

María José Nieves Palanca

Teaching English in a communicative way

Cuadernos de Educación / 05



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María José Nieves Palanca

Prólogo del Doctor Ignacio Calle Albert

Teaching English in a communicative way

Cuadernos de Educación / 05



05- *Teaching English in a communicative way*

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*A mi madre,
por tantas y tantas conversaciones entre llantos y risas.*

*A mi padre,
por confiar en mí y transmitirme el interés por aprenderlo todo.*

*A mi hermana,
por darme siempre su apoyo y ser mi ejemplo a seguir.*

Resumen

Esta planificación anual explica la importancia de enseñar Inglés en Educación Primaria teniendo en cuenta un enfoque comunicativo.

La justificación de dicho proyecto trata de mostrar cómo enseñar Inglés con la finalidad de que los estudiantes obtengan un aprendizaje significativo.

Utilizando esta metodología los alumnos adquirirán los contenidos de cada una de las unidades didácticas usando las cuatro habilidades lingüísticas (escuchar, hablar, escribir y leer) a través de actividades comunicativas como juegos, cuentos, canciones o juegos de rol.

Palabras clave

Habilidades, competencias, comunicación, constructivismo, interdisciplinariedad

Abstract

This year planning explains the importance of teaching English in Primary Education taking into account a communicative approach. The justification of this project tries to show how to teach English in order the students to get a meaningful learning.

Following this methodology students are going to acquire the contents of each didactic unit using the different linguistic skills (listening, speaking, writing and reading) through communicative activities such as games, tales, songs or role-plays.

Keywords

Skills, competences, communication, constructivism, interdisciplinarity

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Outline

Prólogo, por Ignacio Calle Albert [9]

Introduction [11]

1. Curricular variables [13]

2. Personal variables [15]

3. Space variables [17]

4. Scheduling of the year [19]

5. Aims [21]

6. Basic Competences in Education [25]

7. Contents [27]

8. Methodology [33]

9. Assessment [39]

10. Attention to diversity [43]

11. Didactic units [45]

12. General outline [91]

Bibliography [97]

Law [99]

Outline anexes [101]



Prólogo

EN LOS ÚLTIMOS AÑOS, y con la entrada en vigor de la nueva Ley de Educación, el aprendizaje y didáctica de la lengua extranjera (inglés), se ha revalorizado dando la importancia que debiera haber tenido desde hace tiempo. Sin embargo, hemos padecido una inexplicable falta de recursos que nos han prohibido obtener habilidades acordes con lo que establece el Marco Europeo de Referencia, y de esta forma, poder equipararnos al resto de Europa lingüísticamente hablando.

En este libro, el cual me siento orgulloso de prologar, la maestra María José Nieves Palanca demuestra sus amplios conocimientos en la materia de lengua extranjera, ensalzando un tipo de enseñanza que parte de la propia experiencia del alumno en edades comprendidas entre infantil y los primeros compases de la educación primaria. La manipulación de conceptos, contenidos y materiales es de vital importancia en edades escolares tan tempranas; para ello cualquier posibilidad que se les ofrezca de establecer su propio aprendizaje, favorecerá en un futuro la asimilación de una independencia lingüística que muchos de nosotros no hemos tenido.

Este compendio no solo es un manual al uso de una didáctica novedosa del aprendizaje del inglés, sino que crea una base sólida de conocimientos que ayudan a construir, por medio de un aprendizaje significativo, una buena iniciación a la lengua extranjera.

Querido lector, le invito a degustar detenidamente cada parte de este opúsculo que ha sido detalladamente redactado en inglés, y que explica con todo lujo de detalles como la importancia de unos buenos cimientos, ayudan a crear un recio templo de saberes básicos para el desarrollo del niño en materias tan necesarias hoy como la lengua extranjera.

Gracias al arduo trabajo de Dña. María José Nieves Palanca, que con un estudio empírico, traducido en años de experiencia laboral en infantil y primaria como maestra de inglés, ha demostrado la viabilidad y la puesta en práctica de su didáctica, obteniendo excelentes resultados que se han visto reflejados en los aprendizajes posteriores de los alumnos que han pasado por sus “manos”.

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Universidad Católica de Valencia (UCV)



Introduction

THE MEDIA AND INFORMATION technologies' progress have allowed to create a more and more international, multicultural and multilingual world, in which we have to prepare our pupils to manage specially through the knowledge of other languages.

The Council of Europe in the Common European Framework of Reference for Languages establishes guidelines as much for the learning of languages as for the assessment of competence in the different languages of a speaker and I have taken this into account to design this year planning (annexe 1). The foreign language field has the objective of training people who can use it to understand, speak, talk, read and write, so its use must be the starting point from the beginning of learning.

Primary Education starts from a still very elementary competence in the foreign language, that is why, in the whole phase, knowledge, capabilities and previous experiences will be of great importance to understand and build meanings and strategies along the actions of communication.

Planning a year consists in deciding in advance what is going to be done in the foreign language classroom so that the teaching/learning process is as satisfactory as possible. This planning has helped me to systematise the process, obtaining more positive results to the results I would obtain just by improvising, since planning helps to determine the most adequate objectives, and the most motivating activities for students.

This planning is divided into fifteen units of work, designed for the third level of Primary Education. All of them have as a prior aim the children's acquisition of communicative competence. Students should make themselves understood and not be afraid of making mistakes.



Curricular variables

THE PLANNING STEMS FROM the Organic Law of Education 2/2006 (L.O.E.) (annexe 2). The principles of this law are made concrete in the Basic Curricular Design (D.C.B.), which provides us with the general guidelines established by the government. Then I have followed the Decree 111/2007 of the Valencian Government to elaborate this year planning because of the school location.

The D.C.B and the Decree 111/2007 are further defined in the School Educational Project (P.E.C.) and in the School Curricular Project (P.C.C), taking into account the social and cultural surroundings of the school. Besides this, for the elaboration of this planning, I have also taken into account the needs and characteristics of my particular students.

In brief, I have designed this Didactic planning bearing in mind the general aims, contents, methodology and assessment criteria specified by the D.C.B. and P.E.C., and adjusting them to the specific group it has been created for.



Personal variables

THE DEVELOPMENT OF OUR STUDENTS in Primary education is determined by external factors such as the family, the socio-cultural context or the actual school. All these things have a powerful influence in their affectivity, communication or personality.

The internal factors are related to the kind of motivation, the methodology used in the classroom and their previous knowledge.

Following the evolution theory that Piaget proposes, during the second cycle of Primary Education, to which I address this planning, we could say that in relation to the cognitive development, our students consolidate the logical and concrete thinking trying to apply their own experience to the new events. Moreover, their mind is flexible, they have a good memory and capability to keep information.

Concerning the socio-affective development, at this age the colleagues become very important. Working in groups, cooperative and competitive activities acquire great relevance. In addition, they start to assume some responsibilities, being very sensitive to criticism. Games must have concrete rules to solve the problems that they can find and to be independent from teacher or adults.



Space variables

AT SCHOOL I HAVE MY OWN English Classroom. The distribution is organised so as to satisfy my students' needs and for them to acquire communicative competence. The students are sat in groups of four. In this way they are prepared to carry out activities in group. At the same time they can work in pairs with the classmate sat next to them and they can also work individually when necessary.

The class is also divided into some corners. On one side we have the "Library corner" in which we have some shelves with an attractive number of books and dictionaries. We also use this corner for storytelling with puppets or for the students' performances.

Another corner is the "Games Corner". We have six tables with six chairs and some shelves with the games. This corner is also used for drilling. On the shelves I have arranged some worksheets classified into topics, which my pupils can do when they have finished their own work. In this way, I try to develop their autonomy.

Another corner is what I call the “English corner”. I use it to hang up posters or projects that we are working on in the unit or other concepts that I want students to keep in mind.

We also have a “Computer corner” where there is a computer. Students can do crosswords, puzzles or even drilling activities or different kinds of listenings such as songs.

Finally, each week, two students are in charge of giving the books and notebooks to the rest of the class and picking up them at the end of the lesson. They are the assistants.

You can see the classroom arrangement in the annexe number 3.



Scheduling of the year

THE YEAR PLANING THAT I HAVE DESIGNED is for the first course of the second cycle of Primary Education, specifically for the group B, in which the vehicular language is the Valencian language. These students have been learning English since the first cycle, so they have some basic previous knowledge of English.

I have divided the year planning into fifteen didactic units. In the first and second term we will carry out six units, and in the last term, the other three.

Each unit is designed for six lessons of forty-five minutes. We have lessons on Monday, Wednesday and Friday after the play time, and this is the reason why the lessons are shorter than in the other subjects as you can see in the annexe number 4.



Aims

THE AIMS ARE THE INTENTIONS that guide a specific educational project and the set of goals in which these intentions are specified. They define what we want to achieve with the teaching/learning process.

My unit reflects the principles of the LOE (annexe 6) and is clearly based on the main aims of Primary Education established in the article 2 of the preliminary title (annexe 7).

Moreover it also meets the general aims of primary as we can see in the table below (annexe 8):

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	X	X	X	X		X			X	X			X	
2	X	X	X	X		X			X	X	X		X	
3	X	X	X	X	X	X			X	X	X		X	
4	X	X	X	X		X			X	X	X		X	
5	X	X	X	X		X		X	X	X		X	X	
6	X	X	X	X	X	X		X	X				X	
7	X	X	X	X		X			X				X	
8	X	X	X	X		X			X	X	X		X	
9	X	X	X	X		X	X		X	X			X	
10	X	X	X	X	X	X		X	X	X			X	
11	X	X	X	X		X		X	X	X		X	X	
12	X	X	X	X	X	X	X	X	X			X	X	X
13	X	X	X	X	X	X			X	X	X		X	
14	X	X	X	X		X		X	X	X			X	X
15	X	X	X	X		X			X	X	X		X	

The horizontal axes represents the aims of primary education, whereas the vertical axes refers to the fifteen units of my planning.

What I want to transmit with this grid is the deep connection between the prescriptive curriculum and my planning. As we can observe most of my units refer to at least eight or nine goals of the general aims of Primary Education.

We will now detail the aims for the foreign language area, established in the Decree 111/2007 of the Valencian Government. According to this decree, the students should be able to (annexe 9):

- 1.- Listen to and understand messages in varied oral interactions, using the transmitted information to do specific tasks related to their experience.
- 2.- Express and interact orally in simple and regular situations that have a known content, using verbal and non-verbal procedures and taking a respectful and collaborating attitude.
- 3.- Write different texts with varied purposes about subjects already discussed in the classroom, and with the help of models.
- 4.- Read various texts in a comprehensive way, related to their experiences and interests, drawing general and specific information according to a previous purpose.
- 5.- Learn how to use with progressive autonomy all the means available to them, including new technologies, to obtain information and to communicate in the foreign language.
- 6.- Progressive use of the foreign language to broaden contents in the non-linguistic areas already learnt and to learn other news.
- 7.- Value the foreign language as a mean of communication and understanding among people from various origins and cultures, and as a learning tool with different contents.
- 8.- Show a receptive and confident attitude in their own ability to learn and use the foreign language.
- 9.- Use the knowledge and previous experiences with other languages for a faster, more effective and more autonomous acquisition of the foreign language.
- 10.- Use equally the curricular languages as learning and information tools, taking into account the competence in each one.
- 11.- Identify phonetic, rhythmic aspects, accentuation and intonation, as well as linguistic structures and lexical aspects of the foreign language and use them as basic elements of communication.

We can observe how the treatment of these aims is done all along the planning. I will now give some examples of how these aims are

tackled in different units, however, I must emphasize that every single one of these aims is reflected in each unit.

Some aims, such as the 1st, 2nd and 3rd, deeply connected to the communicative approach, are worked by taking into account the four skills integration principle. I have chosen these specific aims of my unit taking into account the students characteristics and age, as well as their own interests. For this reason, I have chosen objectives related to topics which may attract their attention, for example, animals, going shopping or their own body. Moreover, the target language involved in these aims has been selected considering the value of it in the students' lives. That is to say, I have tried to choose language which is meaningful to them, and which will help them acquire communicative competence.

I have also chosen these aims taking into account that students must acquire the Basic Competences in Education through these aims that I am going to explain deeply in the next point.



Basic competences in Education

FOLLOWING THE ORGANIC LAW OF EDUCATION (L.O.E) and according to the Decree 111/2007 of the Valencian Government, students must be able to acquire 8 basic competences in education through the learning process.

I have taken these competences into account in order to plan the didactic units of my year planning and all the competences are worked in each of the didactic units. The Basic Competences are: linguistic communication competence, mathematical competence, competence in the knowledge and interaction with the physical world, treatment of information and digital competence, social and citizen competence, cultural and artistic competence, “learning how to learn” competence and self autonomy and personal initiative. These Basic Competences are deeply developed in the annexe number 11 and the relation between the basic competences and all the didactic units of my plan in the annexe number 12.

We can classify the eight basic competences into three scopes:

1. *Expression and communication*: linguistic communicative competence, mathematical competence, cultural and artistic competence and treatment of information and digital competence.
2. *Relationship and interaction*: competence in the knowledge and interaction with the physical world and social and citizen competence.
3. *Personal development*: “learning how to learn” competence and self autonomy and personal initiative.



Contents

MY PLANNING IS BASED ON THE contents of the Decree 111/2007 which are divided into the following blocks (annexe 13):

The contents have been grouped in blocks related to the six characteristic centres of attention of the teaching-learning process.

Block 1, “Listening, speaking and talking”, is related to oral language. The limited presence of the foreign language in the social context makes the linguistic model provided in the school the first source of knowledge and learning of the language. That is why, it has to be varied so much that it offers nuances that can be seen in a certain number of speakers. This block is directly related to the linguistic communication competence and the competence in the knowledge and interaction with the physical world.

Block 2, “Reading and writing”, is related to the written language. In foreign language written texts are also a model of composition and practice and will be introduced gradually as confidence in the oral

code increases. This block is related to the cultural and artistic competence.

Block 3, “Knowledge of the language through its use”, takes us to the constituent elements of the linguistic system, their functioning and relationship. The starting point will be the situations of use that encourage the inference of the language working rules. This block includes two aspects to take into account: linguistic knowledge and reflecting on learning that are related to the competences “learning how to learn” and self autonomy and personal initiative.

Block 4, “Language as a learning tool” tries to students acquire in a progressive way some contents related other non-linguistic curricular areas, such as Science, Spanish, Mathematics... They must do easy projects or contextualized activities to acquire these contents already learnt in the other subjects. This block is related to the Mathematical competence.

Block 5, “Socio-cultural aspects” helps the children find out about customs, social relation forms, characteristics and peculiarities of the countries where the foreign language is spoken. This block is related to the social and citizen competence.

Block 6, “Information and communication technologies” gives students the possibility to work directly with real texts, cultural products already elaborated such as songs, tales or films through new technologies, digital blackboard, computers or internet. This block is related to the treatment of information and digital competence.

These blocks of contents have contributed to the development of the basic competences that’s the reason why there is a relation between the contents that students are going to learn and the competences that students must acquire, as you can see in the annexe number 14.

So that children acquire a good communicative competence, it is necessary that they learn 3 types of contents: conceptual contents, procedimental contents and attitudinal contents.

Regarding the concepts students must learn vocabulary, socio-cultural aspects, pronunciation and grammatical structures. Vocabulary plays a very important role in my planning, since I agree with the most re-

cent approaches which explain that, more than grammar, students need to learn about many semantic fields. This point of view stands in contrast to previous methodologies such as the Grammar-Translation or the Structuralist method in which the teaching of grammatical structures was given top priority. The new approaches came together with authors such as Wilkins, who stated: 'Without grammar very little can be conveyed; without vocabulary nothing can be conveyed'. Therefore, it is necessary that my students learn about various semantic fields. I have included in my planning vocabulary such as, the objects of the classroom, clothes, animals, means of transports, hobbies, etc.

However, it is also necessary to work on grammatical structures. Students must be aware of language and know how it is used. In my planning, I have associated the main grammatical items with the vocabulary which I wanted my students to acquire, without forgetting that grammar must be functional, always at the service of communication. Besides, I have contextualised both lexical and morphosyntactical items with an appealing topic. My students will learn to use the present simple, the present continuous, wh-questions, modal verbs, etc.

Finally, considering the phonological concepts, the students will practice segmental features as well as suprasegmental features.

Regarding the procedures, we may define them as those contents which require the repetition of actions that help the students master the technique, ability and strategy in order to fulfil the aims.

First of all, I would said that there are many general procedures which we treat all along the planning. As these are common in every unit, I have not considered it necessary to specify them in each one, but will detail them in this section:

- Working in groups. As Connery, B. A. reflects in his book *Group Work and Collaborative Writing* working in groups is an excellent way of motivating students.
- Working with songs, rhymes, videos and stories. I use them because of the important of the authentic material as David

Nunan said in his book *Language Teaching Methodology* (1991). To work with them, I divide the lesson into three stages following Jeremy Harmer proposal: pre-listening, while-listening and post-listening.

- Using flashcards and worksheets. The use of the flashcards helps the students to acquire the language input as Stephen Krashen said in his book “The input hypothesis”, and the worksheets are very useful to reflect the students learning and for the teacher to assess them.
- Mini Dictionary and Portfolio sheets.

Attitudes are also given a great importance in my planning. These are focused towards the students’ feelings about the foreign language and its culture. The attitudes have to do with the following aspects:

- Recognition and respect of the cultural differences.
- Critical sensibility to notice the sexist and social stereotypes.
- Acquiring English manners and using the specific social rules in the classroom.
- Understanding how different worldviews affect the organization of language.

These attitudes are worked in all of my units. Even though some of these attitudes are not explicitly taught, the students will learn them unconsciously due to the teacher’s continuous transmission of values. Besides, I have also included many authentic documents so that the teacher highlights the different cultural features.

The education in values is treated in each unit, as we can see in the general outline. Nevertheless, some of them are not tackled in any specific unit, but in a general way throughout all the planning.

I will detail the way of working on these aspects later, in the methodology.

I have considered the following values, which are established by the order 20th of December 1994:

- Moral and civic education.
- Health education.
- Education for equality between sexes.
- Environmental education.
- Education for a responsible consumer.
- Vial education.



Methodology

THE MAIN PRINCIPLE THAT GUIDES ll my planning is that my students should be able at the end of Primary Education of understanding English and making themselves understood to a foreign language speaker. This means taking into account all the new proposals that tend to the Communicative Approach. The communicative approach to the learning of languages is based on this conception of language as a means of communication, and thus, focuses the lesson planning on the preparation of communicative contexts within the classroom, so that most activities have a communicative aim for students. I have also been influenced by the Learner-Centred Approach which sees the student as the centre of the teaching-learning process. This implies baring in mind the children's interests and needs. The information received from the student's should be used as much as possible in every lesson and we should take them into account when deciding the aims, contents, methodology and assessment of the process.

The Learner-Centred Approach is intimately connected to Constructivism. The L.O.E. is totally impregnated of this theory although it does not explicitly refer to it. The Constructivist approach to learning

emphasizes authentic, challenging projects that include students, teachers and experts in the learning community. Its goal is to create learning communities that are more closely related to the collaborative practice of the real world. In an authentic environment, learners assume the responsibilities of their own learning, they have to develop metacognitive abilities to monitor and direct their own learning and performance. Therefore, constructivism emphasizes the importance of “learning to learn”, which is a basic competence in education according to the Decree 111/2007 of the Valencian Government. In sum, the contemporary constructivist theory of learning acknowledges that individuals are active agents, they engage in their own knowledge construction by integrating new information into their schema, and by associating and representing it into a meaningful way. This explanation to how children learn is found in the book *The Psychology of meaningful verbal learning*, written by Ausubel.

