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Universidad
de Granada

**ENGLISH SYLLABUS FOR STUDENTS OF 3RD YEAR OF
PRIMARY EDUCATION**

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INDEX

GENERAL INTRODUCTION	4
PRESENTATION	4
1.- Justification	4
1.1.- Our syllabus	4
1.2.- Legal framework.....	4
1.2.1.- Specific curricular levels	4
2.- Context analysis	5
2.1. The city & the neighbourhood	5
2.2. School characteristics.....	5
2.3. Primary education characteristics	6
2.4. The students characteristics in the 2nd cycle of P.E.	7
2.5.- Specific characteristics of our students.....	7
B. Design	9
1.- Basic competences developed through English	9
2.- General objectives.....	11
2.1.- General stage objectives.....	12
2.2.- General area objectives	13
3. – Contents.....	14
3.1.- Blocks of contents.....	14
3.2.- Sequence of contents included in the didactic units	14
4. – Methodology.....	17
4.1.- General considerations.....	17
4.2.-Lesson development and activity types	18
4.2.1.-Complementary and extracurricular activities	19
4.3.- Treatment of skills.....	19
4.3.1.- Listening.....	19
4.3.2.-Speaking.....	19
4.3.3.- Reading.....	20
4.3.3.1-Graded readers	21
4.3.4.- Writing.....	21
4.4.- Teacher’s performance and strategies	21
5.- Teaching Resources	23
5.- Evaluation	23
5.1.- Evaluation Criteria.....	24
5.2.- Evaluation Procedures And Assessment Tools	26

6.- Attention To Diversity	27
6.1.- Attention To Students With Specific Needs	26
7.-Didactic Units.....	28
Didactic unit 1: Welcome back!	30
Didactic unit 2: My classroom	32
Didactic unit 3: Time for fun!	34
Didactic unit 4: Spooky, spooky Halloween.....	36
Didactic unit 5: Food, delicious food!	38
Didactic unit 6: Christmas is coming!	40
Didactic unit 7: Rain or Shine?	42
Didactic unit 8: What’s in the wardrobe?	44
Didactic unit 9: Carnival around the world.....	46
Didactic unit 10: Amazing animals.....	48
Didactic unit 11: Happy Easter!	50
Didactic unit 12: Circus is in town!	52
Didactic unit 13: Happy Families	54
Didactic unit 14: Machines	56
8.- Bibliography	58
9.- Conclusion	58
C. Appendix	59

GENERAL INTRODUCTION

This syllabus is divided into two main sections: the presentation and the design. The first deals with all the general elements that must be considered when designing a syllabus including the legal framework, the teaching context and a justification of the design. The second part, the design itself, includes the general and specific objectives, basic competences, contents, methodology, evaluation, attention to diversity, the fifteen didactic units, as well as a comprehensive bibliography and a final conclusion.

A. PRESENTATION

1.-JUSTIFICATION

1.1.- OUR SYLLABUS

The syllabus presented below is aimed at students in their third year of Primary Education with an average age of eight. The third grade is the first level of the second cycle of Primary Education and it is a crucial period during which pupils are starting to develop their own personality. Our syllabus serves to aid us in planning and directing the education of our pupils in specific course subject matter. In this programme, we will set the goals we intend to achieve (basic competences and objectives); the knowledge, procedures and behaviour on which we will work (contents); the strategies, methods, activities, instruments and means that will allow us to work on them (methodology); and finally, the way in which we are going to show that the process we have designed serves to achieve what we have planned (evaluation). In the development of this syllabus, we will consider pupils' previous knowledge, backgrounds, interests and needs.

1.2.- LEGAL FRAMEWORK

This syllabus is based on the general requirements imposed on Primary Education in Spain by current Spanish law and regulated by the Ministry of Education which basing on the European Common Reference framework for the learning of foreign languages, aims to provide guidelines for the effective teaching of English as a foreign language in schools.

This legal framework has a decisive influence on the focus, design and delivery of our teaching programme because it helps to avoid improvisation; it provides an order and structure which is as clear and brief as possible; it provides flexibility and allows the programme to be modified if necessary; it helps us focus on our pupils' aims and special needs in their acquisition, assimilation and practice of the basic competences in English, helping them cope with easy and everyday situations in an autonomous and respectful way whilst allowing for creativity and freedom of expression; and it enables us to adapt our teaching to the cultural and environmental characteristics of the teaching context.

The current Education legislation which provides the foundation for our syllabus is:

- ❖ **LOE: The Organic Law of Education 2/2006 of 3rd May** which contains the main guidelines for the educative system in Spain.

- ❖ **Royal Decree 1513/2006 of 7th December** which establishes the basic curriculum for Primary Education in Spain.
- ❖ **LEA: The Andalusia Law of Education 17/2007 of 10th December** which applies the above Royal Decree in Andalusia.
- ❖ **Decree 230/2007 of 31st July** which establishes the implementation and the curriculum of Primary Education in Andalusia.
- ❖ **The Order of 10th August 2007** which develops the curriculum of Primary Education in Andalusia.
- ❖ **The Order of 10th August 2007** which states the requirements and considerations about the evaluation of the teaching-learning process in Primary Education in Andalusia.
- ❖ **The Order of 17th March 2011** which modifies the previous order about the evaluation in Primary Education in Andalusia.
- ❖ **The Order of 25th July 2008**, which regulates attention to diversity in Andalusia.

1.2.1.- SPECIFIC CURRICULAR LEVELS

In addition to the legislation above, the concrete curricular levels that provide a basis for our teaching syllabus are as follows:

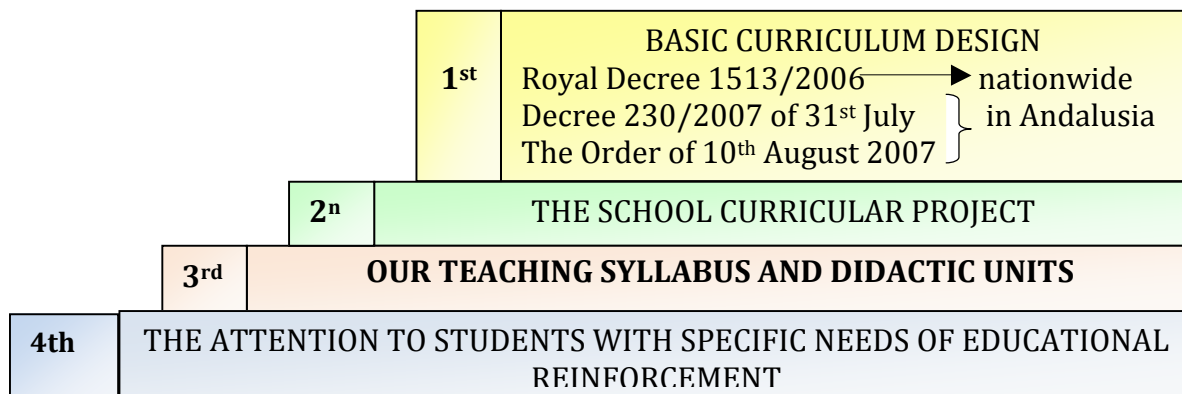
The **BASIC CURRICULUM DESIGN** for Primary Education is regulated by the Royal Decree 1513/2006 of 7th December, which in Andalusia is expressed in The Order of 10th August 2007 which specifies the curricular elements that are common to all schools in Andalusia (**1st level of specification**).

The schools have autonomy to decide how to achieve the ultimate goals, according to the social and cultural environment and on the learners' particular features. This leads to **THE EDUCATIONAL PROJECT OF THE SCHOOL (2nd level of specification)**.

The teachers of each cycle will design the **DIDACTIC UNITS** for each class for the school year (**3rd level of specification**).

Therefore, both the Order and the **CURRICULAR PROJECT OF THE SCHOOL** (included in the Educational Project) are the basis for elaborating the programme desing or teaching syllabus. We can consider two types of planning: long-term and short-term planning. The former corresponds to the cycle, and the short-term planning corresponds to the 15 didactic units included in our syllabus.

We can also mention a **4th level of specification** which includes **THE ATTENTION TO STUDENTS WITH SPECIFIC NEEDS OF EDUCATIONAL REINFORCEMENT**. This is undertaken by different proffessionals depending on the degree of educational needs of the students (the teachers of the different areas, the tutors, and other professionals such as support teachers and psychologists and the therapeutic pedagogy teacher).



2.- CONTEXT ANALYSIS

2.1.- THE CITY & NEIGHBOURHOOD

Our school is located in the southern part of Jimena, near the capital city, Jaen. The area is in constant expansion with continuous house building and public services. The parks and gardens in the surroundings bring about a pleasant atmosphere. A lot of young people from Jaen are moving to this area, so the population is quite young.

As the area is becoming a modern part of the city, which has a middle class population, people are more and more aware of the importance of modern languages, particularly English.

2.2.- SCHOOL CHARACTERISTICS

Our school has good access to different public services and is about 20 minutes far from the city centre. It is well-equipped with good facilities for disabled people (ramps, lifts, wide doors, corridors, etc.) It is a public school which counts with Pre-school and Primary Education stages with two groups per level attended by two English teachers who work in a coordinated way together and with the rest of the teachers.

We develop projects like Education for Equality of Sexes or the Reading plan and we belong to the project "SCHOOL ICT 2.0".

As regards the calendar of the 3rd year of PE, the academic year starts around 7th September and finishes around 22nd June.

Lessons last around 45 minutes and we have increased the number of hours a week for English (three hours in total), because it has become an instrumental subject too. Moreover, at the end of the 2nd cycle of Primary Education, there is a diagnostic test in English for the first time. Taking as a referent the results of this test, the English teachers will make improvements to their teaching plans in coordination with the Pedagogical Coordination team.

The timetable is complemented by voluntary extracurricular activities provided by the parents' association and the school. In the afternoon, it is opened to foster leisure, artistic and intellectual activities, or simply to allow use of the library or special classrooms.

The staff consists of the Headmaster, Management team, Director of Studies, Secretary, teachers, caretaker and other professionals.

The school has the following facilities: Classrooms, one Assembly Hall, two computer rooms, a playground, sports pitches, a gym, a library, staff rooms, toilets, etc.

It has the following teaching resources and materials: Blackboards, books (dictionaries, reference books, magazines, encyclopaedias, etc.), televisions, CD players/tape recorders, felt boards, VCRs/DVD players, overhead and slide projectors, computers, interactive white boards (IWB), digital cameras, photocopiers, a video camera, one stereo system, speakers, didactic software, etc.

2.3.- PRIMARY EDUCATION CHARACTERISTICS

Primary Education comprises six academic years, from 6 to 12 years of age and it is organized in three cycles of two years each. It is compulsory and free. The main purpose of Primary Education is to provide children with a basic education to acquire a basic cultural knowledge and some skills related to oral expression, reading, writing and mathematics, as well as a gradual independence of behaviour in their environment.

General objectives at this level can be seen as the capacities to be developed by the students. When finishing this level, children should have acquired some skills related to communication, logical thinking, understanding and appreciating their social and natural environment. They are expected to be able to use the Spanish as well as other means of representation and artistic expression. They should be able to understand and express simple messages in a foreign language and to carry out simple arithmetical operations, as well as to understand and follow elementary logic procedures. They have to acquire the skills that will enable them to carry out their day-to-day activities independently from their family and social environment and to understand the fundamental features of their physical, social and cultural environment. They should likewise learn the body and health hygiene, as well as the conservation of nature and the environment. They also have to learn how to use physical education and sports to foster their own personal development.

All these skills are broken down into a series of educational objectives that are closely linked to each other and at the same time constitute the continuation of those acquired in the Kindergarden. They likewise form the basis upon which the skills comprising Compulsory Secondary Education are to be built. According to LOE, the contents are divided in dimensions (blocks) and are organized into areas without losing sight of their global nature. All the areas contribute to the development of the skills mentioned in the general objectives for this level.

2.4.- THE STUDENTS CHARACTERISTICS IN THE 2ND CYCLE

In the 2nd cycle and focusing on the 3rd year of Primary Education, students are between eight and nine years old. At this age, children are getting more and more conscious of their environment and their capacities of thinking and learning are also increasing.

➤ COGNITIVE DEVELOPMENT ASPECT

Children adopt a great variety of ways of representing their world:

Imagination is not as frequent as in infancy, but it is still very important at this age. Imagination is an abstract efficient way children use to think. They have also another way which is the symbolic representation, which is even more efficient and abstract. It consists on using the language to represent events, ideas and thoughts. This is a fundamental tool children use at this age to solve their problems. Children also represent their environment through **basic concept categories and rules**. The concept categories emerge when the child recognizes physical or abstract-symbolic similarities between objects and experiences around them. They organize everything around in categories, through psychological similarities they have perceived. Then they realize that some categories are related, (for example, cars, lorries, buses, bikes...are vehicles) and they make rules to join all of them. Rules describe the set of systematic relations among concept categories. E.g. what's the connection between cake/fruit? The connection is food. The process through which children generalize, make rules and concepts from new situations is called **exploration** (*Bruner, 1973*). They may need several explorations before finding the correct rule or concept for that particular problem. It is also very important to consider **maturation** of the children at this age. *White* (1965) has identified this period as particularly important in the development of the central nerve system of the child. It is then when the **high quality cognitive processes** begin. So children start to answer in a complex and abstract cognitive way, and they are able to inhibit the simple associative answers characteristics of much younger children. Children's egocentrism continues decreasing as the result of this social experience. They acquire a new conscience of others' points of view and interests, and can compare his/her personal thoughts, with those of other people outside or inside his/her family. As a result of his/her findings of satisfaction and similarity in his/her relation with others, the child acquires more confidence in his/her personal criteria.

➤ AFFECTIVE AND SOCIAL DEVELOPMENT

Children in these years are **more implicated in their environment** and they understand that this environment is wider; it comprises more than just the things around them. They move from the security of their family and neighbourhood to some new and different surroundings. The social interchanges let children understand the importance of culture, family and themselves in the social order. This makes them understand also their own singularity. As they discover what the human being is, they also find that there are rights, obligations and social responsibilities, which are the central topics of these years.

➤ LANGUAGE DEVELOPMENT

At this age, children use more and more the language to **communicate** with the adults and with other peers. This social interaction represents an amount of resources for the refinement of ideas and concepts transmitted from generation to generation.

➤ MORAL DEVELOPMENT

Children now start to trust in their personal judgments about morality. They have developed an **internal moral sense** that, though still incomplete compared to the one of the adults, let them answer in an independent way about the base of their own sense of justice and injustice. The moral dependence from the adults (external control) has been

substituted by the development of a personal moral which belongs to the child (internal control).

2.5.- SPECIFIC CHARACTERISTICS OF OUR STUDENTS

As for our students, they belong to different social class families, being the most of them middle working class families together with a little deal of lower class families, which is going to influence our students' motivation and competence. Within this last group we have social-economic problems, like low incomes and separated parents.

The average class size is 25 students of eight and nine years old, from which 15 are girls and 10 are boys. Some of these students present certain learning difficulties (slow learners). The consequences of this situation are principally truancy, attention deficiency, lack of routines, habits and norms or values, lack of motivation, emotional disorders, etc. Apart from these slow learners, we also have those students who are above average (most able students). There are two Moroccan students who are well accepted and integrated within the group as they are in our school since Childhood Education. Moreover, there is also a student who requires specific needs of educational reinforcement, a hearing impaired student. She will receive ordinary educational measures according to her needs and characteristics. This will be discussed in more detail in section 7 (Attention to Diversity). Apart from this case, we will support all students who require our help, always taking into account our pupils' aims and abilities.

As regards the students' parents cooperation and relationship with the school, we have to say that some of them are very concerned with their children's education, while others are not as involved as they should be, which has a negative effect on the students.

B. DESIGN

1.- BASIC COMPETENCES DEVELOPED THROUGH ENGLISH

One of the innovations that the Organic Law of Education, LOE 2/2006, issued on 3rd May, and the LEA 17/2007 passed on 4th December is the treatment of the basic competences in all the areas of the curriculum according to what the European Education Commission establishes.

Basic Competences are those concepts that students are supposed to have developed as they finish every cycle of education, in order to become responsible citizens and adults and to be able to continue with their future learning.

According to the European Union proposal and the above considerations, the following **eight basic competences** have been established:

1. Competence in Linguistic Communication (CLC).
2. Mathematical Competence (MC)
3. Competence in Knowledge of and Interaction with the Physical World (CPW).

4. Treatment of Information and Digital Competence (TIDC)
5. Social and Civic Competence (SCC)
6. Cultural and Artistic Competence (CAC)
7. Competence in Learning to Learn (CLL)
8. Competence in Self-sufficiency and Personal Initiative (CSPI)

They have various **purposes**:

- a) They are aimed at integrating all kinds of learning, formal learning included in the different subjects and informal and non formal learning of life skills.
- b) They allow students to interrelate the contents learnt and put them into practice efficiently when needed.
- c) They are aimed at guiding educational practice, as they permit us to identify contents and assessment criteria and, in general, influence other decisions in the teaching and learning process.

Each area contribute to achieving certain competences, in the same way as each basic competence will be achieved as a result of the work done in different areas. Learning a second language like English contributes to achieving the following competences:

COMPETENCES	HOW ENGLISH CONTRIBUTES TO THEM
Competence in Linguistic Communication (CLC)	It is related to the use of oral and written communicative skills of a language in an appropriate and effective way in multiple contexts and the use of at least one foreign language in a functional way. Contribution to this competence is the main aim of the subject. By teaching English in a communicative way, we contribute greatly to the acquisition of this competence. The activities included in our didactic units are intended to help students use their linguistic knowledge to transmit, in a comprehensible way, their ideas, thoughts and feelings, as well as to participate in communicative exchanges and use the language in a functional way by using concise, clear and well structured linguistic patterns.

COMPETENCES	HOW ENGLISH CONTRIBUTES TO THEM
Treatment of Information and Digital Competence (TIDC)	New information and communication technologies allow us to communicate in real time with anyone anywhere. They also provide easy and immediate access to information which increases every day. Being proficient in a foreign language like English facilitates access to information that can be found in that language and at the same time, it offers opportunities to communicate by using these technologies. Moreover, it facilitates personal communication between people of different countries by means of e-mail, thus creating real and functional communicative contexts. Communicating in English through computers requires certain digital competence. The activities included in our didactic units are intended to motivate our students by making use of ICT. Furthermore, there is a whole unit that deals with this competence which is unit 14: Machines .

