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MODELO DE PROGRAMACIÓN DIDÁCTICA
PARA 5º CURSO DE EDUCACIÓN PRIMARIA.

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La Orden de 22 de febrero de 2005, por la que se efectúa convocatoria de procedimiento selectivo para el ingreso en el Cuerpo de Maestros, establece que los aspirantes una vez superada la primera prueba de conocimientos accederán a una segunda prueba, denominada prueba oral, que tendrá por objeto la comprobación de la aptitud pedagógica y el dominio de las técnicas necesarias para el ejercicio docente y consistirá en la defensa de una programación didáctica y en la elaboración y exposición oral de una unidad didáctica.

Para la especialidad de Idioma Extranjero-Inglés la programación será anual estará y referida a un curso de Educación Primaria elegido por el/la aspirante adaptada al currículo vigente en Andalucía. Dicha programación deberá estar redactada en inglés y deberá contener, al menos, los siguientes apartados:

Objetivos, Contenidos, Metodología, Criterios de Evaluación, Atención a los alumnos con necesidades educativas especiales y Bibliografía.

Además estará estructurada al menos en 15 unidades que deberán contener los objetivos, los contenidos y las actividades.

El currículo vigente en la Comunidad de Andalucía para la Educación Primaria se encuentra regulado por el Decreto 105/1992, de 9 de junio por el que se establecen las enseñanzas correspondientes a la Educación Primaria en Andalucía (BOJA núm. 56 de 20 de junio).

A continuación se desarrolla una Programación didáctica para alumnos de 5º curso de Primaria.

DIDACTIC PROGRAMING

(Primary Education 5th year grade)

DIDACTIC UNITS SEQUENCE

1. My family
2. Professions. Daily routine
3. Halloween. Different kinds of homes
4. The weather and Seasons
5. Christmas
6. Games and Sports
7. Countries and Flags
8. Food
9. Describing People
10. A day at School
11. Animals
12. Feelings
13. In the street. Means of Transport
14. Be Green!
15. Holidays

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INTRODUCTION

Programming answers an attempt to rationalize teaching practice with the aim that teaching should not be carried out in an arbitrary way but rather as a plan.

Programming depends on the concepts one has about teaching and more specifically about the curriculum. Thus, the curricular model will have a decisive influence on the focus and the design of the program.

The need to carry out a teaching program that standardizes the teaching-learning process is justified by very diverse reasons:

- It helps to eliminate chance and improvisation, which does not mean that everything is closed or predetermined.
- It systematizes, orders and specifies the process stated in the educational project and curricular program, with enough flexibility to leave space for creativity.
- It enables to adapt teaching work to cultural and environmental characteristics of the context.

The following programme is centered on Primary Education and more specifically, on 5th grade.

1. PROGRAMMING JUSTIFICATION

1.1. Legal Framework.

Our current Educational System (Logse) is based on an open and flexible conception of the curriculum. This can be seen in the Teaching Decrees of the Autonomous Communities where objectives, contents, methodological orientations and evaluation criteria of Primary Education are specified (This constitutes the first level of specification).

In Andalusia the Decree 105/1992 of June the 9th establishes the teachings corresponding to Primary Education.

Otherwise the schools have autonomy to decide how to achieve the ultimate goals. This autonomy is necessary because the educational process cannot be the same in all schools. The process will depend on the social and cultural environment, and on the learners' particular features. Adjusting the Decrees to the educational environment leads to the School Project (second level of specification).

The teachers of each cycle will design the planning units of each class for the school year (third level of specification). Therefore the reference framework is the Base Curricular Design and the Stage Curricular Project of the School.

Programme design is, therefore, an essential element for guiding the teaching-learning process. It should be an effective and flexible tool for the teacher to proceed with a particular class group.

1.2. Characteristics of Primary Education.

Spanish Primary Education comprises six academic years, from 6 to 12 years of age and is organized into three cycles of two years each. It is compulsory and free, and along with Compulsory Secondary Education comprises the period of basic and compulsory education.

The main purpose of Primary Education is to provide children with a basic education enabling them to acquire basic cultural knowledge and skills related to oral expression, reading, writing and arithmetic, as well as a gradual independence of behaviour in their environment.

General objectives at this level can be seen as the skills 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.

Primary Education will contribute to develop in the children the following skills:

- To use the Spanish language, and where it is required, the official language of the Autonomous Community.
- To understand and express simple messages in a foreign language.
- To carry out simple arithmetical operations, as well as to understand and follow elementary logic procedures.
- To acquire the skills that will enable them to carry out their day-to-day activities independently from their family and social environment.
- To appreciate the importance of the basic values that rule life and human cohabitation and to act according to them.
- To use different means of representation and to act according to them.
- To use different means of representation and artistic expression.
- To know the fundamental features of their physical, social and cultural environment and to act according to them.
- To value bodily health and hygiene, as well as the conservation of nature and the environment.
- 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 Infant Education. They likewise form the basis upon which the skills comprising Compulsory Secondary Education are to be built.

The contents have a triple perspective (conceptual, procedural and attitudinal) 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. Compulsory areas for Primary Education are:

- Natural, social and cultural environment knowledge
- Artistic education
- Physical education
- Spanish language and literature
- Co-official language and literature of the corresponding Autonomous Community
- Foreign language
- Mathematics
- Religion

1.3. Scientific Framework.

1.3.1. Students' characteristics.

Educational processes are closely related to development processes in children. These processes are produced in a social and cultural context.

In 5th grade of Primary Education, students are between **10 and 11 years old**. In these ages, boys and girls go on acquiring physical, mental, social and language autonomy.

These students are in evolution. Little by little, they are changing, leaving their infancy and walking to the adolescence.

1. Psychomotor development.

At this stage young people grant great importance to personal appearance and compare themselves with others. Changes in the image they have from themselves can be a source of conflict associated to the acceptance of their own bodies. Their great interest and concern to their physical appearance is usually because they tend to establish a direct relationship between physical appearance and social acceptance.

This is a period in which it is important to stimulate sports and physical activity as this contributes towards acceptance of the body, favors acquiring healthy habits and is also an important vehicle for emotional discharge and interpersonal relationships.

2. Cognitive development.

These children are able to learn conventional codes: reading, writing, numbering, musical language, spatial representation... They are able to re-structure already possessed knowledge.

The growing capacity of abstraction enables them to appreciate qualities of objects: quantity, distance, length, weight and volume. This implies that perception and consciousness of the object may change of shape, space, position...

On the other way, children may establish analogies between objects and events without carrying out prior analysis. They do not proceed by deduction but rather by immediate association.

3. Affective and social development.

The child evolves from positions of moral dependence towards positions of autonomy and social agreement: some rules are no longer valid because of the mere fact that an external authority imposes them. They start to make themselves be valid on the autonomous base of having been established through agreement of all those implied on them.

The interaction during this period becomes a source for development and a stimulus for learning. The capacity of adopting a point of view of the other people enables benefiting more from the positive effects of interaction.

4. Language development.

Speech continues being one of the main instruments that children have for progressing in the knowledge of different contents proposed in all areas by means of expositions debates, summaries consultation in bibliographic sources...

Body is also a mean of expression, of language. The body is a concept of human being integrated as a totality that states many ways of feeling, of knowing, of moving, of expression...

5. Moral development.

Gradually, the child starts taking decisions on his own personal and moral matters. Maturity of judgment is associated with intellectual development and the social context that surrounds the individual.

Progressive decentralization that the individual experiences at this time will enable him or her to gradually move towards more autonomous moral positions. Their moral development is very attached to adopting values associated to personal identity.

1.3.2. Learning theories.

Today, Foreign Language Teaching has incorporated into its objectives and procedures the functional and communicative potential of language. Foreign Language Teaching now focuses on communicative proficiency rather than on the mastery of structures. Scholars who advocated this view developed the concept of the students' communicative competence. This goal refers to the social dimension of language, and implies the ability to use language.

The term communicative competence was coined by the American sociolinguist Dell Hymes establishing a new concept of language theory that complemented Halliday's functional view and was in contrast with Chomsky's theory of competence. Hymes maintained that Chomsky's theory was incomplete, and that a communicative and cultural dimension should be incorporated. A speaker does not only need the ability to use grammatical structures, but also to learn how to use those structures in a community.

Current language teaching has also been influenced by theories on second language acquisition. The most influential view was propounded by the American linguist Stephen Krashen. He developed a method called The Natural Approach, emphasizing the primacy of meaning in language.

1.4. Analysis of the context.

This Didactic Programming is thought to be applied in a Primary Education School placed in a big town where people are aware of the importance of modern languages, especially the English language. This school is well equipped and the students are motivated.

To be able to identify our Centre we shall refer to an essential Document in every school since it indicates the lines of work and therefore contributes to its identity, it is the School Project. Among the Educational Aims recorded in the School Project we can bring out:

- To foment a global education concerning the developing of all the students' personal facets.
- To promote the democratic and human values development in collaboration with the families.
- To foster an integrative education, establishing the necessary conditions to attend to the diversity of students.
- To encourage a cordial atmosphere and dialogue among parents, students and the school staff, favouring participation.

As to the personal, space and material resources, the Centre has got a staff of thirty two teachers and a monitor teacher divided into two stages: Infant and Primary Education.

In Infant Stage children assist since they are three years old, and there are two classrooms per level. In Primary Education Stage , first cycle, there are also two classrooms per level, meanwhile in the second and third cycles there are three classrooms per level. The whole school population is around five hundred students.

There are two specialized classes for pupils with specific educational needs. There are also a psychologist, an auditory and language problems specialized teacher and a doctor belonging to the EOE of the zone who support the Centre once a week.

There is a school library on the ground floor, which is also used as an audiovisual room. All the facilities placed on the ground floor have good access for pupils with physical disabilities. All the students with this type of characteristics assist to classrooms on this floor.

The Parents Association collaborates actively in the decisions and proceedings of the school. Along the school year they organize several extra school activities for both adults and children.

At present a School for Parents is in function. It has been organized by the Municipal Government.