Another contribution made by Constructivism is that in order to achieve success in the teaching-learning process, we need to part from the students’ level of development taking into account their interests and characteristics. Vygotsky is one of the main authors who introduced this idea in his book *Thought and language*. He is well known for his socio-cultural theory of development that focuses on the “zone of proximal development” (ZPD), which emphasizes the process rather than the ultimate stage of development. He explained that learners should move from what they already know to a higher level of development within their reach and with the help of the teacher or peers.

I have also considered some new currents related to the Communicative Approach, such as Suggestopedia, The Total Physical Response and The Silent Way included in the Humanistic Methods, which have provided me with creative ideas and enriched my methodology in different ways. However, I have not ignored other more traditional methods, such as the Grammar-Translation method, which are also necessary in some points of the planning.

In brief, we could say that I have approached the planning in an eclectic manner, not only considering the general methodologies, but

also accepting different contributions made by any kind of theory, author or proposal.

Now, I would like to move on to explain some specific methodological techniques. First of all, I will explain the two ways of learning, these being, deduction and induction. Deduction is when students are told the rules explicitly, so that they can apply in the different tasks. Induction takes place when students are not told the rules but infer them by their exposition to the language input and make hypothesis about a possible rule. Then students try to check them in communicative situations and if the hypothesis does not work they will reformulate them.

Induction must be the rule in foreign language teaching; however, some explanation may be convenient at some stages of the process because learning a rule may save time and effort.

In each of my units, I have followed a concrete procedure that Brewster explained in his book *The primary English Teacher's Guide* published in 1992. He explained that a typical learning process should be organised in three stages: presentation, controlled practice and communicative practice.

The aim of the presentation stage is the introduction of the new vocabulary and to provide some model to be imitated. In this stage I have considered important to provide a context, so that the students understand the meaning of the new language items. For example, I have contextualised the structures of some units with flashcards, posters, stories, videos, etc.

During the controlled practice stage the students will be able to practice the language structures and functions in order to acquire accuracy. In this stage my role as teacher is that of controlling the students' productions and correcting their mistakes.

In the communicative practice stage students will practice in a freer way the previously presented language items. When carrying out the activities of this stage, I will not usually correct those mistakes that do not interfere in the communicative process. Correction will only take place when the mistakes are important enough or make communica-

tion difficult or impossible. Anyway, in order to avoid disturbing the class atmosphere, explanations and corrections must be short, preferably when the activity has finished and may only be addressed to the student who made the mistake. It should be perceived as a positive act.

During this last stage, activities should be designed so that the students feel the need to communicate. In my planning, we can see how most activities at the end of each lesson have been designed in order to create communicative needs. This means that in these activities, students will have to speak in the foreign language so as to carry them out and achieve the desired result. Role-plays or project works, which I have included in some of my units, are examples of this kind of activity. The portfolio folder deserves a special mention because is a self-assessment tool necessary for the students to be conscious of their own learning. Students must assess themselves at the end of each unit through worksheets or using the computer in the e-portfolio at the end of each term.

Another basic aspect in my planning is the ‘four skills integration principle’ treated in the aims of the Decree 111/2007 of the Valencian Government. This principle implies that the use of English as a communicative process should be done through the 4 skills. They must be worked simultaneously, integrated and well balanced in the teaching-learning process and in this way we will guarantee success. When new language is introduced some skills will be practised before the others. Oral skills should be acquired before the written ones, but all of them are important and are used as helpful tools. Each skill is different from the others but none is more important than any other. As Eliot says:

“An identical spoken and written language would be practically intolerable; if we spoke as we write, we should find no one to listen; and if we wrote as we speak, we should find no one to read. The spoken and written language must not be too near together, as they must not be too far apart.”

I would like to focus now on the types of activities used in my units. The methodology is the same for all the units because the students’ need to acquire a routine. Nevertheless each one is different and

challenging to avoid boredom and loss of interest. Therefore the activities are very varied. We can arrange them in a continuum that goes from the non-communicative pole to the communicative pole. I must point out that even though some non-communicative activities are carried out during the controlled stage the last aim is always acquiring communicative practice.

At the non-communicative pole we find drills. These consist in repetitive exercises prepared in order for students to automate some specific linguistic item. Because they are fairly repetitive and not very creative they are not used for too long nor too frequently. However they give the students the opportunity to practice in a safe environment, they get a chance to rehearse language and acquire accuracy.

Within the communicative pole, we find a wide range of activities which follow the communicative need principle mentioned above. Some examples of these activities are songs, chants, guessing games, story telling, role-playing, project works and listenings.

So as to carry out these activities, I have created different materials bearing in mind that they have to be motivating and attractive for my students. Besides, I have also used authentic materials. David Nunan in his book *Language Teaching Methodology*, defined authentic materials as ‘those which have been produced for purposes other than language teaching’. The advantages of using this kind of materials are many. Authentic documents transmit many interesting aspects of the foreign language culture. Therefore, they provide me with opportunities to introduce cultural aspects in context, and contribute towards the students’ awareness of different worldviews

Motivation is another important factor that I have taken into account. With the purpose of motivating my students I use that I have called “Magic points”. They win green points if they answer a question correctly, if they do their homework or make the best Project Work. At the end of each term I give a present to the winner.



Assessment

ASSESSMENT IS CONSIDERED AS AN INTEGRAL part of teaching and learning, and not just the culmination of instruction. The current reform movement in educational assessment encourages teachers to think about assessment more broadly than ‘testing’ and using test results to assign grades and rank students. There are forms of assessment to provide more complete information about what students have learnt and are able to do with their knowledge, and to provide more detailed and timely feedback to students about the quality of their learning.

We may classify the types of assessment regarding the different aims they want to achieve:

- Diagnostic assessment: It is used when we need to know about the conditions and possibilities of our students. Before planning teachers need to part from an initial diagnosis to decide what activities are the most motivating and suitable, what language level they should part from according to their age, sex, social background, their interests, the special needs, etc. In this

way, the teaching process will be more coherent with the students' previous knowledge and needs.

- Formative assessment: We carry out a formative assessment when we want to make sure that the objectives are being achieved and to make those necessary changes in time to improve the learning process.

- Final assessment: It is based on the result of the exam. Nowadays, in the case of doing a test, it would be based on the activities practised during the lesson.

In my unit, I have carried out all these kinds of assessments but without doing a test, considering the best moment for each one. I would like to point out that I have not only considered the learning of the contents, but also taken into account the students' progress compared with the rest of the group, their interest and participation and their work within the classroom. In other words, I have not only considered the results, but also the global process. I use specific worksheets to assess my students taking into account the 4 linguistic skills (annexe 15). Moreover, my unit has been planned with the help of a permanent evaluation of all the aspects involved. Continuous assessment, as Falayajo Wole describes it in *Philosophy and theory of continuous assessment, 1986* is

“a mechanism whereby the final grading of the learners in cognitive, affective and psychomotor domains of learning systematically takes account of all their performances during a given period of schooling. The assessment must be implemented through the same kind of activity that students have previously practised, which implies evaluating the four skills, group work, the different contents, etc.”

I will now propose some specific techniques to evaluate our students which I have tried with my class and which have given me very positive results.

- *Portfolio assessment*: The collection and evaluation of a carefully chosen selection of students' work. The number and types of selections included in a portfolio may vary, but are typically agreed upon by the teacher and student for the purpose of representing what that student has learned (Pandey, 1991).
- *Authentic assessment*: A method of obtaining information about students' understanding in a context that reflects realistic situations, and that challenges students to use what they have learned in class in an authentic context.
- *Performance assessment*: Presenting students with a task, project, or investigation, then evaluating the products to assess what students actually know and can do (Stenmark 1991).

Finally, I must point out that self-assessment is becoming crucial in FLT theories nowadays. As it is reflected in the aim f of the article 2 of the L.O.E self-assessment is the “development of the capacity of students to regulate their own learning, trust in their capacities and knowledge and develop their creativity, personal initiative and enterprising spirit”

Self-assessment is a condition for personal autonomy and this is the reason why I have considered it throughout all my planning, with techniques that help students reflect on what they have learnt and what they need to learn. For example, we have included in the general evaluation system different kinds of self-assessment sheets using the portfolio folder or the digital blackboard and the computers (annexe 16). These sheets act as a positive reinforcement, becoming motivating elements and make students aware of what they are learning.

All the techniques that we have used along the planning have allowed us to assess all those aspects defined in the assessment criteria established in the Decree 111/2007 of the Valencian Government (annexe 17):

1. Understand the global meaning and identify specific information in oral texts related to classroom activities with the help of linguistic and non-linguistic elements.

2. Read and understand the global meaning and specific bits of information of simple texts in communicative situations, with the help of basic strategies and a concrete finality.
3. Participate in simulated interactive communicative situations, using appropriately those habitual social interaction formulas in the foreign language, the ones that have previously been worked.
4. Write sentences and simple meaningful texts in communicative situations, using models and having a specific purpose.
5. Recognise and reproduce the characteristic phonemes, rhythm and intonation of the foreign language.
6. Use some strategies for “learning how to learn”: asking for information, using gestures, making comparisons, using visual dictionaries, identifying some personal aspects...
7. Value the foreign language as a communicative tool and show interest towards people who speak this language.
8. Identify some aspects of real life, costumes and festivities of countries where the foreign language is spoken and compare them with those specific to our country.

This assessment criteria have been taken into account in each of the units of my planning. That is to say, in each unit I have observed the progress of each student in the development of the four skills, their appreciation of the foreign culture and the basic reflection on linguistic items. All these aspects have not been evaluated in an isolated way, but considering the whole teaching-learning process which has the main aim of being able to communicate with English native speakers.



Attention to diversity

OUR EDUCATIONAL SYSTEM gives a great importance to attention to diversity as we can see reflected by the Order of Conselleria of the 16th of July of 2001 on 'Attention to diversity in Primary and Infant Education'. This is the reason why I have carefully considered it in my planning.

As you have been able to perceive in the methodology that I use, I always take into account the characteristics of my students, and this means that I have considered each pupil them in an individual way.

Regarding the diversity within the classroom, in the class which I have based my planning on, there are three immigrants and one student with hearing problems, which received a cochlear implant last year.

I would distinguish three main language levels in this class.

- Lower level students: Two non significant ACI (annexe 18).
- Average level students: The great majority of the class, including the pupil with a cochlear implant and the immigrants.

- Higher level students: Three students which usually demand higher difficulty in the activities planned for the average students.

A part from these levels, I would also point out that there are fast finishers. For these students I have prepared some extra activities, which are not particularly of a higher difficulty, but do reinforce the language practiced in each lesson. Besides, these students will be able to go to a corner when they have finished their work.

As I have already explained in the section dedicated to space variables, my classroom is organized into corners, which will be used at some points of my lessons by any student that needs them.



Didactic units

UNIT 1: OPEN YOUR BOOK!

Aims	
<ul style="list-style-type: none"> ▪ To identify the classroom objects. ▪ To give orders and respond to them. ▪ To give instructions to decorate our portfolio. 	
Contents	
Concepts	
<i>1.- Listening, speaking and talking.</i>	
<ul style="list-style-type: none"> - Listening to and reproducing vocabulary regarding classroom objects. - Oral interaction: questions and answers using classroom vocabulary. - Comprehensive listening through non-verbal responses. 	
<i>2.- Reading and writing.</i>	
<ul style="list-style-type: none"> - Comprehensive reading of the instructions of the activities. - Writing words using the target vocabulary to complete the gaps in the information gap activities. - Recognising and reproducing vocabulary of the unit. 	
<i>3.- Knowledge of the language through its use.</i>	
Linguistic knowledge	<ul style="list-style-type: none"> - Imperative in the affirmative form of the verbs: open, close, stick, colour and draw. - Revision: Wh-questions. Present simple of the verb To be (It's a ...)
Reflecting on learning	<ul style="list-style-type: none"> - Memorising and using the vocabulary. - Association of words with their visual representation. - Repeating oral and written models. - Spontaneous oral and written reproduction with a communicative intention.
Subjects and vocabulary	<ul style="list-style-type: none"> - Classroom objects: Book, pen, pencil, pencil case, rubber, ruler, school bag, blackboard, scissors, glue, crayon.
Phonetics	<ul style="list-style-type: none"> - Post-alveolar fricative r (rubber) - Stress, rhythm and intonation of the imperative form.
<i>4.- Language as a learning tool.</i>	
<ul style="list-style-type: none"> - Making the Project Work which is related to the Spanish subject. 	
<i>5.- Socio-cultural aspects.</i>	
<ul style="list-style-type: none"> - Interest in finding out and interacting with the classmates. 	

<ul style="list-style-type: none"> - Recognising the importance of speaking a foreign language. - Active participation in the classroom activities. 		
6.- <i>Information and communication technologies.</i>		
<ul style="list-style-type: none"> - The use of the CD player to listen to the rhyme. 		
Procedures		
<ul style="list-style-type: none"> - Elaborating a portfolio following the instructions of their partner. - Singing a rhyme. - Playing cards using the ludic component. 		
Attitudes		
<ul style="list-style-type: none"> - Respecting the classroom objects. - Being polite in the classroom in the same way as British people . 		
Education in values		
<ul style="list-style-type: none"> - Taking care of classroom objects 		
Activities		
1st lesson <i>Presentation Stage</i> <ol style="list-style-type: none"> 1- Introduction of the poster 2- Schoolbag activity 3- Flashcards activity 	2nd lesson <i>Controlled Practice Stage</i> <ol style="list-style-type: none"> 1- Flashcards activity 2- Checking colours (revision) 3- Colour Rhyme 4- Orders with colours 5- Listening 	3rd lesson <i>Controlled Practice Stage</i> <ol style="list-style-type: none"> 1- Introduction of written words 2- Spelling rainbows 3- Listening : choose the correct line 4- Worksheet(written word) 5- Spelling on the back
4th lesson <i>Controlled Practice Stage</i> <ol style="list-style-type: none"> 1- Phonological activity 2- Miming (imperatives) 3- Wrong orders 4- GAME: What's this? 5- Reading 	5th lesson <i>Free Practice Stage</i> <ol style="list-style-type: none"> 1- Play cards 2- Messages 3- Mysterious bag 4- Mini Dictionary 	6th lesson <i>Free Practice Stage</i> <ol style="list-style-type: none"> 1- Project Work: My portfolio folder 2- Portfolio

Managing diversity			
<ul style="list-style-type: none"> ➤ Lower level. Simplification of contents: they will only have to respond to orders, not formulate them. ➤ Higher level. Correct use of the imperative and use of polite forms. 			
Evaluation			
<ul style="list-style-type: none"> - Observation of how students respond in Total Physical Response activities. - Observation of the student's participation in group activities and interest. - Evaluation of how the Project Work is carried out. 			
Basic competences			
<i>1. Linguistic communication competence</i>	X	<i>5. Social and citizen competence</i>	
<i>2. Mathematical competence</i>	X	<i>6. Cultural and artistic competence</i>	X
<i>3. Competence in the knowledge and interaction with the physical world</i>		<i>7. 'Learning how to learn' competence</i>	X
<i>4. Treatment of information and digital competence</i>		<i>8. Self autonomy and personal initiative</i>	X

UNIT 2: FASHION SHOW

Aims	
<ul style="list-style-type: none"> ▪ To describe what we are wearing. ▪ To give orders using “Put on/Take off” and respond to them. ▪ To learn the present continuous with the verb Wear (I am wearing) 	
Contents	
Concepts	
<i>1.- Listening, speaking and talking.</i>	
<ul style="list-style-type: none"> - Listening to and reproducing vocabulary regarding clothes. - Oral interaction: questions and answers using clothes. - Comprehensive listening through non-verbal responses. 	
<i>2.- Reading and writing.</i>	
<ul style="list-style-type: none"> - Comprehensive reading of the instructions of the activities. - Writing words using the target vocabulary to complete the gaps in the information gap activities. - Recognising and reproducing vocabulary of the unit. 	
<i>3.- Knowledge of the language through its use.</i>	
Linguistic knowledge	<ul style="list-style-type: none"> - Present continuous (he´s/she´s wearing) Affirmative form of the imperative (Put on/Take off) - Revision: Wh-questions. Present simple of the verb To be.
Reflecting on learning	<ul style="list-style-type: none"> - Memorising and using the vocabulary. - Association of words with their visual representation. - Repeating oral and written models. - Spontaneous oral and written reproduction with a communicative intention.
Subjects and vocabulary	<ul style="list-style-type: none"> - Clothes: shirt, hat, jacket, dress, shoes, trousers, t-shirt, skirt, socks. Revision: colours
Phonetics	<ul style="list-style-type: none"> - Difference between the sound /s/ and the sound /ʃ/ - Correct intonation of Wh-questions.
<i>4.- Language as a learning tool.</i>	
<ul style="list-style-type: none"> - Making the Project Work which is related to the Spanish subject. 	
<i>5.- Socio-cultural aspects.</i>	
<ul style="list-style-type: none"> - Learning the way of clothing of British people. 	

<ul style="list-style-type: none"> - Recognising the importance of speaking a foreign language. - Active participation in the classroom activities. 		
6.- <i>Information and communication technologies.</i>		
<ul style="list-style-type: none"> - The use of the television to watch the fashion show. 		
Procedures		
<ul style="list-style-type: none"> - Making descriptions using the grammatical structure and vocabulary. - Dressing- up according to a description. - Planning a fashion show. 		
Attitudes		
<ul style="list-style-type: none"> - Accepting and appreciating our own physical appearance. - Accepting aspects of the foreign culture such as traditional costumes. 		
Education in values		
<ul style="list-style-type: none"> - Respect others and treat every individual with equality 		
Activities		
1st lesson <i>Presentation Stage</i> <ol style="list-style-type: none"> 1- Introduction of the poster 2- Flashcards activity 3- What are Tom and Ellie wearing? 	2nd lesson <i>Controlled Practice Stage</i> <ol style="list-style-type: none"> 1- Flashcards activity 2- Tom and Ellie's dice 3- Guess it ! 4- Let's dress up ! 	3rd lesson <i>Controlled Practice Stage</i> <ol style="list-style-type: none"> 1- Introduction of written words 2- Spelling rainbows 3- Match and write 4- UK clothes 5- Spelling on the back
4th lesson <i>Controlled Practice Stage</i> <ol style="list-style-type: none"> 1- Fashion show video - Pre-watching: worksheets - While-watching: put hands up - Post-watching: questions about the video 	5th lesson <i>Free Practice Stage</i> <ol style="list-style-type: none"> 1- Phonological activity 2- Cards game 3- Mini dictionary 4- Preparation of the Project Work 	6th lesson <i>Free Practice Stage</i> <ol style="list-style-type: none"> 1- Project Work: Fashion show 2- Portfolio

Managing diversity			
<ul style="list-style-type: none"> ➤ Lower level. Simplification of contents and activities mainly in the controlled practice. ➤ Higher level. Assignment of a specific role in the project work. 			
Evaluation			
<ul style="list-style-type: none"> - Observation of how students respond in Total Physical Response activities. - Observation of the student's participation in group activities and interest. - Evaluation of how the Project Work is carried out. 			
Basic competences			
<i>1. Linguistic communication competence</i>	X	<i>5. Social and citizen competence</i>	X
<i>2. Mathematical competence</i>		<i>6. Cultural and artistic competence</i>	X
<i>3. Competence in the knowledge and interaction with the physical world</i>	X	<i>7. 'Learning how to learn' competence</i>	X
<i>4. Treatment of information and digital competence</i>	X	<i>8. Self autonomy and initiative</i>	

UNIT 3: HEALTHY MENU

Aims	
<ul style="list-style-type: none"> ▪ To talk about what foods they like or do not like. ▪ To ask their partners what food they like. ▪ To learn the Present Simple of the verb “Like” in the affirmative and negative form. 	
Contents	
Concepts	
<i>1.- Listening, speaking and talking.</i>	
<ul style="list-style-type: none"> - Listening to and reproducing vocabulary regarding food. - Oral interaction: questions and answers using “Do you like...?” - Comprehensive listening through non-verbal responses. 	
<i>2.- Reading and writing.</i>	
<ul style="list-style-type: none"> - Comprehensive reading of the instructions of the activities. - Writing words using the target vocabulary to complete the gaps in the information gap activities. - Recognising and reproducing vocabulary of the unit. 	
<i>3.- Knowledge of the language through its use.</i>	
Linguistic knowledge	<ul style="list-style-type: none"> - Present simple of the verb “like” in the affirmative form, negative form (1st person singular) and interrogative form (2nd person singular).
Reflecting on learning	<ul style="list-style-type: none"> - Memorising and using the vocabulary. - Association of words with their visual representation. - Repeating oral and written models. - Spontaneous oral and written reproduction with a communicative intention.
Subjects and vocabulary	<ul style="list-style-type: none"> - Food: cereals, yogurt, rice, biscuits, fish, bread, salad, vegetables, egg, crisps, milk. - Review: pizza, chocolate, spaghetti, chips, fruit, cake.
Phonetics	<ul style="list-style-type: none"> - Correspondence between the sounds and graphemes: ui /e/ (biscuits),ea /e/ (bread),ea /ið/ (cereals). - Stress, rhythm and intonation of the affirmative and negative form.
<i>4.- Language as a learning tool.</i>	
<ul style="list-style-type: none"> - Making the Project Work which is related to the Spanish subject. 	
<i>5.- Socio-cultural aspects.</i>	
<ul style="list-style-type: none"> - Learning the differences between Spanish and English food. - Recognising the importance of speaking a foreign language. 	