<p>Social and Civic Competence (SCC)</p>	<p>Learning a second language like English is a good way to develop this competence. Languages do not only help speakers of the same country interact with each other, but also people from different countries. Therefore, through languages people socialise, exchange information and culture. Speaking languages fosters respect and tolerance towards other people and cultures, interest and curiosity for them and communication between different people around the world. The activities and projects included in our didactic units provide perfect situations for pair or group work. Students learn how to participate, express themselves and listen to other people by interacting with each other. They develop communicative strategies, they learn how to negotiate meanings, how to take joint decisions, as well as practising cooperative learning, which makes them more tolerant and willing to learn from and with others.</p>
<p>Cultural and Artistic Competence (CAC)</p>	<p>Learning a foreign language also means learning about the countries where it is spoken. That includes both the formal culture and the deep culture immersed within that language. By formal culture, we mean everything connected with the geography, history, literature, food, art and achievements of a country and its people. By deep culture, we refer to its people, their attitudes, customs, traditions, ideas, lifestyle, etc. Our didactic units are intended to familiarize our students with the culture and traditions of English spoken countries and foster, among other things, student's creativity and artistic sense by means of crafts, poetry, chants, songs, role-plays and dramatisation, etc. Although sociocultural aspects are included in all the didactic units, there are four specific units dedicated to English festivities such as: 4: <i>Spooky spooky Halloween!</i>, 6: <i>Christmas is coming!</i>, 9: <i>Carnival around the world</i> and 11: <i>Happy</i></p>
<p>Competence in Learning to Learn (CLL)</p>	<p>English contributes greatly to this competence because learning a second language provides the opportunity to develop skills which are essential for the acquisition of this competence: attention, concentration, memory, comprehension, observation, motivation, perseverance and effort, responsibility and acceptance of others' contributions (through group or individual activities), use of communicative strategies (deducing, anticipating, paraphrasing...) and study and learning techniques and tools (using dictionaries, mind maps and ICT resources). Furthermore, it encourages peer and self-evaluation accepting errors as part of the teaching and learning process, learning from/with others, and learning to plan, manage and develop tasks. Moreover, English contributes to developing students' responsibility and personal commitment. Therefore, the activities included in all our didactic units are intended to achieving all skills above mentioned.</p>

COMPETENCES	HOW ENGLISH CONTRIBUTES TO THEM
<p>Competence in Self-sufficiency and Personal Initiative (CSPI)</p>	<p>This competence has a lot to do with the previous one in the sense that this subject promotes responsibility, perseverance, self-esteem, creativity, and the acceptance of errors as a source of learning, together with the encouragement of a positive attitude to taking risks. Learning a second language implies a lot of cooperative work and team work which allow the development of self-sufficiency and personal initiative by learning how to make decisions about the planning, organization, management and development of collaborative work, accepting or rejecting someone else's points of view and ideas. Activities such as role-plays, short dialogues and other kinds of communication activities reinforce self-esteem, creativity and make the subject enjoyable for the students, so they lose their reticence to speak and become aware of their ability to communicate, despite the existence of errors.</p>

2.- GENERAL OBJECTIVES

Objectives refers to what we expect our students to be able to do or attitudes we expect them to demonstrate by the end of this academic year and which underline the design and delivery of the activities included in this syllabus. **The General Stage Objectives** are the general capacities that students should develop during this stage. **The General Area Objectives** are this area's contribution to the Stage Objectives. The design of this syllabus allows students to achieve both the Stage and the Area Objectives, to a greater or lesser extent. The Stage, Area and Didactic Objectives (the specific objectives for our class) are detailed for each unit in section 8 of this syllabus.

2.1.- GENERAL STAGE OBJECTIVES

Although the development of the 14 General Stage Objectives, included in the **Royal Decree 1513/2006 of 7th December and Decree 230/2007 of 31st July**, is carried out through the whole stage Primary Education, from the foreign language area we try to contribute to develop them too. They are listed below:

- a) To know and appreciate the values and norms of co-existence, to learn to behave accordingly, to prepare them for active citizenship and respect human rights and the pluralism of a democratic society.
- b) To develop individual and team-working habits, effort, responsibility for their work, self-confidence, critical awareness, personal initiative, curiosity, interest and creativity.
- c) To acquire habits to prevent and to solve conflicts that will enable them to act autonomously in the domestic and family environment and in their social groups.
- d) To 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 people.

- e) To know and use appropriately the Spanish language and, if applicable, the co-official language of the Autonomous Community, and to develop reading habits.
- f) To acquire the 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) To develop basic mathematics competences and begin to solve problems which require elementary arithmetical operations, geometry and calculations and be capable of applying them to situations from their daily lives.
- h) To know and value their natural, social and cultural environments and to learn how to care for them.
- i) To begin to use information and communication technologies and develop critical awareness of the messages sent and received.
- j) To use different artistic representations and expressions and start to create visual designs.
- k) To value hygiene and health, to accept one's body and that of others, respect differences and use physical education and sport as a means for personal and social development.
- l) To know and value the animals which are closest to human life and learn to look after them.
- m) To develop their affective capacities in all aspects of their personality and in their relations with others. To develop an attitude against violence, prejudices of any kind and sexist stereotypes.
- n) To promote road safety and respectful attitudes in order to prevent road accidents.

In addition, **Article 4 in Decree 230/2007 of 31st July**, containing the requirements for Primary Education in Andalusia, adds some other objectives aimed at the student's development of the following abilities:

- a) To develop self-confidence, critical awareness, personal initiative, entrepreneurship and the ability to learn, plan, assess risks, take decisions and be responsible.
- b) To know and appreciate the natural and cultural heritage, preserve and improve it actively, to be aware of the cultural and linguistic diversities as valuable characteristics of people and to show interest and respect towards them.
- c) To know and appreciate the features of the different Andalusian ways of speaking.
- d) To know and respect the Andalusian culture by recognising Andalusia as a multicultural community.

2.2.- GENERAL AREA OBJECTIVES

General area objectives must be considered as contributions of every area to achieve the general objectives and basic competences for the stage. The General Area Objectives for the English subject in Primary Education are included in the **appendix 2 of Royal Decree 1513/2006 of 7th December** and are as follows:

- 1.-To listen to and understand messages in varied verbal interactions, using the transmitted information for doing concrete and several tasks related to the students' experience.
- 2.-To express and interact orally in simple and everyday situations within a familiar content and development, using verbal and non-verbal procedures and adopting a respectful and cooperative attitude.
- 3.-To write texts with different purposes about topics previously seen in the classroom and with the help of patterns.
- 4.-To read in a comprehensive way various texts related to the students' experiences and interests, taking general and specific information according to a previous purpose.
- 5.-To learn to use with progressive autonomy all the resources they have, including new technologies to get information and to communicate in the foreign language.
- 6.-To value the English language and all the languages in general as a means of communication and understanding among people of different cultures and nationalities and as a content learning tool.
- 7.-To show a receptive and trustful attitude in their own learning capacity and use the foreign language.
- 8.-To use their previous knowledge and experiences with other languages to get a faster, efficient and autonomous acquisition of the foreign language.
- 9.-To identify phonetic aspects such as rhythm, stress and intonation as well as linguistic structures and lexical aspects of the foreign language and use them as basic elements of communication.

3. - CONTENTS

3.1.- BLOCKS OF CONTENTS

Contents refer to the knowledge and skills we want our students to acquire or develop through the scheduled period.

In the English Language, contents are oriented towards the acquisition of communicative competence in the foreign language, through a communicative approach which emphasizes language skills and socio-cultural aspects as the basis of language mastery.

The general contents of the foreign language for the second cycle of Primary Education (3rd year) are outlined in **the Royal Decree 1513/2006 of 7th December and complemented by the Order of 10th August 2007 in Andalusia.**

The contents have been grouped in 4 blocks related to the four characteristic centres of attention of the teaching-learning process.

BLOCK 1. LISTENING, SPEAKING AND TALKING

- Listening and comprehension of spoken messages of progressive complexity, as instructions or explanations, guided oral interactions or recordings in audiovisual and digital format in order to extract any specific and comprehensive information.
- Spoken interaction in real or simulated situations giving verbal and nonverbal responses that require a choice between limited repertoires of possibilities, in progressively less targeted contexts.

- Production of oral texts, previously known through active participation in songs, plays, recitations and interactions either guided or prepared in a previous work with additional aids and models, and showing interest to express themselves orally in individual and group activities.
- Developing basic strategies to support basic comprehension and oral expression: use of non-verbal and visual context and background knowledge on the subject or the situation transferred from the languages they know to the foreign language.
- Evaluation of the foreign language as a tool to communicate.

BLOCK 2. READING AND WRITING

- Reading and understanding different texts, either digital or in paper formats, in order to obtain the global or specific information required to perform a certain task or enjoy reading.
- Use of guided reading strategies (use of the visual elements of the context and background on the subject or the situation transferred from the languages they know), identifying the most important information, deducting the meaning of words and expressions unknown.
- Reading and writing texts themselves in everyday situations close to experience, such as invitations, congratulations, letters, advertisements, brochures ...
- Composition, starting from models, of different simple texts, using well-known oral phrases and sentences, to transmit information, or to communicate with different intentions.
- Use of information and communication technologies to read, write and transmit information.
- Interest in presentation and care of written text.

BLOCK 3. KNOWLEDGE OF THE LANGUAGE THROUGH ITS USE **LINGUISTICS SKILLS**

- Identification of phonetic, rhythmic, intonation and accentuation aspects of the foreign language and their use as fundamental aspects of the understanding and production of short oral texts.
- Recognition and use of vocabulary, shapes and basic structures of the foreign language, previously used.
- Association of spelling, pronunciation and meaning starting with written models, oral known expressions and establishment of analytical spelling-sound relationships.
- Launching the awareness and use of the basic strategies for the production of texts (choice of purpose, planning, preparation of the draft, revised and final version of the text) from highly structured models.
- Interest in using the foreign language in the right way in varied situations.

REFLECTING ON LEARNING

- Use of skills and procedures such as repetition, memorization, association of words and expressions with gestural elements and visual observation of models, reading of texts, use of multimedia formats, for the acquisition of new vocabulary,
- shapes and structures of the language.

- Thinking about learning and the acceptance of mistaking as part of the process.
- Use of progressive means of consultation and information graphics and the possibilities offered by technology.
- Confidence in the ability to learn a foreign language and valuation of the cooperative work.

BLOCK 4. SOCIO-CULTURAL ASPECTS AND INTERCULTURAL AWARENESS

- Interest in learning about people and the culture of the countries where the foreign language is spoken.
- Knowledge of some of the most characteristic similarities and differences in daily habits and in the use of some basic forms of social relationship between our country and those where the foreign language is officially spoken.
- Receptive attitude towards people who speak another language and have a different culture from our own.

Apart from the contents mentioned above, we ought to mention **CROSS-CURRICULAR THEMES**.

We will encourage dialogue, grounded on the human rights as common values of a pluralistic society, tolerance, cooperation and solidarity, education for equality of sexes, and healthy habits, road safety education, consumer education, environmental education, etc. In other words, **EDUCATION IN VALUES** which as **LOE** and **the Order of 10th August 2007** establish will be treated in all subjects, together with other cross-curricular themes, such as: **Reading comprehension, oral expression, audiovisual communication, and information and communication technologies**.

In addition to what has already been mentioned, the curriculum of our autonomous community includes different thematic aspects to be considered, recognised, valued and respected as our own heritage, **THE NATIONAL ANDALUSIAN HERITAGE**, inside the framework of Spanish and universal culture. These aspects must be included in all the different subjects and serve to structure our teaching plan.

Finally, we stress that our units are designed to favour an **INTEGRAL APPROACH** to students' education in all the areas of the curriculum (Language, Maths, Arts and Crafts, Science, P.E., Music...) through the subject of English.

3.2.- SEQUENCE OF CONTENTS INCLUDED IN THE DIDACTIC UNITS

Taking into account our students' learning pace and our teaching context, together with the contents assigned to English for the 3rd year of P.E., we have distributed them into 15 didactic units presented below. They have been organised according to the course calendar and they may be modified if required.

We also specify that we will spend part of the lessons to work on the compulsory graded reader which complete the rest of lasting hours.

ACADEMIC YEAR 2014/2015

TERM	DIDACTIC UNITS	SESSIONS
1 st	Didactic unit 1: <i>Welcome back!</i> Didactic unit 2: <i>My classroom</i> Didactic unit 3: <i>Time for fun!</i> Didactic unit 4: <i>Spooky, spooky Halloween</i> Didactic unit 5: <i>Food, delicious food!</i> Didactic unit 6: <i>Christmas is coming!</i>	6 9 9 6 9 6
2 nd	Didactic unit 7: <i>Rain or Shine?</i> Didactic unit 8: <i>What's in the wardrobe?</i> Didactic unit 9: <i>Carnival around the world</i> Didactic unit 10: <i>Amazing animals</i> Didactic unit 11: <i>Happy Easter!</i>	9 9 6 9 6
3 rd	Didactic unit 12: <i>Circus is in town!</i> Didactic unit 13: <i>Happy Families</i> Didactic unit 14: <i>Machines</i> Appendix Didactic unit 5	9 9 9 9

4. - METHODOLOGY

The methodological approach followed in lessons is based on general teaching considerations, the treatment of skills, types of activities which respond to certain aims, cross curricular, cultural and interdisciplinary contents, our performance as teachers, as well as the strategies and resources we use to achieve our purposes.

4.1.- GENERAL CONSIDERATIONS

All units in this syllabus ideally reflect both the teacher's objectives and the students' needs and take into account the following considerations:

- ✓ **The language** we are teaching is **genuinely communicative** as is the classroom interaction by **using techniques like eliciting, giving instructions and setting up activities that require or replicate real communication.**
- ✓ **The factors that aid and impede learning** (students' seating arrangements, the pace of the lesson...)
- ✓ **Effective classroom management** (the role of the teacher and the student, grouping, distribution of space, time organization, teaching resources, class discipline problems, etc)
- ✓ **The Constructivist principle**, according to which students are responsible for their own learning which is favoured if teachers make them involved in the process, relating their present knowledge to that previously acquired in a meaningful way through the performance of tasks which have a logical sequencing.
- ✓ **Students' previous knowledge, interests, needs and motivation.**

- ✓ **A cyclical progression in the development of the receptive and productive skills, basic competences, language awareness and socio-cultural aspects.** They are presented within a context which allows students to be introduced in a natural way to the culture of English speakers and invite them to establish similarities or differences with their own culture.
- ✓ **Reading and Listening texts are generative,** meaning students are invited to extend their learning using other skills. We favour an integrated skills approach.
- ✓ **Communicative tasks** are designed so that students have a reason or a purpose for speaking, writing, etc. This will bring about an increase of motivation and involvement in the everyday practice.
- ✓ **Resources and ideas used facilitate coping with mixed abilities.** There are a variety of graded activities which provide alternative routes that will help students to develop their own individual abilities to achieve graded aims.
- ✓ **Classroom practice is highly reflective.** Students have regular opportunities to reflect on their learning both alone and with teacher feedback. In order to help them develop their awareness of how they learn and what learning strategies suit them, the aims and objectives of the lessons are clear so students know **what** the teacher and they are doing and **why**. The teacher will use daily observation of students' progress and take note of it in a personal teaching diary in which he or she will think critically and creatively about lessons and register all classroom experiences.
- ✓ **Interdisciplinary approach.** Students learn and work on other areas of the curriculum through English.
- ✓ **Education in values.** We bear in mind that our students must know, assume and uphold their rights and obligations with respect for others, being tolerant, cooperative and supportive with individuals and groups. In order to achieve these purposes we use dialogue in class, which is encouraged and grounded in human rights as the common values of a pluralistic society.

4.2.-LESSON DEVELOPMENT AND ACTIVITY TYPES

Activities are the centre of the didactic planning because they include objectives, contents and evaluation.

They contain topics which belong to the students' world of experiences, and will be adapted to their age and interests. Language must be used to do things and, therefore, activities and situations generate the language we are going to use and not the other way around.

They are arranged to follow a natural way of learning and developing the four skills and basic competences. In each unit, the activities are developed in very similar sequences along the lessons. First, we will start with the activities related to listening and speaking to follow with the ones related to reading and writing, always with an increasing level of difficulty.

We use different kind of activities for different purposes:

- ✓ **Opening activities:** Checking students' previous knowledge, introducing the new language and providing a context, promoting creative thinking and creating interest (e.g. Warm-up, brainstorming, questionnaires, etc).
- ✓ **Main or development activities:** These are activities addressed to the achievement of the intended unit's objectives and basic competences. They are arranged in sequence and deal with the development of basic skills,

besides stimulating the acquisition of vocabulary and reinforcing pronunciation. E.g. Listen and tick T/F, fill in the gaps with the given vocabulary, classify the words, etc.

- ✓ **Closing activities:** These activities are aimed to consolidate and revise the learned contents. E.g. Writing a project or a composition, doing a quiz, etc.
- ✓ **Extension activities** for the most able learners. E.g. Searching for information, writing projects, etc.
- ✓ **Reinforcement activities** for those slow learners who need to work harder in certain subject aspects. E.g. Match the pictures and the words, crosswords, spot the differences, etc.
- ✓ Finally, **assessment activities**, allow us to know if our students have successfully achieved the expected goals. E.g. Unit tests, daily observation, students' self-evaluation, revision of their notebooks, etc.

We also emphasise that we have activities for various groupings (individually, pairs, small and big groups).

4.2.1.- COMPLEMENTARY AND EXTRACURRICULAR ACTIVITIES

- ✓ **Complementary activities** are those organized by our school which can be performed inside or outside the centre but always during lesson time.
- ✓ **Extracurricular activities** take place outside the school timetable, being optional for all students. For these activities parents' authorization is always required.

For this academic year we propose the following complementary and extracurricular activities:

Complementary	Term	Objectives	Final Task
A Christmas carols contest and a party (unit 6)	1	To make students familiar with typical Christmas caroling and to get them involved in solidary work for the community.	Students will sing English carols in the Christmas carols context. We will also visit the Old people's home to sing them carols and wish them a Merry Christmas.
<i>"Goldilocks and the three bears"</i> play (unit 12)	3	To encourage pupils' interest for artistic manifestations such as drama and theatre.	In small groups they will perform a short version of the play adapted to their level of competence.
Extracurricular A visit to a school farm (unit 10)	2	To encourage a responsible attitude towards the good care of animals and their natural habitat.	Make a project about their favourite animal and present it to the classroom.

4.3.- TREATMENT OF SKILLS

Our approach to the skills is essentially communicative and it goes as follows:

4.3.1.- LISTENING & SPEAKING

The listening texts are all contextualized to facilitate understanding. They have been created with the following criteria in mind: the texts are not dense, not too long and do

not present redundant information; they contain high frequency lexical items; and the information is provided quite explicitly. Students undertake a range of listening activities to develop various skills:

- **Pre-listening activities:** Asking and answering questions, discussing opinions on the topic and activating vocabulary.
- **While-listening activities:** Gathering general and specific information, checking predictions, transferring information and identifying true and false information.
- **Post-listening activities:** summary correction, picture ordering, vocabulary and pronunciation work.
- **Follow-up activities:** which help students to develop creative writing skills or practise speaking.

Students are expected to develop the following **strategies**: anticipating what they are going to hear and checking predictions; understanding the general idea and gathering specific information; focusing attention on relevant information; realising that it is not necessary to understand every single word in order to complete our task; using clues to work out meaning (title, illustrations ...) and make inferences; using the dictionary to practise how to look up new words and their pronunciation; transferring information derived from listening to other formats.

Through a basically communicative approach, we aim to help our students to develop the following speaking skills through out the whole elementary education: master expressions and functional language used in common communicative situations; prepare what they wish to convey orally; consider the interlocutor and the communicative intention, engaging in the interaction, confident that they can understand what is being said to them; participate successfully in role-plays and simulations, using non-verbal strategies, when necessary, to avoid communication breakdown.

In order to achieve these goals we try to encourage students to use the language orally in the classroom as much as possible. We follow the same routines every day in order to make our students repeat and learn simple structures that make them feel self- confident and reassured when using the language so they see they can actually speak in English.

The visual context for the language can be created by the use of flashcards, posters, realia or the progressive corner in which we display the linguistic structures and vocabulary we are working on. It is also important to promote the development of communicative strategies that allow them to look for other ways of communication. Beside this, we must always respect students' silent period and give them time to develop their self-confidence and become familiar with the new language.

4.3.3.- READING

In order to make our students gradually progress in reading skills we use the following **reading activities**:

- **Pre-reading activities:** Predicting by looking at pictures or title, asking and answering questions, discussing opinions on the topic and activating vocabulary by brainstorming, doing mind maps, etc.

- **While-reading activities:** Gathering general and specific information, checking predictions, transferring information and identifying true and false information, etc.
- **Post-reading activities:** Grammar and vocabulary activities like filling in blanks, crossword puzzle based on information from text, matching text and illustration, sequencing pictures according to the text, answering questions, etc.
- **Follow-up reading activities:** Which help students to develop creative writing skills and participate in oral interaction like problem solving, dramatizing, writing questions in groups about the text for other students/groups, writing another version of the text, changing the end, characters, etc.