The school has planned for the present course several commemorative activities. They are: Constitution day, Christmas, Peace day, Andalusia day, Book day and End of School Year party.

Some of the above activities have been taken into account when programming the Didactic Units.

As we mentioned before there are three groups of 5th level, two of them with twenty five students and the other one with twenty four.

Two of the students present permanent specific needs and there are two or three in each class with some learning difficulties. We shall describe them later in the Specific Educational Needs section.

2. OBJECTIVES.

Objectives are understood to be the intentions that orient the design and fulfillment of necessary activities for reaching the major educational objectives.

They must be expressed in terms of capacities to be developed.

Due to their orientative character, objectives must be established in several levels of specifications to make possible the transition from the General Education Proposals to the concrete educational practice of the Centre. In this way the objectives of the Stage become more definite in the objectives of the Areas, which must be understood as contributions of the different areas to Primary Education objectives.

Finally all of them have to adequate to the specific context.

2.1. General Objectives of the Stage.

Reflected in the Decree 105/92, of June 9th.

a) To know and appreciate the own body and to contribute to its development, adopting health and welfare habits and appreciating the repercussions of certain conducts over the health and the quality of life.

b) To act with autonomy in common activities and in group relationships, developing the possibilities of taking initiatives and establishing affective relationships.

c) To take part in the planning and realization of group activities, to accept the norms and rules that are democratically established, to coordinate the own objectives and interests with the ones of other members of the group, respecting different points of view and to assume the corresponding responsibilities.

d) To establish balanced and constructive relationships with people in already known social situations, to behave with solidarity, recognizing and appreciating social differences in a critical way and rejecting every discrimination based on sex, social class, believes, race and other individual and social characteristics.

e) To understand and establish relations among facts and phenomena in the natural and social surroundings and to contribute actively, if it is possible, in the defence, conservation and improvement of environment.

f) To Know and appreciate the basic elements and features of the natural, cultural and historical heritage of Andalusia and contribute to its conservation and improvement.

g) To know and appreciate the elements and basic features of the cultural heritage, to take part in its conservation and improvement and to respect the linguistic and cultural diversity as a right of the people and individuals, developing an attitude of interest and respect to the practice of this right.

h) To understand and produce oral and written messages in Spanish in accordance to different intentions and communication contexts and peculiarities of the Andalusian speaking.

i) To understand and produce simple and contextual oral and written messages in a foreign language.

j) To communicate oneself through verbal, corporal, visual, plastic, musical and mathematical expression media, developing aesthetic sensitivity, creativity and the capacity to enjoy works and artistic expressions.

k) To identify and set out questionings and problems from daily experience using both the knowledge and the material resources available as well as the collaboration of other people to resolve them creatively.

l) To appreciate the importance of the basic values that rule life and human cohabitation and to act according to them.

2.2. General Objectives of the Subject.

The Foreign Language objectives in Primary Education must be understood as contributions of this subject to Primary Education objectives.

Following the Decree 105/92 at the end of this stage, the student will be able:

1. To understand general and specific information in simple oral and written texts of known and habitual communicative situations with a specific communicative purpose.
2. To make simple and brief oral and written speeches in a foreign language, in real life or in performed communicative situations which can be linked to the experience of the student.
3. To read simple and brief texts dealing with the topic of the activities done in class in a comprehensible way, with the experiences and interests of the students and their knowledge of the world in order to get a general or a specific information.
4. To establish links between the meaning, pronunciation, the graphic representations of words or sentences and to recognize the given sounds, rhythms and intonations of the foreign language.
5. To understand and use the linguistic and non-linguistic elements which take part in habitual situations of social interaction and communication to get an easier and more fluent communication.
6. To show open-minded and respectful attitudes towards other languages, their speakers and their culture.
7. To transfer to the learning process of the foreign language the knowledge and experience coming from the acquisition of the mother tongue, contributing in this way to develop progressively autonomous learning processes.

2.3. Didactic objectives.

- To make the student become aware of his capacity to learn a foreign language: English.
- To sensitize the student of the profits of speaking foreign languages.
- To make the student feel English is easy.
- To make the student reproduce brief recorded texts.
- To establish English as a way of communication in class: to greet someone, to introduce someone.
- To sensitize the student with English spelling by making him copy small texts.
- To make the student discover the organization of his English book.
- To incite the student to repeat and memorize.
- To make the student understand the importance of phonetics.
- To make the student start perceiving the existence of two systems in English language: the oral system and the writing system.
- To give the student the possibility of auto - assessment.
- To make the student accept the differences in the rhythm in learning in class.
- To reuse in other contexts oral and written studied structures.
- To encourage the idea of always improving the acquired Knowledge: Linguistic knowledge never ends.
- To give priority to oral language against written language.
- To encourage students to trust in themselves when they speak.
- To understand and employ correctly the idea of simple present and present continuous.
- To be able to play simple linguistic games.
- To know how to spell different words.
- To avoid ridiculous when there oral or written mistakes.

- To develop the respect for different cultures.
- To encourage the curiosity of getting to know English speaking countries.
- To encourage the student to auto - assessment for motivating themselves to a wish of improving.
- To promote memorizing dialogues, songs, poems...
- To make the student to face and work contrastive phonetics.
- To encourage student towards graded reading books.
- To make the student meet other ways of living.
- To help the student to deduce grammatical rules.
- To make the student discover the existence of different registers through the use of politeness in English.
- To know to discover and locate Great Britain and English speaking countries in a map.
- To promote the student to cooperation.
- To promote student to get profit of mistakes and to use them as a way of learning.
- To educate towards tolerant and respect.
- To develop with students the capacity to reconstruct a dialogue.
- To make the student discover the British gastronomy.
- To encourage the student to express themselves in English language.
- To make the student reflect on the importance of grammar for writing and speaking correctly in English language.
- To read and listen to simple descriptions about fairy tale characters.
- To describe characters who have been described previously.
- To understand and act out a dialogue.
- To describe real things.

- To understand oral and written texts related to descriptions.
- To participate actively in classroom activities.
- To be aware of the importance of taking care of the environment.
- To express personal habits related to personal hygiene and leading a healthy lifestyle.
- To understand oral and written texts related to personal habits.
- To understand oral and written texts related to healthy diet.
- To express orally personal likes and dislikes.
- To write sentences expressing preferences.
- To be aware of the importance of following a healthy diet.
- To show a respectful and tolerant attitude towards the way other people celebrate Christmas.
- To learn a Christmas carol in English.
- To understand and extract specific information from a written or oral text.
- To ask and tell the time correctly.
- To recognize professions and say what they do.
- To respect different professions and their importance in society.
- To give instructions and carry them out.
- To ask for and give information about something.
- To ask for permission.
- To write out a timetable.
- To understand and carry out road safety rules and guidelines.
- To identify pictures and signposts about road safety.
- To be aware of the importance of following road safety rules and regulations.
- To identify the positive and negative actions related to the environment.

- To be aware of the importance of not watching too much television and making good use of one's own free time.
- To understand and put in practice the vocabulary and structures under revision.
- To appreciate the recreational aspect of language learning.
- To identify the different members of a family.
- To be aware of good family relationships.
- To appreciate reading not only as a pastime but also as an important source of information for learning.
- To express past actions orally and in writing.
- To be aware of the importance of school life and routines in their own education.
- To understand oral and written texts about animals.
- To describe animals correctly and coherently.
- To use the preposition correctly.
- To be aware of the importance of taking good care of both wild and domestic animals.
- To express ability.
- To ask and answer questions about the themes presented in the course book.
- To be aware of the importance of speaking a foreign language correctly.

3. CONTENTS.

The term “contents” refers to teaching and learning objects that society considers useful and necessary for promoting the personal and social development of all individuals.

Contents are divided into conceptual, procedure and attitudinal, and they must aim at developing the intended objectives.

Conceptual contents refer to the set of data, events, situations and notions to be learnt.

Procedural contents refer to the attainment of a goal. They can be defined as the skills, techniques and strategies to be acquired by the learner.

Attitudinal contents are the norms, values and beliefs to be learnt at school. Teachers must specify and program attitudinal objectives - they shouldn't be learnt in an unplanned way, and they shouldn't become part of the hidden curriculum.

3.1. General Contents of the Subject.

Following the Decree 105/1992, of June 9th, the contents of the foreign language deal with two different fields: the oral and written communication and the social and cultural aspects.

3.1.1. The oral and written communication.

In this level, tool and functional aspects of language will remain over the formal aspects which implies abstract theories of concept.

The knowledge of vocabulary and basic structures of the foreign language will be used to understand and produce oral and written messages, in contexts and situations such as: greetings, identification and description of people and objects, expressing desires and needs, telling events of everyday life, etc.

Messages must be related to the personal and social experience of the students, their communicative needs, the rhythm of the class, surrounding problems and the most important and motivating cultural aspects, given in a foreign language in a social interaction context.

The communicative competence means to use the language in interactive situations and therefore, not only affect the pronunciation, vocabulary or basic structures of the foreign language, but it also includes specific strategies and attitudes.

Expressing ideas, feelings or experiences, or telling or describing situations and events, implies recognize and use linguistic and non-linguistic strategies.

However, although the production of messages is essential to learn a language, difficult usages should be avoided considering the possibilities of the student.

3.1.2. Social and cultural aspects.

The social and cultural aspects connected with communicative situations will be taken into account in this stage. By social and cultural aspects it is included not only the social behaviours but also the social and cultural structures of the English language. Therefore, those aspects regarding a different vision of reality must be studied.

The correct use of another language implies being aware of other personal relationships and to be able to reach this awareness it is necessary to distinguish in our analysis the differences of both languages: greetings, politeness, gestures, familiar relationships, etc.

The approach to certain social and cultural aspects will be found in general material of everyday life elements (signals, tickets, songs, films, names, tourist services, etc.) and in elements used with that purpose (tales, games, songs, poems, rhymes, etc.).

The cultural messages of the foreign language deal with different background which may be geographic, historic, popular, etc., and that make up a different culture with which they would have to be identified if they want to learn the real meaning.