- Learning the eating habits of British people.		
6.- <i>Information and communication technologies.</i>		
- The use of the CD player to listen to the song.		
Procedures		
<ul style="list-style-type: none"> - Asking their partners what food they like or they don't like. - Planning and describing a healthy diet. - Making a healthy menu. 		
Attitude		
- Being curious and interested in the traditional foods of other countries.		
Education in values		
- Importance of eating in a healthy way.		
Activities		
1st lesson <i>Presentation Stage</i> 1- Introduction of the poster 2- Flashcards activity 3- Food boxes 4- Song	2nd lesson <i>Controlled Practice Stage</i> 1- Flashcards activity 2- Happy and Sad faces 3- Pyramid food poster 4- Pyramid game 5- Food stores	3rd lesson <i>Controlled Practice Stage</i> 1- Introduction of written words 2- Spelling rainbows 3- Meals for Tom & Ellie 4- Complete the pyramid 5- Spelling on the back
4th lesson <i>Controlled Practice Stage</i> 1- Phonological activity 2- Likes & dislikes 3- Spinner 4- Listening 5- What does your friend like?	5th lesson <i>Free Practice Stage</i> 1- Reading: Guess the character 2- A healthy plate 3- Mysterious bag 4- When do you eat ...? 5- Mini dictionary	6th lesson <i>Free Practice Stage</i> 1- Project Work: Healthy menu 2- Portfolio
Managing diversity		
<ul style="list-style-type: none"> ➤ Lower level. I will give them extra activities to reinforce the vocabulary learnt ➤ Higher level. Besides the basic contents, I will ask them to talk about what foods are healthy and which are unhealthy constructing sentences such as "Fruit is healthy" or "Crisps are unhealthy". 		
Evaluation		
<ul style="list-style-type: none"> - Observation of the result of communicative pair activities. - Correction of the student's written work. - Evaluation of how the Project Work is carried out. 		

Basic competences			
<i>1. Linguistic communication competence</i>	X	<i>5. Social and citizen competence</i>	X
<i>2. Mathematical competence</i>		<i>6. Cultural and artistic competence</i>	X
<i>3. Competence in the knowledge and interaction with the physical world</i>		<i>7. 'Learning how to learn' competence</i>	X
<i>4. Treatment of information and digital competence</i>		<i>8. Self autonomy and initiative</i>	

UNIT 4: MOVE YOUR BODY!

Aims	
<ul style="list-style-type: none"> ▪ To distinguish between left and right. ▪ To give orders using the target verbs and to respond to them. ▪ To identify the parts of the body. 	
Contents	
Concepts	
<i>1.- Listening, speaking and talking.</i>	
<ul style="list-style-type: none"> - Listening to and reproducing vocabulary regarding the body. - Oral interaction: questions and answers using body parts. - Comprehensive listening through non-verbal responses. 	
<i>2.- Reading and writing.</i>	
<ul style="list-style-type: none"> - Comprehensive reading of the instructions of the activities. - Writing words using the target vocabulary to complete the gaps in the information gap activities. - Recognising and reproducing vocabulary of the unit. 	
<i>3.- Knowledge of the language through its use.</i>	
Linguistic knowledge	<ul style="list-style-type: none"> - Affirmative form of the imperative of the verbs “put”, “touch”, “shake” and “turn”. 2nd person singular of the possessive pronoun.
Reflecting on learning	<ul style="list-style-type: none"> - Memorising and using the vocabulary. - Association of words with their visual representation. - Repeating oral and written models. - Spontaneous oral and written reproduction with a communicative intention.
Subjects and vocabulary	<ul style="list-style-type: none"> - Parts of the body: head, arms, legs, hands, foot (feet), body. - Adjectives: left and right. - Adverbs: in and out.
Phonetics	<ul style="list-style-type: none"> - Avoidance of the pronunciation of the “r” in the second person of the possessive pronoun. - Stress, rhythm and intonation of the imperative form.
<i>4.- Language as a learning tool.</i>	
<ul style="list-style-type: none"> - Making the Project Work which is related to the Science subject. 	
<i>5.- Socio-cultural aspects.</i>	
<ul style="list-style-type: none"> - Interest in finding out and interacting with the classmates. - Recognising the importance of speaking a foreign language. - Active participation in the classroom activities. 	
<i>6.- Information and communication technologies.</i>	
<ul style="list-style-type: none"> - The use of the CD player to listen to the song. 	

Procedures			
<ul style="list-style-type: none"> - Making body movements according to orders. - Singing a song about body parts. - Using the vocabulary of the unit in communicative activities. 			
Attitudes			
<ul style="list-style-type: none"> - Accepting differences in physical appearance. - Acquiring healthy body habits. 			
Education in values			
<ul style="list-style-type: none"> - Taking care of their body through a healthy diet, exercise and sport. 			
Activities			
1st lesson <i>Presentation Stage</i> 1- Introduction of the poster 2- Flashcards activity 3- Song:Hokey Cokey	2nd lesson <i>Controlled Practice Stage</i> 1- Flashcards activity 2- Tom & Ellie's bodies 3- Listening 4- Bingo	3rd lesson <i>Controlled Practice Stage</i> 1- Introduction of written words 2- Spelling rainbows 3- Worksheet: Spear letters 4- Worksheet: Snake 5- Spelling on the back	
4th lesson <i>Controlled Practice Stage</i> 1- Phonological activity 2- Actions 3- Miming 4- Follow the leader!	5th lesson <i>Free Practice Stage</i> 1- Dialogue 2- Simon says 3- The body wheel 4- Mini Dictionary	6th lesson <i>Free Practice Stage</i> 1- Project Work: Moving body 2- Portfolio	
Managing diversity			
<ul style="list-style-type: none"> ➤ Lower level. Simplification of contents: we will not ask students to give orders, but they will need to understand them. ➤ Higher level. Will have the role of the leaders in some activities. 			
Evaluation			
<ul style="list-style-type: none"> - Observation of the development of the games and songs. - Individual assessment of the student's performance of the dialogue. - Evaluation of how the Project Work is carried out. 			
Basic competences			
1. Linguistic communication competence	X	5. Social and citizen competence	X
2. Mathematical competence		6. Cultural and artistic competence	X
3. Competence in the knowledge and interaction with the physical world	X	7. 'Learning how to learn' competence	X
4. Treatment of information and digital competence		8. Self autonomy and initiative	

UNIT 5: FAMILY PICTURE

Aims	
<ul style="list-style-type: none"> ▪ To identify the members of a family. ▪ To talk about their own family. ▪ To learn the verb “Have got” in the 1st and 2nd person of the singular. 	
Contents	
Concepts	
<i>1.- Listening, speaking and talking.</i>	
<ul style="list-style-type: none"> - Listening to and reproducing vocabulary regarding the family. - Oral interaction: questions and answers using the family members. - Comprehensive listening through non-verbal responses. 	
<i>2.- Reading and writing.</i>	
<ul style="list-style-type: none"> - Comprehensive reading of the instructions of the activities. - Writing words using the target vocabulary to complete the gaps in the information gap activities. - Recognising and reproducing vocabulary of the unit. 	
<i>3.- Knowledge of the language through its use.</i>	
Linguistic knowledge	<ul style="list-style-type: none"> - Present simple of the verb “have got” (1st, 2nd person singular). - Revision: Wh-questions. (How many ...have you got ?)
Reflecting on learning	<ul style="list-style-type: none"> - Memorising and using the vocabulary. - Association of words with their visual representation. - Repeating oral and written models. - Spontaneous oral and written reproduction with a communicative intention.
Subjects and vocabulary	<ul style="list-style-type: none"> - Members of a family: mother, father, brother, sister, grandmother, grandfather, aunt, uncle, cousin.
Phonetics	<ul style="list-style-type: none"> - The sound /ð/ in the middle position. - Stress, rhythm and intonation in enumerations.
<i>4.- Language as a learning tool.</i>	
<ul style="list-style-type: none"> - Making the Project Work which is related to the Spanish and Mathematical subjects. 	
<i>5.- Socio-cultural aspects.</i>	
<ul style="list-style-type: none"> - Understanding the relationship within a family. - Recognising the importance of speaking a foreign language. 	

<ul style="list-style-type: none"> - Active participation in the classroom activities. 		
<p>6.- <i>Information and communication technologies.</i></p>		
<ul style="list-style-type: none"> - The use of the CD player to listen to the rhyme. - The use of authentic material using a storybook. 		
<p>Procedures</p>		
<ul style="list-style-type: none"> - Talking about their families in different games. - Singing and miming a rhyme. - Listening to a storytelling. 		
<p>Attitude</p>		
<ul style="list-style-type: none"> - Understanding the different types of families and respecting them. 		
<p style="text-align: center;">Education in values</p>		
<ul style="list-style-type: none"> - Respecting different types of families. 		
<p style="text-align: center;">Activities</p>		
<p>1st lesson <i>Presentation Stage</i></p> <ol style="list-style-type: none"> 1- Introduction of the poster 2- Flashcards activity 3- Rhyme 	<p>2nd lesson <i>Controlled Practice Stage</i></p> <ol style="list-style-type: none"> 1- Flashcards activity 2- Make up a family tree 3- Listening 4- The sheet 5- Brothers and sisters 6- Family cards game 	<p>3rd lesson <i>Controlled Practice Stage</i></p> <ol style="list-style-type: none"> 1- Introduction of written words 2- Spelling rainbows 3- Mummy says 4- Worksheet:Two dice 5- Worksheets:writte n word 6- Spelling on the back
<p>4th lesson <i>Controlled Practice Stage</i></p> <ol style="list-style-type: none"> 1- Phonological activity 2- Storytelling: Goldilocks and the three bears 	<p>5th lesson <i>Free Practice Stage</i></p> <ol style="list-style-type: none"> 1- Writing :family description 2- Game:family against family 3- Mini Dictionary 	<p>6th lesson <i>Free Practice Stage</i></p> <ol style="list-style-type: none"> 1- Project Work: Family picture 2- Portfolio
<p style="text-align: center;">Managing diversity</p>		
<ul style="list-style-type: none"> ➤ Lower level. Students will be able to resort to gestures when describing. We will not consider the incorrect use of “he’s got”, “she’s got” or “I’ve got”. ➤ Higher level. We will ask for the correct use of the article “a”. 		

Evaluation			
<ul style="list-style-type: none"> - Observation of how students sing the central song of the unit and of the oral pair work. - Evaluation the individual student's written work. - Evaluation of how the Project Work is carried out. 			
Basic competences			
<i>1. Linguistic communication competence</i>	X	<i>5. Social and citizen competence</i>	X
<i>2. Mathematical competence</i>	X	<i>6. Cultural and artistic competence</i>	X
<i>3. Competence in the knowledge and interaction with the physical world</i>	X	<i>7. 'Learning how to learn' competence</i>	X
<i>4. Treatment of information and digital competence</i>		<i>8. Self autonomy and initiative</i>	

UNIT 6: A LETTER TO FATHER CHRISTMAS

Aims	
<ul style="list-style-type: none"> ▪ To say what present they want for Christmas. ▪ To write a Christmas letter. ▪ To review the vocabulary of other units. 	
Contents	
Concepts	
<i>1.- Listening, speaking and talking.</i>	
<ul style="list-style-type: none"> - Listening to and reproducing vocabulary regarding Christmas. - Oral interaction: questions and answers using different toys. - Comprehensive listening through non-verbal responses. 	
<i>2.- Reading and writing.</i>	
<ul style="list-style-type: none"> - Comprehensive reading of the instructions of the activities. - Writing words using the target vocabulary to complete the gaps in the information gap activities. - Recognising and reproducing vocabulary of the unit. 	
<i>3.- Knowledge of the language through its use.</i>	
Linguistic knowledge	<ul style="list-style-type: none"> - First person singular of the conditional of the verb like. (I'd like) - Revision: I like.../ Have you got...?
Reflecting on learning	<ul style="list-style-type: none"> - Memorising and using the vocabulary. - Association of words with their visual representation. - Repeating oral and written models. - Spontaneous oral and written reproduction with a communicative intention.
Subjects and vocabulary	<ul style="list-style-type: none"> - Christmas: Christmas tree, Father Christmas, presents, stocking, toys, star, decorations, Christmas cake, cracker, card. - Toys: teddy bear, doll, ball, robot, train, car, kite.
Phonetics	<ul style="list-style-type: none"> - Avoidance of the "t" (Christmas). - Intonation of wh-questions.
<i>4.- Language as a learning tool.</i>	
<ul style="list-style-type: none"> - Making the Project Work which is related to the Spanish and Art subjects. 	
<i>5.- Socio-cultural aspects.</i>	

<ul style="list-style-type: none"> - Understand the differences between Christmas festivities in the British culture and in the Spanish culture. - Recognising the importance of speaking a foreign language. - Active participation in the classroom activities. 		
<p><i>6.- Information and communication technologies.</i></p>		
<ul style="list-style-type: none"> - The use of the CD player to listen to the song. - The use of authentic material using a storybook. - The use of the digital blackboard and the computers of the school. 		
<p>Procedures</p>		
<ul style="list-style-type: none"> - Acting a Christmas story out. - Singing the central song of the unit. - Playing different games using the grammatical structure. 		
<p>Attitudes</p>		
<ul style="list-style-type: none"> - Respecting the British way of life and their traditions. - Understanding and respecting the different traditions of each country. 		
<p style="text-align: center;">Education in values</p>		
<ul style="list-style-type: none"> - Education for peace. 		
<p style="text-align: center;">Activities</p>		
<p>1st lesson <i>Presentation Stage</i></p> <ul style="list-style-type: none"> 1- Introduction of the poster 2- Flashcards activity 3- Song: Merry Christmas 	<p>2nd lesson <i>Controlled Practice Stage</i></p> <ul style="list-style-type: none"> 1- Flashcards activity 2- Listening: circle the toys 3- Our Christmas Tree 4- Game: Father Christmas 	<p>3rd lesson <i>Controlled Practice Stage</i></p> <ul style="list-style-type: none"> 1- Introduction of written words 2- Spelling rainbows 3- Christmas crossword 4- Wordsearcher 5- Spot and write the differences 6- Spelling on the back
<p>4th lesson <i>Controlled Practice Stage</i></p> <ul style="list-style-type: none"> 1- Phonological activity 2- Christmas Story (Envelope with text) 	<p>5th lesson <i>Free Practice Stage</i></p> <ul style="list-style-type: none"> 1- Reading and writing 2- Domino 3- Christmas present 4- Listening and writing 5- Mini Dictionary 	<p>6th lesson <i>Free Practice Stage</i></p> <ul style="list-style-type: none"> 1- Project Work: A letter to Father Christmas 2- Portfolio

Managing diversity

- Lower level. Simplification of the vocabulary contents , giving them simple roles in the Christmas play.
- Higher level. In charge of controlling the correct development of the project.

Evaluation

- Student´s participation and pronunciation when singing the song of the unit.
- Individual correction of the writing exercises.
- Evaluation of how the Project Work is carried out.

Basic competences

<i>1. Linguistic communication competence</i>	X	<i>5. Social and citizen competence</i>	X
<i>2. Mathematical competence</i>		<i>6. Cultural and artistic competence</i>	X
<i>3. Competence in the knowledge and interaction with the physical world</i>		<i>7. 'Learning how to learn' competence</i>	X
<i>4. Treatment of information and digital competence</i>		<i>8. Self autonomy and initiative</i>	X

UNIT 7: WEATHER REPORT

Aims	
<ul style="list-style-type: none"> ▪ To say what the weather is like. ▪ To plan a weather report in group. ▪ To learn about the weather features of the UK. 	
Contents	
Concepts	
<i>1.- Listening, speaking and talking.</i>	
<ul style="list-style-type: none"> - Listening to and reproducing vocabulary regarding the weather. - Oral interaction: questions and answers using “What’s the weather like?” - Comprehensive listening through non-verbal responses. 	
<i>2.- Reading and writing.</i>	
<ul style="list-style-type: none"> - Comprehensive reading of the instructions of the activities. - Writing words using the target vocabulary to complete the gaps in the information gap activities. - Recognising and reproducing vocabulary of the unit. 	
<i>3.- Knowledge of the language through its use.</i>	
Linguistic knowledge	<ul style="list-style-type: none"> - Third person singular of the present simple of the verb to be. - Revision: Wh-questions.
Reflecting on learning	<ul style="list-style-type: none"> - Memorising and using the vocabulary. - Association of words with their visual representation. - Repeating oral and written models. - Spontaneous oral and written reproduction with a communicative intention.
Subjects and vocabulary	<ul style="list-style-type: none"> - Weather: hot, cold, raining, snowing, windy, sunny, cloudy. - Seasons of the year. - The UK: Northern Ireland, Scotland, England and Wales
Phonetics	<ul style="list-style-type: none"> - Words ending in –ing. - Intonation of wh-questions.
<i>4.- Language as a learning tool.</i>	
<ul style="list-style-type: none"> - Making the Project Work which is related to the Science subject. 	

<i>5.- Socio-cultural aspects.</i>		
<ul style="list-style-type: none"> - Learning why the weather in Britain is different than in Spain. - Recognising the importance of speaking a foreign language. - Active participation in the classroom activities. 		
<i>6.- Information and communication technologies.</i>		
<ul style="list-style-type: none"> - The use of the CD player to listen to the song. - The use of authentic material using a storybook. 		
Procedures		
<ul style="list-style-type: none"> - Listening to storytelling. - Singing a song. - Planning a weather report. 		
Attitudes		
<ul style="list-style-type: none"> - Respecting the British way of life with its weather characteristics. - Being interested in the UK places. 		
Education in values		
<ul style="list-style-type: none"> - To value the cultural differences between Spain and Great Britain. 		
Activities		
1st lesson <i>Presentation Stage</i> 1- Introduction of the poster 1 (seasons) 2- Flashcards activity (weather) 3- Song	2nd lesson <i>Controlled Practice Stage</i> 1- Poster 2 (weather) 2- Flashcards activity (clothes) 3- Revision poster 1 seasons 4- Let's dress up! 5- Worksheet: Seasons	3rd lesson <i>Controlled Practice Stage</i> 1- Introduction of written words 2- Spelling rainbows 3- Listening:order the pictures 4- Worksheet(what's the weather like?) 5- UK Game 6- Spelling on the back
4th lesson <i>Controlled Practice Stage</i> 1- Phonological activity 2- Storytelling	5th lesson <i>Free Practice Stage</i> 1- Worksheet: listening, reading and writing 2- Weather wheel 3- Mini Dictionary 4- Project Work instructions	6th lesson <i>Free Practice Stage</i> 1- Project Work: Weather report 2- Portfolio

Managing diversity

- Lower level. Simplification of the vocabulary contents: hot, cold, rainy, snowy and windy. We will not ask for the seasons of the year or countries of the UK.
- Higher level. In charge of controlling the development of the project.