4.3.3.1- GRADED READERS

Extensive reading is also given a place in this syllabus. However, we must consider students' emotional level, maturity and interests, as well as their background knowledge, when selecting books. The compulsory readings for this year are "*The Wild Swans*" or "*Goldilocks and the three Bears*" from which they have to choose one as a whole class. They have audiovisual support to be used by the readers and exploited by the teacher. They start at the beginning of the second term with the aim of finishing at the beginning of the third term. We will dedicate some time during the week to work on the compulsory graded reader in class.

In order to promote reading habits in our pupils we encourage them to bring their favourite books in English to form our own classroom library.

4.3.4.- WRITING

Writing is approached as a process not a product. As well as speaking, writing is a productive skill and it requires a lot of work and perseverance. In the early years of their learning, pupils will not perform great writing tasks as the focus of attention is more centred

on receptive skills (listening and reading) as these will lead to productive skills later on. It is important that we do not stress students with long writing tasks (no more than 10 minutes) as they lose their focus of attention easily, especially at this age. Moreover, it is essential that the writing task is clear and functional (it has a real reader to write for) and close to pupil's centre of interests (a realistic context) so they have a genuine purpose for writing.

The writing tasks should be based on structures and the language they have previously worked in class. For example, if we are working on the topic of Christmas we can ask them to write a short letter to Santa using a model provided by the teacher. The writing task can be done individually, in small or big groups according to teaching purposes and situations.

4.4.- TEACHER'S PERFORMANCE AND STRATEGIES

Teacher's performance and strategies are key elements in achieving the proposed aims and basic competences and educating our pupils in moral and civic values, helping them to be critical, creative and autonomous in all areas of their lives. Therefore we mention the most relevant points which define our role in the class and the strategies we use to help our pupils achieve what is expected of them. These are as follows:

We listen to our students' proposals and ideas and prompt debate and negotiation of meaning in the classroom.

We let them know we want to be respected by showing our **respect** for them.

We teach them that **everyone is necessary** and that we can learn from others. We encourage them to recognise that every student has different skills and abilities that must be appreciated.

As the Communicative Approach and the Constructivist perspective establish, **our role is not limited and depends on the nature of the activities and the objectives to be achieved by students.** Then, for instance we act as **controllers** when students work individually, in drilling activities, etc. We act as **assessors** when it comes to evaluate what students have learned and the learning process. We act as **prompters**, encouraging the children to participate or helping them when they do not know how to proceed in a given situation. We act as **participants** in those activities in which we take part as one of the group. We act as **facilitators** by providing them with some kind of linguistic aid. Perhaps the most difficult and important role we play is the one as **organizers** because the success of an activity will depend on a good organization. For this reason, when planning, we must take into account **timing, space and grouping management**, among other things, in a flexible way. Firstly, the time distribution will be neutral, not forced and realistic, focused on the particular group of students. Consequently, timing will be flexible, and the rhythm of the class will establish the teaching pace and not the other way round. As regards grouping, students are organized in relation to the type of activity to be carried out. It is important to be aware of the possibilities of different kinds of groupings. Pair and group work are encouraged as they make students interact with each other in a more relaxed way and increase their communicative competence, facilitating a fairer and more balanced relation among the participants. Cooperative learning and interactive language between students facilitate the widening of communicative situations.

We **ensure fair treatment for all, regardless of age, gender, race, ability and disability and we show appreciation of the efforts and contribution of all.**

We transmit to students the idea of considering **mistakes** as part of the teaching and learning process, **something positive we all learn from.**

Reformulation or peer correction is often better than teacher correction.
We correct prompting for accuracy, afterwards for fluency.

We use **language which is familiar to our students and use concise and clear statements.** We have to try to speak in English as much as possible and encourage students to do it so. For many students the classroom is probably the only space in which they can practice the language every day.

We use **daily routines to create certain important teaching and learning habits.**

We establish a **clear rationale** for all activities made explicit to all, establishing what students are expected to achieve during each session and reflecting on this with them at the end of the lesson.

We establish classroom rules from the first day as **discipline and order** is necessary to live in a community. These are suggested and agreed by the whole class but it is important that we are consistent. These rules contribute to creating a **peaceful working atmosphere** in the classroom.

We **encourage the involvement of both home and school** in the implementation of this policy.

We teach them how to learn by teaching them to apply **useful study strategies** for their purposes, such as guessing meaning from context, using an English dictionary, learning the new vocabulary or structures by using mnemonic strategies, using mind maps, learning and remembering phonetics and pronunciation by means of songs and discrimination activities, revising regularly for tests and exams and developing the ability to assess their own progress by reflecting on that progress, etc.

4.5.- TEACHING RESOURCES

Apart from students' and teacher's knowledge there are a great number of materials and resources that we use to support our teaching. These are:

- ✓ **Physical spaces:** The classroom, language lab, IT room, classroom/school library and cultural institutions, the playground, etc.
- ✓ **Material published for TEFL:** Wall-charts, flashcards, videos, CDs, posters, students' book and work book, grammars, maps, phonemic charts, readers, dictionaries, encyclopaedias, etc.
- ✓ **Audiovisual material:** Videos, CDS, DVDS, pictures, wall charts, posters and projects designed by the teacher and / or students, etc.
- ✓ **New technologies resources:** IWB (when students in the 5th year of P.E. leave the classroom), pc and the internet, CDs, CD-ROMs, etc.
- ✓ **Realia and Authentic materials:** English traditional songs, games, poems, magazines, recipes, stories, maps, leaflets, etc.
- ✓ **Non verbal communication:** Drama, facial gesture and body language, etc.
- ✓ **The community:** Libraries, cultural institutions such as museums, the council, cultural trips, etc.
- ✓ **Other resources:** Worksheets, students' self-evaluation, teacher's diary, daily observation and checking, teacher's and student's questions, tests, etc.

5.- EVALUATION

Educational assessment or evaluation is a tool for monitoring and evaluating our pupils' progress, as well as for the improvement of our teaching practice and the processes used.

LOE establishes that the evaluation of the students will be "*global and continuous, taking into account their progression along all the areas*". Moreover it states that it will concern the evaluation of the whole teaching and learning process: the learner's performance (the work done in class and the effort made), curricular materials (text books, exercises, activities proposed), teaching units, syllabus in general, institutions and the teacher's work and methodology.

We will be using different types of evaluation according to specific moments in the teaching and learning process. Therefore we use:

- **INITIAL EVALUATION** at the beginning of the year or each didactic unit in order to check our students' previous knowledge.
- **FORMATIVE OR CONTINUOUS EVALUATION** is used to evaluate all aspects related to our students on a daily basis, such as their daily progress, performance and effort in the classroom, their behaviour, their socialization and attitude to the learning and teaching process. In this, carried out

throughout the didactic units, we also analyse the whole teaching and learning process in general.

- **SUMMATIVE EVALUATION** is used to check if our students have achieved the minimum objectives. In this evaluation we will take into account initial grades and those achieved during the whole process.
- Lastly we use **FINAL EVALUATION** to evaluate the whole teaching and learning process. This demonstrates if we worked effectively or not and why and hence allows us to modify and improve whatever is necessary.

To assess students, teachers rely on the programmed evaluation criteria, which will be the next section to discuss in our syllabus.

5.1.- EVALUATION CRITERIA

The evaluation criteria are the standards of reference upon which the degree of achievement of educational objectives is measured. They allow for the appreciation of the type and degree of acquisition and learning of objectives, and they are the fundamental reference in order to assess the achievement of basic competences.

The evaluation criteria for English in the 2nd cycle of Primary Education in Andalusia are based on **the Order of 10th August, 2007** which establishes the Primary Education in the Autonomous Community of Andalusia and the final disposition **Decree 230/2007 of 31st July**. They are listed below:

- 1.- To participate in oral interactions on familiar topics addressed in predictable situations of communication, respecting the basic rules of exchange, such as listening and looking to who's talking.

This approach assesses the ability to express immediate needs such as asking permission, asking how to borrow everyday objects, locating objects or people, talking about the weather or preferences or abilities. The involvement in everyday situations such as routines, habits, classroom language or in simulation activities, games, songs and recitations will also be taken into account. Their attitude towards communication exchanges and the fact that they show interest in other's interventions is also evaluated with this criterion.

- 2.- To capture the global sense, and to identify specific information in oral texts on familiar topics and interests.

This approach wants to assess whether they are able to capture the overall sense of a message by relying on oral language and non-linguistic elements present in the communicative situation. It also refers to the ability to recognize and extract known words and phrases that appear in more extensive expressions, although the text is not understood completely.

- 3.- To read and grasp the overall sense and some specific information from simple texts on familiar topics with a specific purpose.

This criterion evaluates if they can read, aloud too, different texts, appropriate to their communicative competence, as notes, classroom rules, letters, posters or stories, containing known vocabulary and phrases, to extract specific and global information, with the help of key comprehensive written strategies such as using elements of linguistic and non-linguistic context, and transfer knowledge of the languages he/she knows.

- 4.- To write short texts and meaningful phrases in everyday and school situations from models with a specific purpose and with an established format, both in paper and digital.

This approach attempts to value the ability to write various texts as notes, instructions or rules, personal information, posters, comic books or simple descriptions. The ability to use the model to produce a text with some degree of autonomy as well as the spelling learned from model observation and knowledge of the relationship between sound and spelling will be assessed

- 5.- To use forms and structures of the foreign language containing sound, rhythmic, intonation and accentuation aspects within different communication contexts in a significant manner.

This approach is aimed to assess the ability of children to recognize and play back audio aspects of rhythm, intonation and accent when participating actively on listening, repeating and anticipating phrases in reading aloud activities and starting always from models.

- 6.- To use some strategies on learning how to learn: Inquiry, observing models, using body language, establishing partnerships, using visual and bilingual dictionaries, retrieving, searching and collecting information on familiar topics in different mediums and identifying some personal aspects that help the student to learn better.

This approach aims to assess the use of basic strategies that promote the learning process as the use of visual and gestural resources, the request for assistance and clarification, using increasingly autonomous of bilingual dictionaries and some basic technological means. The ability to assess their progress, give examples of strategies that he/she uses to learn better and acquisition of some autonomy in the spontaneous use of forms and straightforward daily structures will also be evaluated.

- 7.- To assess the foreign language as a tool of communication with other people and help to show curiosity and interest in people who speak the foreign language.

This approach is evaluated if they have an attitude of curiosity towards those who speak a foreign language or languages other than their own. The capacity to appreciate the rich linguistic diversity as an element of society as well as the socio-cultural peculiarities of the speakers of other languages will also be observed.

- 8.- To identify some aspects of daily life, customs and celebrations of the countries where the foreign language is spoken, and compare them with their own.

This approach is evaluated with the ability to observe and identify similarities and differences on some aspects of daily life in countries where people speak the foreign language with regard to timing, food, traditions, holidays and ways of relating to people.

To evaluate, we need to use different **procedures and tools** this is what we will talk about in the next section.

5.2.- EVALUATION PROCEDURES AND ASSESSMENT TOOL

EVALUATION PROCEDURES AND TOOLS		
Diagnostic test	WHAT FOR	TIMING
	To know the students' levels both individually and in the class group, by means of comparison of scores: the same	Pre- course
Self-evaluation sheets	This deals with concepts, strategies and skills and attitude to the teaching- learning process. It helps us and our students know about their individual progress, as well as showing if the unit was attractive to our students and effective in its	Post unit
Teacher's and students' class diary	It helps students and teachers reflect on the progress of the daily lessons. The information must be analysed by the class to make the changes that are required.	Continuous
Teacher's and students' questions	Daily questions that come up in the classroom can help us know how our students think and how to help them. They can also be used as a teacher's guideline to lead our work and know if we are being effective.	Continuous
Individual progress reports	We write short, individual reports in English about our students' progress and weaknesses in order to help them.	Continuous
Teacher and unit evaluation report	We complete a short report where we register the good/ bad results of our performance and of the unit. It is a useful tool to help us identify our mistakes and correct them and also check if the unit was motivating for the students.	Continuous
Daily observation file	To register students' daily performance related to concepts, skills, attitude to the teaching and learning process, as well as behaviour and socialisation both inside and outside the classroom.	Continuous
Checking	We check students' notebooks and workbooks, contribution to tasks and activities, projects, individual/pair and group work, etc. to know their organization, written accuracy, their cooperation with the group, as well as their own progress.	Continuous
Tests	Individual tests are carried out to check the level of achievement of the different skills at the end of each unit and the term. However it must be taken as one more evaluation tool but not the only one.	End of each unit and term
Regular interviews	With our students and with their parents in order to keep them informed about their children's progress and coordinate our tasks.	Pre-course and during
Self-evaluation file	Where we reflect about the whole process to make the necessary changes and whose information is summarized at the end of the school year for the School Final Report.	Continuous

6.- ATTENTION TO DIVERSITY

In accordance with **The Order of 25th July 2008 which regulates attention to diversity in Primary Education in Andalusia**, schools should have at their disposal measures of attention to diversity, either organizational and/or methodological, which provide them with flexible organization and personalised attention to students according to their needs.

Our syllabus and our methodology is completely flexible. For that reason, we have taken into account four different fields of diversity:

- ✓ **The capacity to learn** implying that students differ in their learning pace and they all must reach a minimum level of knowledge as regards our subject. Slow learners, most able learners and other students with more specific teaching needs coexist in our classroom. So, through activities and their daily work, they will be able to continuously recycle their knowledge. We must give reinforcement activities to those learners who need to work more on certain contents and provide extended and motivating tasks for those fast finishers who can go beyond their classmates.
- ✓ **The motivation to learn.** This syllabus responds to students' varying motivations for studying English such as to understand songs, films, sports interests, etc.
- ✓ **The different learning styles.** Reflexive learning versus impulsive learning with which students do not assimilate contents at the same pace and in the same way but both obtain results.
- ✓ **Their different interests** as regards our subject. Thus topics are functional, significant and interesting for all of them.

As regards students with special needs, once physical, psychological or sensory disabilities are detected, we give them particular teaching attention. These students will be treated either in a temporary or permanent way by specialists such as support teachers and therapeutic teachers, although we will try to keep them in our classroom and always avoid discrimination by promoting social integration and equal opportunities as regards the teaching and learning process.

6.1.- ATTENTION TO STUDENTS WITH SPECIFIC NEEDS

The general measures we are going to carry out to attend students with specific needs are **non-significant** as regard the curriculum and they are as follows:

- To group students in such a way that the most able students can help the weaker ones.
- To reconfirm that the students have understood accurately the key concepts by asking them questions.
- To identify the specific objectives and contents by selecting the minimum requirement in each didactic unit and prioritize them based on their importance, functionality and practical application for future learning.
- To encourage their self-confidence by emphasizing their involvement rather than their achievements.
- To adapt the teaching and learning process to the students's learning

- pace.
 - To develop reinforcement and consolidation activities in order to achieve the contents which have not been fully assimilated.
 - To attend recuperation classes on a weekly basis.
 - To hold frequent interviews with the families involved.
- ✓ **A HEARING IMPAIRED STUDENT. This student requires specific needs of educational reinforcement** and apart from the above mentioned, we add the following specific measures:
- To speak naturally and articulating without exaggerating. We must always ensure the comprehension of the message even if it requires individual support.
 - To use body language and visual support to help her understand messages better.
 - To assign a student to support her when she needs it, avoiding overprotection.
 - When dealing with listening, we will provide her with special support (such as amplifiers, text scripts and visual support)
 - To provide her with reinforcement activities when needed.

Appart from what has already been mentioned, there are certain students in the classroom that also demand some specific attention. These are the most able learners and slow learners. Some of the measures we carry out with these students are listed below:

- ✓ **THE MOST ABLE LEARNERS**
- To give them activities which are challenging and extend their knowledge.
 - To provide opportunities for increased learning by explaining concepts to weaker students.
- ✓ **THE SLOW LEARNERS**
- To develop reinforcement and consolidation activities in order to assimilate key aspects of curricular content which have not yet been achieved.
 - To adapt the teaching and learning process to their learning pace.
 - To use total physical learning techniques (TPR) to help them improve understanding.
 - To encourage their self-confidence by emphasizing their involment rather than their achievements.
 - To positively reinforce their working habits.

7.-DIDACTIC UNITS

The following section contains the 14 didactic units that aim to deliver the contents stipulated for this level. Each unit is presented in table format and the following aspects are outlined:

- ✓ Temporalization.
- ✓ Basic competences.

- ✓ Specific objectives.
- ✓ Contents.
- ✓ Teaching and learning activities.
- ✓ Attention to students with specific needs of educational reinforcement.
- ✓ Methodology and materials.
- ✓ Evaluation procedures and tools.

DIDACTIC UNIT 1: WELCOME BACK!

CYCLE: 2 nd	YEAR: 3 rd	Nº OF STUDENTS: 25	SESSIONS: 6/ 45'	TERM: 1 st
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BASIC COMPETENCES DEALT WITH IN THIS UNIT

CLC: To know different forms of greeting, give basic personal information and talk about their favourite things. **SCC:** To accept everybody, make new friends and be interested in other people's interests. **CAC:** To contribute to the lesson by bringing personal objects to the classroom. **CSPI:** To be responsible for their own work and learning and use learning strategies on their own. **CPW:** To use the foreign language in a real and functional communicative context by introducing people and exchanging personal information.

SPECIFIC OBJECTIVES FOR THIS UNIT

- | | |
|---|--|
| -To ask and answer about personal details.
-To revise previous years' vocabulary.
-To learn the English alphabet.
-To read and reproduce a small dialogue. | -To read and understand a comic strip.
-To learn and reproduce chants.
-To guess a riddle.
-To show awareness of the sound-spelling |
|---|--|

C O N T E N T S

BLOCK 1: LISTENING, SPEAKING AND INTERACTION

- Listening and reproducing a chant and comprehension through non-verbal responses.
- Reproducing a dialogue.

BLOCK 2: READING AND WRITING

- Comprehensive reading of a dialogue and a chant.
- Writing words to complete after listening.

BLOCK 3: KNOWLEDGE ABOUT THE LANGUAGE

LINGUISTIC KNOWLEDGE

VOCABULARY	LANGUAGE STRUCTURE & FUNCTION	PHONETICS
-Greeting. -Revision of colours, numbers and fruit.	-Introduction: <i>What's your name? My name's...</i> -Questions and answers about age: <i>How old are you? I'm...</i> -Questions and answers about state: <i>How are you? I'm fine, thank.</i> -Statements: <i>My favourite (colour) is (red).</i>	-Rhythm and intonation in songs and chants -/v/ vs /b/: <i>V is for Vicky and violet.</i> <i>B is for Bobby and blue.</i>

REFLECTING ON LEARNING

Using their previous knowledge, inferring meaning from contexts, memorising and using the vocabulary, repeating oral and written models, association of words with their visual representation, awareness of sound-spelling relationship, spontaneous oral and written reproduction with a communicative intention, etc.

BLOCK 4: SOCIOCULTURAL ASPECTS AND INTERCULTURAL AWARENESS

Show interest in finding out and interacting with the classmates and recognising the importance of speaking a foreign language and use of appropriate politeness formulae for personal introductions.

INTERDISCIPLINARY CONTENTS

Spanish language, Maths and Music.

CROSS-CURRICULAR THEMES

Education in values: Education for peace & civic and moral education in the sense that we encourage students to socialise with each other and make new friends.
ICT: Use of CD audio in the listenings, pc and the internet, CD-ROM which presents various activities and games to work on grammar, vocabulary and phonetics.
Fostering reading habits: students read different kinds of texts related to their interests.
Fostering debate and audiovisual communication through activities which encourage communicative

exchange.	
TIMING	TEACHING AND LEARNING ACTIVITIES
1 session	Opening act.: Introduce the topic, create a context, encourage motivation and check SS'previous knowledge by asking questions.