The student will be, then, encouraged to have relationships with people of other countries and interests in social and cultural curiosities and aspects of them, taking into account their customs and behaviours and promoting respect among them.

Learners of the third cycle have already a stock of linguistic knowledge of two years, which will enable them to acquire more complex concepts.

3.2. Contents for a 5th year grade.

We have followed the established division of contents into concepts, procedures and attitudes, but we have also divided the category of concepts into functions, linguistic exponents and vocabulary. Therefore our list of contents for a 5th grade degree is as follows:

CONCEPTS

Functions

- Greeting one another
- Describing what people are doing
- Saying where you are from
- Asking and giving personal information
- Talking about your family
- Describing daily routines
- Telling the time
- Talking about the jobs people do
- Saying what you want to be when you grow up
- Talking about how you celebrate Christmas
- Describing games and sports
- Following instructions to play a game
- Describing where you live and the things you do there
- Talking about the weather and the seasons in different places
- Talking about people of different countries
- Talking about likes and dislikes
- Asking and saying how much things cost
- Talking about the food you like/don't like

- Describing people: what they look like and what they are wearing
- Describing where animals live.
- Saying what animals can and can't do
- Talking about how you feel
- Making comparisons
- Talking about the space
- Asking and answering preferences
- Talking about school subjects
- Following school safety rules
- Talking about measures to protect the environment
- Planning a party.
- Talking about how to keep in touch

Linguistic Exponents:

- Hello/Hi, I'm...
- What's your name?
- This is my (sister). These are my (friends)
- He's/She's (reading a book)
- How old are you? I'm (ten) years old
- When's your birthday? My birthday is in (June)
- I'm from (Spain)
- Have you got (a sister)? I've got (a brother)
- I get up at (half past seven)
- It's (ten past eight)

- He's/ she's a (teacher)
- I want to a (pilot)
- How many (players) are there? There are (eleven)
- How do you celebrate Christmas?
- You need (a racquet)
- Throw/Catch/Hit the ball
- Where do you live? I live in (a small town). He/she lives (near the sea)
- What's the weather like? It's (hot) in (summer)
- I like (playing tennis). I don't like (climbing a mountain)
- What do you want? I want (chicken), please.
- How much is (the rice)? This (cake) costs one pound. These (drinks) cost two pounds
- He's/She's got (blue eyes) and (dark hair). He's/She's (tall) and (thin)
- What are you wearing? (He's/She's wearing (red shoes)
- Who is it?
- (Birds) can (sing). (Elephants) can't (fly)
- I'm (thirsty)
- We need (a tent)
- The (moon) is (smaller) than the (earth)
- What's your favourite (subject)?
- Wait! Stop! Don't cross!
- I go by bus
- Don't throw away (plastic)
- Let's have (fun)

- What's your address?

Vocabulary

Colours, classroom objects, numbers, months, countries, family members, professions, days of the week, parts of the day, games and sports, ordinal numbers, weather, seasons, locations, prepositions, habitats, free time activities, food and drinks, adjectives to describe people, parts of the body, clothes, animals, continents, adjectives to describe animals, adjectives to describe feelings, places, the sky and beyond, school subjects, road safety signs, means of transport.

Procedures

- Looking at illustrations in order to identify a situation
- Looking at drawings and listening to a dialogue in order to identify the characters
- Predicting the end of a story
- Acting out the dialogue in small groups
- Singing and acting songs
- Reciting and acting out chants
- Doing an oral survey
- Matching words/sentences to the corresponding drawings
- Miming actions for other people to guess
- Playing language games
- Answering personal questions
- Reading and studying short texts
- Completing quizzes
- Writing and illustrating sentences
- Reading and listening to a text/dialogue
- Making handicrafts

- Listening to an interview and answering questions
- Looking at pictures in order to identify different contents related with the lessons
- Finding countries in a world map
- Reading and discussing texts
- Completing a table with the information of a text
- Reading and answering questions about the weather, animals
- Reading short texts and interpreting visual representations
- Asking about and ordering food through a role play
- Answering oral and written questions about a text
- Completing sentences with appropriate words

Attitudes

- Paying attention to classmates
- Participating willingly in class games and activities
- Showing a positive attitude towards English
- Enjoying the rhythm of English through chants, dialogues and songs
- Understanding the importance of evaluation and self evaluation
- Showing interest in discovering aspects of English culture
- Showing interest in reading and writing in English
- Showing interest in listening to oral texts in English
- Understanding that errors are part of the learning process
- Showing interest in learning about traditional games in different countries
- Showing interest in finding out about houses in Britain
- Showing interest in trying foods from different countries

- Showing interest in finding out more about wild animals
- Showing interest in talking about how one feels
- Showing interest in learning about stars and planets
- Showing interest in keeping in touch with friends

3.3. Didactic Units Organization

Programming 1: My Family

Objectives

- To ask for and give personal information.
- To talk about one's family, friends and birthday.
- To describe the familiar relationship according to a family tree.
- To express possession.
- To appreciate the importance of good family relationships.
- To enjoy reading and listening to a story in English.

Contents: Concepts (F: Functions, L. E. : Linguistic exponents), Procedures (P) and Attitudes (A)

- To revise the members of the family (F).
- To revise the rooms of the house (F).
- To use the question words when, what, where how (F).
- To describe actions in the Present Continuous (F).
- To identify and produce the sound / w / correctly (F).
- *He's in the Kitchen* (L. E)
- *Have you got a cousin? Yes, I have / No, I haven't* (L. E.).
- *When is your birthday? My birthday is in June. Her birthday is in July* (L. E.).

Vocabulary. Cousin, uncle, aunt, family tree, hall, kitchen, living room, bathroom, bedroom, best friend, pet, pet shop.

- Looking at drawings and listening to a dialogue to identify family members (P).
- Predicting the end of a story (P).
- Reading and studying short texts (P).
- Appreciation of the family role in one's own life and education (A).
- Enjoying the rhythm of English through rhymes and dialogues (A).
- Showing interests in reading a text in English (A).
- Understanding the importance of evaluation and self evaluation (A).

Activities

- Listening and reading comprehension about a dialogue (deducing from pictures, answering question using the present continuous, acting out the dialogue...).
- To answer personal questions
- To answer true/false questions and yes/no questions.
- To play games.
- To complete sentences choosing the appropriate word from a given box.
- To make one's own family tree.
- To make up sentences using the Genitive Saxon.
- To match words with their visual forms.
- To write about their families.
- To revise the months of the year.
- To learn and recite a rhyme.
- To write short letters.
- To write a birthday invitation.

- To complete sentences with information about themselves
- To complete the evaluation and self evaluation activities.

Programming 2: Professions. Daily routine

Objectives

- To identify and describe different professions.
- To say what one wants to be.
- To express everyday actions correctly.
- To respect other cultures and their life styles.
- To enjoy reading a text in English.
- To ask and tell the time.
- To carry out simple instructions

Contents: Concepts (F: Functions, L. E.: Linguistic Exponents), Procedures (P) and Attitudes (A)

- To describe states and everyday actions with the present simple (F).
- To ask questions with *What time...?* (F).
- To tell the time with *to* and *past* (F).
- To use affirmative and negative short answers (F).
- To identify and produce the sound / t / correctly (F).
- *I go to school. I don't wear a uniform* (L.E.).
- *What do you want to be? I want to be a reporter* (L. E.).
- *Do you want to be a doctor? Yes, I do/ No, I don't* (L.E.)
- *It's ten to three. It's half past two.* (L.E.)

Vocabulary: Reporter, pilot, singer, actor, nurse, doctor, architect, digital watch/clock, uniform, match, catch, switch.

- Global understanding of a story with contextual aids (P).
- Matching situations to the corresponding professions (P).
- Recognizing the time expressed orally (P).
- Matching sentences to pictures and saying whether they are true or false (P).
- Understanding that all workers contribute to the community welfare (A).
- Appreciation of the importance of knowing English in some professions (A).
- A respectful and tolerant attitude towards other people's life style (A).
- Showing interest in evaluating one's progress during the class (A).

Activities

- To play a game.
- To elicit vocabulary and sentences from pictures.
- Listening and reading comprehension.
- To answer personal questions.
- To join two halves of sentences.
- To revise numbers
- To practice the hour.
- To learn rhymes and the unit song.
- To match sentences with pictures.
- To practice short answers (Yes, he/she is. No, he/she isn't)
- To practice saying daily routines with imaginary personal information.
- To make a picture dictation about furniture and colours.
- To make a theatre.

- To complete the evaluation and self evaluation activities.

Programming 3: Halloween. Different kinds of homes.

Objectives.

- To learn about Halloween celebrations.
- To talk about different types of homes.
- To describe a house and its furniture.
- To understand oral and written dialogues related to descriptions of houses.
- To enjoy reading a text in English.
- To raise awareness of cultural similarities and differences.

Contents: Concepts (F: Functions, L. E.: Linguistic Exponents), Procedures (P) and Attitudes

(A).

- To ask questions with *what is this?* (F).
- To answer with *It's a ...* (F).
- To revise the parts and the furniture of a house (F).
- To describe facts in the present simple (F).
- To identify and produce the sound / h / correctly (F).
- *What is this? It's a...* (L. E.).
- *There is/There are* (L. E.).
- *I like. I don't like.* (L. E.).
- *Do you like? Yes, I do. No, I don't* (L. E.).

Vocabulary: Pumpkin, skeleton, bat, witch, ghost, spell, tail, pot, stir, footprint, mountain, valley, island, forest, step, lift, balcony.

- Reading short texts and interpreting visual representations (P).
- Looking at pictures in order to identify rooms of a house and furniture (P).
- Listening and singing the unit song (P).
- Reading and discussing texts about unusual homes (P).
- Reading and listening to a text about houses in London (P).
- Showing interest and curiosity for other countries celebrations (A).
- Showing interest in learning about houses in Britain (A).
- Appreciating the recreational aspect of language learning (A).