Evaluation

- Paying attention to the students answers and participation when talking about the story and the aspects related to it.
- Individual correction of the writing activities.
- Evaluation of how the Project Work is carried out.

Basic competences

<i>1. Linguistic communication competence</i>	X	<i>5. Social and citizen competence</i>	X
<i>2. Mathematical competence</i>		<i>6. Cultural and artistic competence</i>	X
<i>3. Competence in the knowledge and interaction with the physical world</i>	X	<i>7. 'Learning how to learn' competence</i>	X
<i>4. Treatment of information and digital competence</i>	X	<i>8. Self autonomy and initiative</i>	

UNIT 8: MY FACE DESCRIPTION

Aims	
<ul style="list-style-type: none"> ▪ To identify the parts of the face. ▪ To make a description of somebody's face. ▪ To learn the verb "Have got" in the 3rd person of the singular. 	
Contents	
Concepts	
1.- <i>Listening, speaking and talking.</i>	
<ul style="list-style-type: none"> - Listening to and reproducing vocabulary regarding the face. - Oral interaction: questions and answers using the parts of the face. - Comprehensive listening through non-verbal responses. 	
2.- <i>Reading and writing.</i>	
<ul style="list-style-type: none"> - Comprehensive reading of the instructions of the activities. - Writing words using the target vocabulary to complete the gaps in the information gap activities. - Recognising and reproducing vocabulary of the unit. 	
3.- <i>Knowledge of the language through its use.</i>	
Linguistic knowledge	<ul style="list-style-type: none"> - Present simple of the verb "have got" (3rd person singular) Position of the adjectives. - Revision: 1st person singular of the verb "have got".
Reflecting on learning	<ul style="list-style-type: none"> - Memorising and using the vocabulary. - Association of words with their visual representation. - Repeating oral and written models. - Spontaneous oral and written reproduction with a communicative intention.
Subjects and vocabulary	<ul style="list-style-type: none"> - Parts of the face: eyes, nose, mouth, hair, ears. - Adjectives: big and small.
Phonetics	<ul style="list-style-type: none"> - The sound "s" at the beginning of a word (small) - Rhythm and intonation in enumerations.
4.- <i>Language as a learning tool.</i>	
<ul style="list-style-type: none"> - Making the Project Work which is related to the Spanish subject. 	
5.- <i>Socio-cultural aspects.</i>	
<ul style="list-style-type: none"> - Interest in finding out and interacting with the classmates. - Recognising the importance of speaking a foreign language. - Active participation in the classroom activities. 	

<i>6.- Information and communication technologies.</i>		
<ul style="list-style-type: none"> - The use of the CD player to listen to the song. - The use of authentic material using a storybook. 		
Procedures		
<ul style="list-style-type: none"> - Describing their faces and somebody else´s face. - Singing a song. - Listening to a storytelling. 		
Attitude		
<ul style="list-style-type: none"> - Respect to diversity of physical appearance. 		
Education in values		
<ul style="list-style-type: none"> - Understand the differences between races and sexes. 		
Activities		
1st lesson <i>Presentation Stage</i> 1- Introduction of the poster 2- Flashcards activity 3- Song	2nd lesson <i>Controlled Practice Stage</i> 1- Flashcards activity 2- Revision of the song 3- Our characters faces 4- Family masks 5- Snap	3rd lesson <i>Controlled Practice Stage</i> 1- Introduction of written words 2- Spelling rainbows 3- Worksheet: face parts 4- Listening: guess the correct face 5- Let´s make funny faces 6- Spelling on the back
4th lesson <i>Controlled Practice Stage</i> 1- Phonological activity 2- Storytelling: Billy and the monster	5th lesson <i>Free Practice Stage</i> 1- Reading 2- Who is who? 3- Face cards game 4- Mini Dictionary	6th lesson <i>Free Practice Stage</i> 1- Project Work: Our class faces 2- Portfolio
Managing diversity		
<ul style="list-style-type: none"> ➤ Lower level. Students will be able to resort to gestures when describing. We will not consider the incorrect use of “he´s got”, “she´s got” or “I´ve got”. ➤ Higher level. We will ask for the correct use of the article “a”. 		

Evaluation			
<ul style="list-style-type: none"> - Observation of how students sing the central song of the unit and of the oral pair work. - Individual review of the student's written work. - Evaluation of how the Project Work is carried out. 			
Basic competences			
<i>1. Linguistic communication competence</i>	X	<i>5. Social and citizen competence</i>	X
<i>2. Mathematical competence</i>	X	<i>6. Cultural and artistic competence</i>	X
<i>3. Competence in the knowledge and interaction with the physical world</i>		<i>7. 'Learning how to learn' competence</i>	X
<i>4. Treatment of information and digital competence</i>		<i>8. Self autonomy and initiative</i>	X

UNIT 9: LET'S GO SHOPPING!

Aims	
<ul style="list-style-type: none"> ▪ To ask for the price of different products. ▪ To say how much something is. ▪ To recognise the British currency. 	
Contents	
Concepts	
<i>1.- Listening, speaking and talking.</i>	
<ul style="list-style-type: none"> - Listening to and reproducing vocabulary regarding department stores. - Oral interaction: questions and answers using British currency. - Comprehensive listening through non-verbal responses. 	
<i>2.- Reading and writing.</i>	
<ul style="list-style-type: none"> - Comprehensive reading of the instructions of the activities. - Writing words using the target vocabulary to complete the gaps in the information gap activities. - Recognising and reproducing vocabulary of the unit. 	
<i>3.- Knowledge of the language through its use.</i>	
Linguistic knowledge	<ul style="list-style-type: none"> - Wh-questions in 3rd person singular of the verb to be. (How much is ...?) - Revision: Have you got ...?
Reflecting on learning	<ul style="list-style-type: none"> - Memorising and using the vocabulary. - Association of words with their visual representation. - Repeating oral and written models. - Spontaneous oral and written reproduction with a communicative intention.
Subjects and vocabulary	<ul style="list-style-type: none"> - A department store: toy department, food department, clothes department, stationer's department. - British currency: pound, pence.
Phonetics	<ul style="list-style-type: none"> - The sound /a:/ (department) - Intonation of wh-questions.
<i>4.- Language as a learning tool.</i>	
<ul style="list-style-type: none"> - Making the Project Work which is related to the Spanish and Mathematical subjects. 	
<i>5.- Socio-cultural aspects.</i>	
<ul style="list-style-type: none"> - Learning the differences between British and Spanish currency. 	

<ul style="list-style-type: none"> - Recognising the importance of speaking a foreign language. - Active participation in the classroom activities. 		
6.- <i>Information and communication technologies.</i>		
<ul style="list-style-type: none"> - The use of the CD player to listen to a dialogue. - The use of authentic material such as British coins. 		
Procedures		
<ul style="list-style-type: none"> - Playing a role-play. - Playing games using British currency. - Designing a department store. 		
Attitudes		
<ul style="list-style-type: none"> - Respecting the cultural differences to be polite. - Respecting their partners' opinions in the group activities. 		
Education in values		
<ul style="list-style-type: none"> - To buy in a responsible way. 		
Activities		
1st lesson <i>Presentation Stage</i> <ol style="list-style-type: none"> 1- Shopping centre 2- Magic wand 3- Flashcards activity 4- Listening 	2nd lesson <i>Controlled Practice Stage</i> <ol style="list-style-type: none"> 1- Flashcards activity 2- British currency 3- Put up the correct coin 4- Put up the correct flashcard 5- Listening 	3rd lesson <i>Controlled Practice Stage</i> <ol style="list-style-type: none"> 1- Introduction of written words 2- Spelling rainbows 3- Worksheet: wordsearch 4- Worksheet: writing 5- Spelling on the back
4th lesson <i>Controlled Practice Stage</i> <ol style="list-style-type: none"> 1- Phonological activity 2- Game 3- Reading: Dialogue 4- Write your own dialogue 	5th lesson <i>Free Practice Stage</i> <ol style="list-style-type: none"> 1- Project work: Our shopping centre 2- Mini Dictionary 	6th lesson <i>Free Practice Stage</i> <ol style="list-style-type: none"> 1- Role-play 2- Portfolio
Managing diversity		
<ul style="list-style-type: none"> ➤ Lower level. Simplification of the vocabulary contents: the review only will include 3 or 4 words per topic. ➤ Higher level. In charge of controlling the correct development of the project. 		

Evaluation

- Individual correction of writing activities.
- Paying attention to the students participation in communicative activities.
- Evaluation of how the Project Work is carried out.

Basic competences

<i>1. Linguistic communication competence</i>	X	<i>5. Social and citizen competence</i>	X
<i>2. Mathematical competence</i>	X	<i>6. Cultural and artistic competence</i>	X
<i>3. Competence in the knowledge and interaction with the physical world</i>	X	<i>7. 'Learning how to learn' competence</i>	X
<i>4. Treatment of information and digital competence</i>	X	<i>8. Self autonomy and initiative</i>	X

UNIT 10: CLEANING MY HOUSE

Aims	
<ul style="list-style-type: none"> ▪ To identify parts of the house. ▪ To talk about actions that we do at home. ▪ To learn the action verbs. 	
Contents	
Concepts	
<i>1.- Listening, speaking and talking.</i>	
<ul style="list-style-type: none"> - Listening to and reproducing vocabulary regarding the parts of the house. - Oral interaction: questions and answers using actions. - Comprehensive listening through non-verbal responses. 	
<i>2.- Reading and writing.</i>	
<ul style="list-style-type: none"> - Comprehensive reading of the instructions of the activities. - Writing words using the target vocabulary to complete the gaps in the information gap activities. - Recognising and reproducing vocabulary of the unit. 	
<i>3.- Knowledge of the language through its use.</i>	
Linguistic knowledge	<ul style="list-style-type: none"> - Present continuous in the 3rd person of the singular - Wh-questions. What is he/she doing? - Possessive pronouns (1st person singular)
Reflecting on learning	<ul style="list-style-type: none"> - Memorising and using the vocabulary. - Association of words with their visual representation. - Repeating oral and written models. - Spontaneous oral and written reproduction with a communicative intention.
Subjects and vocabulary	<ul style="list-style-type: none"> - Parts of the house: bathroom,, kitchen, bedroom, dining room, living room. - Action verbs: sleep, eat, read, have a shower, wath TV, play.
Phonetics	<ul style="list-style-type: none"> - Minimal pair /i/ and /i:/ .
<i>4.- Language as a learning tool.</i>	
<ul style="list-style-type: none"> - Making the Project Work which is related to the Spanish subject. 	
<i>5.- Socio-cultural aspects.</i>	
<ul style="list-style-type: none"> - Learning the differences between British and Spanish houses. 	

<ul style="list-style-type: none"> - Recognising the importance of speaking a foreign language. - Active participation in the classroom activities. 		
6.- <i>Information and communication technologies.</i>		
<ul style="list-style-type: none"> - The use of the CD player to listen to a song. - The use of authentic material using a storybook. 		
Procedures		
<ul style="list-style-type: none"> - Listening to a storytelling. - Singing a song. - Making a house and writing what they are doing in each room. 		
Attitude		
<ul style="list-style-type: none"> - Being conscious of the importance of collaborating in house tasks. 		
Education in values		
<ul style="list-style-type: none"> - Equality between sexes. 		
Activities		
1st lesson <i>Presentation Stage</i> <ol style="list-style-type: none"> 1- Introduction of the poster 2- Flashcards activity 3- Song 	2nd lesson <i>Controlled Practice Stage</i> <ol style="list-style-type: none"> 1- Flashcards activity 2- Listening 3- What is she/he doing? 4- Miming game 	3rd lesson <i>Controlled Practice Stage</i> <ol style="list-style-type: none"> 1- Introduction of written words 2- Spelling rainbows 3- Worksheet: the parts of the house. 4- Actions 5- Worksheet: house and actions. 6- Spelling on the back
4th lesson <i>Controlled Practice Stage</i> <ol style="list-style-type: none"> 1- Phonological activity 2- Storytelling: A house in a tree 	5th lesson <i>Free Practice Stage</i> <ol style="list-style-type: none"> 1- Mummy says 2- Who is doing the action? 3- Worksheet: write 4 sentences. 4- Mini Dictionary 	6th lesson <i>Free Practice Stage</i> <ol style="list-style-type: none"> 1- Project Work: My house 2- Portfolio
Managing diversity		
<p>➤ Lower level. We will not ask them to conjugate the verbs in the present continuous, but they will have to know the correspondence between the concepts and the words.</p>		

- Higher level. In charge of controlling the correct development of the project.

Evaluation

- Observation of the student's attention and comprehension during the story.
- Individual correction of writing activities.
- Evaluation of how the Project Work is carried out.

Basic competences

<i>1. Linguistic communication competence</i>	X	<i>5. Social and citizen competence</i>	X
<i>2. Mathematical competence</i>		<i>6. Cultural and artistic competence</i>	X
<i>3. Competence in the knowledge and interaction with the physical world</i>	X	<i>7. 'Learning how to learn' competence</i>	X
<i>4. Treatment of information and digital competence</i>		<i>8. Self autonomy and initiative</i>	X

UNIT 11: THE IMAGINARY FARM

Aims	
<ul style="list-style-type: none"> ▪ To describe farm animals using colours and parts of the body. ▪ To develop the creativity in order to make up imaginary animals. ▪ To learn the parts of the animals' body. 	
Contents	
Concepts	
<i>1.- Listening, speaking and talking.</i>	
<ul style="list-style-type: none"> - Listening to and reproducing vocabulary regarding farm animals. - Oral interaction: questions and answers using parts of the animals. - Comprehensive listening through non-verbal responses. 	
<i>2.- Reading and writing.</i>	
<ul style="list-style-type: none"> - Comprehensive reading of the instructions of the activities. - Writing words using the target vocabulary to complete the gaps in the information gap activities. - Recognising and reproducing vocabulary of the unit. 	
<i>3.- Knowledge of the language through its use.</i>	
Linguistic knowledge	<ul style="list-style-type: none"> - Third person singular of the present simple of the verb "have got". - Saxon genitive.
Reflecting on learning	<ul style="list-style-type: none"> - Memorising and using the vocabulary. - Association of words with their visual representation. - Repeating oral and written models. - Spontaneous oral and written reproduction with a communicative intention.
Subjects and vocabulary	<ul style="list-style-type: none"> - Farm animals: duck, horse, cow, pig, sheep, chicken, scarecrow. - Parts of the body: wings and tail.
Phonetics	<ul style="list-style-type: none"> - The difference between the sound /i/ and the sound /i:/ - Stress, rhythm and intonation of enumerations.
<i>4.- Language as a learning tool.</i>	
<ul style="list-style-type: none"> - Making the Project Work which is related to the Science subject. 	
<i>5.- Socio-cultural aspects.</i>	
<ul style="list-style-type: none"> - Interest in finding out and interacting with the classmates. 	

<ul style="list-style-type: none"> - Recognising the importance of speaking a foreign language. - Active participation in the classroom activities. 		
6.- <i>Information and communication technologies.</i>		
<ul style="list-style-type: none"> - The use of the CD player to listen to a song. 		
Procedures		
<ul style="list-style-type: none"> - Using their creativity to draw imaginary animals. - Singing a song. - Playing bingo. 		
Attitude		
<ul style="list-style-type: none"> - Appreciating the value of organic farming. 		
Education in values		
<ul style="list-style-type: none"> - Taking care of animals. 		
Activities		
1st lesson <i>Presentation Stage</i> <ol style="list-style-type: none"> 1- Introduction of the poster 2- Flashcards activity 3- Song: Old McDonald. 	2nd lesson <i>Controlled Practice Stage</i> <ol style="list-style-type: none"> 1- Flashcards activity 2- Guess the animal 3- Listening: the labyrinth 4- Dice game 5- Build animals 	3rd lesson <i>Controlled Practice Stage</i> <ol style="list-style-type: none"> 1- Animal description 2- Introduction of written words 3- Spelling rainbows 4- Worksheet: find the words 5- Worksheet: write the name 6- Spelling on the back
4th lesson <i>Controlled Practice Stage</i> <ol style="list-style-type: none"> 1- Phonological activity 2- Simon says 3- Secret cards 4- Reading 5- Worksheet: describe these animals 	5th lesson <i>Free Practice Stage</i> <ol style="list-style-type: none"> 1- Crazy animals 2- Listening 3- Worksheet: funny animals 4- Bingo 5- Mini Dictionary 	6th lesson <i>Free Practice Stage</i> <ol style="list-style-type: none"> 1- Project Work: The imaginary farm 2- Portfolio
Managing diversity		
<p>➤ Lower level. We will not ask students to describe all the parts of the animal, but they will need to identify and understand them.</p>		

- Higher level. They will be the first ones to carry out oral activities in order to be a model for the other students.

Evaluation

- Observation of the development of the games and songs.
- Individual assessment of the students' worksheets.
- Individual assessment of the elaboration of new animals.
- Result of the project work.

Basic competences

<i>1. Linguistic communication competence</i>	X	<i>5. Social and citizen competence</i>	X
<i>2. Mathematical competence</i>	X	<i>6. Cultural and artistic competence</i>	X
<i>3. Competence in the knowledge and interaction with the physical world</i>	X	<i>7. 'Learning how to learn' competence</i>	X
<i>4. Treatment of information and digital competence</i>	X	<i>8. Self autonomy and initiative</i>	X

UNIT 12: MY TOWN

Aims	
<ul style="list-style-type: none"> ▪ To give instructions of how to get to places. ▪ To follow instructions of how to get somewhere. ▪ To learn the 1st and the 3rd person of the singular of the verb “to be”. 	
Contents	
Concepts	
<i>1.- Listening, speaking and talking.</i>	
<ul style="list-style-type: none"> - Listening to and reproducing vocabulary regarding places. - Oral interaction: questions and answers using verbs in the imperative form. - Comprehensive listening through non-verbal responses. 	
<i>2.- Reading and writing.</i>	
<ul style="list-style-type: none"> - Comprehensive reading of the instructions of the activities. - Writing words using the target vocabulary to complete the gaps in the information gap activities. - Recognising and reproducing vocabulary of the unit. 	
<i>3.- Knowledge of the language through its use.</i>	
Linguistic knowledge	<ul style="list-style-type: none"> - Wh-questions. 1st and 3rd person singular of the verb to be. - Imperative form of the verb “go” and “turn”.
Reflecting on learning	<ul style="list-style-type: none"> - Memorising and using the vocabulary. - Association of words with their visual representation. - Repeating oral and written models. - Spontaneous oral and written reproduction with a communicative intention.
Subjects and vocabulary	<ul style="list-style-type: none"> - Town establishments: restaurant, post office, library, church. - Prepositions: next to, between, straight ahead, past, right, left.
Phonetics	<ul style="list-style-type: none"> - Sound /h/. - Sound, rhythm and intonation of explanations with enumerations of various elements.
<i>4.- Language as a learning tool.</i>	
<ul style="list-style-type: none"> - Making the Project Work which is related to the Spanish subject. 	
<i>5.- Socio-cultural aspects.</i>	

<ul style="list-style-type: none"> - Learning the different types of buildings in Britain. - Recognising the importance of speaking a foreign language. - Active participation in the classroom activities. 		
6.- <i>Information and communication technologies.</i>		
<ul style="list-style-type: none"> - The use of the digital blackboard and the computers of the school. 		
Procedures		
<ul style="list-style-type: none"> - Playing games to find hidden places. - Following instructions to get places. - Writing a rally for the imaginary town. 		
Attitudes		
<ul style="list-style-type: none"> - Being interested in the English language and respecting the English culture. 		
Education in values		
<ul style="list-style-type: none"> - Taking care of our environment. 		
Activities		
1st lesson <i>Presentation Stage</i> <ol style="list-style-type: none"> 1- Introduction of the poster 2- Flashcards activity 3- What's the missing place? 	2nd lesson <i>Controlled Practice Stage</i> <ol style="list-style-type: none"> 1- Flashcards activity 2- Prepositions 3- Go and find! 4- Town cards game 	3rd lesson <i>Controlled Practice Stage</i> <ol style="list-style-type: none"> 1- Introduction of written words 2- Spelling rainbows 3- Worksheet: match and write 4- Worksheet: find the words 5- Spelling on the back
4th lesson <i>Controlled Practice Stage</i> <ol style="list-style-type: none"> 1- Phonological activity 2- Silence! 3- Catch me if you can ! 	5th lesson <i>Free Practice Stage</i> <ol style="list-style-type: none"> 1- The neighbourhood 2- Imaginary trip. Worksheet: read and find 3- Mini Dictionary 	6th lesson <i>Free Practice Stage</i> <ol style="list-style-type: none"> 1- Project Work: Rally 2- Portfolio
Managing diversity		
<ul style="list-style-type: none"> ➤ Lower level. I will consider it a satisfactory result if they can understand instructions and can make themselves understood, even if they make mistakes. 		

