers, and websites to do the activities related with business.
- Collaborative work in order to solve problems, such as the speaking exercise problem, the rules of the business, etc., and the creation of the business in groups.
- Planning and research of the business creative proposal. Presentation of the oral document such as the business proposal.

**-Plurilingual and intercultural competence:**

- Having interest in knowing about the creation of a business, the members, the rules, the kind of advertisements, some initial problems of it, such as all the text, videos and listening proposed.

|                      |  |
|----------------------|--|
|                      | <ul style="list-style-type: none"> <li>• Knowing about different kind of business from different cultures and places, such as the text of the young entrepreneurs or the listening about different cultural people.</li> </ul>   |
| <b>5. OBJECTIVES</b> | <p>At the end of this unit the student will be able:</p> <ul style="list-style-type: none"> <li>-To design a business proposal with the classmates within a dossier.</li> <li>-To give an oral presentation about the business proposal created with the group of classmates.</li> <li>-To interact and work collaboratively with the teamwork and the classmates.</li> </ul>  |
| <b>6. CONTENTS</b>   | <p>The contents for this unit are the following:</p> <ul style="list-style-type: none"> <li>• <b>Communicative competence:</b> <ul style="list-style-type: none"> <li>➤ <b>Participation in oral, written and audiovisual interactions:</b> <ul style="list-style-type: none"> <li>-Use of the English language in the class as the vehicular language. (The teacher and the pupils use it all time).</li> <li>-Participation in oral conversations in groups (To choose an enterprise, to design a business proposal, to create its rules and to elaborate a billboard, to prepare the oral presentation checklist, office party organization, discovering the mysteries, the signs, analysing the billboards. etc.).</li> <li>-Participation in oral activities from internet resources in order to express the opinion (exercise c</li> </ul> </li> </ul> </li> </ul> |

the young entrepreneur, the billboard, Prezi tool, Glogster, etc.).

➤ **Comprehension of oral, written and audiovisual messages:**

- Comprehension of all the instructions to solve the activities proposed (all dossier activities).
- Comprehension of the written texts such as: “How did they started?”, “description of the president”, “How to make oral presentations”, “From classroom to office”, “Rafa Nadal description”, etc. and identification of the main ideas in order to complete the activities.
- Comprehension of the oral and audiovisual texts, such as “What is an enterprising person?”, “Advertising techniques that provide good results”, “Creative Outdoor Billboards”, “Prezi tour”, “Young entrepreneurs BBC interview” and “4 secrets for creating a fantastic billboard” to answer the questions.

➤ **Expression of oral and written messages:**

- Written description of people as a communicative purpose, such as the written description of the members of the business and of Rafa Nadal.
- Short oral explanation about any topic previously prepared and giving the personal opinion about it, and with supported material, such as the oral presentation of the business proposal once the business is chosen.
- Oral exposition of the business proposal created. (Last activity in the unit).
- Knowledge of the language function and its learning, such as the grammatical activities of the

modal verbs.

-Auto evaluation of the learning process and the difficulties of the English language. (Extra exercises to support the unit).

- **Research and information treatment competence:**

-Proper usage of the material to be consulted (workreference, prezi, , glogster, exploretree, youtube), in order to improve the comprehension and expression capacities.

-Collaborative teamwork resolution of different logical problems or when deciding to organize a social activity. (Creation of the new business in groups).

-Elaboration of academic project in groups about an interesting topic for the students. (Creation of the business and presentation of it in front of the class).

-Planning and execution, individually and in groups, of different research topics that imply the interpretation, organization and presentation of different information. (Planning of a business proposal and oral presentation of it).

-Usage of the TIC/TAC tool for the elaboration and communication of the knowledge (Prezi, youtube, wordreference, exploretree, glogster).

- **Plurilingual competence:**

-Proper usage of language varieties in order to behave in real contexts in order to communication

|                             |  |   |
|-----------------------------|--|---|
|                             | <p>with other people. (Creation of a proper billboard, designing the rules of the business, etc).</p> <p>-Usage of the English language as a communicative skill to have access to other cultures and languages. (Looking for different kinds of business, young entrepreneurs around the world, different billboards, etc.).</p> <p>-Recognition of the English language's Importance as a way to access to the knowledge for the academic and professional future of the student. (Practice task for the future of the student).</p> |   |
| <p><b>7. ASSESSMENT</b></p> | <p><b>INSTRUMENTS:</b></p> <p>-Present the business proposal orally with the group (50%)</p> <p>-Dossier of the business proposal completed with the exercises done, which includes the writing activities (30%)</p> <p>-Participation and working collaboratively in class (20%)</p>  | <p><b>ASSESSMENT CRITERIA:</b></p> <p>-To participate in oral interactions about topics worked in the class and use the appropriate strategies to support the conversation. (Speaking activities of the dossier and all the interaction activities with the teamwork).</p> <p>-To participate in oral conversations in class in order to exchange information or get to an agreement (oral presentation checklist, warming up activities of each skill, etc).</p> <p>-To practise how to initiate a conversation, maintain it and give the turn to other classmates within debates and conversations.</p> |

|  |  |  |
|--|--|--|
|  |  | <p>-To do oral and public presentation previously prepared about a topic using different strategies to catch and maintain the audience attention. (Oral presentation of the business proposal created with the teamwork).</p> <p>-To produce written texts about relevant topics for the students and with a coherent, organized and corrected way (description of business' members, Rafa Nadal).</p> <p>-To cooperate in groups in the learning tasks processes showing organizational and responsible abilities in order to work in groups (interaction with other student about the activities).</p> |
|--|--|--|