Activities

- To elicit vocabulary from visual representations inserted in a text.
- Listening and reading comprehension of a text.
- To decorate masks and display them around the classroom.
- To read and recite a spell.
- To make up a spell.
- To listen and sing the unit song.
- To play games.
- To make up sentences with There is/ There are.
- To find different countries in a world map.
- Using pictures, to find differences among different houses and habitats.
- To make a dictation.
- To label a picture of a house with the names of rooms and pieces of furniture.
- To act out a dialogue.

- To make a crazy sentence board.
- To complete the evaluation and self evaluation activities.

Programming 4: The Weather and Seasons.

Objectives

- To identify different weather conditions.
- To use the expressions related to the weather correctly.
- To talk about the seasons.
- To appreciate reading as a valuable source of information.
- To talk about free time activities.
- To talk about likes and dislikes.
- To use expressions with the imperative form (Positive and negative).

Contents: Concepts (F: Functions, L. E.: Linguistic Exponents), Procedures (P) and Attitudes

(A).

- To ask about the weather with *what's the weather like?*(F)
- To revise prepositions of place (F).
- To use the imperative (F).
- To identify and produce the sound / i / correctly(F).
- *The (winter) is (cold)* (L. E.)
- *Up in the mountains, down in the valley* (L.E.).
- *I like/ I don't like (fishing)* (L. E.)
- *Go/ Don't go* (L. E.)

Vocabulary: Cool, warm, wet, dry, near, up, on, down, mountain, valley, island, forest, north, south, east and west.

- Reading a written dialogue related to the weather and seasons (P).
- Looking at pictures in order to identify geographical features (P).
- Working in pairs to make up similar questions (P).
- Reading and answering questions about the weather (P).
- Showing interest in expressing personal information about what they like doing (A).
- Appreciation of the importance of communicating in a foreign language (A).
- Showing interest in making their own learning materials (A).

Activities

- Listening and reading comprehension of a text.
- To practice questions and answers about the weather.
- To write the letters of given words in the correct order.
- To make a picture dictation.
- To practice the imperative form through miming actions.
- To sing the unit song.
- To answer questions about the song.
- To mime and draw expressions with prepositions.
- To play games.
- To make up a text with visual representations.
- To complete sentences about the weather.
- To draw a treasure map and write the instructions to get the treasure.
- To talk about what they like/ don't like doing in their free time.
- Brainstorming of actions they must or mustn't do in an outdoor activity.

- To make a calendar for the classroom.
- To complete the evaluation and self evaluation activities.

Programming 5: Christmas.

Objectives

- To understand texts about Christmas.
- To learn about the real Father Christmas.
- To learn about traditional Christmas food.
- To respect the Christmas traditions in the English speaking countries.
- To use the correct pronunciation and intonation when reading texts and dialogues.
- To appreciate the recreational aspects of language learning.

Contents: Concepts (F: Functions, L. E.: Linguistic Exponents), Procedures (P) and Attitudes

(A).

- To revise vocabulary about Christmas (F).
- To express preferences (F).
- To revise vocabulary about the weather (F).
- To identify and produce the sounds / i / and / i: / correctly (F).
- *At + Christmas* (L. E.).
- *What do you want?* (L. E.).
- *How do you celebrate Christmas?* (L. E.).
- *This is/ These are* (L. E.).
- *What do you eat at Christmas? I eat* (L. E.).

Vocabulary: Reindeer, Finland, turkey, Christmas cake, Christmas pudding, gifts, jingle, Merry

- Christmas.
- Memorizing a Christmas carol (P).

- Writing a Christmas card (P).
- Writing a letter to Father Christmas (P).
- Showing interest and curiosity for learning about Christmas in other countries (A).
- A respectful attitude towards the way other people celebrate Christmas (A).
- Appreciation of the importance of not asking for too many presents at Christmas (A).

Activities

- To establish a conversation about the way they celebrate Christmas and find differences with the way it is Listening and reading comprehension about a text.
- To point celebrated in the U. K.
- to different countries in a world map poster.
- To talk about weather conditions.
- Problem solving activities (To find the errors in given pictures).
- To play games.
- To write a short letter to Father Christmas.
- To practice the expressions This is/ These are.
- To make a Christmas card.
- To act out a Christmas play.
- To complete sentences using the words and prepositions provided.
- To talk about Christmas food.
- To plan their ideal Christmas menu.
- To sing Christmas carols.
- To decorate the classroom for Christmas.
- To complete the evaluation and self evaluation activities.

Programming 6: Games and Sports.

Objectives

- To talk about different types of games and sports.
- To learn instructions to play a game.
- To learn about some traditional British children's games.
- To use ordinal numbers (first - tenth correctly).
- To understand people describing what they can do.
- To express one's own skills.
- To respect the intellectual and physical differences between class mates.

Contents: Concepts (F: Functions, L. E.: Linguistic Exponents), Procedures (P) and Attitudes

(A).

- To revise the verb *Can* (F).
- To give instructions with the imperative (F).
- To talk about quantities with *How many...?* (F).
- To identify and produce the sound / / correctly (F).
- *I can... Can you...?* (L. E.).
- *Throw the dice* (L. E.).
- *How many players are there? There are...* (L. E.).

Vocabulary: Counter, dice, ladder, board game, race, tennis court.

- Listening to people talking about what they can do (P).
- Writing sentences about one's personal abilities (P).
- Looking at pictures to identify different games and sports (P).
- Matching instructions to the corresponding pictures (P).
- Showing interest in discovering what other people can do (A).

- Showing interest in reading texts about games and sports (A).
- Participating actively in class games and activities (A).
- Showing interest in listening to oral texts in English (A).

Activities

- Total Physical Response activities.
- Listening and Reading comprehension.
- To classify words in different categories (games and sports).
- To talk about different games and sports and find out how many players are needed to play each one of them.
- To name actions represented in flashcards.
- To sing the unit song.
- To play games.
- To guess the name of a game or sport by using Yes/ No questions.
- To make comments about photos of different races.
- To practice ordinal numbers.
- To invent a crazy race.
- To read a factual text (Wimbledon).
- To make an interview about sports and games.
- To complete a table with information taken from looking at photos.
- Making a board game: Pelmanism.
- To complete the evaluation and self evaluation activities.

Programming 7: Countries and Flags.

Objectives

- To identify countries and their flags.
- To talk about different countries and flags.
- To learn about different people.
- To ask for and give personal information correctly.
- To raise awareness of cultural similarities and differences.
- To appreciate the importance of speaking a foreign language.

Contents: Concepts (F: Functions, L. E.: Linguistic Exponents), Procedures (P) and Attitudes

(A).

- To revise countries (F).
- To revise daily routines (F).
- To ask and answer to personal information (F).
- To identify and produce the sound / / correctly (F).
- *Where are you from? I am from...* (L. E.).
- *Where do you live? I live in...* (L.E.).
- *He is from...* (L. E.).

Vocabulary: Flag, medal, gold, silver, bronze, The Olympic Games.

- Listening to people talking about where they are from (P).
- Listening to people talking about where they live (P).
- Looking at pictures to identify different flags (P).
- Reading an adapted book (P).
- Showing interest in learning something about different countries and their flags (A).
- Showing a respectful attitude towards people who speak a different language (A).

- Showing interest in reading not only as a pastime but as an important source of information for learning (A).
- Participating actively in pair and group activities (A).

Activities

- Listening and reading comprehension.
- To identify different countries in a world map.
- To read a passage from an adapted book: Gulliver in Lilliput: Pre reading activities, while reading activities and post reading activities.
- To guess the name of sport from a brief description of it.
- To talk about The Olympic Games.
- To name the corresponding country after listening to the description of its flag.
- To write and pronounce ordinal numbers.
- To colour the Olympic flag following simple instructions.
- To talk about people from different countries.
- To talk about where the children are from and where they live.
- To practice personal questions and answers.
- To make up other people's daily routines.
- To write a short description about their daily routines.
- To find out differences between the Spanish and the English alphabets.
- To find out different types of writing.
- To complete the evaluation and self evaluation activities.

Programming 8: Food.

Objectives

- To talk about food.
- To order food in a restaurant with courtesy and giving thanks.
- To ask and say how much things cost.
- To count up to one thousand correctly.
- To be aware of the importance of not eating too many sweets.
- To respect the traditions and meal times in the different countries.

Contents: Concepts (F: Functions, L. E.: Linguistic Exponents), Procedures (P) and Attitudes

(A).

- To express wishes with *want* (F).
- To ask about prices with *How much is/ are...?* (F).
- To talk about likes and dislikes (F).
- To identify and produce the sound / u: / correctly (F).
- *What do you want? I want (fish and chips), please* (L. E.).
- *How much is the rice? It's / It costs (one pound)* (L. E.).
- *There's an Italian restaurant* (L. E.).

Vocabulary: Fish and chips, spring rolls, noodles, beans, vegetables, onion, salad, orange juice, pound, pence (p), takeaway, Chinese, Spanish, Italian, American, British, Indian, Japanese.

- Looking at illustrations in order to identify a situation (P).
- Reading a story and deciding on the most appropriate ending (P).
- Personalizing the language through answering questions (P).
- Showing interest in trying foods from different countries (A).
- Showing interest and curiosity for the English monetary system (A).

- Participating constructively and responsibly in classroom activities (A).
- Awareness of the importance of not eating too many sweets in a healthy and well balanced diet (A).

Activities

- To talk about their favorite meals.
- Listening and reading comprehension about a text.
- Brainstorming of food vocabulary.
- Total Physical Response activities.
- To find out the difference between the English and the Spanish monetary systems.
- To make and answer questions about prices.
- To order a meal from a given menu and calculate its price.
- Write the letters of given words in the correct order.
- To play games.
- To learn and recite a rhyme.
- To invent a new strophe for the rhyme.
- To make a picture dictation and a spell dictation.
- To make a role play: At the Supermarket.
- To invent an ice cream (its name, flavour and price).
- To prepare a questionnaire and represent the results on a graph or bar chart.
- To write down a typical Spanish menu (breakfast, lunch, tea and dinner).
- To make sentences from boxes.
- To complete the evaluation and self evaluation activities.

Programming 9: Describing People.