- Higher level. They will have to carry out the main roles in group activities.

Evaluation

- Observation of the students' utterances in whole class activities.
- Correction of the students' written works.
- Evaluation of how the Project Work is carried out.

Basic competences

<i>1. Linguistic communication competence</i>	X	<i>5. Social and citizen competence</i>	X
<i>2. Mathematical competence</i>		<i>6. Cultural and artistic competence</i>	X
<i>3. Competence in the knowledge and interaction with the physical world</i>	X	<i>7. 'Learning how to learn' competence</i>	X
<i>4. Treatment of information and digital competence</i>		<i>8. Self autonomy and initiative</i>	X

UNIT 13: MY SECRET ABILITIES

Aims	
<ul style="list-style-type: none"> ▪ To talk about what they can or can't do. ▪ To ask somebody about what activities he can do. ▪ To learn about the talents of famous people. 	
Contents	
Concepts	
<i>1.- Listening, speaking and talking.</i>	
<ul style="list-style-type: none"> - Listening to and reproducing vocabulary regarding activities. - Oral interaction: questions and answers using the verb CAN. - Comprehensive listening through non-verbal responses. 	
<i>2.- Reading and writing.</i>	
<ul style="list-style-type: none"> - Comprehensive reading of the instructions of the activities. - Writing words using the target vocabulary to complete the gaps in the information gap activities. - Recognising and reproducing vocabulary of the unit. 	
<i>3.- Knowledge of the language through its use.</i>	
Linguistic knowledge	<ul style="list-style-type: none"> - Modal verb “can” in the affirmative, negative and interrogative. - Verbs: play, ride, speak, use and swim. - Articles: “a” and “an”.
Reflecting on learning	<ul style="list-style-type: none"> - Memorising and using the vocabulary. - Association of words with their visual representation. - Repeating oral and written models. - Spontaneous oral and written reproduction with a communicative intention.
Subjects and vocabulary	<ul style="list-style-type: none"> - Tennis, football, swim, bicycle, computer, instrument, English.
Phonetics	<ul style="list-style-type: none"> - Difference between /ae/ and /a:/.
<i>4.- Language as a learning tool.</i>	
<ul style="list-style-type: none"> - Making the Project Work which is related to the Spanish subject. 	
<i>5.- Socio-cultural aspects.</i>	
<ul style="list-style-type: none"> - Interest in finding out and interacting with the classmates. - Recognising the importance of speaking a foreign language. - Active participation in the classroom activities. 	

<i>6.- Information and communication technologies.</i>		
<ul style="list-style-type: none"> - The use of the CD player to listen to a song. - The use of the authentic material using a storybook. 		
Procedures		
<ul style="list-style-type: none"> - Talking about what activities we are able to do. - Singing a song. - Carrying out brief and simple conversation with a partner. 		
Attitudes		
<ul style="list-style-type: none"> - Appreciating artistic creations and sports events as a part of human beings' culture. 		
Education in values		
<ul style="list-style-type: none"> - Talents of famous people through history. 		
Activities		
1st lesson <i>Presentation Stage</i> 1- Introduction of the poster 2- Flashcards activity 3- Song	2nd lesson <i>Controlled Practice Stage</i> 1- Flashcards activity 2- My diary 3- What can you do? 4- Miming	3rd lesson <i>Controlled Practice Stage</i> 1- Introduction of written words 2- Spelling rainbows 3- Listening 4- Worksheet: spot the differences 5- Spelling on the back
4th lesson <i>Controlled Practice Stage</i> 1- Phonological activity 2- Storytelling	5th lesson <i>Free Practice Stage</i> 1- Let's play an instrument 2- Memory game 3- Mini Dictionary	6th lesson <i>Free Practice Stage</i> 1- Project Work: My secret abilities 2- Portfolio
Managing diversity		
<ul style="list-style-type: none"> ➤ Lower level. Simplification of contents: they will only have to respond to orders, not formulate them. ➤ Higher level. Correct use of the imperative and use of polite forms. 		

Evaluation			
<ul style="list-style-type: none"> - Observation of how students respond in Total Physical Response activities. - Observation of the student's participation in group activities and interest. - Evaluation of how the Project Work is carried out. 			
Basic competences			
<i>1. Linguistic communication competence</i>	X	<i>5. Social and citizen competence</i>	X
<i>2. Mathematical competence</i>		<i>6. Cultural and artistic competence</i>	X
<i>3. Competence in the knowledge and interaction with the physical world</i>	X	<i>7. 'Learning how to learn' competence</i>	X
<i>4. Treatment of information and digital competence</i>	X	<i>8. Self autonomy and initiative</i>	X

UNIT 14: MY TRAVEL BOOKLET

Aims	
<ul style="list-style-type: none"> ▪ To explain how they get around town. ▪ To classify the means of transport. ▪ To acquire knowledge of road safety. 	
Contents	
Concepts	
<i>1.- Listening, speaking and talking.</i>	
<ul style="list-style-type: none"> - Listening to and reproducing vocabulary regarding places. - Oral interaction: questions and answers using prepositions. - Comprehensive listening through non-verbal responses. 	
<i>2.- Reading and writing.</i>	
<ul style="list-style-type: none"> - Comprehensive reading of the instructions of the activities. - Writing words using the target vocabulary to complete the gaps in the information gap activities. - Recognising and reproducing vocabulary of the unit. 	
<i>3.- Knowledge of the language through its use.</i>	
Linguistic knowledge	<ul style="list-style-type: none"> - Present simple tense of the verb go (1st person, singular) - Prepositions: by, on.
Reflecting on learning	<ul style="list-style-type: none"> - Memorising and using the vocabulary. - Association of words with their visual representation. - Repeating oral and written models. - Spontaneous oral and written reproduction with a communicative intention.
Subjects and vocabulary	<ul style="list-style-type: none"> - Taxi, ambulance, police car, fire engine, lorry, motorbike, boat, helicopter, traffic lights. - Review: Transports: car, bus, bike, train, aeroplane. Town establishments.
Phonetics	<ul style="list-style-type: none"> - The non-pronunciation of the “r” at the end of a word. - Stress, rhythm and intonation of long words.
<i>4.- Language as a learning tool.</i>	
<ul style="list-style-type: none"> - Making the Project Work which is related to the Spanish subject. 	
<i>5.- Socio-cultural aspects.</i>	
<ul style="list-style-type: none"> - Interest in the different places in the world. 	

<ul style="list-style-type: none"> - Recognising the importance of speaking a foreign language. - Active participation in the classroom activities. 		
6.- <i>Information and communication technologies.</i>		
<ul style="list-style-type: none"> - The use of the CD player to listen to a song. - The use of the authentic material using a storybook. 		
Procedures		
<ul style="list-style-type: none"> - Listening to a storytelling. - Singing a song. - Elaborating a booklet with the students' experiences. 		
Attitudes		
<ul style="list-style-type: none"> - Observing the road safety rules. 		
Education in values		
<ul style="list-style-type: none"> - Road safety habits. 		
Activities		
1st lesson <i>Presentation Stage</i> <ul style="list-style-type: none"> 1- Introduction of the poster 2- Flashcards activity 3- Song: How do you come to school? 	2nd lesson <i>Controlled Practice Stage</i> <ul style="list-style-type: none"> 1- Flashcards activity 2- Listening 3- How do you go to school? 4- Transports 	3rd lesson <i>Controlled Practice Stage</i> <ul style="list-style-type: none"> 1- Introduction of written words 2- Spelling rainbows 3- Worksheet: crossword 4- Worksheet: listening and writing 5- Spelling on the back
4th lesson <i>Controlled Practice Stage</i> <ul style="list-style-type: none"> 1- Phonological activity 2- Safe road rules 3- Worksheet: traffic lights 4- Storytelling 	5th lesson <i>Free Practice Stage</i> <ul style="list-style-type: none"> 1- Dice 2- Game 3- World map 4- Journey around the classroom 5- Mini Dictionary 	6th lesson <i>Free Practice Stage</i> <ul style="list-style-type: none"> 1- Project Work: My travel booklet 2- Portfolio

Managing diversity

- Lower level. Simplification of contents: they will only have to respond to orders, not formulate them.
- Higher level. Correct use of the imperative and use of polite forms.

Evaluation

- Observation of how students respond in Total Physical Response activities.
- Observation of the student's participation in group activities and interest.
- Evaluation of how the Project Work is carried out.

Basic competences

<i>1. Linguistic communication competence</i>	X	<i>5. Social and citizen competence</i>	X
<i>2. Mathematical competence</i>	X	<i>6. Cultural and artistic competence</i>	X
<i>3. Competence in the knowledge and interaction with the physical world</i>	X	<i>7. 'Learning how to learn' competence</i>	X
<i>4. Treatment of information and digital competence</i>		<i>8. Self autonomy and initiative</i>	

UNIT 15: MY DAILY ROUTINE

Aims	
<ul style="list-style-type: none"> ▪ To describe their own routine. ▪ To tell the time in which they do things. ▪ To review the vocabulary that they have worked. 	
Contents	
Concepts	
<i>1.- Listening, speaking and talking.</i>	
<ul style="list-style-type: none"> - Listening to and reproducing vocabulary regarding routines. - Oral interaction: questions and answers using actions. - Comprehensive listening through non-verbal responses. 	
<i>2.- Reading and writing.</i>	
<ul style="list-style-type: none"> - Comprehensive reading of the instructions of the activities. - Writing words using the target vocabulary to complete the gaps in the information gap activities. - Recognising and reproducing vocabulary of the unit. 	
<i>3.- Knowledge of the language through its use.</i>	
Linguistic knowledge	<ul style="list-style-type: none"> - Present simple tense (1st person, singular)
Reflecting on learning	<ul style="list-style-type: none"> - Memorising and using the vocabulary. - Association of words with their visual representation. - Repeating oral and written models. - Spontaneous oral and written reproduction with a communicative intention.
Subjects and vocabulary	<ul style="list-style-type: none"> - Routines: get up, go to school, brush teeth, have lunch, watch tv, do homework, go to bed. - Review: food, transports, hobbies, town, home, family.
Phonetics	<ul style="list-style-type: none"> - The sound “s”. - Rhythm and intonation in enumerations.
<i>4.- Language as a learning tool.</i>	
<ul style="list-style-type: none"> - Making the Project Work which is related to all the subjects. 	
<i>5.- Socio-cultural aspects.</i>	
<ul style="list-style-type: none"> - Interest in finding out and interacting with the classmates. - Recognising the importance of speaking a foreign language. - Active participation in the classroom activities. 	

<i>6.- Information and communication technologies.</i>		
<ul style="list-style-type: none"> - The use of the CD player to listen to a song. - The use of the authentic material using a storybook. - The use of the digital blackboard and the computers of the school. 		
Procedures		
<ul style="list-style-type: none"> - Describing our day. - Singing a song. - Listening to a storytelling. 		
Attitudes		
<ul style="list-style-type: none"> - Being able to carry out dynamic group activities in a controlled way. 		
Education in values		
<ul style="list-style-type: none"> - Learning to appreciate the value of time. 		
Activities		
1st lesson <i>Presentation Stage</i> 1- Introduction of the poster 2- Flashcards activity 3- Song	2nd lesson <i>Controlled Practice Stage</i> 1- Flashcards activity 2- Miming 3- Vocabulary game 4- Listening	3rd lesson <i>Controlled Practice Stage</i> 1- Introduction of written words 2- Spelling rainbows 3- Worksheet: crossword 4- Reading: my friends 5- Spelling on the back
4th lesson <i>Controlled Practice Stage</i> 1- Phonological activity 2- Storytelling: My favourite day	5th lesson <i>Free Practice Stage</i> 1- Snap 2- Dialogue 3- Play cards 4- Mini Dictionary	6th lesson <i>Free Practice Stage</i> 1- Project Work: My routine 2- Portfolio
Managing diversity		
<ul style="list-style-type: none"> ➤ Lower level. Simplification of contents: they will only have to respond to orders, not formulate them. ➤ Higher level. Correct use of the imperative and use of polite forms. 		

Evaluation			
<ul style="list-style-type: none"> - Observation of how students respond in Total Physical Response activities. - Observation of the student's participation in group activities and interest. - Evaluation of how the Project Work is carried out. 			
Basic competences			
<i>1. Linguistic communication competence</i>	X	<i>5. Social and citizen competence</i>	X
<i>2. Mathematical competence</i>		<i>6. Cultural and artistic competence</i>	X
<i>3. Competence in the knowledge and interaction with the physical world</i>	X	<i>7. 'Learning how to learn' competence</i>	X
<i>4. Treatment of information and digital competence</i>		<i>8. Self autonomy and initiative</i>	

General outline

	Aims	Contents		Education in values
UNIT 1 Open your book!	<ul style="list-style-type: none"> ▪ To identify the classroom objects. ▪ To give orders and respond to them. ▪ To give instructions to decorate our portfolio. 	Vocabulary contents: School objects: book, pen, pencil, pencil case, rubber, ruler, school bag, blackboard, scissors, glue, crayon. Grammar: What's this? / It's a... / Pick up... / Open / close Stick / cut / colour / draw	Previous knowledge: Vocabulary contents: Colours / Numbers. Grammar: How many...? / What colour is...? / It's...	<ul style="list-style-type: none"> ▪ To take care of the class' materials.

<p>UNIT 2 Fashion show</p>	<ul style="list-style-type: none"> ▪ Describing what we are wearing. ▪ Giving and responding to the orders “Put on/ Take off” ▪ Organising a Fashion Show as reporters. 	<p>Vocabulary contents: Clothes: Shirt, hat, jacket, dress, shoes, trousers, t-shirt, skirt, socks. Grammar: I’m wearing... (1st person singular, present continuous) Put on/ take off (imperative)</p>	<p>Previous knowledge: Grammar: Wh-questions/ It’s a...</p>	<ul style="list-style-type: none"> ▪ Appreciating British traditional clothes as part of the culture. ▪ Accepting and appreciating our own physical appearance.
<p>UNIT 3 Healthy menu</p>	<ul style="list-style-type: none"> ▪ To talk about what foods they like or do not like. ▪ To ask their partners what food they like. 	<p>Vocabulary contents: Food: cereals, yogurt, rice, biscuits, fish, bread, salad, vegetables, egg, crisps, milk Grammar: Present simple of the verb ‘like’ in the affirmative, negative (1st pers., sing.) and interrogative (2nd pers., sing.).</p>	<p>Previous knowledge: Vocabulary contents: Food: pizza, chocolate, spaghetti, chips, fruit, cake.</p>	<ul style="list-style-type: none"> ▪ To acquire healthy eating habits.
<p>UNIT 4 Move your body!</p>	<ul style="list-style-type: none"> ▪ To distinguish between left and right. ▪ To give orders using the target verbs and to respond to them. 	<p>Vocabulary contents: Parts of the body: head, arms, legs, hands, foot (feet), body. Adjectives: left / right. Adverbs: in / out. Grammar: ‘Put’, ‘touch’, ‘shake’ and ‘turn’ (Imperative form)</p>		<ul style="list-style-type: none"> ▪ To acquire habits of respect and care of our own body.

<p>UNIT 5 Family picture</p>	<ul style="list-style-type: none"> ▪ To identify the members of a family. ▪ To talk about their own family. 	<p>Vocabulary contents: Family: mother, father, brother, sister, grandmother, grandfather, aunt, uncle, cousin. Grammar: How many... have you got? I've got...</p>	<p>Previous knowledge: Vocabulary contents: School objects, clothes, food, parts of the body.</p>	<ul style="list-style-type: none"> ▪ To respect different types of family.
<p>UNIT 6 A letter to father Christmas</p>	<ul style="list-style-type: none"> ▪ To say what the weather is like. ▪ To write a Christmas letter. 	<p>Vocabulary contents: Christmas: Christmas tree, Father Christmas, presents, stocking, toys, star, decorations, Christmas cake, cracker, card. Toys: teddy bear, doll, ball, robot, train, car, kite. Grammar: First person singular of the conditional of the verb like. (I'd like)</p>	<p>Previous knowledge: Grammar: I like... Have you got...</p>	<ul style="list-style-type: none"> ▪ To appreciate the English costumes at Christmas.
<p>UNIT 7 Weather report</p>	<ul style="list-style-type: none"> ▪ To say what the weather is like. ▪ To plan a weather report in group. 	<p>Vocabulary contents: Weather: hot, cold, raining, snowing, windy, sunny, cloudy. Seasons of the year. The UK: Northern Ireland, Scotland, England and Wales. Grammar: What's the weather like today? (Wh-questions. Third person singular of the present simple of the verb to be)</p>	<p>Previous knowledge: Vocabulary contents: Clothes Grammar: I'm wearing...</p>	<ul style="list-style-type: none"> ▪ To learn about the weather features of the UK.

<p>UNIT 8 My face description</p>	<ul style="list-style-type: none"> ▪ To make a description about somebody's face. ▪ To make a description of their own faces. 	<p>Vocabulary contents: Parts of the face: eyes, hair, nose, mouth, ears. Adjectives: big / small. Grammar: Present simple of the verb "have got" (3rd person, singular). Position of the adjectives.</p>	<p>Previous knowledge: Vocabulary contents: Parts of the body Grammar: I've got...</p>	<ul style="list-style-type: none"> ▪ Respect different races and equality between both sexes.
<p>UNIT 9 Let's go shopping!</p>	<ul style="list-style-type: none"> ▪ To ask for the price of different products. ▪ To say how much something is. ▪ To recognise the British currency. 	<p>Vocabulary contents: A department store: toy department, food department, clothes department, stationer's department. British currency: pound, pence. Grammar: Wh- questions in 3rd person singular of the verb to be. (How much is...?)</p>	<p>Previous knowledge: Vocabulary contents: Toys, clothes, school objects, food. Grammar: Have you got...?</p>	<ul style="list-style-type: none"> ▪ To buy in a responsible way. ▪ To respect the cultural differences to be polite.
<p>UNIT 10 Cleaning my house</p>	<ul style="list-style-type: none"> ▪ To identify parts of the house. ▪ To talk about actions that we do at home. 	<p>Vocabulary contents: Parts of the house: bathroom, kitchen, bedroom, dining room, living room. Action verbs: sleep, eat, read, have a shower, watch TV, play Grammar: Present continuous in (3rd person singular). Possessive pronouns (1st person, singular).</p>	<p>Previous knowledge: Vocabulary contents: Family members.</p>	<ul style="list-style-type: none"> ▪ To learn the equality between sexes.