4 sessions	<p>Main act.: Look, find and tick. Listen to the dialogue and read for general understanding. Listen for specific information and complete the dialogue. Perform a similar dialogue with a partner. Listen to the chant, read and repeat. Listen to a monologue, tick and colour. Read and match. Listen and classify the words under the write columns (discriminate sounds). Read for general and specific information.</p> <p>Reinforcement act.: Slow learners listen to and colour the letters of the alphabet by following the instructions.</p> <p>Extension act.: Most able learners complete the missing letters and find out the hidden message.</p> <p>Closing act.: Listen to and sing the song of the unit and follow the goodbye routine.</p>
1 session	Assessment act.: The unit test, the students'progress check and self- evaluation sheet.

ATTENTION TO STUDENTS WITH SPECIFIC NEEDS OF EDUCATIONAL REINFORCEMENT

In this unit specifically, with the hearing impaired student we will use body language and visual support and provide the tape script of all listening activities. In any case, we will group students in such a way that the most able students can help the weaker ones, we will adapt the teaching and learning process to the student's pace and will encourage their self-confidence by emphasizing their involvement rather than their achievement, etc. (see section 7.1.)

METHODOLOGY & MATERIALS

The methodology is basically communicative and participative. Encouraging students actively participate and making them responsible for their own learning by fostering their self-esteem and their daily work and effort. The specific materials for this unit are flashcards, a CD, worksheets, word cards and craft materials.

EVALUATION PROCEDURES AND TOOLS

Students evaluate themselves and the didactic unit with the student self-evaluation sheet. We register our daily observations and experiences in our classroom diary and we regularly assess our students' attitude, performance, classwork and homework, etc.

DIDACTIC UNIT 2: MY CLASSROOM

CYCLE: 2 nd	YEAR: 3 rd	Nº OF STUDENTS: 25	SESSIONS: 9/ 45'	TERM: 1 st
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BASIC COMPETENCES DEALT WITH IN THIS UNIT

CLC: To identify in the oral and written form the different class objects and take actively part in games and in the communication activities. **MC:** To make logical deductions in activities which imply counting, ordering and sequencing, reasoning, asking and analysing. **CPW:** To use the foreign language in a real and functional communicative context by introducing people and exchanging personal information. **SCC:** To respect the rules in games, talking turn and other classmates' opinions in pair and groupwork activities. **CLL:** To be responsible for their own work and learning and use learning strategies on their own. **CSPI:** To have self-initiative, work individually and infer meaning from context.

SPECIFIC OBJECTIVES FOR THIS UNIT

<ul style="list-style-type: none"> -To identify and name classroom objects. -To know the days of the week. -To read a comic strip. -To listen to, read and understand short texts. 	<ul style="list-style-type: none"> -To perform a role-play. -To sing a song. -To show awareness of the sound-spelling relationship. -To be able to evaluate the work done in the unit.
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C O N T E N T S

BLOCK 1: LISTENING, SPEAKING AND INTERACTION

-Listening and reproducing songs and chants and comprehensive listening through non-verbal responses.

BLOCK 2: READING AND WRITING

-Comprehensive reading of short texts with different aims. -Writing words following an order.

BLOCK 3: KNOWLEDGE ABOUT THE LANGUAGE

LINGUISTIC KNOWLEDGE

VOCABULARY	LANGUAGE STRUCTURE & FUNCTION	PHONETICS
<ul style="list-style-type: none"> -Classroom objects. -Days of the week. -Vocabulary related to recycling paper. 	<ul style="list-style-type: none"> -Expression of ownership: <i>I've got a (notebook), We've got a (cupboard)</i> -Questions and answers about ownership: <i>Have you got a (pen)?, Yes, I have/ No, I haven't</i> -Questions about English: <i>What's this in English?</i> -Statements: <i>In my school bag I've got...In our classroom we've got...</i> 	<ul style="list-style-type: none"> -Stress, rhythm & intonation in "In the classroom song" and "The days of the week song". -Words containing the sound /l/: <i>Vicky and Crisp have got six pink bins.</i>

REFLECTING ON LEARNING

Spontaneous oral and written reproduction with communicative intentions, memorising and using the vocabulary, association of words with their visual representation, following oral and written models, awareness of sound-spelling relationship, verbal and non-verbal responses to instructions, etc.

BLOCK 4: SOCIOCULTURAL ASPECTS AND INTERCULTURAL AWARENESS

Understanding the importance of recycling paper. Showing respect for other people's belongings. Finding out about school timetables in different countries.

INTERDISCIPLINARY CONTENTS

Spanish language and Science.

CROSS-CURRICULAR CONTENTS

Education in values: Education for peace and civic and moral education, consumer education related to the good use of school materials to save money.

ICT: Use of CD audio in the listenings, pc and CD-ROM which presents various activities and games to work on grammar, vocabulary and phonetics.

Fostering reading habits: students read different kinds of texts related to the classroom and recycling

paper. Fostering debate and audiovisual communication through activities which encourage communicative exchanges like role-playing a short dialogue or asking simple questions about classroom materials.

TIMING	TEACHING AND LEARNING ACTIVITIES
1 session	Opening activity: The teacher checks students' previous knowledge by playing a game: Touch the object that you hear.
7 sessions	<p>Main act.: Listen to the song 'In the classroom' and say what things they've got in the classroom. Ask and answer questions in pairs. Read and match and compare answers. Guess with the mime game. Listen to, read and act out the dialogue in pairs. Make flashcards and a cut-out to play. Read and circle (What day is it today?) Listen to the story, read it and tell it with the cards. Put the drawings in order. Memory game: In my school bag I've got... Listen and repeat the tongue twister. Read, draw and write the words. Read a comic script. Put the pictures in order and match them with the speaking bubbles. Listen to, read and sing <i>The days of the week</i> song. Read and stick. Listen and number. Write the sentences in order. Listen to and read the text about recycling paper for general and specific information. Match the pictures with the statements and colour the pictures. In small groups, write some ideas to recycle paper in your classroom and school. Then, share your ideas with the other groups.</p> <p>Reinforcement act.: Slow learners find pink things in the story & say them aloud.</p> <p>Extension act.: Most able learners read and write true or false.</p> <p>Closing act.: Listen to and sing the song of the unit and goodbye routine.</p>
1 session	Assessment act.: The unit test, the students' progress check and self-evaluation sheet.

ATTENTION TO STUDENTS WITH SPECIFIC NEEDS OF EDUCATIONAL REINFORCEMENT

In this unit specifically, with the hearing impaired student we will use body language and visual support and provide the tape script of all listening activities. In any case, we will group students in such a way that the most able students can help the weaker ones, we will adapt the teaching and learning process to the student's pace and will encourage their self-confidence by emphasizing their involvement rather than their achievement, etc. (see section 7.1.)

METHODOLOGY & MATERIALS

The methodology is basically communicative and participative. Encouraging students actively participate and making them responsible for their own learning by fostering their self-esteem and their daily work and effort. The specific materials for this unit are real materials, a CD, worksheets, scissors, glue, word cards and story cards.

EVALUATION PROCEDURES AND TOOLS

Students evaluate themselves and the didactic unit with the student self-evaluation sheet. We register our daily observations and experiences in our classroom diary and we regularly assess our students' attitude, classwork and homework, etc.

DIDACTIC UNIT 3: TIME FOR FUN!**CYCLE:** 2nd**YEAR:** 3rd**Nº OF STUDENTS:** 25**SESSIONS:** 9/ 45'**TERM:** 1st**BASIC COMPETENCES DEALT WITH IN THIS UNIT**

CLC: To identify in the oral and written form the vocabulary and take actively part in games and in the communication activities. **MC:** To make logical deductions in activities which imply counting, ordering and sequencing, reasoning, asking and analysing. **CPW:** To be aware of the importance of taking care of our body by eating healthy and keeping fit. **SCC:** To respect the rules in games, talking turn and other classmates' opinions in pair and groupwork activities. **CAC:** To make mini-flashcards to play a game and show interest in finding out about sports in the world. **CLL:** To be responsible for their own work and learning and use learning strategies on their own. **CSPI:** To have self-initiative, work individually and infer meaning from context.

SPECIFIC OBJECTIVES FOR THIS UNIT

-To listen, read and understand short texts about sports
 -To listen, read and act out a small dialogue.
 -To talk about the sports they do.
 -To identify and talk about some sport's equipment. -To recognise and practise Yes/No questions.

-To be able to evaluate the work done.
 -To show awareness of the sound-spelling relationship. -To make mini-flashcards to use in activities.
 -To interact with other students and participate in class.

C O N T E N T S**BLOCK 1: LISTENING, SPEAKING AND INTERACTION**

-Listening comprehension of the vocabulary of the unit and simple messages provided by audiovisual media.
 -Giving and following oral instructions and performing a small dialogue.

BLOCK 2: READING AND WRITING

-Reading and understanding of short texts with different purposes.
 -Writing the vocabulary and the structures of the didactic unit for a specific purpose.

BLOCK 3: KNOWLEDGE ABOUT THE LANGUAGE**LINGUISTIC KNOWLEDGE****VOCABULARY****LANGUAGE STRUCTURE & FUNCTION****PHONETICS**

-Sports and equipments.

-Expressing abilities in affirmative and negative:
I can/ can't (play jockey).
 -Asking and answering short questions:
Can you swim? Yes, I can/ No, I can't.

-Appropriate use of stress, rhythm and intonation in songs.
 -Words containing the sound

REFLECTING ON LEARNING

Use of strategies like mind-maps, or association of words with their visual representation to remember the vocabulary, models for production, verbal and non-verbal responses to instructions, communicative exchanges, awareness of sound-spelling relationship, etc.

BLOCK 4: SOCIOCULTURAL ASPECTS AND INTERCULTURAL AWARENESS

Awareness of the importance of being part of a team and respect the rules of the game. Show interest and curiosity in learning about sports in the world. Notice the differences between American and British football. Value the English language as a means of communication and understanding among people of different nationalities and as a learning tool.

INTERDISCIPLINARY CONTENTS

Spanish language and P.E.

CROSS-CURRICULAR CONTENTS

Education in values: civic and moral education, education for peace and equality of sexes, as well as health edu.

ICT: Use of CD audio in the listenings, pc and CD-ROM which presents various activities and games to work on grammar, vocabulary and phonetics.

Fostering reading habits: students read different kinds of texts related to sports like football.

Fostering debate and audiovisual communication through activities which encourage communicative

TIMING	TEACHING AND LEARNING ACTIVITIES
1 session	Opening activity: Introduce the topic, create a context, encourage motivation and check SS'previous knowledge by playing bingo.
7 sessions	<p>Main act.: Listen to, read and sing <i>Let's play sport</i> song. Play a memory game. Mime the sport and guess. Listen to read and act out. Listen and tick. Read and write. Write words in order. Make flashcards and a cut-out to play. Listen to and read a text about team sports. Then, discuss with your partner. Listen and say the missing word. Write can or can't. Listen and match. Listen about American and British football. Say T/F. Unscramble and write the right questions and then answer using <i>Yes, I can/ No, I can't</i>. Listen to the story <i>Kate's new skateboard</i> and say what it is about. Put the drawings in order. Read and write T/F. Find things beginning with 's'in the story. Play the pictorial game. Look at the drawings and write.</p> <p>Reinforcement act.: Slow learners read the story <i>Kate's new skateboard</i> and choose the right option.</p> <p>Extension act.: Most able learners, by using a questionnaire, try to find out which is the most popular sport in your classroom.</p> <p>Closing act.: Review the vocabulary of the unit by doing a crossword.</p>
1 session	Assessment act.: The unit test, the students' progress check and self- evaluation sheet.

ATTENTION TO STUDENTS WITH SPECIFIC NEEDS OF EDUCATIONAL REINFORCEMENT

In this unit specifically, with the hearing impaired student we will use body language and visual support and provide the tape script of all listening activities. In any case, we will group students in such a way that the most able students can help the weaker ones, we will adapt the teaching and learning process to the student's pace and will encourage their self-confidence by emphasizing their involvement rather than their achievement, etc. (see section 7.1.)

METHODOLOGY & MATERIALS

The methodology is basically communicative and participative. Encouraging students actively participate and making them responsible for their own learning by fostering their self-esteem and their daily work and effort. The specific materials for this unit are flashcards, a CD player, worksheets, scissors, word cards and story cards.

EVALUATION PROCEDURES AND TOOLS

Students evaluate themselves and the didactic unit with the student self-evaluation sheet. We register our daily observations and experiences in our classroom diary and we regularly assess our students' attitude, classwork and homework, etc.

DIDACTIC UNIT 4: SPOOKY, SPOOKY HALLOWEEN**CYCLE:** 2nd**YEAR:** 3rd**Nº OF STUDENTS:** 25**SESSIONS:** 6/ 45'**TERM:** 1st**BASIC COMPETENCES DEALT WITH IN THIS UNIT**

CLC: To identify in the oral and written form the vocabulary and take actively part in games and in the communication activities. **MC:** To make logical deductions in activities which imply counting, ordering and sequencing, reasoning, asking and analysing. **CPW:** To use the foreign language in a real and functional communicative context, the classroom, and relate the new contents with the real world. **SCC:** To respect the rules in games, talking turn and other classmates' opinions in pair and groupwork activities. **CAC:** To make a mobile monster with craft materials and learn about Halloween culture and traditions. **CLL:** To be responsible for their own work and learning and use learning strategies on their own. **CSPI:** To have self-initiative, work individually and infer meaning from context.

SPECIFIC OBJECTIVES FOR THIS UNIT

- | | |
|--|---|
| -To know the most representative Halloween's characters. | -To listen to, read and understand a story. |
| -To listen to, reproduce and learn a song. | -To play games. |
| -To ask and answer about the location of things. | -To make Halloween crafts. |
| | -To write a short scary story by using a model. |

C O N T E N T S**BLOCK 1: LISTENING, SPEAKING AND INTERACTION**

- | | |
|---|--------------------------|
| -Listening to a story. | -Talking about monsters. |
| -Listening and reproducing oral messages and a chant. | |

BLOCK 2: READING AND WRITING

- | | |
|---|--|
| -Comprehensive reading of a short text. | -Writing a short scary story by using a model. |
|---|--|

BLOCK 3: KNOWLEDGE ABOUT THE LANGUAGE**LINGUISTIC KNOWLEDGE**

VOCABULARY	LANGUAGE STRUCTURE & FUNCTION	PHONETICS
-Colours and clothes. -Halloween: <i>skeleton, witch, monster, ghost, ...</i> -Typical expressions like: <i>'Treat or trick'</i> .	-Prepositions of place: <i>on, under, over, below, in front, inside, ...</i> -Questions with "where": <i>Where is the monster?</i> -Present Simple for describing people: <i>Dracula is tall and thin with short black hair.</i> -Present Simple for expressing habits and routines: <i>He sleeps during the day in his coffin in his grave.</i>	-Stress, rhythm and intonation in songs.

REFLECTING ON LEARNING

Use of strategies like mind-maps, or association of words with their visual representation to remember the vocabulary, models for production, verbal and non-verbal responses to instructions, communicative exchanges, awareness of sound-spelling relationship, etc.

BLOCK 4: SOCIOCULTURAL ASPECTS AND INTERCULTURAL AWARENESS

Interest in this Anglosaxon traditional festivity. Awareness of different customs and traditions (Halloween) and use of the English language as a means of communication and ways of thinking.

INTERDISCIPLINARY CONTENTS

Spanish language and Arts and Crafts.

CROSS-CURRICULAR CONTENTS

Education in values: the importance of diversity, tolerance and respect for other cultures are stressed in order to open SS' minds (Education for peace and tolerance,...)

ICT: Use of CD audio in the listenings, pc and CD-ROM which presents various activities and games to work on grammar, vocabulary and phonetics.

Fostering reading habits: students read different kinds of texts related cultural issues and short scary stories. Fostering debate and audiovisual communication through activities which encourage communicative exchanges like talking about festivities like Halloween.

TIMING	TEACHING AND LEARNING ACTIVITIES
1 session	Opening act.: Introduce the topic and check students' knowledge by asking questions.
4 sessions	<p>Main act.: Introduction of the vocabulary with flaschards. Listen to, read and chant <i>'The Halloween Colours chant'</i>. Match the pictures with the words. Play the pictionary game. Read and listen to the story of Dracula. Match the pictures with the texts. Read again and check. In small groups, write a short scary story about the picture by using the model. Guess where the monster is and say it. Make a monster mobile and play 'where is the monster?' (Pupils practice questions with 'where' and prepositions)</p> <p>Reinforcement act.: Slow learners do a TPR activity: 'Put the monster on/ under/ in front of the table'</p> <p>Extension act.: Most able learners write a short scary story by using a model.</p> <p>Closing act.: We celebrate a Halloween fancy dress party.</p>
1 session	Assessment act.: The unit test, the students' progress check and self- evaluation sheet.

ATTENTION TO STUDENTS WITH SPECIFIC NEEDS OF EDUCATIONAL REINFORCEMENT

In this unit specifically, with the hearing impaired student we will use body language and visual support and provide the tape script of all listening activities. In any case, we will group students in such a way that the most able students can help the weaker ones, we will adapt the teaching and learning process to the student's pace and will encourage their self-confidence by emphasizing their involvement rather than their achievement, etc. (see section 7.1.)

METHODOLOGY & MATERIALS

The methodology is basically communicative and participative. Encouraging students actively participate and making them responsible for their own learning by fostering their self-esteem and their daily work and effort. The specific materials for this unit are flascards, games, worksheets, craft materials and a CD.

EVALUATION PROCEDURES AND TOOLS

Students evaluate themselves and the didactic unit with the student self-evaluation sheet. We register our daily observations and experiences in our classroom diary and we regularly assess our students' attitude, classwork and homework, etc.

DIDACTIC UNIT 5: FOOD, DELICIOUS FOOD!			
CYCLE: 2 nd	YEAR: 3 rd	Nº OF STUDENTS: 25	SESSIONS: 9/ 45'
TERM: 1 st			
BASIC COMPETENCES DEALT WITH IN THIS UNIT			
<p>CLC: To identify in the oral and written form the vocabulary and take actively part in games and in the communication activities. MC: To respond appropriately to numerical information in tasks. CPW: To use the foreign language in a real and functional communicative context and to get and interpret information about the surrounding environment. TIDC: To be able to search for information using reference books and computers. SCC: To respect the rules in games, talking turn and other classmates' opinions in pair and groupwork activities. CAC: To make a project about the food and a food domino. CLL: To be responsible for their own work and learning and use learning strategies on their own. CSPI: To have self-initiative, work individually and infer meaning from context.</p>			
SPECIFIC OBJECTIVES FOR THIS UNIT			
<ul style="list-style-type: none"> -To identify and correctly use words and expressions about food. -To show awareness of the sound-spelling relationship. -To express which food is necessary for good 		<ul style="list-style-type: none"> -To listen and reproduce a song. -To express likes and dislikes. -To listen, read and act out short dialogues. -To make a final project about food. 	
C O N T E N T S			
BLOCK 1: LISTENING, SPEAKING AND INTERACTION			
<ul style="list-style-type: none"> -Listening to and reproducing oral messages, a song and short dialogues. -Comprehensive listening of spoken messages. 		<ul style="list-style-type: none"> -Talking about food. 	
BLOCK 2: READING AND WRITING			
<ul style="list-style-type: none"> -Comprehensive reading of short texts about food. 		<ul style="list-style-type: none"> -Writing short dialogues, a menu, recipes and a project. 	
BLOCK 3: KNOWLEDGE ABOUT THE LANGUAGE			
LINGUISTIC KNOWLEDGE			
VOCABULARY	LANGUAGE STRUCTURE & FUNCTION	PHONETICS	
<ul style="list-style-type: none"> -Vocabulary and expressions related to food. 	<ul style="list-style-type: none"> -Expressing likes/dislikes: <i>I like/don't like (salad).</i> -Yes/ No questions & answers: <i>Do you like (fruit)? Yes, I do/ No, I don't.</i> -Asking the price of something: <i>How much is 1kg. of tomatoes? It's 2 euros.</i> 	<ul style="list-style-type: none"> -Stress, rhythm and intonation. -Words containing the sound /i:/. 	
REFLECTING ON LEARNING			
<p>Use of strategies like mind-maps, or association of words with their visual representation to remember the vocabulary, models for production, verbal and non-verbal responses to instructions, communicative exchanges, awareness of sound-spelling relationship, etc.</p>			
BLOCK 4: SOCIOCULTURAL ASPECTS AND INTERCULTURAL AWARENESS			
<p>Interest in learning about Andalusian food and food from around the world and the origin of different dishes.</p> <p>Knowledge of some similarities and differences in meal times and the use of some basic forms of social relationship between our autonomous community (Andalusia) and those of English speaking countries.</p> <p>Awereness of the importance of keeping a balance diet.</p>			
INTERDISCIPLINARY CONTENTS			
Spanish language, Science, Maths and Arts and Crafts.			
CROSS-CURRICULAR CONTENTS			

Education in values: Moral and civic education by learning how to interact with each other and work in groups, as well as learning courtesy rules (saying please and thanks), and health education by learning the importance of a good diet in order to grow healthy habits.
 ICT: CD audio, PC, IWB and internet: <http://learnenglishkids.britishcouncil.org>.
 Fostering reading habits: Students read various texts: dialogues, comic strips, menus, recipes, etc.
 Fostering debate and audiovisual communication through activities which encourage communicative exchanges such as doing surveys, performing dialogues and role-plays, presenting different projects, etc.

