

UNIVERSIDAD PONTIFICIA COMILLAS



# TRABAJO DE FIN DE GRADO

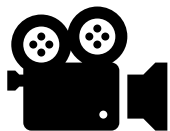
PROGRAMACIÓN DIDÁCTICA

ÁREA PRIMERA LENGUA EXTRANJERA:  
INGLÉS

4º Educación Primaria

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**Director: Lyndsay Renee Buckingham Reynolds**  
**Curso 2018/19**  
**Fecha de entrega: 30/04/2019**

**PROGRAMACIÓN DIDÁCTICA**  
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**4º EDUCACIÓN PRIMARIA**



**DO YOU LIKE THE CINEMA?**

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## **1. RESUMEN**

En este Trabajo de Fin de Grado se propone una Programación General Anual de la asignatura “Primera Lenguaje Extranjera”: Inglés, para el 4º curso de Primaria. La programación está formada por diez unidades didácticas siguiendo la metodología de trabajo por proyectos cuyos precursores son D. Dewey, W. Kilpatrick y E. Collings. Del mismo modo, siete de ellas se desarrollan por medio de películas infantiles como medio precursor del aprendizaje. Las tres unidades restantes tienen el propósito de contextualizar y organizar el proyecto, cuyo tema es el cine.

En todas las unidades didácticas se promueve el aprendizaje cooperativo de los alumnos para procesos de investigación y organización del proyecto y producto final del mismo, el uso de las nuevas tecnologías como herramientas de repaso de los contenidos y el aprendizaje significativo para que los alumnos den sentido a los aprendizajes creando conexiones con los contenidos previos.

Se trata de una Programación General Anual atractiva para los alumnos de Primaria de modo que sea fácil captar la atención de los alumnos. Se da mucha importancia a las habilidades orales: escuchar y hablar, puesto que son las primeras que hay que estimular y trabajar para aprender un nuevo idioma. No obstante, las habilidades de escritura y lectura también se trabajan durante todas las unidades didácticas centrándose en diferentes tipos de textos.

Asimismo, se otorga mucha importancia al progreso de los alumnos, de modo que se utilizan muchas herramientas de evaluación formativa tanto para el alumno como para el profesor con el fin de saber dónde mejorar. Cabe destacar que el profesor tiene un papel de mediador donde plantea actividades para el buen aprendizaje de los contenidos. Se plantean adaptaciones para personalizar el proceso de aprendizaje del alumnado como atención a la diversidad promoviendo las inteligencias múltiples, alumnos con Altas capacidades, con dificultades de aprendizaje como Trastorno de Déficit de Atención con Hiperactividad y alumnos con necesidades especiales como ciegos.

## **PALABRAS CLAVES**

Programación Didáctica, Inglés, 4º Educación Primaria, Aprendizaje Basado en Proyectos, películas.

## **1. ABSTRACT**

This end of degree project takes the form of an Annual Programme for the teaching of First Foreign Language: English and is pitched at a level suitable for Year 4 of Primary Education in the Community of Madrid. The Annual Programme is based on the project-based method whose founders are D. Dewey, W. Kilpatrick y E. Collings. It has ten didactic units that have been carefully planned in order to support students' learning. Seven units of the ten units are based on well-known children's films and thus are exciting and engaging. The first and the last two units aim to contextualise and organise the project that is based on the theme of the cinema.

Each unit promotes cooperative learning as the children have the opportunity to interact with a number of texts that require them to work together to discuss ideas and share opinions. Also, each unit promotes the use of new technologies as a review tool of the contents and meaningful learning for students to make sense to learning by creating connections with the previous contents.

It is an attractive Annual Programme for the pupils of Primary, thus, it will be easier to capture pupils' attention. The Annual Programme is created with the intention to focus on the important oral skills: listening and speaking. It is essential that children are exposed to a range of text genres and grammatical structures when beginning to learn the language. It should be noted that a strong foundation of oral language will make it easier for children to develop their reading and writing skills.

Furthermore, many formative assessment tools will be used throughout the Annual Programme in order to assess the progress that the students make. This means that the teacher can identify areas that each individual child struggles with and can help them. Also, observation of students' relative achievement will help the teacher to assess their teaching methods and strategies and thus make changes accordingly. The teacher has a responsibility to make reasonable adjustments for the children with additional needs in the class. The programme allows for the teacher to address diversity by promoting multiple intelligences and attending to students with High Intellectual Capacities and special needs such as Attention Deficit Hyperactivity and blindness.

## **KEY WORDS**

Annual Programme, English, Year 4 Primary, Project-based learning, film-based learning.