<p>UNIT 11 The imaginary farm</p>	<ul style="list-style-type: none"> ▪ To describe farm animals with colours and parts of the body. ▪ To develop the creativity in order to make up imaginary animals. 	<p>Vocabulary contents: Farm animals: sheep, pig, horse, chicken, cow, duck, scarecrow. Parts of the body: wings, tail. Grammar: It's got... (3rd person singular, present of the verb have got)</p>	<p>Previous knowledge: Vocabulary contents: Parts of the body.</p>	<ul style="list-style-type: none"> ▪ To appreciate the value of organic farming.
<p>UNIT 12 My town</p>	<ul style="list-style-type: none"> ▪ To give instructions of how to get to places. ▪ To follow instructions of how to get somewhere. 	<p>Vocabulary contents: Town establishments: restaurant, post office, library, church. Prepositions: next to, between, straight ahead, past, right, left. Grammar: Wh- questions. 1st and 3rd person singular of the verb to be. Imperative form of the verb 'go' and 'turn'.</p>	<p>Previous knowledge: Vocabulary contents: Hotel, park, supermarket, hospital, cinema, toy shop, museum.</p>	<ul style="list-style-type: none"> ▪ To take care of our town.
<p>UNIT 13 My secret abilities</p>	<ul style="list-style-type: none"> ▪ To talk about what they can or can't do. ▪ To ask somebody about what activities he can do. 	<p>Vocabulary contents: Tennis, football, swim, bicycle, computer, instrument, English. Grammar: Modal verb 'can' in the affirmative, negative and interrogative. Verbs: play, ride, speak, use and swim. Articles 'a' and 'an'.</p>		<ul style="list-style-type: none"> ▪ To learn about the talents of famous people.

<p>UNIT 14 My travel booklet</p>	<ul style="list-style-type: none"> ▪ To explain how they get around town. ▪ To classify the means of transport. 	<p>Vocabulary contents: Transports: Taxi, ambulance, police car, fire engine, lorry, motorbike, boat, helicopter, traffic lights. Grammar: Present simple tense of the verb go (1st person, singular). Prepositions: by, on. (I go to... by....)</p>	<p>Previous knowledge: Vocabulary contents: Transports: Car, bus, bike, train, aeroplane. Town establishment</p>	<ul style="list-style-type: none"> ▪ To acquire knowledge of road safety.
<p>UNIT 15 My daily routine</p>	<ul style="list-style-type: none"> ▪ To describe their own routine. ▪ To tell the time in which they do things. ▪ To review the vocabulary that they have worked 	<p>Vocabulary contents. Routines: get up, go to school, brush teeth, have lunch, watch TV, do homework, go to bed. Grammar: Present simple tense (1st person, singular).</p>	<p>Previous knowledge: Vocabulary contents: Food, transports, hobbies, town, home, family.</p>	<ul style="list-style-type: none"> ▪ Respect different ways of life



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Outline anexes

1. Common European Framework of Reference for Languages (CEFL)
2. Organic Law of Education 2/2006
3. Classroom arrangements (photos)
4. Timetable and Calendar 08-09
5. Aims of the LOE
6. Principles of the LOE
7. General Aims of Primary Education
8. General Aims of Primary and Units Chart
9. General Aims of Foreign Language Area
10. The relation between the General Aims of Foreign Language Area and my Didactic Units
11. Basic Competences in Education

12. Didactic Units and Basic Competences Chart
13. Blocks of Contents
14. The relation between Contents and Competences
15. Assessment sheets
16. Portfolio folder
17. Assessment criteria
18. ACI students
19. Interdisciplinarity
20. CLIL

1. Common European Framework of Reference for Languages

Concept

The Common European Framework of Reference for Languages: Learning, Teaching, Assessment, abbreviated as CEFR, is a guideline used to describe achievements of learners of foreign languages across Europe.

The main aim of the CEFR is to provide a method of assessing and teaching which applies to all languages in Europe.

The CEFR defines the different stages of the communicative competence development in a specific language, according to the students' capabilities to do several communicative activities in order to get a specific communicative finality in a specific context.

A specific communicative activity needs the use of the oral and written language and the use of communicative strategies and resources, linguistic and non-linguistic.

The aim of the foreign language area will be the discursive skills in different contexts.

Students of Primary Education will practice communicative situations appropriate to their age, for example in the social relations scope, which includes family relationships, the customary social practices and their daily routines at school.

Learning a foreign language must contribute to the development of positive attitudes towards other languages and cultures, and at the same time it must help students to understand and value their own language.

Development

In 1991 the Swiss Federal Authorities held an Intergovernmental Symposium in Rüslikon, Switzerland, on "Transparency and Coherence in Language Learning in Europe: Objectives, Evaluation, Certification". This symposium found that a Common European Framework for Languages was needed to improve the recognition of language qualifications and help teachers cooperate, eventually

leading to improved communication and cooperation generally in Europe.

As a result of the symposium, the Swiss National Foundation set up a project to develop levels of proficiency, to lead on to the creation of a “European Language Portfolio”, certification in language ability which can be used across Europe.

The European Language Portfolio is a document in which those who are learning or have learned a language - whether at school or outside school - can record their language learning and cultural experiences.

Aims of the portofolio

The European Language Portfolio seeks to promote the aims of the Council of Europe. These include the development of democratic citizenship in Europe through:

1. The deepening of mutual understanding and tolerance among citizens in Europe;
2. The protection and promotion of linguistic and cultural diversity;
3. The promotion of lifelong language and intercultural learning for plurilingualism through the development of learner responsibility and learner autonomy;
4. The clear and transparent description of competences and qualifications to facilitate coherence in language provision and mobility in Europe.

The Ministers of Education of all the member States of the Council of Europe have recommended that governments, in keeping with their education policy, support the introduction of a European Language Portfolio.

2. Organic Law of Education 2/2006. LOE

Organic Law of Education was approved by Congress in May of 2006.

The LOE was implemented in the first cycle of Primary in the school year 2007-2008. The law comes into force in the second cycle in the year 2008-2009 and in the third cycle in 2009-2010.

A foreign language becomes an official part of the curriculum and this is usually English. This is an important change for those communities where English is not taught in the first two years of Primary.

The global objective for language learning in Primary is expressed in the LOE in the following way:

“the acquisition of the basic communicative competence which let children to say and understand simple texts and to develop themselves in daily situations” according to the article 17 of the objectives of Primary Education.

Communicative competence as an objective reflects the recommendations of the Common European Framework for Language Learning and Teaching. That is, students learn to use language and to function with it in different situations.

This also reflects the general spirit of the LOE in all areas, in that the curriculum is based around the acquisition of basic competences in the different areas.

Evaluation criteria will be designed to measure the degree of competence that students have acquired in different communicative situations, using both oral and written skills.

Development

Historic interest in education was reinforced with the development of contemporary education systems. These structures dedicated to the education of citizens were conceived as fundamental instruments for the establishment of national states at a decisive moment in time. Subsequently, countries have paid

increasingly more attention to their education and training systems and endeavoured to adapt them to changing circumstances and to the expectations placed on them. As a result, they have evolved significantly and are today of a very different nature to what they were at the time of their constitution.

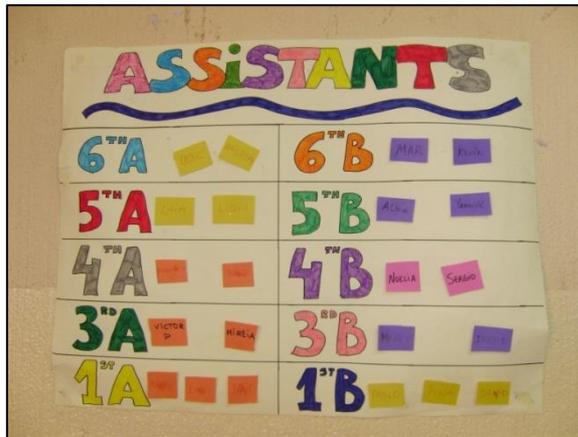
At each stage of their development, education systems have had to respond to certain priorities. During the second half of the 20th century they faced the challenge of fulfilling the right of all citizens to education. The universality of primary education, which had been achieved in some countries at the end of the 19th century, would be consolidated throughout the next century and would furthermore incorporate generalised access to secondary education, which thus

came to be regarded as an integral part of basic education. The main priority was to provide a longer period of schooling with more ambitious goals to all young people of both sexes.

In the final years of the 20th century, the challenge consisted of ensuring that this widely-available education was of a high standard and that quality education was offered to all citizens. In November 1990, Ministers of Education from the Organisation for Economic Cooperation and Development met in Paris to discuss how to provide quality education and training for all. The need was ever more urgent and the Education Authorities from the more developed countries prepared to give a satisfactory response.

Fourteen years later, in September 2004, over sixty Ministers met in Geneva for the 47th International Education Conference organised by UNESCO. They expressed the same concern, making it clear that the challenge posed in the preceding decade still prevailed.

3. Classroom arrangements (photos)



Assistants



Magic points



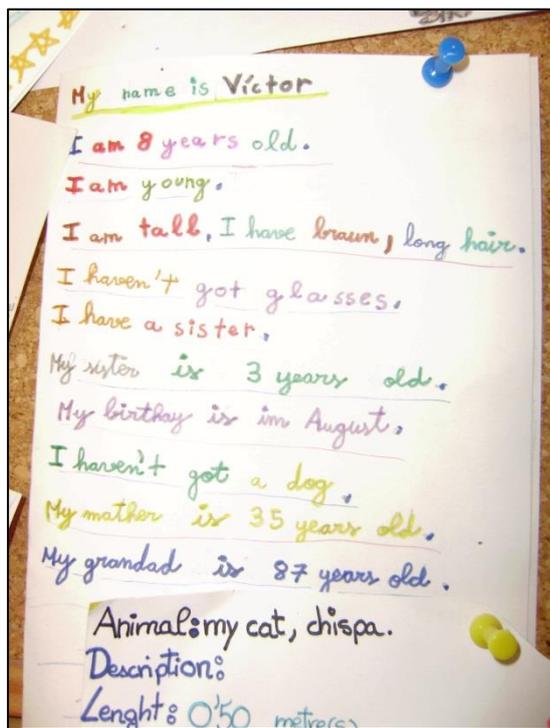
3RD B

Classroom distribution





English corner





Library corner



Computer corner



Games corner



English corner

4. Timetable and Calendar

	Monday	Tuesday	Wednesday	Thursday	Friday
9:30-10:30	Maths	Valencian	Music	Science	Maths
10:30-11:15	Spanish	Spanish	Maths	Religion	Spanish
11:15-11:45	B	R	E	A	K
11:45-12:30	English	Religion	English	Valencian	English
12:30-15:00	L	U	N	C	H
15:00-16:00	Music	Science	Spanish	Science	Maths
16:00-17:00	Valencian	Art	P.E.	P.E.	Art

School Calendar

SCHOOL CALENDAR

2008 - 2009

	Starting and finishing activities of Infant and Primary Education					
	9 th and 10 th of October National Festivity				Fallas	
	National festivity				Easter holidays	
	Christmas holidays				Labour Day	

SEPTEMBER

Mo	Tu	We	Th	Fr	Sa	Su
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

OCTOBER

Mo	Tu	We	Th	Fr	Sa	Su
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

NOVEMBER

Mo	Tu	We	Th	Fr	Sa	Su
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

DECEMBER

Mo	Tu	We	Th	Fr	Sa	Su
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JANUARY

Mo	Tu	We	Th	Fr	Sa	Su
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

FEBRUARY

Mo	Tu	We	Th	Fr	Sa	Su
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

MARCH

Mo	Tu	We	Th	Fr	Sa	Su
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

APRIL

Mo	Tu	We	Th	Fr	Sa	Su
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

MAY

Mo	Tu	We	Th	Fr	Sa	Su
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JUNE

Mo	Tu	We	Th	Fr	Sa	Su
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

5. Aims of the LOE

(Article 2, of the preliminary title)

The Spanish education system will focus on achieving the following aims:

- a) The full development of students' personality and capacities.
- b) Education in the respect for basic rights and liberties, equal rights and opportunities between men and women and equal treatment and non-discrimination for the disabled.
- c) Education in the practice of tolerance and freedom within the democratic principles of society and in the prevention of conflicts and peaceful conflict resolution.
- d) Education in individual responsibility and personal merit and effort.
- e) Education for peace, respect for human rights, community life, social cohesion, cooperation and solidarity between nations and the acquisition of values which favour respect for living things and the environment, especially the value of forests and sustainable development.
- f) The development of the capacity of students to regulate their own learning, trust in their capacities and knowledge and develop their creativity, personal initiative and enterprising spirit.
- g) Education in the respect for and recognition of Spain's linguistic and cultural plurality and of inter-culturality as an enriching factor in society.
- h) The acquisition of intellectual habits and study strategies, scientific, technical, humanistic, historical and artistic knowledge, together with the development of healthy habits, physical exercise and sport.
- i) Preparation for the exercise of professional activities.
- j) The capacity to communicate in the official and co-official language, where it exists, and in one or more foreign languages.

k) Preparation for the exercise of citizenship, for active participation in economic, social and cultural life, with a critical and responsible attitude and with the capacity to adapt to changing circumstances in a knowledge-based society.

6. Principles of the LOE

- a) Quality education for all students, regardless of their condition and circumstances.
- b) Equity that guarantees equal opportunities, educational inclusion and non-discrimination and that acts as a compensating factor for the personal cultural, economic and social inequalities, with special emphasis on those derived from disabilities.
- c) The transmission and application of values that favour personal liberty, responsibility, democratic citizenship, solidarity, tolerance, equality, respect and justice and that also help to overcome any type of discrimination.
- d) The understanding of education as a continuous, life-long learning process.
- e) The flexibility to adapt education to the diversity of students' talents, interests, expectations and needs, as well as to the changes affecting both students and society.
- f) The educational and professional guidance of students, as a necessary way to achieve an all-round, personalized education, which incorporates knowledge, skills and values.
- g) The individual efforts and motivation of students.
- h) The joint efforts of students, families, teachers, schools, Authorities, institutions and society at large.
- i) The autonomy to establish and modify the organisational and curricular measures within the framework of the powers and responsibilities corresponding to the State, the Autonomous Communities, local government and schools.
- j) The participation of the educational community in the organisation, management and functioning of schools.

- k) Education for the prevention of conflicts and for their peaceful resolution, as well as non-violence in all areas of personal, family and social life.
- l) The development of equal rights and opportunities and the promotion of real equality between women and men.
- m) The perception of the teacher's role as an essential factor in the quality of education, social status for teachers and support for their work.
- n) The encouragement and promotion of research, experimentation and educational innovation.
- ñ) The evaluation of the whole education system, including planning, organisation, teaching and learning processes and results.
- o) The cooperation between the State and Autonomous Communities in the definition, application and evaluation of education policies.
- p) The cooperation and collaboration of the Education Administrations with local government in the planning and implementation of education policy.

7. General Aims of Primary Education

(Article 17)

Primary education will contribute to developing the capacities which enable children to:

- a) Know and appreciate the values and norms of co-existence, learn to behave accordingly, prepare them for active citizenship and to respect human rights and the pluralism of a democratic society.
- b) Develop individual and team-working habits, effort, responsibility for their work, self-confidence, critical awareness, personal initiative, curiosity, interest and creativity.
- c) Acquire habits to prevent and to resolve conflicts which will enable them to act autonomously in the domestic and family environment and in their social groups.
- d) Know, understand and respect different cultures and the differences between people, equal rights and opportunities of men and women and non-discrimination towards the disabled.
- e) Know and use appropriately the Castilian language and, if applicable, the co-official language of the Autonomous Community, and develop reading habits.
- f) Acquire basic communicative competence in at least one foreign language to enable them to express and understand simple messages and get by in everyday situations.
- g) Develop basic mathematical competences and begin to solve problems which require elemental arithmetical operations, geometry and calculations and be capable of applying them to situations from their daily lives.
- h) Know and value the natural, social and cultural environments and learn how to care for them.

- i) Begin to use information and communication technology and develop critical awareness of the messages sent and received.
- j) Use different artistic representations and expressions and start to create visual designs.
- k) Value hygiene and health, accept ones body and that of others, respect differences and use physical education and sport as a means for personal and social development.
- l) Know and value the animals which are closest to human life and learn to look after them.
- m) Develop their affective capacities in all aspects of personality and in their relations with others. Develop an attitude against violence, prejudices of any type and sexist stereotypes.
- n) Promote road safety and attitudes of respect which will contribute to the prevention of road accidents.

8. General Aims of Primary and Units Chart

	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>	<i>F</i>	<i>G</i>	<i>H</i>	<i>I</i>	<i>J</i>	<i>K</i>	<i>L</i>	<i>M</i>	<i>N</i>
1	X	X	X	X		X			X	X			X	
2	X	X	X	X		X			X	X	X		X	
3	X	X	X	X	X	X			X	X	X		X	
4	X	X	X	X		X			X	X	X		X	
5	X	X	X	X		X		X	X	X		X	X	
6	X	X	X	X	X	X		X	X				X	
7	X	X	X	X		X			X				X	
8	X	X	X	X		X			X	X	X		X	
9	X	X	X	X		X	X		X	X			X	
10	X	X	X	X	X	X		X	X	X			X	
11	X	X	X	X		X		X	X	X		X	X	
12	X	X	X	X	X	X	X	X	X			X	X	X
13	X	X	X	X	X	X			X	X	X		X	
14	X	X	X	X		X		X	X	X			X	X
15	X	X	X	X		X			X	X	X		X	

9. General Aims of Foreign Language Area

- 1.- Listen to and understand messages in varied oral interactions, using the transmitted information to do specific tasks related to their experience.
- 2.- Express and interact orally in simple and regular situations that have a known content, using verbal and non-verbal procedures and taking a respectful and collaborating attitude.
- 3.- Write different texts with varied purposes about subjects already discussed in the classroom, and with the help of models.
- 4.- Read various texts in an comprehensive way, related to their experiences and interests, drawing general and specific information according to a previous purpose.
- 5.- Learn how to use with progressive autonomy all the means available to them, including new technologies, to obtain information and to communicate in the foreign language.
- 6.- Progressive use of the foreign language to broaden contents in the non-linguistics areas already learnt and to learn other news.
- 7.- Value the foreign language as a mean of communication and understanding among people from various origins and cultures, and as a learning tool with different contents.
- 8.- Show a receptive and confident attitude in their own ability to learn and use the foreign language.
- 9.- Use the knowledge and previous experiences with other languages for a faster, more effective and more autonomous acquisition of the foreign language.
- 10.- Use equally the curricular languages as learning and information tools, taking into account the competence in each one.
- 11.- Identify phonetic, rhythmic aspects, accentuation and intonation, as well as linguistic structures and lexical aspects of the foreign language and use them as basic elements of communication.