Objectives

- To describe what people look like.
- To describe what people are wearing.
- To understand and answer questions about physical descriptions.
- To talk about personal characteristics and abilities.
- To talk about similarities and differences.
- To respect physical and intellectual differences.

Contents: Concepts (F: Functions, L. E.: Linguistic Exponents), Procedures (P) and Attitudes

(A).

- To use appropriate language to describe physical characteristics (F).
- To revise clothes vocabulary and adjectives (F).
- To revise demonstratives pronouns (F).
- To identify and produce the sound / / correctly (F).
- *I've got (dark) hair. My hair is (long)* (L. E.).
- *I'm wearing a (blouse). He's wearing a (shirt)* (L. E.).
- *This / That is...// These/ Those are...* (L. E.).

Vocabulary: Straight, curly, dark, fair, same, different, jacket, trainers, scarf, uniform, skirt, t - shirt, vest, ticket collector.

- Looking at illustrations in order to identify a situation (P).
- Predicting what is going to happen next in a sequence of events (P).
- Personalizing the language through answering questions (P).
- Showing a respectful attitude towards physical and intellectual differences (A).
- Appreciation of mistakes as an important part of the learning process (A).

- Showing a positive attitude towards the recreational aspects of language learning (A).
- Showing interest in reading and writing in English (A).

Activities

- Listening and reading comprehension about a text.
- Total Physical Response activities.
- To describe characters from pictures.
- To read out a dialogue.
- To write the description from themselves.
- To play games.
- To complete sentences from the characters of the text.
- To make a picture dictation.
- Brainstorming of adjectives.
- To learn and recite a rhyme.
- To make descriptions of partners using the demonstratives pronouns.
- To talk about similarities and differences.
- To practice the difference between He is/ He has got. She is/ She has got.
- To fill in the blanks of a text.
- To make a memory quiz
- To invent the end for given sentences.
- To make a crazy sentence board.
- To complete the evaluation and self evaluation activities.

Programming 10: A day at School.

Objectives

- To talk about the different facilities at school.
- To talk about their likes and dislikes about the school subjects.
- To talk about their preferences.
- To express daily habits correctly and coherently.
- To appreciate the importance of accepting the school rules and regulations.
- To be aware of the importance of taking good care of the school facilities and classroom material.

Contents: Concepts (F: Functions, L. E.: Linguistic Exponents), Procedures (P) and Attitudes

(A).

- To learn the school facilities (F).
- To revise the school subjects (F).
- To describe states and actions with the present simple (F).
- To identify and produce the sound / s / correctly (F).
- *What is your favourite subject?* (L. E.).
- *What colour is (your pencil)? It's green* (L. E.).
- *How do you spell...?* (L. E.).
- *At (half past ten)* (L. E.).

Vocabulary: Gym, library, staff room, lab, playground, to learn, Science, Physical Education, stars, planets, astronauts, moon, earth.

- Participating in simple dialogues about the school (P).
- Looking at pictures in order to identify a situation (P).
- Reading and discussing a story (P).

- Showing interest and curiosity in communicating en the English language (A).
- Showing interest in participating in oral activities to give and ask for information (A).
- Appreciation of the importance of taking good care of the school facilities and environment (A).
- Appreciation of the importance of accepting the school rules and regulations (A).

Activities

- Listening and Reading comprehension.
- To act out a dialogue.
- To do a class survey.
- To make a dictation.
- To label a plan of the school.
- To draw and write sentences.
- To play games.
- To learn and sing a song.
- To answer personal questions.
- To make a spell dictation.
- To make their timetables in English.
- To find out where people are by their physical descriptions.
- To talk about their preferences.
- To write the rules of the class in English.
- To research information about their horoscopes.
- To make a board game.
- To complete the evaluation and self evaluation activities.

Programming 11: Animals.

Objectives

- To understand oral and written texts about animals.
- To talk about what animals can do and can't do.
- To write a short description of an animal.
- To talk about animal habitats.
- To be aware of the importance of taking good care of animals.
- To enjoy reading a text in English.

Contents: Concepts (F: Functions, L. E.: Linguistic Exponents), Procedures (P) and Attitudes (A).

- To describe ability with *Can/ Can't* (F).
- To describe state and actions with the present simple (F).
- To revise the article *A/An* (F).
- To identify and produce the sound / z / correctly (F).
- *An elephant can't fly. A seal can swim.* (L. E.).
- *It's from... It lives in... It's got...* (L. E.).
- *Where does tigers live?* (L. E.).
- *Don't...* (L. E.)

Vocabulary: lizard, mosquito, Kangaroo, zebra, seal, zoo, America, Europe, Africa, Asia, Australia, guide dog, police dog.

- Matching animals to their place of origin (P).
- Matching drawings to texts about animals (P).
- Reading sentences about animals and saying whether they are true or false (P).
- Showing interest in learning about animals and their habitats (A).

- Showing interest in evaluating one's progress (A).
- Showing awareness of the importance of protecting certain species (A).
- Showing interest in evaluating one's process.

Activities

- To classify animals into different categories.
- To learn and sing a song.
- To make up sentences about what animals can or can't do.
- To draw and write about animals.
- Listening and writing comprehension about a text.
- To find out the different continents on a world map.
- To match given animals with the continents where they live.
- To match sentences with the corresponding drawings.
- To play games.
- To talk and write their own pets (what they eat, if they help with their care...).
- To talk about special animals: a police dog, a guide dog.
- To put the sequence of drawings of a story in order.
- To look up new vocabulary in a dictionary.
- To express the class rules in English.
- To do class survey and reflect the results in a graph or bar chart.
- To make a picture dictation.
- To complete the evaluation and self evaluation activities.

Programming 12: Feelings

Objectives

- To recognize and use appropriate vocabulary to describe feelings and states of mind.
- To talk about how one is feeling.
- To ask about other people's feelings.
- To talk about how to keep healthy.
- To appreciate the body as an important tool for communication (mime, sounds and gestures).
- To appreciate the importance of good personal hygiene.
- To enjoy reading a text in English.

Contents: Concepts (F: Functions, L. E.: Linguistic Exponents), Procedures (P) and Attitudes (A).

- To ask and answer questions about feelings (F).
- To form the comparative of some short adjectives (F).
- To learn expressions of health (F).
- To revise and learn vocabulary about diseases (F).
- To describe facts with the simple present (F).
- To identify and produce the sound / d / correctly (F).
- *What's the matter?* (L. E.).
- *How are you feeling? I'm tired. I'm happy* (L. E.).
- *How do you feel? How does he/she feel? He/she feels sad* (L. E.).

Vocabulary: To feel angry, hungry, bored, scared thirsty, tired.

- Matching photos to the corresponding feelings (P).
- Looking for similarities and differences between two pictures (P).

- Personalizing the language through answering questions (P).
- Showing interest in talking about how one feels (A).
- Awareness of the importance of good personal hygiene (A).
- Showing interest for expressing themselves in the English language (A).

Activities

- Total Physical Response activities.
- To read an adapted story about The Pied Piper of Hamelin.
- Listening and Reading comprehension.
- To read a new version of the story and find out the differences.
- To practice pronunciation and spelling.
- To play games.
- To make extensive listening (matching the feelings they hear with the corresponding pictures).
- To answer questions, first orally then writing.
- To resolve sums and complete a crossword with the answers in letters.
- To learn and mime an action song.
- To label pictures .
- To practice *Hear the difference* activities.
- To complete a short letter with things they would need to go to the beach.
- To find out the differences between two drawings.
- To make the comparative form of given adjectives.
- Role play (At the Department Store).
- To complete the evaluation and self evaluation activities.

Programming 13: In the Street. Means of Transport.

Objectives

- To talk about means of transport.
- To appreciate the importance of speaking a foreign language.
- To express everyday actions correctly.
- To learn about road signs and their corresponding instructions.
- To identify and name different buildings in a street.
- To talk about road safety.
- To use correct pronunciation and intonation when reading texts and dialogues.

Contents: Concepts (F: Functions, L. E.: Linguistic Exponents), Procedures (P) and Attitudes (A).

- To describe states and actions with the simple present (F).
- To revise the names of means of transport (F).
- To revise the names of buildings in a street (F).
- To identify and produce the sound / b / correctly (F).
- *Stop! Wait! Look! Cross the road!* (L. E.).
- *How do you go to school? I go by bus* (L. E.).
- *There is (a museum) in my street* (L. E.).

Vocabulary: Museum, theatre, chemist's, post office, hospital, lorry, van, taxi, pushchair, tractor, engine, police car, cross, zebra crossing.

- Matching drawings to texts about means of transport (P).
- Matching road signs to the corresponding instructions (P).
- Listening to a dialogue about a famous building (P).
- Showing interest in learning about how to move in a big town (A).

- Showing interest in learning about interesting buildings (A).
- Appreciation of mistakes as an important part of the learning process (A).
- Appreciation of the importance of following road safety instructions (A).

Activities

- Listening and reading comprehension about a dialogue.
- To act out the dialogue.
- To answer personal questions.
- To elicit vocabulary and sentences from pictures.
- To revise adjectives.
- To learn and mime an action song.
- To practice saying daily routines with imaginary personal information.
- To play games.
- Total Physical Response activities.
- To make a memory quiz.
- Brainstorming of adjectives.
- To describe buildings from pictures.
- To describe different means of transport.
- To make up sentences using there is / there are.
- To label a picture of a street.
- To make road signs of card.
- To complete the evaluation and self evaluation activities.

Programming 14: Be Green!

Objectives

- To talk about the protection of the environment.
- To talk about free time activities.
- To identify and name different ways of recycling.
- To express similarities and differences between two places.
- To talk about the past.
- To enjoy reading and listening to a story in English.

Contents: Concepts (F: Functions, L. E.: Linguistic Exponents), Procedures (P) and Attitudes (A).

- To introduce the simple past (F).
- To revise the imperative (F).
- To revise the comparative of some short adjectives (F).
- To identify and produce the sound /j/ correctly (F).
- Recycle newspapers (L. E.).
- Don't throw away plastic (L. E.).
- Where were you? I was in my room (L. E.).
- What do you recycle? (L. E.).