TIMING	TEACHING AND LEARNING ACTIVITIES
1 session	Opening act.: Introduce the topic and check students' knowledge by using flashcards.
7 sessions	<p>Main act.: Listen to the dialogue and repeat the same sequence. Listen to and sing the <i>song Food, delicious food!</i> Listen to the words with the /i:/ sound and repeat them. Cross out the odd ones. Say if the sentences are T/F. Do a survey and find out which food your partner likes and dislikes. Find out which food is healthy and which one is junk. Make two wallcharts (a. food, b. the restaurant). In groups write a menu for an Andalusian restaurant and present it to the class. Do a quiz about healthy eating. Listen to the dialogue and repeat. Write a similar one and act it out in groups. Watch a video about a girl having a picnic. Answer the questions of the teacher and draw your own picnic. Then present it to the class. Read different recipes from around the world. Choose the favourite ones as a whole class and write the ingredients to make it. Classify each food under the right group. Read a comic strip: <i>Let's go shopping</i> and do some activities (match the food and the shop, cross the odd one out, classify each food under the right shop). Do a role-play in small groups. Do a project: The healthy eating pyramid.</p> <p>Reinforcement act.: Slow learners do a crossword.</p> <p>Extension act.: Most able learners read the riddles and guess.</p> <p>Closing act.: Listen to and memorize the chant: Can I have a meat and cheese pizza with green peas, please? Then draw it.</p>
1 session	Assessment act.: The unit test, the students' progress check and self- evaluation sheet.
ATTENTION TO STUDENTS WITH SPECIFIC NEEDS OF EDUCATIONAL REINFORCEMENT	
<p>In this unit specifically, with the hearing impaired student we will use body language and visual support and provide the tape script of all listening activities. In any case, we will group students in such a way that the most able students can help the weaker ones, we will adapt the teaching and learning process to the student's pace and will encourage their self-confidence by emphasizing their involvement rather than their achievement, etc. (see section 7.1.)</p>	
METHODOLOGY & MATERIALS	
<p>The methodology is basically communicative and participative. Encouraging students actively participate and making them responsible for their own learning by fostering their self-esteem and their daily work and effort. The specific materials for this unit are flashcards and posters, a CD, the internet and magazines, realia, worksheets and craft materials.</p>	
EVALUATION PROCEDURES AND TOOLS	
<p>Students evaluate themselves and the didactic unit with the student self-evaluation sheet. We register our daily observations and experiences in our classroom diary and we regularly assess our students' attitude, classwork and homework.</p>	

DIDACTIC UNIT 6: CHRISTMAS IS COMING!

CYCLE: 2 nd	YEAR: 3 rd	Nº OF STUDENTS: 25	SESSIONS: 6/ 45'	TERM: 1 st
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BASIC COMPETENCES DEALT WITH IN THIS UNIT

CLC: To identify in the oral and written form the vocabulary and take actively part in games and in the communication activities. **MC:** To identify and use the ordinal numbers till 25th. **SCC:** To respect the rules in games, talking turn and other classmates' opinions in pair and groupwork activities. To show interest in knowing about the origin of Christmas, its traditions and culture. **CAC:** To decorate a Christmas tree for the classroom and to make an Advent Calendar. **CLL:** To be responsible for their own learning and use learning strategies on their own. **CSPI:** To have self-initiative, work individually and infer meaning from context

SPECIFIC OBJECTIVES FOR THIS UNIT

- | | |
|--|---|
| <ul style="list-style-type: none"> -To learn about Christmas traditions. -To learn to play in small groups/pairs. -To write a letter to Father Christmas. -To identify, name and make Christmas decorations. | <ul style="list-style-type: none"> -To learn and sing Christmas carols. -To follow oral and written instructions. -To make an advent calendar. |
|--|---|

C O N T E N T S

BLOCK 1: LISTENING, SPEAKING AND INTERACTION

- Comprehensive listening of a story. -Asking and answering questions about Christmas.
- Listening and singing Christmas Carols.

BLOCK 2: READING AND WRITING

- Comprehensive reading of short texts and a story with different aims. -Writing a letter with to Father

BLOCK 3: KNOWLEDGE ABOUT THE LANGUAGE

LINGUISTIC KNOWLEDGE

VOCABULARY	LANGUAGE STRUCTURE & FUNCTION	PHONETICS
-Vocabulary related to Christmas.	-Formal structures in letters: <i>Dear Father Xmas...</i> -Asking for permission: Can I have (a football), please? -Asking for special dates: <i>When is Christmas' Day? It's on 25th December.</i>	-Stress, rhythm and intonation in the song. -Phonemes /a:/, /ɑɪ/, /i:/ and /θ/ at the end of ordinal numbers.

REFLECTING ON LEARNING

Using their previous knowledge, inferring meaning from contexts, memorising and using the vocabulary, repeating oral and written models, association of words with their visual representation, awareness of sound-spelling relationship, spontaneous oral and written reproduction with a communicative intention,

BLOCK 4: SOCIOCULTURAL ASPECTS AND INTERCULTURAL AWARENESS

Awareness of the importance of showing gratitude when receiving gifts. Interest in finding out about Christmas' celebration aspects. Respect for the tradition of certain celebrations and compare them with the ones in their country. Use of the English language as a means to communicate with people from other

INTERDISCIPLINARY CONTENTS

Spanish language, Maths and Arts and Crafts.

CROSS-CURRICULAR CONTENTS

Education in values: Education for peace and respect for other countries, their languages, cultures and customs.

Consumer's education: Students should be moderate when asking for toys and understand they cannot get all they want.

ICT: Use of CD audio in the listenings, pc and CD-ROM which presents various activities and games to work on grammar, vocabulary and phonetics.

Fostering reading habits: students read different kinds of texts related to Xmas.

Fostering debate and audiovisual communication through activities which encourage communicative exchanges like talking about different ways of celebrating Christmas.

TIMING	TEACHING AND LEARNING ACTIVITIES
1 session	Opening act.: T asks students questions about Christmas to check their knowledge and introduce the vocabulary with flashcards.
4 sessions	<p>Main act.: Match pictures with words. Listen to, read and sing The Christmas carol <i>Twinkle, Twinkle Little star</i>. Make Christmas decorations to decorate the Christmas tree of the class. Listen and read about Christmas traditions for general and specific information. Make a quiz about Christmas traditions. Read the letter for Father Christmas and separate the sentences so they make sense. Complete the letter for Father Christmas with your own information. Read the letter to your partner and ask what she/he wants for Christmas. Look and listen to the story of Jesus and the origin of Christmas. Make an Advent Calendar and ask and answer about important days at Christmas: Ex. <i>When is Christmas' day? It's on 25th December.</i> A Christmas carols context and a party (Complementary activity explained in section 4.2.1.</p> <p>Reinforcement act.: Slow learners reinforce their vocabulary by playing bingo.</p> <p>Extension act.: Most able learners ask their classmates and find out which is the most popular toy this Christmas.</p> <p>Closing act.: Review the vocabulary of the unit by doing a crossword.</p>
1 session	Assessment act.: The unit test, the students' progress check and self- evaluation sheet.

ATTENTION TO STUDENTS WITH SPECIFIC NEEDS OF EDUCATIONAL

In this unit specifically, with the hearing impaired student we will use body language and visual support and provide the tape script of all listening activities. In any case, we will group students in such a way that the most able students can help the weaker ones, we will adapt the teaching and learning process to the student's pace and will encourage their self-confidence by emphasizing their involvement rather than their achievement, etc. (see section 7.1.)

METHODOLOGY & MATERIALS

The methodology is basically communicative and participative. Encouraging students actively participate and making them responsible for their own learning by fostering their self-esteem and their daily work and effort. The specific materials for this unit are flashcards, cardboards, worksheets, a CD, scissors, glue, colours and markers.

EVALUATION PROCEDURES AND TOOLS

Students evaluate themselves and the didactic unit with the student self-evaluation sheet. We register our daily observations and experiences in our classroom diary and we regularly assess our students' attitude, classwork and homework.

DIDACTIC UNIT 7: RAIN OR SHINE?

CYCLE: 2 nd	YEAR: 3 rd	Nº OF STUDENTS: 25	SESSIONS: 9/ 45'	TERM: 2 nd
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BASIC COMPETENCES DEALT WITH IN THIS UNIT

CLC: To identify in the oral and written form the vocabulary and take actively part in games and in the communication activities. **CPW:** To use the foreign language in a real and functional communicative context and to get and interpret information about the surrounding environment. Example, the origin of the rain. **TIDC:** To develop skills to search and interpret specific information from different sources of information (newspapers, internet...) **SCC:** To respect the rules in games, talking turn and other classmates' opinions in pair and groupwork activities. Learning about the weather in Spain and about the water cycle. **CAC:** To make a weather poster, to make a craft about the water cycle. **CLL:** To be responsible for their own work and use learning strategies on their own. **CSPI:** To have self-initiative, work individually and infer meaning from context.

SPECIFIC OBJECTIVES FOR THIS UNIT

- | | |
|--|---|
| <ul style="list-style-type: none">-To ask and answer about the weather.-To understand and use the vocabulary of the unit.-To listen to and understand the weather forecast.-To show awareness of the sound-spelling | <ul style="list-style-type: none">-To learn about the weather and the origin of rain.-To perform a short play about the water cycle.-To be able to evaluate the work done.-To sing a song about the weather. |
|--|---|

C O N T E N T S

BLOCK 1: LISTENING, SPEAKING AND INTERACTION

- | | |
|---------------------------------------|---|
| -Listening to and reproducing a song. | -Oral interaction: questions and answers. |
|---------------------------------------|---|

BLOCK 2: READING AND WRITING

- Comprehensive reading of short texts with different aims. -Writing a project about the weather in Andalusia.

BLOCK 3: KNOWLEDGE ABOUT THE LANGUAGE

LINGUISTIC KNOWLEDGE

VOCABULARY	LANGUAGE STRUCTURE & FUNCTION	PHONETICS
<ul style="list-style-type: none">-Vocabulary related to the seasons, the weather and the water cycle.-Descriptive adjectives: cold, hot, wet...	<ul style="list-style-type: none">-Asking for the weather: <i>What's the weather like? It's wind.</i>-Yes/No questions: <i>"Is it sunny? Yes, it is/ No it isn't".</i>-The Present Simple when describing a process: <i>Water goes up and forms the clouds then it falls as cold raindrops.</i>-There is/ are: <i>There is water in the rivers, lakes and oceans, There are clouds in the sky.</i>	<ul style="list-style-type: none">-Rhythm & intonation in songs.-Practising contracted forms of <i>What's/ It's.</i>

REFLECTING ON LEARNING

Using their previous knowledge, inferring meaning from contexts, memorising and using the vocabulary, repeating oral and written models, association of words with their visual representation, awareness of sound-spelling relationship, spontaneous oral and written reproduction with a communicative intention, etc.

BLOCK 4: SOCIOCULTURAL ASPECTS AND INTERCULTURAL AWARENESS

Valuing cooperative work and showing interest and respect for other people's work. Finding out about the weather in different parts of Spain, the water cycle, and become aware of the value of water in Andalusia.

INTERDISCIPLINARY CONTENTS

Spanish language, Science, Geography and Arts and Crafts

CROSS-CURRICULAR CONTENTS

Education in values: Education for peace and civic and moral education, in the sense that students learn to work cooperatively in groupwork activities. Environmental and consumer education by encouraging students to take care of the environment and make them realise how important water is for living.

CT: Use of CD audio, pc and CD-ROM which presents various activities and games to work on grammar, vocabulary and phonetics and the use of internet to look for information

(www.epa.gov/ogwdw/kids/flash/flash_watercycle.html.)

Fostering reading habits: students read different kinds of texts related to the weather and the water cycle. Fostering debate and audiovisual communication through activities which encourage communicative exchanges like talking about the weather and the water cycle.

TIMING	TEACHING AND LEARNING ACTIVITIES
1 session	Opening act.: Introduction of the topic by using a poster. The teacher asks the students questions to check their previous knowledge. Ex: <i>What's the weather like?, what does the rain come from?</i>
7 sessions	<p>Main act: Listen to, read and sing 'The weather' song. Questions and answers about the weather. Match the words with the pictures. Listen and tick/cross. Look at the pictures and write what the weather is like. Read and draw. Make flashcards and a cut-out to play the weather game with cards.</p> <p>Listen to the weather forecast and complete the chart. Then, check and colour. Unscramble the sentences. Predict and record this week's weather. Make a project (a weather poster), in small groups, about the weather in Andalusia. Talk about it to your class. Listen to the teacher for general and specific information. Ask and answer questions about the poster to practice the new structures and vocabulary. Complete the sentences with the words in the box. Revision of the topic by watching a video on the internet. Make the water cycle wheel. Look at the pictures and write the sentences in the picture that correspond. Perform a short play about the water cycle: Hot, Hot Sun!</p> <p>Reinforcement act.: Slow learners play a bingo of the weather.</p> <p>Extension act.: Most able learners match the seasons of the year with the right weather.</p> <p>Closing act.: Review the vocabulary by doing a crossword.</p>
1 session	Assessment act.: The unit test, the students' progress check and self- evaluation sheet.

ATTENTION TO STUDENTS WITH SPECIFIC NEEDS OF EDUCATIONAL REINFORCEMENT

In this unit specifically, with the hearing impaired student we will use body language and visual support and provide the tape script of all listening activities. In any case, we will group students in such a way that the most able students can help the weaker ones, we will adapt the teaching and learning process to the student's pace and will encourage their self-confidence by emphasizing their involvement rather than their achievement, etc. (see section 7.1.)

METHODOLOGY & MATERIALS

The methodology is basically communicative and participative. Encouraging students actively participate and making them responsible for their own learning by fostering their self-esteem and their daily work and effort. The specific materials for this unit are the internet, computers, a poster, flashcards, a CD, worksheets and craft materials.

EVALUATION PROCEDURES AND TOOLS

Students evaluate themselves and the didactic unit with the student self-evaluation sheet. We register our daily observations and experiences in our classroom diary and we regularly assess our students' attitude, classwork and homework.

DIDACTIC UNIT 8: WHAT'S IN THE WARDROBE?**CYCLE:** 2nd**YEAR:** 3rd**Nº OF STUDENTS:** 25**SESSIONS:** 9/ 45'**TERM:** 2nd**BASIC COMPETENCES DEALT WITH IN THIS UNIT**

CLC: To identify in the oral and written form the vocabulary and take actively part in games and in the communication activities. **CPW:** To use the foreign language in a real and functional communicative context and to get and interpret information about the surrounding environment. For example, when students identify the different types of clothes for the different seasons or choose the clothes according to the weather conditions. **TIDC:** To develop skills to search and interpret specific information. To use the computer and the internet as another resource for learning English. **SCC:** To respect the rules in games, talking turn and other classmates' opinions in pair and groupwork activities. To show interest in knowing about the sources of clothes. **CAC:** To make a project about the clothes. **CLL:** To be responsible for their own work and learning and use learning strategies on their own. **CSPI:** To have self-initiative, work individually and infer meaning from context.

SPECIFIC OBJECTIVES FOR THIS UNIT

-To identify and talk about clothes for different seasons
 -To make a project of the clothes.
 -To describe what someone is wearing.
 -To listen to, reproduce and learn a song.

-To play different games.
 -To listen to, read and act out a short dialogue.
 -To be able to evaluate the work done.
 -To show awareness of the sound-spelling relation.

C O N T E N T S**BLOCK 1: LISTENING, SPEAKING AND INTERACTION**

-Listening to and reproducing songs and chants.
 instructions.

-Following and expressing oral

BLOCK 2: READING AND WRITING

-Comprehensive reading of short texts, comic script and riddles with different aims.
 -Writing words following an order and completing sentences.

BLOCK 3: KNOWLEDGE ABOUT THE LANGUAGE**LINGUISTIC KNOWLEDGE****VOCABULARY****LANGUAGE STRUCTURE & FUNCTION****PHONETICS**

-Revision of the seasons and weather words.
 -Vocabulary related to garments and

-Wh- questions: *What's the weather like today? What's s/he wearing?...*
 -Affirmative and negative statements for those questions: *It's/ isn't sunny, S/he's/isn't wearing (a hat).*

-Stress, rhythm and intonation in songs.
 -/v/: *Bobby Bob bought a pair of socks and flip-flops.*

REFLECTING ON LEARNING

Using their previous knowledge, inferring meaning from contexts, memorising and using the vocabulary, repeating oral and written models, association of words with their visual representation, awareness of sound-spelling relationship, spontaneous oral and written reproduction with a communicative intention,

BLOCK 4: SOCIOCULTURAL ASPECTS AND INTERCULTURAL AWARENESS

Recognising the sources of clothes. Identifying the typical dress of Andalusia and compare them with others around the world. Showing interest in participating in the classroom activities.

ADDITIONAL CONTENTS**INTERDISCIPLINARY CONTENTS**

Spanish language, Science, IT and Arts and Crafts

CROSS-CURRICULAR CONTENTS

Education in values: Education for peace and civic and moral education, in the sense that students learn to work cooperatively in groupwork activities. Consumer's education: encouraging our students to buy wisely and not to let them be attracted by expensive brands.
 ICT: CD audio in the listening, pc and the internet to do activities
<http://learnenglishkids.britishcouncil.org/en/language-games>.
 Fostering reading habits: Students read stories, comic scripts, riddles and other texts related to clothes.
 Fostering debate and audiovisual communication through activities which encourage communicative exchanges such as doing a final project about the clothes and presenting it.