10. The relation between the General Aims of Foreign Language Area and my Didactic Units

AIMS OF FOREIGN LANGUAGE AREA	DIDACTIC UNITS
1. Listen to and understand messages in varied oral interactions, using the transmitted information to do specific tasks related to their experience.	Through: listenings, dialogues, songs, Total Physical Response activities.
2. Express and interact orally in simple and regular situations that have a known content, using verbal and non-verbal procedures and taking a respectful and collaborating attitude.	Through: pair work, role –plays, using usual classroom questions, can I come in, please? Can I write the date on the blackboard?...
3. Write different texts with varied purposes about subjects already discussed in the classroom, and with the help of models.	Through: Project Works (letter in unit 6, healthy menu in unit 3...), written worksheets such as crosswords, wordsearch activities...
4. Read various texts in a comprehensive way, related to their experiences and interests, drawing general and specific information according to a previous purpose.	Through: worksheets (a song with information gap activities), descriptions of somebody in unit 4, the instructions of the activities.
5. Learn how to use with progressive autonomy all the means available to them, including new technologies, to obtain information and to communicate in the foreign language.	Through: the use of the digital blackboard onec per term, the use of the computers to complete the portfolio, and the use of internet.
6. Progressive use of the foreign language to broaden contents in the non-linguistic areas already learnt and to learn other news.	Through: Project Works.(they are related to Mathematics, Science or Spanish subject)
7. Value the foreign language as a mean of communication and understanding among people from various origins and cultures, and as a learning tool with different contents.	Through: the attitudinal contents and the education in values of each unit.
8. Show a receptive and confident attitude in their own ability to learn and use the foreign language.	Through: the portfolio sheets and in the individual activities of the controlled practice stage.

<p>9. Use the knowledge and previous experiences with other languages for a faster, more effective and more autonomous acquisition of the foreign language.</p>	<p>Through: the transference activities, information gap activities, Projects related to other subjects such as Science (unit4), Spanish (unit1)...</p>
<p>10. Use equally the curricular languages as learning and information tools, taking into account the competence in each one.</p>	<p>Through: the competences worked in each unit.</p>
<p>11. Identify phonetic, rhythmic aspects, accentuation and intonation, as well as linguistic structures and lexical aspects of the foreign language and use them as basic elements of communication.</p>	<p>Through: the phonological aspects treated in each unit.</p>

11. Basic Competences in Education

What a Basic Competence is?

- It is an interdisciplinary integration of knowledges: “know”, “can make”, “can be” (attitudes) in a specific situation (functionality in the context).
- It is a synthesis of theoretical, comprehensive and practical knowledge.
- It is a quality and equity assurance within the educational system.

“It is a school function to form competent people in order for them to be able to solve problems of their life in their multiple aspects: information, relationship and commitment” (J.Sarramona, 2004)

Basic competences in the curriculum

- New curricular element taking into account Objectives (capabilities) and Contents (knowledge).
- Meaning: help for the acquisition of Objectives and the selection of the relevant Contents.

We can classify the eight basic competences into three scopes:

1- *Expression and communication*: linguistic communicative competence, mathematical competence, cultural and artistic competence and treatment of information and digital competence.

2- *Relationship and interaction*: competence in the knowledge and interaction with the physical world and the social and citizen competence.

3- *Personal development*: “learning how to learn” competence and self autonomy and personal initiative.

Basic Competences

1. Linguistic communication competence

This competence refers to students’ ability to express and interpret thoughts, feelings and facts in both oral and written form (listening, speaking, reading and writing), and to interact linguistically in an appropriate way in the full range of social and cultural contexts. In

order to acquire this competence, students must be able to use the foreign language properly in oral and written interactions and to understand it in different contexts.

Finality: personal construction of knowledge to organise their own thought, to solve problems and to live together.

2. Mathematical competence

This competence refers to students' ability to use addition, subtraction, multiplication, division and ratios in mental and written computation to solve a range of problems in everyday situations. In order to acquire this competence, students must be able to use and relate numbers, to do basic operations to solve different problems about real life.

Finality: application of mathematical knowledge in a spontaneous way in a wider range of contexts.

3. Competence in the knowledge and interaction with the physical world

This competence refers to students' ability to develop themselves with autonomy in different contexts such as health, science or consumption in order for the students to be able to analyse, interpret and get personal conclusions in a context where scientists and technologic progress are in a continuously development.

Finality: development of the creativity and of the imagination.

4. Treatment of information and digital competence

This competence refers to students' abilities to look for, get, process and communicate information and transform it in knowledge. In order to acquire it, students must be able to log to the information and to convey it in different supports using technological resources to solve real problems.

Finality: a properly management of the information in order to solve real problems.

5. Social and citizen competence

This competence refers to students' abilities to know and value themselves, to communicate with other people in different contexts, to

express their own ideas understanding the different points of view, in conclusion, abilities to take part in social life.

Finality: the promotion of an adequate and responsible consumption and also the promotion of culture, health and environment.

6. Cultural and artistic competence

This competence refers to students' abilities to know and understand culture and art, and to use the different resources of the artistic expression in order to make their own creations. They must learn to appreciate the importance of the creative expression of ideas, experiences and emotions.

Finality: learning to live together considering human rights and constitutional values.

7. "Learning how to learn" competence

This competence refers to students' ability to organise and regulate one's own learning, both individually and in groups. It includes the ability to manage one's time effectively, to solve problems, to acquire, process, evaluate and assimilate new knowledge, and to apply new knowledge and skills in a variety of contexts.

This competence also refers to the continuous learning along students' life. The ability to go on learning in an efficient way when they finish the school. It implies that students must find by themselves different learning techniques and strategies .

Finality: acquisition of the capability to find learning strategies by themselves to get an autonomous learning.

8. Self autonomy and personal initiative

The abilities related to this competence are: responsibility, creativity and perseverance. These abilities enable students to have a strategic view of the different opportunities and challenges that they are going to be exposed to.

Finality: development of some necessary attitudes to face several aspects of their personal, professional and social life.

12. Didactic Units and Basic Competences Chart

COMPETENCES ----- UNITS	1	2	3	4	5	6	7	8
1	X	X				X	X	X
2	X		X	X	X	X	X	
3	X				X	X	X	
4	X		X		X	X	X	
5	X	X	X		X	X	X	X
6	X				X	X	X	X
7	X		X	X	X	X	X	
8	X	X			X	X	X	X
9	X	X	X	X	X	X	X	X
10	X		X		X	X	X	X
11	X	X	X	X	X	X	X	X
12	X		X		X	X	X	X
13	X		X	X	X	X	X	X
14	X	X	X		X	X	X	
15	X		X		X	X	X	

The eight basic competences in education appear within all my didactic units, but some of them are especially emphasized in some specific moments or activities.

The aim of this chart is to reflect what competences are especially worked in each didactic unit although students always work the other competences too.

In the horizontal axis we can see the basic competences in education and in the vertical axis there are the didactic units of my year planning. They are closely related and we can see this relationship taking into account the different crossings.

Crossings show what competences are emphasized in each didactic unit of my year planning.

In didactic unit number 1 “Open your book!” the important basic competences that are especially emphasized are: linguistic communication competence because they must communicate in English when they give orders and respond to them; mathematical competence because in some activities students must count the different classroom objects; cultural and artistic competence because they must be creative to decorate the portfolio folder; “learning how to learn” competence because they are in a continuous learning and self autonomy and personal initiative because they must take care of the class materials.

In didactic unit number 2 “Fashion Show” the important basic competences that are especially emphasized are: linguistic communication competence because students must speak in English when they give orders using “put on” or “take off”; competence in the knowledge and interaction with the physical world because they must appreciate their own physical appearance; treatment of information and digital competence because they must learn to describe what they are wearing; social and citizen competence because they must communicate with other people in order to organise a fashion show; cultural and artistic competence because they must appreciate British traditional clothes as culture and “learning how to learn” competence because they are in a continuous learning.

In didactic unit number 3 “Healthy menu” the important basic competences that are especially emphasized are: linguistic communication competence because children must communicate in English when they talk about food they like and food they don’t like; social and citi-

zen competence because children must acquire healthy eating habits; cultural and artistic competence because they must be curious and interested in the traditional food of other countries and “learning how to learn” competence because they are in a continuous learning using different strategies such as self-assessment.

In didactic unit number 4 “Move your body!” the important basic competences that are especially emphasized are : linguistic communication competence because students must be able to communicate in this foreign language when they give orders using the target verbs and respond to them; competence in the knowledge and interaction with the physical world because they must distinguish between left and right; social and citizen competence because they must acquire habits of respect and care of their own body; cultural and artistic competence because they must elaborate a fashion show and “learning how to learn” competence because they are in a continuous learning.

In didactic unit number 5 “Family picture” the important basic competences that are especially emphasized are: linguistic communication competence because students must use the foreign language to talk about their own family; mathematical competence because they must count the different members of a family in some family cards, poster or flashcards; competence in the knowledge and interaction with the physical world because they must make up their family tree; social and citizen competence because students must respect different types of families; cultural and artistic competence because they must sing and make gestures of a rhyme; “learning how to learn” competence because they are in a continuous learning and self autonomy and personal initiative when they must take an active part in some communicative activities.

In didactic unit number 6 “A letter to Father Christmas” the important basic competences that are especially emphasized are: linguistic communication competence because students must use the foreign language to say what toys they want for Christmas; social and citizen competence because they must respect the British way of life and traditions; cultural and artistic competence because they must appreciate the English costumes at Christmas; “learning how to learn” compe-

tence because students are in a continuous learning and self autonomy and personal initiative when they write a Christmas letter.

In didactic unit number 7 “Weather report” the important basic competences that are especially emphasized are: linguistic communication competence because children must say what the weather is like in English; competence in the knowledge and interaction with the physical world because they are going to watch a weather report; treatment of information and digital competence because they must find different material to make their weather report; social and citizen competence because they are going to work in groups ; cultural and artistic competence because they must learn about the UK weather features and “learning how to learn” competence because they must acquire different strategies to use them later in other contexts.

In didactic unit number 8 “My face description” the important basic competences that are especially emphasized are: linguistic communication competence because students must be able to talk about the parts of the face in English; mathematical competence because in some case they must count the parts of the face or the body; social and citizen competence because students must respect the differences in the physical appearances; cultural and artistic competence because they must be creative to describe people; “learning how to learn” competence because they are in a continuous learning and they must find strategies that help them and self autonomy and personal initiative because they must be able to make their own description.

In didactic unit number 9 “Let’s go shopping” the important basic competences that are especially emphasized are: linguistic communication competence because students must use the foreign language to say the different department stores and the things they can buy there; mathematical competence because they must count how many department stores there are in a shopping centre; competence in the knowledge and interaction with the physical world because all of them have been in a real shopping centre; treatment of information and digital competence because they can find information about the different department stores on the internet; social and citizen competence because they must learn to buy in a responsible way; cultural and artistic competence because they must be creative to draw a de-

partment store in pairs; “learning how to learn” competence because they are in a continuous learning which provides them with different learning strategies; self autonomy and personal initiative because they must be autonomous in order to design a department store.

In didactic unit number 10 “Cleaning my house” the important basic competences that are especially emphasized are: linguistic communication competence because students must say what they are doing in each part of the house; competence in knowledge and interaction with the physical world because all the students how the parts of a house are; social and citizen competence because they must learn the equality between sexes within their homes; cultural and artistic competence because they must draw a house with its different parts and they must be creative; “learning how to learn “ competence because students are in a continuous learning and they find new strategies to make their work easier and self autonomy and personal initiative because they must produce their own sentences.

In didactic unit number 11 “The imaginary farm” the important basic competences that are especially emphasized are: linguistic communication competence because students must learn the animals of a farm and their body parts; mathematical competence because in some cases students must count how many animals there are in a picture; competence in the knowledge and interaction with the physical world because students are familiarised with different pets; treatment of information and digital competence because they must find some animals on the internet; social and citizen competence because they must learn the importance of taking care of animals; cultural and artistic learning competence because they must create imaginary animals; “learning how to learn” competence because students always find new learning strategies and self autonomy and personal initiative because they must be able to create their own imaginary animal.

In didactic unit number 12 “My town“ the important basic competences that are especially emphasized are: linguistic communication competence because students must use the language to talk about the different town establishments; competence in the knowledge and interaction with the physical world because all of them know the establishment of their town; social and citizen competence because stu-

dents must learn the importance of taking care of the environment; cultural and artistic competence because they must be creative to draw a department store; “learning how to learn” competence because students are in a continuous learning and finding new strategies to use.

In didactic unit number 13 “My secret abilities” the important competences that students are going to learn in a special way are: linguistic communication competence because students must be able to use the foreign language to talk about what they can or can’t do; competence in the knowledge and interaction with the physical world because students are used to practice these sports; treatment of information and digital competence because in some case they must find the characteristics of a sport on the Internet; social and citizen competence because students make new friends practicing these activities; cultural and artistic learning because students must learn the talents of famous people through history; “learning how to learn” competence because students find new learning strategies in communicative activities and self autonomy and personal initiative because they must be autonomous to describe what they can or can’t do.

In didactic unit number 14 “My travel booklet“ the important competences that students are going to learn in a special way are: linguistic communication competence because students must be able to explain how they get around town in English; mathematical competence because in some cases they must count the means of the transport that they usually use; competence in the knowledge and interaction with the physical world because students are in contact with these means of transport every day; social and citizen competence because students must learn and use road safety habits; cultural and artistic competence because students must describe a trip and “learning how to learn” competence because students are in a continuous learning and they can find strategies thanks to this.

In didactic unit number 15 “My daily routine” the important competences that students are going to learn in a special way are: linguistic communicative competence because they must describe their own routine in English; competence in the knowledge and interaction with the physical world because they are continuously doing these rou-

tines; social and citizen competence because they must learn to appreciate the value of time; “learning how to learn” competence because students are in a continuous learning and they find very useful learning strategies and self autonomy and personal initiative because they must be autonomous to tell their daily routines.

13. Block of Contents

According to the Decree 111/2007 of the Valencian Government the contents have been grouped in blocks related to the six characteristic centres of attention of the teaching-learning process.

Block 1, “Listening, speaking and talking”, is related to oral language. The limited presence of the foreign language in the social context makes the linguistic model provided in the school the first source of knowledge and learning of the language. That is why, it has to be varied so much that it offers nuances that can be seen in a certain number of speakers. This block is directly related to the linguistic communication competence and the competence in the knowledge and interaction with the physical world.

Block 2, “Reading and writing”, is related to the written language. In foreign language written texts are also a model of composition and practice and will be introduced gradually as confidence in the oral code increases. This block is related to the cultural and artistic competence.

Block 3, “Knowledge of the language through its use”, takes us to the constituent elements of the linguistic system, their functioning and relationship. The starting point will be the situations of use that encourage the inference of the language working rules. This block includes two aspects to take into account: linguistic knowledge and reflecting on learning that are related to the competences “learning how to learn” and self autonomy and personal initiative.

Block 4, “Language as a learning tool” tries to students acquire in a progressive way some contents related other non-linguistic curricular areas, such as Science, Spanish, Mathematics... They must do easy projects or contextualized activities to acquire these contents already learnt in the other subjects. This block is related to the Mathematical competence.

Block 5, “Socio-cultural aspects and intercultural conscience” helps the children find out about customs, social relation forms, characteristics and peculiarities of the countries where the foreign language is spoken. This block is related to the social and citizen competence.

Block 6, “Information and communication technologies” gives students the possibility to work directly with real texts, cultural products already elaborated such as songs, tales or films through new technologies, digital blackboard, computers or internet. This block is related to the treatment of information and digital competence.

14. The relation between Contents and Competences

Assessment

Blocks of contents	Listening, speaking and talking	Reading and writing	Knowledge of the language through its use	Language as a learning tool	Socio-cultural aspects	Information and communication technologies
Competences						
Linguistic communication competence	The study of a foreign language is related directly with this competence.					
Mathematical competence				The learning application to other subjects.		
Competence in the knowledge and interaction with the physical world	The linguistic elements must be applied in linguistic contexts.					
Treatment of information and digital competence						The possibility of working with songs, films, authentic texts...
Social and citizen competence					The learning of the differences between cultures.	
Cultural and artistic competence		The use of different types of texts: poems, tales, literature, riddles...				
“Learning how to learn” competence			Through the reflection on learning.			
Self autonomy and personal initiative			Through the reflection on learning.			

15. Assessment sheets

Assessment

UNIT 1: OPEN YOUR BOOK!

NAME: _____

- ORAL COMPREHENSION (LISTENING)

- Understands simple and oral texts about classroom objects.
- Understands the present simple of the verb TO BE.
- Understands teacher's explanations.
- Understands the imperative in the affirmative form of the verbs: open, close, stick, draw and colour.

- WRITTEN COMPREHENSION (READING)

- Understands simple and written instructions to decorate the portfolio.
- Understands the instructions of the exercises.
- Understands the written words about classroom objects.
- Understands the grammatical structures "It's a ..."

- ORAL EXPRESSION (SPEAKING)

- Talks about instructions.
- Gives orders and responds to them.
- Pronounces correctly the post-alveolar fricative "r" (rubber).
- Talks about how to do the portfolio folder.

- WRITTEN EXPRESSION (WRITING)

- Writes simple texts about classroom objects.
- Writes orders.
- Writes instructions to decorate the portfolio.
- Writes sentences using the grammatical structure "It's a ..."

Assessment

UNIT 2: FASHION SHOW

NAME: _____

- ORAL COMPREHENSION (LISTENING)

- Understands simple and oral texts about clothes.
- Understands the affirmative form of the imperative (Put on /Take off).
- Understands teacher's explanations.
- Understands the present continuous of the verb "to wear" (he's/she's wearing).

- WRITTEN COMPREHENSION (READING)

- Understands simple and written texts about clothes.
- Understands the instructions of the exercises.
- Understands the written words about clothes.
- Understands the present simple of the verb TO BE.

- ORAL EXPRESSION (SPEAKING)

- Talks about clothes.
- Talks about what clothes they are wearing.
- Pronounces these different sounds /s/ and /S/.
- Talks about the fashion show.

- WRITTEN EXPRESSION (WRITING)

- Writes simple texts about clothes.
- Writes about what they are wearing.
- Writes about clothes that his/her friends are wearing.
- Plans a fashion show.

Assessment

UNIT 3: HEALTHY MENU

NAME: _____

- ORAL COMPREHENSION (LISTENING)

- Understands simple and oral texts about food.
- Understands the grammatical structures “I like.../I don’t like...”
- Understands teacher’s explanations.
- Understands the importance of healthy eating.

- WRITTEN COMPREHENSION (READING)

- Understands simple and written texts about food.
- Understands the instructions of the exercises.
- Understands the written words about food.
- Understands the grammatical structures “I like.../I don’t like...”

- ORAL EXPRESSION (SPEAKING)

- Talks about food.
- Talks about what food he/she likes or does not like.
- Pronounces correctly the correspondence between the sounds and graphemes: ui /e/ (biscuits), ea /e/ (bread) and ea /ie/ (cereals).
- Talks about his/her healthy menu.

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- WRITTEN EXPRESSION (WRITING)

- Writes simple texts about food.
- Writes about likes and dislikes.
- Writes food his/her friend likes.
- Writes his/her healthy menu.

Assessment

UNIT 4: MOVE YOUR BODY!

NAME: _____

- ORAL COMPREHENSION (LISTENING)

- Understands simple and oral texts about body parts.
- Understands the affirmative form of the imperative of the verbs: put, touch, shake and turn.
- Understands teacher's explanations.
- Understands the difference between right and left.

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<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

- WRITTEN COMPREHENSION (READING)

- Understands simple and written texts about body parts.
- Understands the instructions of the exercises.
- Understands the written words about the body.
- Understands the 2nd person of the singular of the possessive pronoun.

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<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

- ORAL EXPRESSION (SPEAKING)

- Talks about body parts.
- Talks about body actions.
- Pronounces correctly the stress, rhythm and intonation of the imperative form.
- Avoids the sound of the "r" in the second person of the possessive pronoun.

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

- WRITTEN EXPRESSION (WRITING)

- Writes simple texts about body parts.
- Writes about body actions.
- Writes instructions to move the body.

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Assessment

UNIT 5: FAMILY PICTURE

NAME: _____

• ORAL COMPREHENSION (LISTENING)

- Understands simple and oral texts about family.
- Understands the grammatical structures “How many sisters have you got?”
- Understands teacher’s explanations.
- Understands the present simple of the verb “have got “(1st and 2nd person, singular).