Vocabulary: Cans, bins, to through away, to recycle, to waste, to save, rubbish, forest, Amazon.

- Looking at an illustration to identify a situation (P).
- Predicting what is going to happen next in a sequence of events (P).
- Global understanding of a story with contextual aids (P).
- Showing interest in learning about environmental protection (A).
- Understanding that errors are part of the learning process (A).

- Participating willingly in class games and activities (A).

Activities

- Listening and Reading comprehension.
- To talk about past actions.
- To write resolutions in order to save the planet.
- To read and remember.
- To act out a dialogue.
- To classify things in the correct bin.
- To play games.
- To learn a tongue twister.
- To make and answer questions about how green they are.
- To complete sentences.
- To learn and recite a rhyme
- To prepare a questionnaire and reflect the results on a graph or bar chart.
- To find differences between two drawings.
- To make and write questions looking for the information in a table.
- To find what is wrong.
- To make rules to follow in an outdoor activity.
- To describe their environment.
- To make and use different bins for the class to recycle (paper, cans, plastic, batteries).
- To complete the evaluation and self evaluation activities.

Programming 15: Holidays.

Objectives

- To use the vocabulary related to holidays correctly and coherently.
- To respect other people's holiday preferences.
- To talk about different ways of keeping in touch with friends.
- To learn how an address is given in English.
- To revise key vocabulary and language from the course.
- To plan a party.
- To enjoy reading and listening to a story in English.

Contents: Concepts (F: Functions, L. E.: Linguistic Exponents), Procedures (P) and Attitudes (A).

- To revise the simple present and the present continuous (F).
- To revise meals, food and the time (F).
- To make suggestions with *Let's...* (F)
- To identify and produce the sound / / correctly (F).
- *How do you contact your friends? By writing letters* (L. E.).
- *Let's have fun* (L. E.).
- *Where do you go on holiday? Where does she go on holiday?* (L. E.).

Vocabulary: Letter, email, post card, parcel, address book, hotel owner.

- Reading dialogues and listening to CD recordings to introduce the holiday theme (P).
- Looking at an illustration to identify a situation (P).
- Playing a quiz game to revise the vocabulary learnt during the course (P).
- Reading and discussing a story (P).
- Showing interest in keeping in touch with friends (A).

- Appreciating positively the amount of knowledge acquired through learning the English language (A).
- Appreciation of the importance of working systematically and creatively in individual and group work tasks (A).
- Appreciation of the importance of hard work and effort in the learning process (A).

Activities

- To practice saying the time with a clock with movable hands.
- Listening and Reading comprehension.
- To talk about food and meals.
- To write their addresses in English.
- To write a postcard.
- To play games.
- To answer Wh- questions.
- To make up a telephone conversation.
- To plan an end of year party.
- To divide an item into categories and write words for each category.
- To learn and sing a song.
- To talk in the past about the weather.
- To do a quiz about the things learned along the course.
- To have a book race.
- To make up an Animal Quiz.
- To complete the evaluations and self evaluations activities.

4. CROSS CURRICULAR THEMES.

In the curriculum there is a general concept that is called cross-curricular themes and which must impregnate the entire educational practice and be present in the different areas, subjects, environments or modules. Their inclusion is an attempt to reduce some social needs inherited from traditional culture and attempt to transform them via education in values.

Cross subjects are an opportunity to globalize teaching and carry out a truly interdisciplinary programming.

Cross curricular themes proposed are:

4.1. Environmental education.

Students need to understand the relationships with the surroundings we are immersed in and get to know environmental problems and solutions to improve our environment. It is necessary personal solidarity and participation in environmental issues that are degrading our planet at a worrying speed.

Some activities: Environment protection, defense of nature and animals, to recycle any kind of material at school, to offer animal care.

4.2. Education for peace.

Creation of activities that stimulate dialogue as a privileged way in the resolution of conflicts between people or social groups is a basic goal in education. In the school there are many people that share space and time with interests that are not always similar thus it is an ideal place for learning basic coexistence attitudes: solidarity, tolerance, respect for diversity and capacity for dialogue and social participation.

Some activities: To know and respect society rules, to avoid discrimination at school, to foster communication, to respect family model, to help needed people.

4.3. Consumer education.

Consumerism is present in our society and has reached to the point of accumulating products one does not need in an almost automatic and unthinking way due to lack of education. It is necessary to give students instruments for analysis towards excessive consumerism of unnecessary products.

Some activities: To think before buying any kind of product, to show a critic attitude against any kind of

exaggerate shopping, to think about receiving a lot of presents when many have nothing.

4.4. Road education.

Knowledge and use of public roads is, especially in large cities, of great importance. Education in this subject must start in the classroom.

Some activities: Road education in English texts, to know the basic rules of road communication, to respect

any kind of road signs as a way to avoid accidents.

4.5. Education for equality of opportunities between the sexes.

Education in sexuality is becoming familiar with biological aspects of sexuality but also informs, orients and educates their affective, emotional and social aspects, understanding it as an activity for full communication between people.

Some activities: Reject of any kind of sex prejudice, to accept people as they are., to accept and respect our body, to be always tolerant with people.

4.6. Health education.

At school it is necessary to create from infancy, physical hygiene habits. Mental and social habits must be created to develop self-esteem and improve life quality.

Some activities: To avoid rubbish food, to foster equilibrate food, to show interest in good habits and behaviour, to respect other people's opinions.

4.7. Moral and civic education.

This is the referential axis around which the rest of the cross curricular subjects are articulated around as its two dimensions include the set of basic features of the model of person that actively participates in solving social problems. The moral dimension promotes ethical judgment according to democratic, solidarity and participatory values.

Some activities: To foster politeness everywhere at school, dialogue, tolerance, humour and cooperation, to collaborate with friends, to respect society and family rules, to work in a teamwork.

5. METHODOLOGY.

Pedagogic methods will be adapted to the characteristics of the students, will favour the capacity to learn on their own promoting creativity and dynamism and will integrate resources of information technologies and communications in learning . Students will be initiated in knowledge and application of scientific methodology.

5.1. Methodological principles.

- Teaching methodology in Primary Education should generally aim for pupils' development, integrating their experiences and learning.
- Teaching must be personalized and adapted to the various learning rhythms of each child.
- The teacher is responsible for the methods to be used.
- Recreational activities constitute an especially suitable resource at this level, as they likewise do in Infant Education.
- Contents should be organized with a global focus.
- The teaching process is to be based on pupils' constructive activity, ensuring that what is learnt will be of actual use and encouraging pupils to learn on their own.

5.2. Psycho-pedagogic and didactic principles.

In this sense there are some psycho-pedagogic and didactic principles that must orient the educational intervention.

5.2.1. Need for beginning teaching with students' real level.

The beginning of new learning at school always starts by concepts, representations and knowledge that the students have constructed in past experiences.

5.2.2. Need to insure construction of significant learning.

The teaching and learning process can give way to significant learning as well as repetitive learning. If the new learning material is associated significantly and not arbitrarily with what the students already know they can be assimilated and become integrated in their past cognitive structure, then significant learning takes place, that is, it is capable of changing that past structure and at the same time be long lasting and solid.

Educational intervention should have as a prior objective to enable the students to carry out significant learning on their own, in other words, that they are able to learn to learn.

5.2.3. Significant learning implies an intensive activity by the student.

This activity consists in establishing rich relationships between new knowledge and knowledge schema that already exists. Although in the last instance it is the student who constructs his or her knowledge, the constructive activity does not appear to be an individual activity but rather a part of interpersonal activity. Teacher - student interaction is what enables construction of knowledge by the student.

5.2.4. Globalization.

Children in Primary Education are characterized by the globalization principle, which is the way children approach knowledge and perceive reality. Children perceive things in a global way - they establish associations between objects and events without previous analysis. Teaching implications:

- The tasks should begin with the learners' experience.
- The learners should relate the English subject to other subjects.

5.3. Conditions for learning.

5.3.1. Motivation strategies.

The author J. Harmer defines motivation as 'some kind of internal drive that encourages somebody to purpose a course of action'. If people perceive a goal to be sufficiently attractive, they will be strongly motivated to do whatever is necessary to reach it.

Second language acquisition research emphasizes the importance of motivation and a positive attitude in language learning.

There are two types of motivation: extrinsic and intrinsic, depending on whether they originate outside or inside the classroom.

Extrinsic motivation.

This motivation is concerned with factors outside the classroom. It refers to the grade of identification with the target culture; that is, students either feel attracted to the culture and people of the target language, or they reject them. And to factors unrelated to the target culture, such as getting a job, achieving a better status or passing an examination. Many adult learners have some degree of extrinsic motivation, but schoolchildren are too young to have extrinsic motivation.

What can we teachers do, then, about extrinsic motivation and student attitude? In the first place, we can help students discover the target culture, and plan activities which encourage positive attitudes towards the language and its speakers, all of this will raise students' awareness of the importance of English.

Intrinsic motivation.

It refers to factors related to what takes place inside the classroom. There is no doubt that everything that happens in our classroom will determine their attitude towards the language and supply motivation. Jeremy Harmer lists the following factors:

Physical conditions of the classroom. All of this can alter the student's motivation positively or negatively, the light, the number of students per class, the layout of desks, the decoration... we should try to make our classrooms as pleasant as possible.

Method. Methods that are based on students' needs and interests will promote motivation towards the language. We should base our methodology on pedagogical principles, such as an active principle, globalization, self - directed learning...

The teacher. Teachers' attitudes also have an effect on the learners. We should be firm but kind and encouraging, and we should do everything we can to create a good rapport with our students. Here are some desirable attitudes:

Being respectful towards children, giving interesting lessons, showing appreciation for what students are doing, being prepared, giving clear instructions, maintaining discipline.

Success in the learning tasks. Success or lack of it plays an essential part in learners' motivation. We should set realistic goals and tasks at which our students can be successful. We should get the right level of challenge: both too - high challenge or too - low challenge activities are equally un motivating.