TIMING	TEACHING AND LEARNING ACTIVITIES
1 session	Opening act.: Introduce the vocabulary with flashcards and ask: <i>What's the weather like today? What do you wear in a cold and rainy day?</i>
7 sessions	<p>Development act.: Watch a video (T asks questions before, while and after the video relating the clothes with the weather conditions.) Watch, listen to and sing 'The clothes song'. Listen again and fill in the gaps. Look, listen and repeat: <i>What's s/he wearing? S/he's wearing a ...</i> Describe what you are wearing. Describe what someone is wearing and guess. Make a clothes domino and play. Listen to, read a short comic script and colour it. Answer the questions and check in pairs. Act it out in small groups of three. Read the riddles and guess the clothes. Listen to and read the text about cotton and wool and write T or F. Listen and say the missing word. Complete the sentences. Play the memory game (whole class). Listen to and read the story. Then tell it with cards. Put the drawings in order and match them with the speaking bubbles. Game: The teacher says some statements and students stand up if they are true and sit down if they are false. Interactive activities: Paint it following the instructions. Read the clues and find the words (word search). Read and choose the best answer. Make a project. They can choose between a) the clothes we wear in different seasons or b) the typical dresses from different countries. Then they do a short presentation of it.</p> <p>Reinforcement act.: Slow learners match the pictures with the right words (pair cards). Extention act.: Most able learners read the clues and find the words. Closing act.: Listen, read, repeat and learn the tongue twister.</p>
1 session	Assessment act.: The unit test, the students' progress check and self- evaluation sheet.

ATTENTION TO STUDENTS WITH SPECIFIC NEEDS OF EDUCATIONAL REINFORCEMENT

In this unit specifically, with the hearing impaired student we will use body language and visual support and provide the tape script of all listening activities. In any case, we will group students in such a way that the most able students can help the weaker ones, we will adapt the teaching and learning process to the student's pace and will encourage their self-confidence by emphasizing their involvement rather than their achievement, etc. (see section 7.1.)

METHODOLOGY & MATERIALS

The methodology is basically communicative and participative. Encouraging students actively participate and making them responsible for their own learning by fostering their self-esteem and their daily work and effort. The specific materials for this unit are flashcards, a CD, a DVD, worksheets, computers and the internet, games, craft materials, word cards and story cards.

EVALUATION PROCEDURES AND TOOLS

Students evaluate themselves and the didactic unit with the student self-evaluation sheet. We register our daily observations and experiences in our classroom diary and we regularly assess our students' attitude, classwork and homework.

DIDACTIC UNIT 9: CARNIVAL AROUND THE WORLD

CYCLE: 2 nd	YEAR: 3 rd	Nº OF STUDENTS: 25	SESSIONS: 6/ 45'	TERM: 2 nd
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BASIC COMPETENCES DEALT WITH IN THIS UNIT

CLC: To identify in the oral and written form the vocabulary and take actively part in games and in the communication activities. **MC:** To make logical deductions in activities which imply counting, ordering and sequencing, reasoning, asking and analysing. For example, when playing the guessing game. **CPW:** To use the foreign language in a real and functional communicative context and to get and interpret information about the surrounding environment. **TIDC:** To develop skills to search and interpret specific information. **SCC:** To respect the rules in games, talking turn and other classmates' opinions in pair and groupwork activities. Learning about Carnival around the world. **CAC:** To make a carnival mask by using recycled materials. **CLL:** To be responsible for their own work and learning and use learning strategies on their own. **CSPI:** To have self-initiative, work individually and infer meaning from context.

SPECIFIC OBJECTIVES FOR THIS UNIT

- | | |
|---|---|
| <ul style="list-style-type: none"> -To identify costumes and talk about Carnival. -To follow oral and written instructions. -To listen to and reproduce oral messages. -To participate in a Carnival's party. | <ul style="list-style-type: none"> -To listen to and learn a song about carnival. -To play a game in small groups. -To make a carnival mask. -To describe what somebody is wearing. |
|---|---|

C O N T E N T S

BLOCK 1: LISTENING, SPEAKING AND INTERACTION

- | | |
|--|---|
| <ul style="list-style-type: none"> -Comprehensive listening of a short text. -Listening to and reproducing a song. | <ul style="list-style-type: none"> -Asking and answering about what people are wearing. -Listening and reproducing oral messages. |
|--|---|

BLOCK 2: READING AND WRITING

- Comprehensive reading of a short text with different aims.
- Recognition and written reproduction of the information collected.

BLOCK 3: KNOWLEDGE ABOUT THE LANGUAGE

LINGUISTIC KNOWLEDGE

VOCABULARY	LANGUAGE STRUCTURE & FUNCTION	PHONETICS
<ul style="list-style-type: none"> -Reviewing colours and names of countries. -Vocabulary related to Carnival, such as masks and different costumes: <i>policeman, clown, postman, witch, princess...</i> 	<ul style="list-style-type: none"> -Questions and answers about what characters are wearing: <i>Is she/he wearin...? Yes, s/he is/ No, s/he isn't.</i> - Describing what you are wearing: <i>I'm wearing...</i> -Present Continuous to describe things that are happening now. <i>Ex. The girl is eating.</i> 	<ul style="list-style-type: none"> -Rhythm and intonation in songs. -Words beginning with /w/: <i>Wag is wearing a white wig.</i>

REFLECTING ON LEARNING

Using their previous knowledge, inferring meaning from contexts, memorising and using the vocabulary, repeating oral and written models, association of words with their visual representation, awareness of sound-spelling relationship, spontaneous oral and written reproduction with a communicative intention, etc.

BLOCK 4: SOCIOCULTURAL ASPECTS AND INTERCULTURAL AWARENESS

Showing interest in knowing about this festivity around the world, comparing the Carnival of Cádiz with the one of other cities in the world. Valuing the use of the English language as a means of communication and as a way of thinking and a vehicle for relationships.

ADDITIONAL CONTENTS

INTERDISCIPLINARY CONTENTS

CROSS-CURRICULAR CONTENTS

Education in values: Education for peace, civic and moral education, in showing respect and interest to know about Carnival in different countries. Consumer education, in the sense that we teach our students to use recycling materials to make their own costumes and masks.

ICT: Use of CD audio in the listenings, pc and CD-ROM which presents various activities and games to work on grammar, vocabulary and phonetics.

Fostering reading habits: Students read different kinds of texts related to Carnival, such as a magazine article and riddles.

Fostering debate and audiovisual communication through activities which encourage communicative exchanges, such as talking about their fancy dress or Carnival around the world.

TIMING	TEACHING AND LEARNING ACTIVITIES
1 session	Opening act.: The teacher shows some pictures to the students about Carnival in different places and they have to say where they are from.
4 sessions	<p>Main act: Match the pictures with the words. Listen to the song '<i>It's Carnival</i>' and complete the gaps with the given words. Listen again and check. Listen the song once more and act it out. Read the riddles, guess them, and then draw. Draw yourself with your favourite fancy dress and talk with your partner about it. Listen, read and find out about Carnival around the world. Read for specific information and tick T or F. Choose four places from the text and draw their Carnival, then explain it to the class. Talk about this festivity in your city as a whole class and compare it with the other places. Make and design your own Carnival mask by using recycled materials. Participate in the mask and costume contest. Play in small groups a guessing game: <i>Who's the thief?</i></p> <p>Reinforcement act.: Slow learners play the Pictionary game.</p> <p>Extension act.: Most able learners answer some questions after reading the text about Carnival.</p> <p>Closing act.: Celebrate a fancy dress party in the classroom and play different games.</p>
1 session	Assessment act.: The unit test, the students' progress check and self- evaluation sheet.

ATTENTION TO STUDENTS WITH SPECIAL NEEDS OF EDUCATIONAL REINFORCEMENT

In this unit specifically, with the hearing impaired student we will use body language and visual support and provide the tape script of all listening activities. In all cases, we will group students in such a way that the most able students can help the weaker ones, we will adapt the teaching and learning process to the student's pace and will encourage their self-confidence by emphasizing their involvement rather than their achievement, etc. (see section 7.1.)

METHODOLOGY & MATERIALS

The methodology is basically communicative and participative. Encouraging students actively participate and making them responsible for their own learning by fostering their self-esteem and their daily work and effort. The specific materials for this unit are flashcards, worksheets, cardboards, scissors, glue, colours and a CD.

EVALUATION PROCEDURES AND TOOLS

Students evaluate themselves and the didactic unit with the student self-evaluation sheet. We register our daily observations and experiences in our classroom diary and we regularly assess our students' attitude, classwork and homework.

DIDACTIC UNIT 10: AMAZING ANIMALS

CYCLE: 2nd

YEAR: 3rd

Nº OF STUDENTS: 25

SESSIONS: 9/ 45'

TERM: 2nd

BASIC COMPETENCES DEALT WITH IN THIS UNIT

CLC: To identify in the oral and written form the vocabulary and take actively part in games and in the communication activities. **MC:** To make logical deductions in activities which imply counting, ordering and sequencing, reasoning, asking and analysing. **CPW:** To use the foreign language in a real and functional communicative context and to get and interpret information about the surrounding environment. Example, animals around the world. **TIDC:** To be able to search for information using reference books, computers and the internet. **SCC:** To respect talking turn and other classmates' opinions in games and pair/groupwork activities. **CAC:** To make a project about their favourite animal or pet, to make their puppets and perform a dialogue with them. **CLL:** To be responsible for their own work and learning and use learning strategies on their own. **CSPI:** To have self-initiative, work individually and

SPECIFIC OBJECTIVES FOR THIS UNIT

- To listen to and reproduce the songs.
- To show awareness of sound-spelling relationship.
- To describe animals and talk about where they live, what they eat and can do.
- To write a composition and short project about an animal.

- To make mini-flashcards to be used in the activities.
- To identify and recognise the animals' names.
- To use the internet as a mean for finding information.
- To be able to evaluate the work done in the unit.
- To act out a short dialogue with puppets.

CONTENTS

BLOCK 1: LISTENING, SPEAKING AND INTERACTION

- Comprehensive listening of different kinds of texts. -Acting out a small dialogue.
- Listening to and reproducing songs.

BLOCK 2: READING AND WRITING

- Comprehensive reading of short texts with different aims.
- Recognition and written reproduction of the vocabulary.
- Writing words following an order and completing sentences and writing a short composition.

BLOCK 3: KNOWLEDGE ABOUT THE LANGUAGE

LINGUISTIC KNOWLEDGE

VOCABULARY

- Animals: *elephant, flamingo, giraffe, lizard, monkey, parrot, tiger, zebra...*
- Prepositions of place: *in, out, on, under, next to and behind.*
- Actions: *climb, jump, hunt, fly, run, go to sleep...*
- Animal habitats: *In the*

LANGUAGE STRUCTURE & FUNCTION

- Questions about location: *Where's the (monkey)? Is it on/under/in/ behind (the tree)?*
- Long answers: *It's (on) the tree.*
- Wh- questions in Present Simple: *What do monkeys eat? They eat bananas. Where do they leave? In the jungle.*
- Short answers: *Yes, it is / No, it isn't.*
- Expressing possibility and impossibility: *CAN/CAN'T*

PHONETICS

- Stress, rhythm and intonation in songs.
- Words containing the sound /f/:
"Four elephants and five flamingos in a funny photo".

REFLECTING ON LEARNING

Using their previous knowledge, inferring meaning from contexts, memorising and using the vocabulary, repeating oral and written models, association of words with their visual representation, awareness of sound-spelling relationship, spontaneous oral and written reproduction with a communicative intention, etc.

BLOCK 4: SOCIOCULTURAL ASPECTS AND INTERCULTURAL AWARENESS

Showing interest in finding out about animals in general and in particular from Andalusia. Being respectful towards animals and showing interest in doing their work correctly.

ADDITIONAL CONTENTS

INTERDISCIPLINARY CONTENTS

Spanish language, Science and IT

CROSS-CURRICULAR CONTENTS

Education in values: Moral and civic education by showing respect towards all living creatures and their environment.

ICT: Use of CD audio in the listenings, pc, and the use of internet to look for information.

Fostering reading habits: students read different kinds of texts related to animals like short articles, dialogues or riddles.

Fostering debate and audiovisual communication through activities which encourage communicative exchanges such as playing games, talking about animals or doing a short dialogue with puppets.

TIMING

TEACHING AND LEARNING ACTIVITIES

1 session **Opening act.:** Introduction of vocabulary with flashcards. Ask and answer questions practicing prepositions: *Where is the monkey? It is under the blackboard. Is the monkey under the blackboard? Yes, it is.*

7 sessions **Main act:** Guess the animal (in pairs). Listen to, read and sing the song "Animals". Read and join. Look and choose. Listen, read and act out. Listen and tick. Cut-out to play *Where's the snake?* (practising prepositions of place). Read and fill in the gaps with the given vocabulary. Write words in order. Listen, read and say the missing word. Look at the pictures and say the hidden animals. Play pair cards in pairs. Listen to the song and say the words that rhyme with 'run' and 'fly'. Play an animal bingo. Listen to the story and tell it with cards. Put the drawings in order. Tick/cross true or false. Find in the story things that begin with an "f". Listen to the teacher, guess and write it down. Read the animal dialogue, make your own puppets and act out. Look into the internet and find about your favourite animal. Then fill in the questionnaire, paste a picture and talk about it to the rest of the class.
Reinforcement act.: Slow learner match the pictures with the words.
Extension act.: Most able learners write a short dialogue of animals by using a model.
Complementary act.: A visit to a school farm (activity explain in section 4.1.)
Closing act.: Make a project about one of the animals in the school farm.

1 session **Assessment act.:** The unit test, the students' progress check and self-evaluation sheet.

ATTENTION TO STUDENTS WITH SPECIAL NEEDS OF EDUCATIONAL REINFORCEMENT

In this unit specifically, with the hearing impaired student we will use body language and visual support and provide the tape script of all listening activities. In any case, we will group students in such a way that the most able students can help the weaker ones, we will adapt the teaching and learning process to the student's pace and will encourage their self-confidence by emphasizing their involvement rather than their achievement, etc. (see section 7.1.)

METHODOLOGY & MATERIALS

The methodology is basically communicative and participative. Encouraging students actively participate and making them responsible for their own learning by fostering their self-esteem and their daily work and effort. The specific materials for this unit are flashcards, a CD, worksheets, internet, scissors, puppets, word cards and story cards and craft materials.

EVALUATION PROCEDURES AND TOOLS

Students evaluate themselves and the didactic unit with the student self-evaluation sheet. We register our daily observations and experiences in our classroom diary and we regularly assess our students' attitude, classwork and homework.

DIDACTIC UNIT 11: HAPPY EASTER!

CYCLE: 2 nd	YEAR: 3 rd	Nº OF STUDENTS: 25	SESSIONS: 6/ 45'	TERM: 2 nd
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BASIC COMPETENCES DEALT WITH IN THIS UNIT

CLC: To identify in the oral and written form the vocabulary and take actively part in games and in the communication activities. **MC:** To make logical deductions in activities which imply counting, ordering and sequencing, reasoning, asking and analysing. **CPW:** To give information about Easter tradition and draw on previous knowledge and learning. **SCC:** To respect talking turn and other classmates' opinions. **CAC:** To make an Easter card and to act out a song. **CLL:** To be responsible for their own work and learning and use learning strategies on their own. **CSPI:** To have self-initiative, work individually and

SPECIFIC OBJECTIVES FOR THIS UNIT

<ul style="list-style-type: none"> -To listen to, read and understand short texts about Easter. -To ask and answer about things people do at Easter. -To identify, name and write words associated to "Easter". 	<ul style="list-style-type: none"> -To participate in communication activities. -To listen to, read and sing an Easter song. -To paint Easter egg and write an Easter card.
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C O N T E N T S

BLOCK 1: LISTENING, SPEAKING AND INTERACTION

<ul style="list-style-type: none"> -Listening to and reproducing a song. 	<ul style="list-style-type: none"> -Asking and answering questions about what people do at Easter.
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BLOCK 2: READING AND WRITING

<ul style="list-style-type: none"> -Comprehensive reading of short texts with different aims. -Recognition and written reproduction of the vocabulary. 	<ul style="list-style-type: none"> -Writing down Easter routines. -Writing down an Easter card.
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BLOCK 3: KNOWLEDGE ABOUT THE LANGUAGE

LINGUISTIC KNOWLEDGE

VOCABULARY

LANGUAGE STRUCTURE & FUNCTION

PHONETICS

<ul style="list-style-type: none"> -Vocabulary related to Easter: Happy Easter, Easter card, Easter holiday, Easter egg, Easter Monday, Easter Sunday, Easter bunny, hot cross buns, ... 	<ul style="list-style-type: none"> -Present simple to describe routines: <i>I eat Easter eggs, paint eggs, play...</i> -Questions and answers with auxiliaries "DO/DOES": <i>Do English children roll Easter eggs down a hill? Yes, they do. Does Maria eat Easter biscuits? Yes she does.</i> 	<ul style="list-style-type: none"> Stress, rhythm and intonation in the Easter chant: <i>"Hot cross buns"</i>
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REFLECTING ON LEARNING

Using their previous knowledge, inferring meaning from contexts, memorising and using the vocabulary, repeating oral and written models, association of words with their visual representation, awareness of sound-spelling relationship, spontaneous oral and written reproduction with a communicative intention, etc.

BLOCK 4: SOCIOCULTURAL ASPECTS AND INTERCULTURAL AWARENESS

Showing an active participation in the classroom activities and interest in finding out about other countries traditions and respect towards them. Establishing comparisons between Easter traditions in Andalusia and in Anglosaxon countries.

ADDITIONAL CONTENTS

INTERDISCIPLINARY CONTENTS

Spanish language, History and Arts and Crafts

CROSS-CURRICULAR CONTENTS

Education in values: Civic and moral education in showing respect & interest for other traditions.
 ICT: Use of CD audio in the listenin, use of CD-ROM which presents various activities and games to work on grammar, vocabulary and phonetics.
 Fostering reading habits: students read different kinds of texts related to Easter.
 Fostering debate and audiovisual communication through activities which encourage communicative exchange like singing and acting out a song in small groups, playing games or talking about Easter.

TIMING

TEACHING AND LEARNING ACTIVITIES

1 session	Opening act.: The teacher introduces the topic with flashcards and checks student's previous knowledge by asking questions..
4 sessions	Main act: Listen to how children celebrate Easter in the U.K. Listen again and tick the things they do. Then write T/F. Listen to ' <i>Hot cross buns</i> ' song and complete the song. Listen to it again, check and sing it. Then act it out in small groups. Read the text about a girl talking about Easter in Spain. Match the pictures and the words. Write T/F. Compare Spanish and English Easter traditions. Match the two columns. Paint Easter eggs and write and Easter card. Reinforcement act.: Slow learners do activities in the computer to reinforce the vocabulary. Extension act.: Most able learners make Easter flashcards to decorate the classroom. Closing act: Play the pictionary game with the whole class.
1 session	Assessment act.: The unit test, the students' progress check and self- evaluation sheet.

ATTENTION TO STUDENTS WITH SPECIAL NEEDS OF EDUCATIONAL REINFORCEMENT

In this unit specifically, with the hearing impaired student we will use body language and visual support and provide the tape script of all listening activities. In any case, we will group students in such a way that the most able students can help the weaker ones, we will adapt the teaching and learning process to the student's pace and will encourage their self-confidence by emphasizing their involvement rather than their achievement, etc. (see section 7.1.)

METHODOLOGY & MATERIALS

The methodology is basically communicative and participative. Encouraging students actively participate and making them responsible for their own learning by fostering their self-esteem and their daily work and effort. The specific materials for this unit are flashcards, worksheets, craft materials and a CD.

EVALUATION PROCEDURES AND TOOLS

Students evaluate themselves and the didactic unit with the student self-evaluation sheet. We register our daily observations and experiences in our classroom diary and we regularly assess our students' attitude, classwork and homework.

DIDACTIC UNIT 12: CIRCUS IS IN TOWN!