• WRITTEN COMPREHENSION (READING)

- Understands simple and written texts about families.
- Understands the instructions of the exercises.
- Understands the written words about family members.
- Understands the grammatical structures “I have got/you have got”.

• ORAL EXPRESSION (SPEAKING)

- Talks about families.
- Talks about his/her own family.
- Pronounces correctly the sound /d/ in the middle position.
- Pronounces correctly the shythm and intonation in enumerations.

• WRITTEN EXPRESSION (WRITING)

- Writes simple texts about different families.
- Writes questions about family members.
- Writes answers about family members.
- Writes a short description about his/her families.

Assessment

UNIT 6: A LETTER TO FATHER CHRISTMAS

NAME: _____

- ORAL COMPREHENSION (LISTENING)

- Understands simple and oral texts about Christmas.
- Understands the grammatical structures “I’d like”.
- Understands teacher’s explanations.
- Understands the grammatical structures “I like.../Have you got ...?”.

- WRITTEN COMPREHENSION (READING)

- Understands simple and written texts about Christmas.
- Understands the instructions of the exercises.
- Understands the written words about toys.
- Understands the grammatical structures “I’d like”.

- ORAL EXPRESSION (SPEAKING)

- Talks about Christmas.
- Talks about Christmas toys.
- Pronounces correctly the avoidance of the “t” (Christmas).
- Has a correct intonation of wh-questions.

- WRITTEN EXPRESSION (WRITING)

- Writes simple texts about Christmas.
- Writes about toys he/she wants for Christmas.
- Writes questions and answers regarding Christmas.
- Writes a letter to Father Christmas.

Assessment

UNIT 7: WEATHER REPORT

NAME: _____

- ORAL COMPREHENSION (LISTENING)

- Understands simple and oral texts about the weather.
- Understands the grammatical structure “It’s ...”
- Understands teacher’s explanations.
- Understands the weather features of the UK.

- WRITTEN COMPREHENSION (READING)

- Understands simple and written texts about the weather.
- Understands the instructions of the exercises.
- Understands the written words about weather and seasons.
- Understands the written words about clothes.

- ORAL EXPRESSION (SPEAKING)

- Talks about the weather.
- Talks about what is the weather like today.
- Pronounces correctly the words ending in –ing.
- Talks about his/her weather report.

- WRITTEN EXPRESSION (WRITING)

- Writes simple texts about the weather.
- Writes about clothes people are wearing.
- Writes about the UK places.
- Writes a weather report.

Assessment

UNIT 8: MY FACE DESCRIPTION

NAME: _____

- ORAL COMPREHENSION (LISTENING)

- Understands simple and oral texts about parts of the face.
- Understands the present simple of the verb “HAVE GOT”(3rd person singular).
- Understands teacher’s explanations.
- Has learnt the correct position of the adjectives.

- WRITTEN COMPREHENSION (READING)

- Understands simple and written instructions about parts of the face.
- Understands the instructions of the exercises.
- Understands the written words of adjectives (big/small).
- Understands the grammatical structures “She/he has got...”

- ORAL EXPRESSION (SPEAKING)

- Makes descriptions of somebody’s face.
- Makes a description of her/his own face.
- Pronounces correctly the sound “s” at the beginning of a word (small).
- Talks about the parts of the face using adjectives.

- WRITTEN EXPRESSION (WRITING)

- Writes simple texts about the parts of a face using the adjectives big and small.
- Writes a description of his/her own face.
- Writes a description of somebody’s face.
- Writes sentences using the grammatical structure “he/she has got ...?”

Assessment

UNIT 9: LET'S GO SHOPPING!

NAME: _____

• ORAL COMPREHENSION (LISTENING)

- Understands simple and oral texts about department stores.
- Understands wh-questions in 3rd person singular of the verb "to be" (How much is...?)
- Understands teacher's explanations.
- Understands questions with the verb "Have got" (Have you got ...?)

• WRITTEN COMPREHENSION (READING)

- Understands simple and written texts about things we can buy.
- Understands the instructions of the exercises.
- Understands the written words about things we can find in different department stores.
- Understands the grammatical structures "How much is ...?"

• ORAL EXPRESSION (SPEAKING)

- Talks about the British currency.
- Says how much something is.
- Pronounces correctly the sound /a:/ (department).
- Asks for the price of different products.

• WRITTEN EXPRESSION (WRITING)

- Writes simple texts about how much something is.
- Writes answers about something's price.
- Writes things we can buy in different department stores.
- Writes questions using the grammatical structure "Have you got ...?"

Assessment

UNIT 10: CLEANING MY HOUSE

NAME: _____

- ORAL COMPREHENSION (LISTENING)

- Understands simple and oral texts about the parts of the house.
- Understands the present continuous in the 3rd person of the singular.
- Understands teacher's explanations.
- Understands the possessive pronoun for the 1st person singular.

- WRITTEN COMPREHENSION (READING)

- Understands simple and written sentences in present continuous.
- Understands the instructions of the exercises.
- Understands the written words about the parts of the house.
- Understands the grammatical structures "What is he/she doing?"

- ORAL EXPRESSION (SPEAKING)

- Talks about things he/she does in present continuous.
- Talks about actions that we do at home.
- Pronounces correctly the difference between the sound /i/ and the sound /i:/.
- Asks and answers questions about things we do.

- WRITTEN EXPRESSION (WRITING)

- Writes simple texts about the parts of the house.
- Writes sentences using the present continuous in the 3rd person of the singular.
- Writes questions and answers about what are we doing.
- Writes sentences about what her/his family is doing in each part of the house.

Assessment

UNIT 11: THE IMAGINARY FARM

NAME: _____

- ORAL COMPREHENSION (LISTENING)

- Understands simple and oral texts about farm animals.
- Understands the third person singular of the present simple of the verb "HAVE GOT".
- Understands teacher's explanations.
- Understands the saxon genitive.

- WRITTEN COMPREHENSION (READING)

- Understands simple and written texts about parts of the animals' body.
- Understands the instructions of the exercises.
- Understands the written words about farm animals.
- Understands the grammatical structures "It has got ...".

- ORAL EXPRESSION (SPEAKING)

- Talks about farm animals.
- Makes a description of imaginary animals.
- Pronounces correctly the sound /i/.
- Pronounces correctly the sound /i:/.

- WRITTEN EXPRESSION (WRITING)

- Writes simple texts about farm animals.
- Writes simple texts about parts of the animals' body.
- Writes descriptions of the animals.
- Writes sentences using the grammatical structure "It has got ...".

Assessment

UNIT 12: MY TOWN

NAME: _____

- ORAL COMPREHENSION (LISTENING)

- Understands simple and oral texts about town establishments.
- Understands the grammatical structures “I am...”, “She/he is...”
- Understands teacher’s explanations.
- Understands the imperative form of the verbs “go” and “run”.

- WRITTEN COMPREHENSION (READING)

- Understands simple and written texts about town establishments.
- Understands the instructions of the exercises.
- Understands the written words about prepositions.
- Understands the wh-questions.

- ORAL EXPRESSION (SPEAKING)

- Talks about town establishments.
- Gives instructions of how to get to places.
- Pronounces correctly the sound /h/.
- Talks about directions.

- WRITTEN EXPRESSION (WRITING)

- Writes simple texts using prepositions.
- Writes about town places.
- Writes instructions of how to get to places.
- Writes the imperative form of the verb “go” and “turn”.

Assessment

UNIT 13: MY SECRET ABILITIES

NAME: _____

- ORAL COMPREHENSION (LISTENING)

- Understands simple and oral texts about what we can or can't do.
- Understands the grammatical structures "I can/I can't / Can I...?"
- Understands teacher's explanations.
- Understands the use of the articles "a" and "an".

- WRITTEN COMPREHENSION (READING)

- Understands simple and written texts about different abilities.
- Understands the instructions of the exercises.
- Understands the written words corresponding to the verbs. play, ride, speak, use and swim.
- Understands the grammatical structures "I can/I can't/Can I ...?"

- ORAL EXPRESSION (SPEAKING)

- Talks about actions we can or can't do.
- Talks about actions using the articles "a" or "an".
- Pronounces correctly the difference between /æ/ and /a:/.
- Talks about what activities we are able to do.

- WRITTEN EXPRESSION (WRITING)

- Writes simple texts about abilities.
- Writes about actions he/she can or can't do.
- Writes the grammatical structures "I can / I can't / Can I ...?"
- Writes about actions using the articles "a" or "an".

Assessment

UNIT 14: MY TRAVEL BOOKLET

NAME: _____

- ORAL COMPREHENSION (LISTENING)

- Understands simple and oral texts about means of transport.
- Understands the grammatical structures “I go...”
- Understands teacher’s explanations.
- Understands the road safety habits.

- WRITTEN COMPREHENSION (READING)

- Understands simple and written texts about means of transport.
- Understands the instructions of the exercises.
- Understands the written words about town establishments.(Revision).
- Understands the grammatical structures “I go by car”.

- ORAL EXPRESSION (SPEAKING)

- Talks about means of transport.
- Talks about how she/he gets around town.
- Avoids the pronunciation of the sound “r” at the end of a word.
- Talks about means of transport using the prepositions “by” and “on”.

- WRITTEN EXPRESSION (WRITING)

- Writes simple texts about means of transport.
- Writes about how she/he gets around town.
- Writes sentences using the grammatical structure “I go ...”
- Writes sentences using the prepositions “by” and “on” .

Assessment

UNIT 15: MY DAILY ROUTINE

NAME: _____

- ORAL COMPREHENSION (LISTENING)

- Understands simple and oral texts about routines.
- Understands the affirmative form of the present simple tense.
- Understands teacher's explanations.
- Understands sentences of other units (Revision).

- WRITTEN COMPREHENSION (READING)

- Understands simple and written texts about routines.
- Understands the instructions of the exercises.
- Understands written words corresponding to hobbies, food, transports, town, home and family.
- Understands the present simple tense (1st person, singular).

- ORAL EXPRESSION (SPEAKING)

- Talks about actions he/she does.
- Talks about what time he/she does each thing.
- Pronounces correctly the sound "s".
- Talks about his/her daily routines.

- WRITTEN EXPRESSION (WRITING)

- Writes simple texts about actions he/she does.
- Writes about what time in he/she does each thing.
- Writes about the vocabulary that he/she has worked in other units (Revision).
- Writes his/her daily routine.

16. Portfolio folder

In **UNIT 1** ...

My listening was:



great good OK

My reading was:



great good OK

My speaking was:



great good OK

My writing was:



great good OK

In **UNIT 2** ...

My listening was:



great good OK

My reading was:



great good OK

My speaking was:



great good OK

My writing was:



great good OK

In **UNIT 3** ...

My listening was:



great good OK

My reading was:



great good OK

My speaking was:



great good OK

My writing was:



great good OK

In **UNIT 4** ...

My listening was:



great good OK

My reading was:



great good OK

My speaking was:



great good OK

My writing was:



great good OK

In **UNIT 5** ...

My listening was:



great good OK

My reading was:



great good OK

My speaking was:



great good OK

My writing was:



great good OK

In **UNIT 6** ...

My listening was:



great good OK

My reading was:



great good OK

My speaking was:



great good OK

My writing was:



great good OK

In **UNIT 7** ...

My listening was:



great good OK

My reading was:



great good OK

My speaking was:



great good OK

My writing was:



great good OK

In **UNIT 8** ...

My listening was:



great good OK

My reading was:



great good OK

My speaking was:



great good OK

My writing was:



great good OK

In **UNIT 9** ...

My listening was:



great good OK

My reading was:



great good OK

My speaking was:



great good OK

My writing was:



great good OK

In **UNIT 10** ...

My listening was:



great good OK

My reading was:



great good OK

My speaking was:



great good OK

My writing was:



great good OK

In **UNIT 11** ...

My listening was:



great good OK

My reading was:



great good OK

My speaking was:



great good OK

My writing was:



great good OK

In **UNIT 12** ...

My listening was:



great good OK

My reading was:



great good OK

My speaking was:



great good OK

My writing was:



great good OK

In **UNIT 13** ...

My listening was:



great good OK

My reading was:



great good OK

My speaking was:



great good OK

My writing was:



great good OK

In **UNIT 14** ...

My listening was:



great good OK

My reading was:



great good OK

My speaking was:



great good OK

My writing was:



great good OK

In **UNIT 15** ...

My listening was:



great good OK

My reading was:



great good OK

My speaking was:



great good OK

My writing was:



great good OK

17. Assessment criteria

Assessment criteria established in the Decree 111/2007 of the Valencian Government:

1. Understand the global meaning and identify specific information in oral texts related to classroom activities with the help of linguistic and non-linguistic elements.
2. Read and understand the global meaning and specific bits of information of simple texts in communicative situations, with the help of basic strategies and a concrete finality.
3. Participate in simulated interactive communicative situations, using appropriately those habitual social interaction formulas in the foreign language, the ones that have previously been worked.
4. Write sentences and simple meaningful texts in communicative situations, using models and having a specific purpose.
5. Recognise and reproduce the characteristic phonemes, rhythm and intonation of the foreign language.
6. Use some strategies for “learning how to learn”: asking for information, using gestures, making comparisons, using visual dictionaries, identifying some personal aspects...
7. Value the foreign language as a communicative tool and show interest towards people who speak this language.
8. Identify some aspects of real life, costumes and festivities of countries where the foreign language is spoken and compare them with those specific to our country.

18. ACI students

Individualized curriculum adaptation

Name: JUAN GABRIEL

Level: 3rd level of Primary Education

Characteristics

Juan is a child with learning difficulties and behavioral problems. He is not a conflicting child but he is always trying to draw teacher and partner's attention. It is also very difficult for him to adapt to his partners due to his emotional deprivation and his low self-esteem.

Juan is very nervous and he wants to finish the work quickly so he doesn't pay attention to the teacher's explanations.

His behaviour is generally bad and sometimes he doesn't want to do the class activities. Depending on his mood his learning is optimum or not.

Family context

His parents are separated, he lives with his mother during the week but during the weekend he must go to his father's house, thing that he doesn't like. That is the reasons why on Fridays he is more anxious. His main problem because of his unstructured family. All these factors influence his learning process specially in subjects such as Mathematics, Spanish and Valencian language.

Attention to his especial needs at school

After doing some psychological tests of personality, attitudes and levels of learning, the psychologist got to the conclusion that his level was lower than the rest of the students of his class, specially in the language areas, and the main problem was her reading comprehension.

He suffers from simple delay maturity.

He leaves his class 3 hours a week and he goes to therapeutic pedagogy where he reinforces listening comprehension and specially his

routines, he tries to learn the habit of working when he arrives home. He also learns how to deal with the problems that he has with his class partners learning to change his behaviour.

Attention in foreign language classroom

I always pay a special attention to these students specially in the controlled practice stage, where the vocabulary, the grammatical structures and the phonological aspects are practised in a controlled way in its oral and written forms.

They sometimes have special worksheets with a clue to make their work easier. I am always walking around the class observing what they are doing and helping them if it is necessary.

When I assess these students I always take into account that they must acquire all that we have worked in the classroom at a lower level, giving out some aims and contents and bearing in mind the minimums. Each ACI student has different capacities, interests, motivations and needs, so I evaluate them taking all of these aspects into account.

Individualized curriculum adaptation

Name: MARTA

Level: 3rd level of Primary Education

Characteristics

She has got a quiet and peaceful character, she is really integrated within the classroom and she gets on well with her partners.

She is able to concentrate her attention on what she is listening to or doing and thanks to this she can do the classroom activities correctly. However, when she arrives home she hasn't got any help from her family and she can't reinforce her learning.

She is a relaxed girl but she often does the classroom activities very quickly, without taking into account the important aspects of the activity because she wants to finish early.

She repeated last level (2nd of Primary Education) because she hadn't acquired the minimum aims in the language areas. Moreover, she attends Valencian classes although her mother tongue is Spanish, but it was a decision of her parents with the aim to improve her Valencian language.

Family context

Her family has got economic problems, that's the reason why they are continuously changing home. Three years ago she left this school and she has been in three different schools in the last two years. At the beginning of this course she came back to this school.

Because of this, she hasn't acquire the habit of studying.

Attention to her especial needs at school

After doing some psychological tests about her personality, attitudes and levels of learning, the psychologist got to the conclusion that her level was lower than the rest of the students in her class, especially in the language areas, and the main problem was her reading comprehension.

She leaves her class 3 hours per week and she goes to therapeutic pedagogy in Valencian language where she reinforces basic mathematical operations and reading comprehension.

Attention in foreign language classroom

I always pay a special attention to these students specially at the controlled practice stage, where the vocabulary, the grammatical structures and the phonological aspects are practised in a controlled way in its oral and written forms.

They sometimes have special worksheets with a clue in order to make their work easier. I am always walking around the class observing what they are doing and helping them if it is necessary.

When I assess these students I always take into account that they must acquire all that we have worked in the classroom at a lower level, giving out some aims and contents and bearing in mind the minimums. Each ACI student has different capacities, interests, motivations and needs, so I evaluate them taking all of these aspects into account.

19. Interdisciplinarity

Definition

Interdisciplinarity in referring to an approach to organizing intellectual inquiry is an evolving field, and stable, consensus definitions are not yet established for some subordinate or closely related fields.

An interdisciplinary community or project is made up of people from multiple disciplines and professions who are engaged in creating and applying new knowledge as they work together as equal stakeholders in addressing a common challenge. The key question is what new knowledge (of an academic discipline nature), which is outside the existing disciplines, is required to address the challenge. Aspects of the challenge cannot be addressed easily with existing distributed knowledge, and new knowledge becomes a primary subgoal of addressing the common challenge. The nature of the challenge, either its scale or complexity, requires that many people have interactional expertise to improve their efficiency working across multiple disciplines as well as within the new interdisciplinary area. An interdisciplinary person is a person which degrees from one or more academic disciplines, and new knowledge that is claimed by more than one discipline. Over time, interdisciplinary work can lead to an increase or a decrease in the number of academic disciplines.

20. CLIL

The acronym CLIL means Content and Language Integrated Learning. It is an approach involving learning any subject such as geography, history, arts, maths, among others through an additional language. CLIL can be very successful in enhancing the learning of both second or foreign languages and school subjects

Students in general, are taught a foreign language in classroom where they go through the process of learning and practising grammar rules, lists of vocabulary, sounds that are quite different from the sounds they produce when speaking their own languages and so on. All this is done in an artificial environment and to make this learning meaningful they have to put into practice what they read and do in paper.

When students go through real-life experience in a natural environment, the process of learning a second language seems easier, more successful and meaningful. Acting in real-life situations gives them that feeling of accomplishment, developing at the same time a positive “can do “ attitude, a key element to acquire a language.

It is through CLIL that students can be provided with the opportunity to receive instructions as well as to experience language in a natural situation, thus, building up other forms of learning by doing.

CLIL allows the students to use a foreign language naturally so that the main focus moves from the language itself to the topic they have to learn, that is, the foreign language is used as a medium in the teaching and learning of non-language contents. Therefore, in the class there are two principal goals, one is related to the topic or theme to be studied and the other is connected to the language itself. This is the reason why CLIL is called dual-focused education.

CLIL is not new. During 1980-1990 foreign language teachers sought solutions that would provide youngsters with better skills in foreign languages. This search gave rise to a process-oriented approach to learning. The key elements for success lay in more opportunities for exposure to the foreign language within a given school curriculum. In fact, it was the issue of integrating language with non-language con-

tent in a dual-focused learning environment that made this approach be adopted by some private and border schools.

Gradually, CLIL spread across Europe as a pragmatic approach to foreign language learning to improve capacity and sustainable outcomes.

Therefore, through and since the 1990's, CLIL has been used successfully throughout Europe improving the young students' willingness and capability to learn other languages and subjects at the same time. Used as a tool for communication and learning as early in students' life as possible, it develops a good attitude as the students themselves notice their own motivation and positive outcomes in terms of the new language and the other subject learning.

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