Psychological characteristics of pupils. Children are curious, and this in itself is motivating. They need activities which stimulate their curiosity.

They have a short attention span: they find it harder to concentrate than adults. They need frequent changes of activity.

They often seek our approval. The teacher is an important figure for them, and our encouragement is highly motivating.

They are active; they need to be involved in something they have to do or perform all the time.

5.3.2. Student groupings.

The classroom is not the best place to learn a language. It has space and time limitations that prevent real communicative situations.

The use of varied groupings in the English class will palliate, in some way, the unfavourable conditions of the classroom, and will improve our students' communicative strategies. The choice of one grouping or another will depend on the stage of the lesson we're at (imitation stage, practice stage or production stage). We will consider the following groupings: whole class, pair and group work and individual study.

The whole class is the traditional teaching situation in which all the students are working with the teacher in the same activity. This grouping is useful in the imitation stage, where choral repetitions and drills take place (once the new language forms have been presented).

Whole class groupings are also useful in other teaching situations, such as giving instructions to students (for an activity or a game); giving explanations; feedback (checking the answer of a task), and so on.

Pair and group work are important techniques to improve the students' use of English, and they are very useful in large classes, where the students have a few opportunities to participate. These techniques involve the whole class working separately, in pairs or small groups at the same time. Using these activities in the practice and production stages allows students to talk about their opinions, ideas and interests. Besides, these groupings encourage pupil cooperation and learning autonomy.

When **organizing pair and group work** we shall have to proceed carefully:

We can explain to our students the purpose of pair and group work, in the mother tongue if necessary. We can point out that the aim of these techniques is for them to become more accurate and fluent in English. We can choose a short and easy activity to start with. The students must get used to pair work, before working in groups.

We should give clear instructions on the activity and tell the pupils how they are expected to behave. They have to know that they will be all talking at the same time, and that they should speak quietly. We must be prepared to repeat the instructions and encourage students.

Then we will organize the class into pairs or groups. The first few times, we will decide who will work together. Later on, the students can choose the student next to them, behind them or in front of them. These varieties of partners ensure that they have different learning experiences. The students will soon get used to pairing or grouping and do it quietly and quickly. During this activity it's important for them to be able to maintain face to face contact.

When forming groups, it's a good idea to have one student as a group leader, making sure that the activity is done properly.

When the pairs or groups have been organized and everybody knows what to do, the activity starts with an agreed signal. We also need an agreed signal to stop the activity. While the students are working, we walk around the class and observe students' performances. In controlled practice activities, we may correct the students, because the aim is accuracy. However, in the production phase, we shouldn't correct mistakes - major errors can be written down and dealt with in subsequent lessons.

In the final stage of pair and group work we ask two or three groups to demonstrate what they have practice. Correction at this stage is important, because we need to make sure that the learners get help with the language difficulties they may have. We shall note down the mistakes and compare them with the ones collected when monitoring the activity.

Individual study. In some practice activities, we must let students work at their own pace. Individual study is generally used in reading and writing tasks, which usually require concentration and silence.

5.3.3. Space and time management.

Space management.

Careful arrangement of the classroom is important to create an organized and secure atmosphere. We shall have to decide on the arrangement of desks and the areas of the classroom for different uses. The ideal classroom should be large enough to accommodate all the students' desks, allow sufficient extra space for activities such as role - play and dramatization, and have English corners.

There are several classroom layouts.

Rows. This is the traditional layout of chairs and desks. In this layout the students are facing the teacher and can easily look at the blackboard. This layout can be used when all the information comes from the teacher, when the teacher needs to have eye contact with the whole class during a controlled oral activity, in formal tests.

However, this layout does not favour communication, cooperation or social integration in the group or class.

Horse - shoe shape. In this layout, the students also face the teacher and, at the same time, they can see each other. The students feel more relaxed, since this layout lacks the formality of the previous one, there is space for role - play and dramatization, communication among the students improves, pair work can easily be arranged.

But it does not favour group work, since students can work only with the person sitting next to them and it's difficult to arrange for large classes.

In pairs. Students can sit in pairs facing the teacher. The students feel more relaxed, since this layout lacks the formality of sitting in rows. It favours communication and cooperation with one partner. The teacher has eye contact with the pupils. Children can easily look at the blackboard and focus attention on front activities (role - plays, simulations, etc.). Pair work is easy to do, students simply turn to face their partner without moving furniture.

The main disadvantage in that it does not favour group work.

In groups. Students can sit in groups of four: two students facing the other two. It gives plenty of opportunities for interaction between students. This arrangement is particularly good for group work. It encourages social integration, since it gives the students a sense of belonging to a particular group. It favours cooperation and pair work can easily be arranged, too.

The disadvantages are that this layout can be annoying for students who have to turn round every time they have to look at the blackboard.

As we have seen, each layout has its own advantages and uses, we will have to decide whether it's worth the effort. What we have to bear in mind is that the foreign language class is concerned with communication and this implies a variety of interactions.

Another aspect that we must think about is that, irrespective of the layout of the classroom, it's a good idea for the children to change position. Research has shown that there are action zones, students who sit nearer the teacher concentrate more and work harder.

Classroom corners.

Our classroom will have particular areas or corners for different uses:

Book corner. A great way of directing students' attention towards reading is to have a set of readers and adapted books of different levels that the students can borrow. A book corner in the class room allows pupils to look through books of their own choice and at their own pace. Borrowing books also provides an introduction to the written word in English.

Classroom display. We can think of an area of the classroom where the students can display their work. Displays encourage a purposeful working atmosphere and lead to higher motivation, because the students' work is made public. Besides, the classroom will look more colourful and brighter.

Time management.

As for time, we should anticipate the length of the didactic units, of the stages of a lesson and of the activities (although this will be just an orientation: the pace of each student must be respected).

5.4. English specific methodology for students in Primary Education 5th year grade.

Here are the main points of the proposed methodology:

1. **Language is an instrument of communication.** Language is seen as a system of communicative acts, not simply a system of structures and words. By real communication we mean that there is a desire to communicate and a purpose to achieve, as in real life.

2. The final goal in Foreign Language Teaching is the student's **communicative competence**. In a school context it is difficult to express oneself in English. Consequently, the communicative competence should be done in feigned situations; most of them are frequently recorded or written. If these situations are appealing, the students will get into the methodological game.

On the other hand learners must develop communication strategies to compensate for low competence. Some of these strategies may come up naturally: saying only what is necessary, being brief and clear, using gestures, paraphrasing, repeating... Other strategies will be programmed: predicting, deducing meanings, anticipating information, etc.

3. **Constructivism** Learners construct their own competence quite autonomously and independently. Therefore, the teacher must help students to learn how to learn.

4. The **students** are considered **the centre of the teaching process**. Communicative situations must be based on their needs and interests, and the activities used in class must be related to their personal experiences which will increase motivation. Learning should be personalized and adapted to the different rhythm of each child.

5. Traditionally language items were presented in isolation, out of context. Current curricular activities show language in a **contextualized**, more realistic and natural way.

6. **Cooperative learning.** The student is not only supposed to learn from the teacher, but also from their classmates. Activities such as pair and group work encourage collaborative work and socialization in the classroom.

7. At early stages, the oral receptive skill, listening, is essential. The level of difficulty must be a slightly beyond the learner's competence. **Comprehensible input** states that the teachers' speech must be comprehensible to their pupils, therefore they will use a variety range of audiovisual resources to facilitate the understanding and posterior solution of exercises.

8. Teachers should respect a learner's natural **silent period**. We must not insist on our pupils speaking all the time. Pupils must demonstrate a desire to communicate and feel ready for it.

9. **Errors** must be seen as something natural and logical since they are positive evidence of the learning process. We must analyze errors and encourage the learner's progress.

10. Learning cannot lead to genuine acquisition if learner's attitudes are not favourable towards learning. **The classroom atmosphere must be interesting and friendly**. We should promote activities with a positive approach to the foreign language. Games, songs, rhymes and drama techniques develop positive attitudes towards the foreign language, since they provide the students with fun and excitement, creating in them a desire to learn, They motivate both good and weak students, they engage the students in such a way that they forget they are studying English. They add variety to the range of learning activities, and can be used to change the pace of a lesson, maintaining the pupil's motivation, they increase the interaction among pupils which provides a lot of fluency practice, encouraging students participation, removing the inhibition of shy students. They can also be used as diagnostic tools, they expose areas of weakness and the need for remedial work. All the above reasons lead us to use this type of activities in our English classes.

11. In the early stages, **oral skills have priority**, since speech is the most direct and natural way of interaction in a communicative act.

Written production in Primary Education should still be guided. It is very important for the teacher to guide the students in the organization of their ideas, as well as in the type of vocabulary and structures to use. Although in the Third Cycle works should be more complex and freer than in the Second Cycle.

12. We will follow **gradual complexity**. Simple language elements that focus on students' interests will be taught before others that are complex and more distant from the students' real life.

In foreign language, progression should be done in spiral, this way of progression is applied above all to vocabulary and syntax. We pass from comprehension of mini texts to small texts, then to medium texts and finally to large and complex texts.

13. **Relation to other subjects**. Children must relate the English subject to other areas: Maths, Science, Art, Music, Cross curricular subjects...

In foreign language, progression should be done in spiral. This way of progression is applied above all to vocabulary and syntax. We pass from the comprehension of mini-texts to small texts, then to medium texts and finally to large and complex texts. It is the linguistic philosophy of a planned balance.

6. MATERIALS.

Today there is a vast variety of materials, but these materials must be seen as aids in the teaching learning process, never as a system of teaching.

Two main variables affect the selection of materials: the approach to follow and the students' characteristics.

We are going to use the following materials: a text book, activity books, readers, dictionaries, magazines, newspapers, comics, the blackboard, the overhead projector, flashcards, posters, friezes, realia (coins, tickets, food packets...), the CD player, radio or TV extracts, DVD and the computer.

Students in Primary Education must be introduced to the use of the Internet and multimedia tools. Specifically, Third Cycle students must know how to use the ICT (information and communication technologies) and be able to organize group projects by using the new technologies.