**8. METHODOLOGY**

|  |   |
|--|---|
| <p><b>STRATEGIES:</b></p> <p>-This unit follows the task-based approach because all the activities are student-centred and the unit is based on the completion of a central task. All the activities presented in this dossier lead the students to the final product, the creation of a business proposal for Lleida's Council and its oral presentation.</p> <p>-The warming up activity is focused on the presentation of Lleida's Council situation and about the knowledge of different business and their experience. This increases the</p> | <p><b>MATERIAL AND RESOURCES:</b></p> <p>-Room keys</p> <p>-Internet connection</p> <p>-Dictionaries</p> <p>-Loudspeakers</p> |
|--|---|



|   |  |
|---|--|
| <p>students' motivation to start working on the activity.</p> <p>-Another strategy of this unit is the interaction between students. That can make students feel more interested in carrying out the activities. Most interactive activities can make students increase their motivation when doing the unit.</p> | <p>-English book CDs</p> <p>-Digital board</p> <p>-Computers (laptop)</p>  |
| <p><b>LEARNING ACTIVITIES</b></p> <p>*The learning activities are explained in another document. This is only the basic organization.</p>   | <p><b>SESSION 1: CLASS</b></p> <p><u>Warming up:</u> Tell students that it has been offer a local in the centre of Lleida to start a business. But in order to acquire it they have to design a business and present the proposal to the Council of Lleida. Explain the situation.</p> <p>-Give them the rubrics and explain the evaluation of the unit.</p> <p>-INTRODUCTION: Ask students about what they know about business. Introduce them the topic and start grouping them in business teamwork.</p> <p>-Do listening of “what is an enterprising person?” and its exercises.</p> <hr/> <p><b>SESSION 2: LABORATORY</b></p> <p>-Some groups do the reading exercise “From classroom to office” for 25 minutes.</p> <p>-The other groups do the listening exercise “Giving cash to young people to start a business” for</p> |

25 minutes.

\*The groups exchange activities when they finish.

---

**SESSION 3: CLASS**

-Do the reading exercise “How did they start?” and its comprehension exercises

-Complete the chart to describe the business proposal.

---

**SESSION 4: CLASS**

-Do the organizational chart exercises. Exploretree resource usage.

-Explanation of the essay for describing people.

The teacher explains how the essay must be structured and the information in each paragraph.

The students write an example of a description of Rafa Nadal.

---

**SESSION 5: LABORATORY**

-Some groups do the speaking activity “Organizing an office party” for 25 minutes.

-The other groups do the writing activity “Description of the member of the business” for 25 minutes.

\*The groups exchange activities when they finish.

---

|  |  |
|--|--|
|  | <p><b>SESSION 6: CLASS</b></p> <ul style="list-style-type: none"> <li>-The teacher talks about the business's rules. They do the exercise of the Sport's Centre rules.</li> <li>-The teacher explains the modal verbs and the students complete the table.</li> <li>-The students create the rules for their business. If they can't finish in class, they have to finish during the Easter holidays.</li> </ul> |
|  | <p><b>SESSION 7: LABORATORY</b></p> <ul style="list-style-type: none"> <li>-Some groups work with the grammar online activities for 25 minutes</li> <li>-The other groups do the speaking activities "describe the signs" for 25 minutes.</li> <li>*The groups exchange activities when they finish.</li> </ul>  |
|  | <p><b>SESSION 8: CLASS</b></p> <ul style="list-style-type: none"> <li>-The teacher asks them about the advertisements. They do a listening about it.</li> <li>-The teacher explains them about billboards. They describe them.</li> <li>- They analyse the billboard used by the Segre's Sports Centre.</li> </ul>   |
|  | <p><b>SESSION 9: CLASS</b></p> <ul style="list-style-type: none"> <li>-The teacher asks them about the modal perfects. The teacher explains them and they have to</li> </ul>   |

complete the chart with examples.

-The students write the list of advises they would give to the Segre's Sport Centre.

-The teacher explains them how to do a billboard with glogster if they choose it.

**SESSION 10: LABORATORY**

-Some groups work with the listening activities for 25 minutes

-The other groups do the speaking activities "Describe the billboards" and "discovering the mystery" for 25 minutes.

\*The groups exchange activities when they finish.

**SESSION 11: CLASS**

-The teacher asks the students about oral presentation. They read the texts and answer the questions.

-They talk about the elements for an oral presentation.

-The teacher explains them what they should include in the oral presentation and how they can do it with PREZI.

-The teacher explains them about the rubrics and how they could improve.

|                            |   |
|----------------------------|---|
|                            | <p><b>SESSION 12 AND 13: CLASS</b></p> <ul style="list-style-type: none"><li>-The students do the business proposal presentation in front of the class.</li><li>-If there is no time to finish in one day, they will finish it on session 13.</li></ul>   |
| <p><b>OBSERVATIONS</b></p> | <ul style="list-style-type: none"><li>-The distribution of the learning activities can vary according to the sessions in class; they depend on the time, the student's participation, the speediness in doing the exercises, etc.</li><li>-If there is any overlapping or more time is required, some homework can be asked in order to follow the organization of the learning activities.</li></ul> |