CYCLE: 2 nd	YEAR: 3 rd	Nº OF STUDENTS: 25	SESSIONS: 9/ 45'	TERM: 3 rd
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BASIC COMPETENCES DEALT WITH IN THIS UNIT

CLC: To identify in the oral and written form the vocabulary and take actively part in games and in the communication activities. **TIDC:** To use new technologies to do usual activities. **CLL:** To be responsible for their own work and learning and use learning strategies on their own. **CSPI:** To have self-initiative, work individually and infer meaning from context. **SCC:** To respect turns when working in a whole-class activity and when playing a game in pairs. **CPW:** To learn about different circuses all around the world (Canada and China) and draw on previous knowledge and learning. **CAC:** To learn about circuses around

SPECIFIC OBJECTIVES FOR THIS UNIT

-To sing songs and chants. -To identify and talk about facial features. -To identify and learn vocabulary about the circus. -To read for pleasure and act out dialogues.	-To show interest about circuses around the world. -To identify and learn vocabulary about the face and physical description. -To take part in classroom activities and games.
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C O N T E N T S

BLOCK 1: LISTENING, SPEAKING AND INTERACTION

-Listening to, understanding and reciting a song and a chant. -Listening to and following the teacher's instructions. -Listening to different texts for different purposes.	-Asking and answering questions. -Describing others' facial features. -Expressing vocabulary related to the unit.
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BLOCK 2: READING AND WRITING

-Reading a story, some dialogues, songs and chants.	-Writing about the facial features of a clown.
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BLOCK 3: KNOWLEDGE ABOUT THE LANGUAGE

LINGUISTIC KNOWLEDGE

VOCABULARY	LANGUAGE STRUCTURE & FUNCTION	PHONETICS
-Vocabulary related to the circus (clown, acrobat, strongman), the face (hair, eyes, mouth, nose...) -Adjectives: short, long, dark, fair, curly, dark, big, small...	-Asking and answering about people's physical appearance: <i>Has he got dark hair? Yes, he has/ No he, hasn't.</i> -Contractions of verb to HAVE GOT: <i>She's got...</i> -Describing others' facial features: <i>She has got straight hair. He hasn't got fair hair.</i>	-Contracted forms of the verb "to have got": <i>She's got</i> -Sound /au/: <i>brown, clown, owl...</i>

REFLECTING ON LEARNING

Using their previous knowledge, inferring meaning from contexts, memorising and using the vocabulary, repeating oral and written models, association of words with their visual representation, awareness of sound-spelling relationship, spontaneous oral and written reproduction with a communicative intention,

BLOCK 4: SOCIOCULTURAL ASPECTS AND INTERCULTURAL AWARENESS

Showing a positive attitude towards the foreign language and its culture and learning about circuses around the world (Canada and China).

ADDITIONAL CONTENTS

INTERDISCIPLINARY CONTENTS

Spanish language and Arts and Crafts.

CROSS-CURRICULAR CONTENTS

Education in values: tolerance and respect for other people's life style (Education for peace, civic and moral education, for equality of sexes etc.)

ICT: Use of CD audio in the listening, use of CD-ROM which presents various activities and games to work

on grammar, vocabulary and phonetics and IWB to drag the parts of the face onto the clowns' face. Fostering reading habits: students read different kinds of texts related to daily life, problems and advice. Fostering debate and audiovisual communication through activities which encourage communicative exchanges like talking about the circus, taking part in games or acting out short dialogues.

TIMING	TEACHING AND LEARNING ACTIVITIES
1 session	Opening act.: Provide with a context and brainstorm students' ideas by asking questions.
7 sessions	Main act: Listen to and sing the song <i>The funny clown</i> . Listen to and recite <i>The clown</i> chant. Listen to a short dialogue about a girl's description and act it out. Play the hangman. Listen to and read a story <i>The Adventures of Rover</i> . Write the words in order. Listen to the teacher and follow his/her instructions (drag the parts of the face onto the clowns' face). Draw by following your partner's instructions. Make mini-flashcards to play a game. Play the Pictionary game. Read and complete the text with the given vocabulary. Play the racing dictation game with a known reading. Reinforcement act.: Slow learners read and colour the circus by following the instructions. Extension act.: Most able learners describe someone in the class and their partners guess. Closing act.: Play a board game to review the vocabulary of the unit.
1 session	Assessment act.: The unit test, the students' progress check and self- evaluation sheet.

ATTENTION TO STUDENTS WITH SPECIAL NEEDS OF EDUCATIONAL REINFORCEMENT

In this unit specifically, with the hearing impaired student we will use body language and visual support and provide the tape script of all listening activities. In any case, we will group students in such a way that the most able students can help the weaker ones, we will adapt the teaching and learning process to the student's pace and will encourage their self-confidence by emphasizing their involvement rather than their achievement, etc. (see section 7.1.)

METHODOLOGY & MATERIALS

The methodology is basically communicative and participative. Encouraging students actively participate and making them responsible for their own learning by fostering their self-esteem and their daily work and effort. The specific materials for this unit are a CD, worksheets, flashcards, story cards, craft materials and the IWB.

EVALUATION PROCEDURES AND TOOLS

Students evaluate themselves and the didactic unit with the student self-evaluation sheet. We register our daily observations and experiences in our classroom diary and we regularly assess our students' attitude, classwork and homework.

Spanish Language and Arts and Crafts.

CROSS-CURRICULAR CONTENTS

Education in values: tolerance and respect for other people (Education for peace, civic and moral education, for equality of sexes etc.)

ICT: Use of CD audio for listenings, use of the internet, use of CD-ROM which presents various activities and games to work on grammar, vocabulary and phonetics and the use of DWB.

Fostering reading habits: students read true stories taken from newspapers or magazines articles/
Fostering debate and audiovisual communication through activities which encourage communicative exchanges like talking about their families and taking part in information gap activities.

TIMING

TEACHING AND LEARNING ACTIVITIES

1 session	Opening act.: Introduce the topic, create a context and check students' previous knowledge.
7 sessions	<p>Main act: Listening to and understanding the song <i>The family tree</i>. Listening and reciting <i>Look!</i> chant. Listening to a short dialogue about a girl and a boy talking about their families. Acting it out. Listening and reading a story <i>The Adventures of Rover</i>. Answer the questions. Read and complete. Draw and write about your family tree. Watch a video sketch about Ann's family. Information gap activity. Play a card game about families. Correct the mistakes. Play bingo with plural forms.</p> <p>Reinforcement act.: Slow learners review the vocabulary by doing a wordsearch.</p> <p>Extension act.: Most able students read a comic stripe and answer the questions</p> <p>Closing act.: Review the vocabulary by playing guessing game.</p>
1 session	Assessment act.: The unit test, the students' progress check and self- evaluation sheet.

ATTENTION TO STUDENTS WITH SPECIAL NEEDS OF EDUCATIONAL REINFORCEMENT

In this unit specifically, with the hearing impaired student we will use body language and visual support and provide the tape script of all listening activities. In any case, we will group students in such a way that the most able students can help the weaker ones, we will adapt the teaching and learning process to the student's pace and will encourage their self-confidence by emphasizing their involvement rather than their achievement, etc. (see section 7.1.)

METHODOLOGY & MATERIALS

The methodology is basically communicative and participative. Encouraging students actively participate and making them responsible for their own learning by fostering their self-esteem and their daily work and effort. The specific materials for this unit are the IWB, a CD, flashcards, story cards, worksheets, cardboards and craft materials.

EVALUATION PROCEDURES AND TOOLS

Students evaluate themselves and the didactic unit with the student self-evaluation sheet. We register our daily observations and experiences in our classroom diary and we regularly assess our students' attitude, classwork and homework.

DIDACTIC UNIT 14: MACHINES**CYCLE:** 2nd**YEA R:** 3rd**Nº OF STUDENTS:** 25**SESSIONS:** 9/ 45'**TERM:** 3rd**BASIC COMPETENCES DEALT WITH IN THIS UNIT**

CLC: To identify in the oral and written form the vocabulary and take actively part in games and in the communication activities. **TIDC:** To use new technologies to do usual activities. **CLL:** To be responsible for their own work and learning and use learning strategies on their own. **CSPI:** To have self-initiative, work individually and infer meaning from context. **SCC:** To respect turns when working in a whole-class activity and when playing a game in pairs. **CAC:** To make mini-flaschcards to be used in activities and a

SPECIFIC OBJECTIVES FOR THIS UNIT

-To identify, name and describe the parts of the body.
 -To talk about chores.
 -To follow oral and written instructions.
 -To listen to and reproduce a song.

-To listen to, read and understand different short texts.
 -To show awareness of the sound-spelling relationship.
 -To read a comic strip for pleasure.

C O N T E N T S**BLOCK 1: LISTENING, SPEAKING AND INTERACTION**

-Listening to and reproducing oral messages. -Comprehensive listening of a story, a comic strip and a text.

BLOCK 2: READING AND WRITING

-Comprehensive reading of short texts with different aims. -Writing words to complete sentences.
 -Recognition and written reproduction of the vocabulary.

BLOCK 3: KNOWLEDGE ABOUT THE LANGUAGE**LINGUISTIC KNOWLEDGE****VOCABULARY**

-The body: arm, foot/feet, finger, hand, head, legs, nose...
 -Directions: Left / right
 -Chores: cook, wash, clean, sew.
 -Machines.

LANGUAGE STRUCTURE & FUNCTION

-Revision of verb HAS GOT: *He's/ She's got a (head), He/ She hasn't got a (nose)*
 -Short answers: *Yes, he/she has, No, he/she hasn't.*
 -Expressing statements: *He cooks/cleans, He washes clothes.*

PHONETICS

-Stress, rhythm and intonation in songs.
 -Words containing the sound /ɒ/: *Bobby has got an orange clock and an orange sock.*

REFLECTING ON LEARNING

Using their previous knowledge, inferring meaning from contexts, memorising and using the vocabulary, repeating oral and written models, association of words with their visual representation, awareness of sound-spelling relationship, spontaneous oral and written reproduction with a communicative intention, appreciating errors as a part of the learning process, etc.

BLOCK 4: SOCIOCULTURAL ASPECTS AND INTERCULTURAL AWARENESS

Taking active participation in communicative games. Showing interest in participating in the household chores. Recognising the importance of machines' safety and showing interest in reading as a source of

ADDITIONAL CONTENTS**INTERDISCIPLINARY CONTENTS**

Spanish language and Science.

CROSS-CURRICULAR CONTENTS

Education in values: Education for solidarity, in the sense that students show interest in helping at home by getting the responsibility of doing some chores at home. Education for health, since the students find out how the body works.

ICT: Use of CD audio for listenings, the DVD to watch a video and the CD-ROM which presents various activities and games to work on grammar, vocabulary and phonetics.

Fostering reading habits: Students read different texts related to the topic of the unit, such as short dialogues, comic strips, stories, etc.

Fostering debate and audiovisual communication through activities which encourage communicative exchanges like discussing about chores, recycling batteries, acting out the dialogues, etc.

TIMING	TEACHING AND LEARNING ACTIVITIES
1 session	Opening act.: Introduce the topic, encourage motivation, create a context and check students' previous knowledge by using watching a video and asking questions.
7 sessions	<p>Main act: Listen to, read and sing <i>Rodney the robot</i> song. Questions and answer to practice parts of the body. Read and match. Listen to and read a short dialogue, and act it out. Listen and put a number token. Read and write. Write the words in order. Make a robot with craft materials and ask and answer questions to play. Listen to and read the story. Then listen again and say the missing word. Put the words in order. Read for general and specific information (Let's find out about energy). Talk about recycling batteries. Listen to the words containing the /ð/ sound and repeat them. Listen to the tongue twister, repeat it and learn it. Read the words and cross the odd one out. Circle the words with the /ð/ sound. Listen to, read and sing <i>Cook, clean, wash, sew</i> song. Read, write the words and complete sentences. Read about people's chores and talk about your chores. Listen to and read the story, then tell it with the cards. Put the drawings in order and match. Tick/cross true or false. Find orange things in the story. Listen and repeat. Write the words. Read a comic strip. Read, draw and write. Read and stick. Listen and number. Tick/cross true or false.</p> <p>Reinforcement act.: Slow learners review the parts of the body by playing bingo.</p> <p>Extension act.: Most able learners read two texts (A/B) about chores and do an information gap activity.</p> <p>Closing act.: Review the chores by playing the Pictionary game.</p>
1 session	Assessment act.: The unit test, the students' progress check and self- evaluation sheet.
ATTENTION TO STUDENTS WITH SPECIFIC NEEDS OF EDUCATIONAL REINFORCEMENT	
<p>In this unit specifically, with the hearing impaired student we will use body language and visual support and provide the tape script of all listening activities. In any case, we will group students in such a way that the most able students can help the weaker ones, we will adapt the teaching and learning process to the student's pace and will encourage their self-confidence by emphasizing their involvement rather than their achievement, etc. (see section 7.1.)</p>	
METHODOLOGY & MATERIALS	
<p>The methodology is basically communicative and participative. Encouraging students actively participate and making them responsible for their own learning by fostering their self-esteem and their daily work and effort. The specific materials for this unit are flashcards, a DVD, a CD, worksheets, craft materials, scissors, glue, word cards and story cards.</p>	
EVALUATION PROCEDURES AND TOOLS	
<p>Students evaluate themselves and the didactic unit with the student self-evaluation sheet. We register our daily observations and experiences in our classroom diary and we regularly assess our students' attitude, classwork and homework.</p>	

8.- BIBLIOGRAPHY

❖ Legislation:

- ✓ LOE: The Organic Law of Education 2/2006 of 3rd May which contains the main guidelines for the educative system in Spain.
- ✓ Royal Decree 1513/2006 of 7th December which establishes the basic curriculum for Primary Education in Spain.
- ✓ LEA: The Andalusia Law of Education 17/2007 of 10th December which applies the above Royal Decree in Andalusia.
- ✓ Decree 230/2007 of 31st July which establishes the implementation and the curriculum of Primary Education in Andalusia.
- ✓ The Order of 10th August 2007 which develops the curriculum of Primary Education in Andalusia.
- ✓ The Order of 10th August 2007 which states the requirements and considerations about the evaluation of the teaching-learning process.
- ✓ The Order of 17th March 2011 which modifies the previous order about the evaluation in Primary Education in Andalusia.
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www.onestopenglish.com	www.infovisual.info
www.britishcouncil.org/kids.htm	❖ Literature for young learners

www.crickweb.co.uk/ks1science.html	www.poetry4kids.com
❖ Popular songs and nursery rhymes	❖ Riddles
www.zelo.com/family/nursery/	http://halife.com/family/kids/riddle03.html
www.smashits.com/music/english/songs/7135/favourite-nursery-rhymes.html	www.teacherneedhelp.com/students/riddles.htm
❖ Phonetics	❖ Tongue twisters
www.bbc.co.uk/schools/wordsandpictures/clusters/index.shtml	http://thinks.com/words/tonguetwisters.htm

9.- CONCLUSION

In today's world a mastery of English is an essential skill for all areas of life. Our teaching aims to continue students' acquisition of this skill and improve all aspects of their performance as they start planning their future role in life. Our syllabus and all its elements, organizational and methodological, serves as a guide to achieving both our direct objectives and wider ones, students' autonomous, confident and competent use of the English language now and in the future.

C. APPENDIX

In the appendix of our syllabus we will include an example of the teaching planning of one of the fifteen didactic units in order to give a clearer idea of our teaching practice.

1.- INTRODUCTION

The didactic unit presented below is the fifth from our syllabus and it is called ***Food, delicious food!***

It is aimed at 25 students in their 3rd year of Primary Education with an average age of 8 years old, one of them being a hearing impaired student.

It will be taught in the first term of the year, right after "Halloween" and it will be sequenced in nine sessions of 45'each in which we will propose certain basic competences, didactic objectives, teaching and learning activities and evaluation criteria. We will do all this from a global and integrated perspective.

This didactic unit, as well as the other fourteen included in our syllabus, are placed in the 3rd curricular level of specification. For its elaboration and design we have based on the Curricular Project of our School (included in the Educational Project, 2nd level of specification), in order to adapt the proposals and the characteristics of our school to the specific characteristics of our students. The Educational Project, is based on the Basic Curriculum Design for Primary Education which is regulated by the Royal Decree 1513/2006 of 7th December, the Decree 230/2007 of 31st July which establishes the implementation and the curriculum of Primary Education in Andalusia and the Order of 10th August 2007 which specifies the curricular elements that are common to all schools in Andalusia (1st level of specification).

Through this didactic unit we expect our students to achieve the necessary structures and vocabulary related to food and to be able to construct a healthy menu and acquire healthy habits.

The reason why we have chosen this topic is because food is something which is present in our students' daily life. They eat everyday at home or school, they normally accompany their parents to do the shopping and some of them are starting to buy sweets on their own. They are in a crucial age where acquiring healthy habits is essential for them to grow healthy and we intend to make them aware of this throughout this didactic unit.

2.- BASIC COMPETENCES DEVELOPED IN THIS UNIT

In this unit our students will develop the following basic competences:

- **Competence in Linguistic Communication (CLC):** Our students will develop this competence since they will have to identify the structures and the vocabulary included in our didactic unit, both in oral and written communication.
- **Mathematical Competence (MC):** They will have to respond appropriately to numerical information in tasks.
- **Competence in Knowledge of and Interaction with the Physical World (CPW):** In this didactic unit we will work on nutrition and we will deal with food around the world.
- **Treatment of Information and Digital Competence (TIDC):** They will have to search for information using magazines, computers and the internet to do projects.
- **Social and Civic Competence (SCC):** They will have to respect the rules in games, talking turn and other classmates' opinions in pair and group work activities.
- **Cultural and Artistic Competence (CAC):** They will do craft activities and a project.
- **Competence in Learning to Learn (CLL):** They will be responsible for their own work and learning and use learning strategies on their own.
- **Competence in Self-sufficiency and Personal Initiative (CSPI):** They will have to plan and take decisions in group work activities and have self-initiative when participating.

3.- OBJECTIVES FOR THIS UNIT

The specific objectives for this didactic unit are listed below:

1. To identify and correctly use words and expressions about food.
2. To express likes and dislikes.
3. To express which food is necessary for good nutrition in English.
4. To listen to and reproduce songs.
5. To listen to, read and act out short dialogues.
6. To take part in different games and interact with their classmates.

7. To show awareness of the sound-spelling relationship.
8. To make a final project about food.

4. - CONTENTS

In the English Language, contents are oriented towards the acquisition of communicative competence in the foreign language, through a communicative approach which emphasizes language skills and socio-cultural aspects as the basis of language mastery.

The contents have been grouped in 4 blocks related to the four characteristic centers of attention of the teaching and learning process.

Block 1. Listening, speaking and talking.

- Listening and comprehension of spoken messages about food and meals in order to extract any specific and comprehensive information.
- Spoken interaction in real or simulated situations giving verbal and nonverbal responses that require a choice between limited repertoires of possibilities, in progressively less targeted contexts.
- Production of oral texts, previously known through active participation in songs and short dialogues.

Block 2. Reading and writing.

- Reading and understanding of short texts about food and meals such as: a quiz, a short dialogue in a restaurant, a short dialogue in a shop, recipes of the world, a comic strip and recipes in order to obtain the global or specific information required to perform a certain task or enjoy reading.
- Use of guided reading strategies (use of the visual elements of the context and background on the subject or the situation transferred from the languages they know), identifying the most important information, deducting the meaning of words and expressions unknown.
- Reading and writing a survey, a quiz, a restaurant menu, recipes and a project about food.
- Use of ICT resources to write a menu for a restaurant, do a quiz and look for information about food to do a project.
- Interest in presentation and care of written texts.

Block 3. Knowledge of the language.

Linguistic Knowledge:

❖ ***Vocabulary***

- Vocabulary and expressions related to food.

❖ ***Linguistic Structures and Function***

- Yes/No questions & answers: *Do you like (fruit)? Yes, I do/ No, I don't.*
- *Expressing likes/dislikes: I like/love (salad), I don't like (bread).*

My favourite food is...