Through the use of the Internet, word processors, multimedia and drill and practice programmes, students can engage in individualized instructions designed to meet specific needs, participate in cooperative projects with peers in their classroom and communicate with people all over the world.

7. ASSESSMENT.

Assessment is understood as a researching activity which concerns not only the students' processes but also the teaching processes developed by the teachers and the School Curricular Project in which they are inscribed. In this way evaluation contributes to adequate the curriculum to the specific educative community.

It must attend the person as a whole, not only their cognitive aspects.

Finally it must consider the singularity of each individual, analysing their own learning processes, characteristics and specific needs.

7.1. Assessment criteria.

This conception of assessment implies the adoption of new evaluation criteria and instruments to carry it out. The assessment criteria provide information about the type and level of knowledge acquired by the learners. The grade of achievement of the objectives does not have to be established in a rigid way, but with flexibility.

On the other hand the assessment instruments must be varied: observation, interviews, debates, class diaries (teachers diaries and learners diaries), researching activities... will transform evaluation in a process different from having a written exam as a single and main instrument.

The following evaluation criteria come from the intended objectives, so they have been organized according to the main objectives of the subject:

- To extract the general meaning from an oral text about familiar questions given out with help of different verbal and non-verbal resources.
- To extract information from an oral text with simple vocabulary and structure about general and interesting questions.
- To interpret simple written texts being helped by a teacher or a dictionary and proving that they have been understood by specific works.

- To participate in oral interchanges in the classroom adapting oral speech to the situation characteristics.
- To produce short written texts from other models worked in the class and adapted to the situation and communicative intention.
- To extract global and specific information from short written texts with familiar questions and easy structure and vocabulary.
- Reading written texts in English being helped by a teacher or dictionary and understating them.
- To appreciate English language as a mean of cultural transmission and the possibility of communicating with it.
- Understanding the meaning oral messages about familiar questions and given out with gestures and mimic help
- To identify some representative sociocultural features coming from the Anglo-Saxon world in themes worked in the class.
- To observe and identify common elements (situations, intentions, non verbal resources...) and different elements (vocabulary, grammar structures...) in the English language compared with the mother tongue.
- To identify and produce English characteristic sounds, rhythm and intonation in words or contextual structures.
- Oral participation in class activities speaking according to circumstances.
- Produce short texts adapting them for transmitting and receiving a communicative situation.
- To identify true or false statements in reading comprehension activities.
- To appreciate that all workers contribute to the community's welfare.
- To identify fairy tale characters from written and oral descriptions.
- To invent a fairy tale.

- To write a description using the right vocabulary and structures.
- To make the description of a house.
- To extract information from a written text about a house.
- To be aware of the importance of helping to take care of the home environment.
- To participate actively and responsibly in classroom activities.
- To express likes and dislikes correctly and coherently.
- To be aware of the importance of following a healthy diet.
- To understand information about illnesses.
- To understand information about feelings.
- To use the correct pronunciation and intonation in oral activities.
- To be aware of the importance of taking precautions to keep oneself fit and healthy
- To show respect and tolerance attitude towards the way other people celebrate Christmas.
- To write a short letter correctly and coherently.
- To understand oral and written texts about games and sports.
- To understand and extract specific information from a written and oral text.
- To ask for and tell the time correctly in English.
- To Keep written activities clean and tidy.
- To understand and carry out the instructions given in the classroom.
- To ask permission correctly and coherently.
- To ask for and give information about school subjects correctly.
- To be aware of the importance of rules of behavior in the classroom
- To be aware of the importance of following road safety rules and regulations.

- To show a tolerant and respectful attitude towards other people's participation in the classroom.
 - To be aware of the importance of helping to protect the environment.
 - To express actions in the present continuous tense.
 - To understand written and oral texts about television and radio programming.
 - To be aware of the importance of not watching too much television and making good use of one's own free time.
 - To express what other people are doing in the present continuous tense.
 - To show a respectful attitude towards traditions in the English speaking countries.
 - To appreciate the importance of good relationships between the different members of the family.
- To extract and understand general information from a written or oral text.
 - To describe people correctly and coherently.
 - To use the past tense correctly to describe the weather.
 - To extract and understand specific information from oral and written texts.
- To keep activity book and notebook clean and tidy.
 - To describe animals correctly and coherently.
 - To use the prepositions correctly to say where things are.
 - To be aware of the importance of taking good care of wild and domestic animals.
 - To understand and follows instructions on a map.
 - To ask and answer questions about animals correctly and coherently.

7.2. Development of the evaluation process.

It our task to carry out evaluation of the students and inform the parents with regularity. This information will refer to objectives stated in the didactic programming and progress and difficulties detected in achievement of these.

The L.O.G.S.E. establishes, as a proposal, continuous evaluation that contemplates:

a) Initial evaluation.

- This is carried out at the start of each one of the educational phases (stage, cycle, course or didactic unit). In the case of starting a new stage, it will include information about schooling, school history, medical data and psycho-pedagogic information of interest for school life and all will be stated in the academic file.
- This will supply information about prior knowledge and determine the starting level.
- It supplies orientation in decision taking about objectives, contents, methodologies, classroom organization...
- It helps adjusting action needs, interests and possibilities of the students.

b) Progress evaluation.

- This extends throughout the educational process.
- It supplies information about how the process is developing.
- It includes all the factors that intervene in the process.
- It diagnoses needs and difficulties as well as determining the source of these.
- It orients modifications to be introduced in the progress to regulate the process and overcome difficulties. The didactic objectives will guide the educational intervention and constitute an immediate reference point for continuous evaluation, enabling finding most suitable evaluation procedures for the objectives.

c) Final evaluation.

- This takes place at the final stage of learning.
- It evaluates learning carried out using as references evaluation criteria that judges the degree of development of capacities and degree of assimilation of contents.
- It is a synthesis of continuous evaluation that reflects the final situation of the process.
- It orients planning of new teaching and learning sequences.

7.3 . Self evaluation.

Students should learn how to assess their own progress and also to evaluate the different elements within the curriculum: materials, activities, the role of the teacher...

One way of developing self-assessment skills is through the learner diary in which they keep a daily record of learning - elated events that happen to them. For instance, observations of what they did in a particular lesson; feelings about classes, teachers and classmates; thoughts on their progress... we shall only discuss contents of the diary in private with our pupils.

Apart from the advantage of raising the awareness of the students' progress and the way they learn, the diaries have some other features:

- The communication between the teacher and the learner improves, because they often offer valuable information about the study techniques of learners, which are not always apparent in the classroom.
- As a result of reading the diaries, we can make corrective adjustments to materials and methods.
- Diaries give students authentic written practice.

8. SPECIFIC EDUCATIONAL NEEDS

We must dedicate attention to students with specific educational needs.

As we mentioned in Analysis of the Context section, there are two students with permanent specific educational needs in 5th degree. One of them is a girl who presents Acondroplasia, her limbs are shorter than usual. She needs support for walking, she uses crutches and the monitor teacher helps her in her displacements. On the other hand her intellectual capacity is normal, she can follow without any difficulties the ordinary curriculum, she even gets very good results in her qualifications. She certainly needs adaptation for the access elements such as architectural adaptations and furniture adaptations (she has got special table and chair). She has learnt to write helping herself with her chin, and in this way she can get a normal speed for writing.

The girl is in this Centre since she was a child and she is totally integrated in her class, she participates willingly in all the activities. In the English class she does not have problems, it is more she likes English.

The other student with permanent educational needs is a girl with Syndrome of Down, she suffers a level intellectual disability. She needs an Individualized Curricular Adaptation. She repeated course in Infant Stage and in the first cycle of Primary Education. The objectives to work with her are those of the first cycle. She can read and write and she receives specialized attention in a specialized class for the instrumental areas. She is an autonomous girl with a positive evolution and is totally integrated in her class.

In the English class her level of knowledge is very low, she can hardly participate in oral productions because of her handicap with pronunciation, but she enjoys participating in Total Physical Response activities, following very simple instructions, writing the letters of a word in order following a pattern, labelling pictures, recognizing words in written texts, etc. The activities must be success orientated. They should be basically simple and have the right level of challenge. We shall have to take into account her level and interests.

As for the students with some learning difficulties we have to say that it is very usual to find mixed ability classes. We have to cope not only with different levels of linguistic knowledge but also with different levels of aptitude, learning style, speed and motivation. To ensure that all learners are involved in the lesson, it is essential to know some useful practical techniques and strategies. Some of these practical techniques are:

- Grading tasks. The students work on the same basic activity but with different levels of difficulty (if we make a dictation, the stronger students can write the text to be dictated on a blank piece of paper, the middle level group can complete a gapped version of the text, and the weaker students can do a multiple choice exercise with some words or expressions from the text).
- Self access. It consists of different pupils working on different tasks, using different resources of the classroom (lists of exercises that students can check for themselves afterwards, graded readers, board games, etc.).
- Open-ended tasks. The activity becomes less predictable and more interesting, as well as suitable for all levels (completing diaries projects, writing letters, role play exercises, etc.).
- Dealing with different learning speeds. Students who finish first may become restless if they're left to do nothing. Besides we shouldn't waste this valuable learning time. Instead fast finishers can check their own work, extend the activity, play a language game, such as a crossword, help other students, do additional exercises, etc. On the other hand slower pupils should be given the opportunity to finish their activities in some form, so that they don't feel that they have failed.
- The questions we ask.. We should allocate easy questions to the less able pupils, and more difficult ones to stronger students. Another techniques is to ask difficult questions to the brighter students and then ask the same questions to weaker students.

- The preparation of working groups. As we have already seen, pair and group work are important techniques to encourage learner autonomy and pupil cooperation. We should have a policy regarding the formation of groups. At times it can be very useful to put strong and weak students in the same group, especially in tasks where students have to collaborate to get something done, such as projects. Weaker students may contribute with ideas which are not directly related to their knowledge of English, thus increasing their motivation towards English. For other tasks such as grammar exercises or writing, it may be better to separate groups.



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