- Asking for the price of something: *How much is 1kg. of tomatoes? It's 2 euros.*

❖ **Phonetics**

- Identification and use of stress, rhythm and intonation in oral texts (dialogues, songs, etc.)
- Words containing the sound /i:/: *Can I have a meat and cheese pizza with green peas, please?*

Reflecting on learning

- Use of skills and procedures such as repetition, memorization, association of words and expressions with gestural elements and visual observation of models, reading of texts, use of multimedia formats, for the acquisition of new vocabulary, shapes and structures of the language.
- Thinking about learning and the acceptance of mistakes as part of the process.
- Confidence in the ability to learn a foreign language and valuation of the cooperative work.

Block 4. Socio-cultural aspects and intercultural awareness.

- Interest in learning about Andalusian food and food from around the world and the origin of different dishes.
- Knowledge and use of English meal times and some forms of courtesy (*Please give me some, here you are...*) and establish comparisons between them and the ones of our autonomous community.
- Awareness of the importance of keeping a balanced diet.
- Value the English language as a means to communicate.

Apart from the contents above, we ought to mention **CROSS-CURRICULAR THEMES**. The Cross-Curricular Themes included in our didactic unit are the following ones:

- **Education in values:** By fostering group work activities we are facilitating students social interaction and therefore they learn to behave accordingly to social and civic people, as well as learn to be tolerant and respect others ideas. Moreover during this unit our students will learn some courtesy rules, like saying please and thank you. They will also learn the importance of a good diet in order to grow healthy habits.
- **Information and Communication Technologies:** We will be using the CD audio and the interactive white board when watching and listening, computers and the Internet to do some activities and search for information in the computer room.
- **Fostering reading habits:** Students will read different kinds of texts such as: A quiz, a short dialogue in a restaurant, a short dialogue in a shop, a short article about food around the world, a comic strip and recipes. These texts are close to their interests, meaningful and functional and with input which is a step far beyond their level of competence.
- **Fostering debate and audiovisual communication:** Our didactic unit includes pair, group and whole-class activities which encourage communicative exchanges, such as talking about different kind of food and recipes or performing short dialogues.

Finally, we stress that our unit is designed to favor an integral approach to students' education in different areas of the curriculum. This is what we call **INTERDISCIPLINARY CONTENTS**.

In our didactic unit we also work on **other areas of the curriculum**, such as:

- ✓ **Science:** Our students will find about the importance of a healthy diet.
- ✓ **Maths:** Our students will have to learn and use prices and units of measure.
- ✓ **Arts and Crafts:** They will have to cut-out pictures to make two wall charts, dramatize short dialogues and do a final project about food.

5.- TEACHING AND LEARNING ACTIVITIES

FIRST SESSION

➤ **OPENING ACTIVITIES** (5 minutes)

1. We will carry out a kind of initial evaluation to know the vocabulary the students still remember as far as meals and food are concerned. To do so, we will use flashcards just containing the picture of the food and we will ask "What is this?" When a student answers correctly we will give him/her the picture of the food with its corresponding written text to paste both together on the blackboard.

Once we have finished with the oral part of this activity, we will give our students time to copy the pictures and the names from the blackboard in their picture dictionaries and we will ask them to study these words for the next class.

➤ **MAIN ACTIVITIES** (35 minutes)

2. Now we will introduce the question "Do you like...?". We won't give any grammar explanations here. The students will learn the structure as if it was a set phrase. To help them understand it, we will use happy/sad faces.

We will use the following dialogue:

- Teacher: *Do you like strawberries?* (The teacher shows the flashcard of the strawberry)
- Teacher: *Yes, I do* (with a different tone and holding up a smiling face).
- Teacher: *Do you like bananas?*
- Teacher: *No, I don't* (with a different tone and holding up a sad face).

Once we have finished exemplifying the dialogue, we will ask some students and we will write the answers on the blackboard. Then students will ask and answer each other.

3. Now we are going to use the CD-player to play the song of the unit: '*Food, glorious food*'. Students will listen to it once to familiarize with its stress, rhythm and intonation as well as the vocabulary and structures. Then we will play it a second time and will encourage students to sing it if they like it. We play it once more, but this time we will stop it in the chorus in order to hear our students singing it. After we have done this a couple of times, we divide the class in three big teams. We point at one team to start the song and then, the team we point at next has to continue the song and so on. We will increase speed in order to make it funnier. At the end, we will

score points and tell which team has been singing the best considering stress, rhythm and pronunciation.

4. Now will work on pronunciation and we will concentrate on the words with the /i:/ sound, such as *cheese, peas, peach, meat or meal*. The students will listen to the pronunciation of the words with the /i:/ sound in the song and will repeat after listening. Then, they will have to cross out the odd ones from a list of words containing the same sound.
5. Next we will work on reading comprehension and we will ask our students to turn down the sheets with the lyric of the song. This time we will give students some sentences of the song, some will be true (T) and some others will be false (F). Students will have to choose between T/F. Then students will compare their answers with their classmates and at the end, the answers will be given out loud.

➤ **CLOSING ACTIVITIES** (5 minutes)

6. In the time we have left in this lesson, we will shortly review the new vocabulary and sing the goodbye song:

It's time to finish now and put your things away. Bye, bye, bye, bye, see you another day.

SECOND SESSION

➤ **OPENING ACTIVITIES** (5 minutes)

7. We play the song of the unit '*Food, glorious food!*' and sing it as a whole class. Then we will review the vocabulary learnt in the first lesson by playing the Pictionary game. We divide the class in three groups and one student of each group has to draw a picture on the blackboard and the rest of the class will have to guess what it is.

➤ **MAIN ACTIVITIES** (35 minutes)

8. Next we will show students a poster with food to make them say "I like/don't like it." First the teacher points at one picture and the students answer. Then an individual student points at one picture and another student answers.
9. The students will do a survey. We will hand out a paper to students with a table with some food and meal already learnt and some empty spaces they will have to fill in with food items. Next to it there will be the expressions like and don't like. We will give the students an example of how to do it and then they will have to find out which food their partner likes and which not.
10. The next activity will consists of finding out which of the food they eat is healthy and which is junk food. First of all, we will brainstorm and write all the students' answers on one side of the blackboard. We will ask students what they ate for breakfast, lunch and dinner. Second of all, we will write two columns on the blackboard/interactive white board. At the top of one column, we will write the word "healthy" and at the top of the other one, the word "unhealthy". Next, we will classify each food our students tell us in **healthy** or **unhealthy**. In order to do this we will ask students "*Is (a banana) healthy or unhealthy?*"
Some of their answers might be wrong but we are there to guide them.

We will give the students time to copy the table on their notebooks.

➤ **CLOSING ACTIVITIES** (5 minutes)

11. We will ask the students to bring cut-outs of pictures with typical Andalusian food for the next class, so that they can make some wallcharts about either food or a restaurant menu (starters, main courses, desserts, drinks). For this activity students will also have to bring scissors and cardboard.

THIRD SESSION

➤ **OPENING ACTIVITIES** (10 minutes)

12. We sing the song of the unit and play **bingo**. We will give the students a table with six empty spaces where they will have to draw different foods they know. Once they do that, we will proceed to say some food at random and they will have to cross it out if they have it. When the whole table is completed they have to shout "**bingo!**".

➤ **MAIN ACTIVITIES** (30 minutes)

13. Students will make two wallcharts with the cut-outs they brought:

a) **FOOD** and b) **THE RESTAURANT**.

They will have to cut-out the pictures with **typical Andalusian food**, classify them in **HEALTHY** or **UNHEALTHY** and label them.

They will have to cut-out the pictures and classify them in first courses, main courses, desserts and drinks. Then, they will have to label them and write if they are healthy or unhealthy. We will explain them that in the next class, they will have to write the menu for their own restaurant.

The main aim of this activity is that they keep in mind both features, i.e. the food or meals they like and which of them are healthy.

➤ **CLOSING ACTIVITIES** (5 minutes)

14. In the time we have left in this lesson, we will shortly review the new vocabulary and sing the goodbye song.

FOURTH SESSION

This day we will take the students to the **computer room**, since they will write their activities behind the computers and use the Internet.

➤ **OPENING ACTIVITIES** (5 minutes)

15. We sing the song of the unit and remember the learnt vocabulary by doing a warm-up.

➤ **MAIN ACTIVITIES** (35 minutes)

16. In seven **groups** of three and one of four, the students will use the computer to write a **menu** for an Andalusian restaurant with healthy food they like. As a guide, they can use the wallcharts they made in the previous class and some models of simple menus in English we have brought to the class. With

this activity, students will learn to appreciate and value the typical Andalusian cuisine, as well as they will develop their digital competence. Once they have finished, they compare their menus with the ones of other groups.

17. They will do a short quiz individually to check how much they have learnt about healthy eating. This quiz has been taken from the website of the British Council:

<http://learnenglishkids.britishcouncil.org/en/language-games/medium/healthy-eating>

➤ **CLOSING ACTIVITIES** (5 minutes)

18. In the time we have left in this lesson, they will present their menus.

FIFTH SESSION

➤ **OPENING ACTIVITIES** (5 minutes)

19. We sing the song of the unit and remember the learnt vocabulary by playing the piranha game/ hangman.

➤ **MAIN ACTIVITIES** (35 minutes)

20. At the restaurant. The students will listen to a short dialogue at a restaurant:

- Waiter: *Good evening. Are you ready to order?*
- Customer: *Yes, please. Can I have fish and chips, please?*
- Waiter: *OK. And what would you like to drink?*
- Customer: *A coke, please.*
- Waiter: *Would you like dessert?*
- Customer: *Yes, Can I have an ice-cream, please? And that's all.*
- Waiter: *OK. Thank you.*

After listening to the dialogue and repeating it in chorus, they will read it in pairs. The dialogue has visual support and it shouldn't be difficult for them to understand.

21. Now, **in pairs or small groups** (3/4), the students can write and act out their own dialogue by using the model presented above and substituting the things the guests ordered for the ones in the menu they made in the last lesson.

22. On the white **interactive board** of our classroom, the students will watch and listen to a short video about an English girl who is having a picnic with her teddy bears. The title of the video is *Poppy's having a picnic with her toys and dolls*. This video has been taken from the website of the British Council:

<http://learnenglishkids.britishcouncil.org/en/kids-talk/whats-your-news-picnic>.

After watching the video we will ask them some questions to check if they have understood and they will have to draw their own picnic and tell it to the rest of the class. If there is not enough time, students can finish it at home.

➤ **CLOSING ACTIVITIES** (5 minutes)

23. In the time we have left in this lesson, we will shortly review some words from the video and sing the goodbye song.

SIXTH SESSION

➤ **OPENING ACTIVITIES** (5 minutes)

24. We will begin this lesson by talking about the different picnics they draw. In this way we check if students have completed their homework as well as review the vocabulary, since students will have to show and talk about their picnics to the rest of the class.

➤ **MAIN ACTIVITIES** (35 minutes)

25. Recipes: First we are going to present some easy recipes from around the world. (Here we will take into account the country of origin of two of our students, two Moroccan). We are going to read them, explain the vocabulary and ask comprehension questions.

Next we are going to make a survey to find out the students' favourite meals. It could be done in groups first and the result could then be gathered for the whole class. In this way, we do not have too many recipes to prepare later. Each group can propose two favourite dishes.

Once we know the dishes each group likes, we will write the ingredients for each dish on the blackboard. The students will help us as we will ask "What do you need to make a...?"

The main aim of this lesson should be that the students use the English language as much as possible while carrying out the group-work. Therefore, it is our task to provide them with all the necessary vocabulary and structures and to insist on using English as a communicative means.

It is important that each group comes to a conclusion and they should not be disappointed if a dish has not been chosen among the favourite ones. One possibility could be to tell these students to find out the ingredients on their own and tell us in the following class. As far as evaluation is concerned, these are the most important elements for this session: students' attitude as to group decision and their awareness and use of English as a means of communication.

➤ **CLOSING ACTIVITIES** (5 minutes)

26. The students listen to and memorize the chant: *Can I have a meat and cheese pizza with green peas, please?* Then they draw it.

SEVENTH SESSION

➤ **OPENING ACTIVITIES** (15 minutes)

27. To prepare students for the final project they are going to do in small groups, *The healthy eating pyramid*, we will propose the following activity: On the interactive white board we will write four groups: (1. Bread and cereals, 2. Fruit and vegetables, 3. Meat and fish, 4. Dairy products and 5. Fats, oils and sweets.) Then, we will show them some pictures and we will ask the students to say their names in English. Next, we will ask for some

volunteers to drag each picture to the right group. If after that, the students do not know the meaning of some word we will explain it to them. After that, students will copy the four groups with the food items in their notebooks.

➤ **MAIN ACTIVITIES** (20 minutes)

28. The students read a comic strip: *Let's go shopping*, and will do some activities related to the reading such as: Match the food with the right shop, cross the odd one out and classify each food under the right shop.

29. After we have checked if students have understood the vocabulary, we will divide the class in small groups to perform a similar communicative situation. The dialogue could be written on the blackboard as a guide for the students. For this activity we will have prepared food toys and realia, such as: English coins, baskets, shopping lists, etc. We will assign one shop to each group (the grocery's, the butcher shop, the fruit shop, the candy store, the bakery, etc.) and different roles to the students (the shop-assistants and buyers). The buyers will have a shopping list and they will have to go around finding the products in their list and the shop-assistants will provide the products to the buyers. Once they have played their roles, they can exchange them.

We will go around the classroom supervising their performance and assisting them in case any help is necessary.

➤ **CLOSING ACTIVITIES** (5 minutes)

30. The students can give the name of a food for each letter of the alphabet (apple, beans ...)

EIGHTH SESSION (45 minutes)

31. In this section students will work in groups of 5 to do the final project of the unit: *The healthy eating pyramid*. For this, students will use cut-outs of food, cardboards, felt-tip pens, scissors, crayons, glue, and rulers. Once they have cut out the pictures, they will have to classify them under the right group (1. Bread and cereals, 2. Fruit and vegetables, 3. Meat and fish, 4. Dairy products and 5. Fats, oils and sweets) and make the eating healthy pyramid. We can show them a model made by other students from previous years.

We will go around the classroom supervising their projects and assisting them in case any help is necessary.

We will paste their projects on the wall of the classroom.

NINTH SESSION: THE UNIT TEST (45 minutes)

- ✓ To check the vocabulary the students will have to write the correct names next to pictures.
- ✓ To check the concepts of healthy and unhealthy food the students will have to copy meals or food items into two columns.
- ✓ To check listening comprehension they will listen to sentences or short dialogues and decide whether some statements are true or false.

- ✓ To check the concepts of knowing where to buy things they will have to do a matching exercise with items and shops.
- ✓ Besides, the teacher will refer to the students' performance along the didactic unit, students' progress check, the self-evaluation sheet and will keep in mind the students' attitude.

6.- ATTENTION TO STUDENTS WITH SPECIFIC NEEDS

The measures we are going to carry out to attend students with specific needs are non-significant as regards the curriculum and they are as follows:

- To group students in such a way that the most able students can help the weaker ones.
- To reconfirm that the students have understood accurately the key concepts by asking them questions.
- To identify the specific objectives and contents by selecting the minimum requirement in each didactic unit and prioritize them based on their importance, functionality and practical application for future learning.
- To encourage their self-confidence by emphasizing their involvement rather than their achievements.
- To adapt the teaching and learning process to the students' learning pace.
- To develop reinforcement and consolidation activities in order to achieve the contents which have not been fully assimilated.
- To attend recuperation classes on a weekly basis.
- To hold frequent interviews with the families involved.

THE HEARING IMPAIRED STUDENT

This student requires **specific needs of educational reinforcement** and apart from the above mentioned, we add the following specific measures:

- To speak naturally and articulating without exaggerating. We must always ensure the comprehension of the message even if it requires individual support.
- To use body language and visual support to help them understand messages better.
- To assign a student to support them when they need it, avoiding overprotection.
- When dealing with listening, we will provide them with special support (such as amplifiers, text scripts and visual support)
- To provide them with reinforcement activities when needed.

Apart from what has been mentioned, there are certain students that also demand some specific attention, such as slow learners and the most able learners. Some of the measures we carry out with these students are listed below:

THE MOST ABLE LEARNERS

- To give them activities which are challenging and extend their knowledge, e.g. read the riddles and guess what food they are talking about **(EXTENTION ACTIVITY)**.

- To provide opportunities for increased learning by explaining concepts to weaker students.

SLOW LEARNERS

- To develop reinforcement and consolidation activities in order to assimilate key aspects of curricular content which have not yet been achieved, e.g. a crossword: meals and food or draw and identify what you like eating **(REINFORCEMENT ACTIVITY)**.
- To adapt the teaching and learning process to their learning pace.
- To utilise total physical learning techniques to help improve understanding.
- To encourage their self-confidence by emphasizing their involvement rather than their achievements.
- To positively reinforce their working habits.

7.- METHODOLOGY

The way we teach is also very important to be successful. Therefore, **methodology** is probably the most important part of the teaching and learning process. It is mainly communicative and reflects the teacher's objectives and students' interests, motivation and needs. We follow a gradual and integrated approach in the development of skills and the rest of elements our students must achieve and these are presented within a context and for a purpose.

We start each lesson by presenting a clear rationale of the teaching unit so our students know what they are doing and why.

Our main purpose is to improve their Communicative Competence in a gradual and coherent way.

We use different kinds of activities which respond to different purposes (opening activities, main activities, reinforcement and extension activities, closing activities, as well as assessment activities, etc) as we have seen in the previous section.

Our students actively participate in the whole teaching process, being responsible for their own learning. We aim to produce autonomous learners so learner strategies are also an important aspect to consider as we could see in the section about *Reflecting on learning*.

We must act as facilitators. Guide, monitor and help them when they need it, create a good working atmosphere in the classroom and try to work always from a positive point of view. Therefore mistakes are seen as part of the learning process. We must act as effective models for our students and show appreciation for their effort and contribution.

We also consider a variety of groupings. Students work individually, in pairs, in small groups and even as a whole class according to different purposes as we have seen in the previous section.

Finally we try to use various resources. These are: physical spaces (E.g. the classroom and the computer room); material published for EFL; audiovisual materials; ICT resources; realia and authentic materials; nonverbal communication (body language and gestures) etc.

8.- EVALUATION CRITERIA

The evaluation criteria are the main referent to assess if our students have acquired the intended objectives. By the end of this didactic unit the students should be able to:

1. Identify and use words and expressions about food correctly in English.
2. Say which food s/he likes and which not.
3. Be aware of the importance of a healthy diet.
4. Sing the songs of the unit.
5. Act out short dialogues.
6. Take part in different activities, interact with others and respect the rules.
7. Identify the sound-spelling relationship of the studied words.

9.- EVALUATION TOOLS

The evaluation process is not just summative but continuous (we evaluate the process during the process) and formative (it is an element of correction and improvement). Moreover we do not only evaluate our students' knowledge and attitude but also our teaching performance. Therefore evaluation is addressed to both the learning process and the teaching process.

Depending on the point in the process we will use different kinds of evaluation tools to evaluate the teaching and learning process:

PRE-EVALUATION	The teacher's questions, warm-ups, brainstorming and games.
ONGOING-EVALUATION	The classroom diary, daily observation and revision of the students' notebooks, projects, performance and attitude.
POST-EVALUATION	The students' progress check, self-evaluation sheets and the unit test.

10.- BIBLIOGRAPHY AND WEBGRAPHY

Appart from the legal framework already included in the bibliography of our syllabus the specific bibliography for this didactic unit is the following one:

- ✓ Brewster, J., Gail, E. and Girard, E.: The Primary English Teacher's Guide. Essex, England: Penguin, 2002.
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- ✓ Salaberri, Sagrario.: Uso del inglés en el aula. Oxford: Heinemann, 1993.
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