## ABBREVIATIONS

B.E.D.A	Bilingual English Development & Assessment
B.O.C.M.	Boletín Oficial de la Comunidad de Madrid
B.O.E.	Boletín Oficial de la Comunidad de Madrid
CC.CC.	Competencias Clave/Key Competences
P.B.L	Project-Based Learning
T.I.C	Tecnologías de la Información y la Comunicación
M.L.R	Minimum Level Required
P.A.S	Personal de Administración y Servicios
Art.	Artículo/article
RD	Real Decreto
Ss	Students
T	Teacher
p.	page



## 2. GENERAL WORK PRESENTATION

From a young age I have always had a desire to learn new languages and expand my understanding of other cultures. My first realisation of the need to learn other languages came when my brother started travelling abroad and participated in language exchange programmes with native English and French children. On one occasion I got the chance to meet his host brother and I found myself unable to communicate with them due to my limited knowledge of his language. This made me determined to change and embrace the need to learn other languages. I started to learn English as an additional language in school and made sure to try my best to progress. I also attended lessons at an English academy as a way of further improving my level of English. However I found it difficult to excel to a high degree of proficiency and fluency in the language as I never had the chance to go abroad when I was growing up as this was something my family couldn't afford when I was younger. Instead I made use of the resources that were available to me. It was my dream to become an English teacher and give my students the best opportunity to acquire a new language while being supported and encouraged.

Over the last few years I have had many opportunities to go abroad and enrich my English level as part of my degree. These experiences have confirmed my dream of becoming an English teacher. I have had my eyes opened to good practice and ideas in native English speaking schools. I have adapted some of these methods in my placement and private English classes with young children in Madrid. I have deepened my awareness of the importance and need for children to learn English at a young age and I am determined more than ever to inspire and motivate the children in my care so they can fall in love with learning English. In this way they will have more opportunities for success in life.

Furthermore, this project is giving me a chance to research and reflect on the teacher you want to be before actually working as an English teacher. With this end-of-degree project, I had the opportunity to decide how I would like to teach English to my future students. Before deciding the methodology I have chosen, it gave me a lot of time to think on attractive and motivational for the students, but not only this, also and the most important, generating reasons and the need to use English as a foreign language. I asked a lot of children what did they like most of their school lessons and all of them told me the

projects and the days when we watch films. I found it very relevant, so I decided to base my Annual Programme in those two methodologies: project-based and film-based.

I did not know a lot about film-based, but I knew from my own experience that films are extremely useful to learn and improve a language. So I started to do a big research on both methodologies, and both matched perfectly on the style I want to have as an English teacher. After, deciding the methods I wanted to use, I thought about a motivational topic for children 10 years old as I wanted to do the Annual Programme for year 4 as is the year I like most and I have been in most of the years in placement. Finally, I choose the topic of cinema as it is very attractive for children and it is very wide.

The Annual Programme is based on project-based and then there are seven units that are based as well on film-based as the content and vocabulary will be taken from the context of different Disney films. It is an interactive, fun and effective way to learn and teach English without the need to go abroad. Students will be exposed to many films so they will improve a lot their listening that is the first skill we develop when learning a language. Then, the rest comes with practice and time. That is why I wanted to use oral resources to teach English to kids.

To conclude because I am sure you are willing to read this Annual Programme, I would like to highlight that I loved this challenge I am about to explain. I believe in dreams and mine is about to start very soon. From now, I know what type of English teacher I want to be and how I want to teach my students. I hope, in a few years this Annual Programme can be put into practice.

# **PROGRAMACIÓN GENERAL ANUAL**

### 3. ANNUAL SYLLABUS.

Esta programación está diseñada para alumnos de 4º de Educación Primaria, de entre 9 y 10 años y está enmarcada en el área de Inglés, siendo esta la primera lengua extranjera de los alumnos.

#### 3.1 INTRODUCTION

##### 3.1.1 Justificación Teórica

Como defiende Piaget (Como se cita en Coll, 2012) los alumnos tienen la responsabilidad última en el proceso de construcción de su conocimiento aunque no por ello prescindiendo de la ayuda de los profesores, compañeros, familiares, etc. De esta manera uno de sus seguidores, Bruner, concreta más esta idea diciendo que el profesor tiene la responsabilidad de establecer “andamios” entre el aprendizaje y el alumno. Es decir, colaborará con el proceso personal de construcción del conocimiento de los alumnos entregándoles para ello una serie de herramientas (*scaffolding*) que con el paso del tiempo irá retirando, para dejar autonomía al sujeto. De esta forma, el alumno podrá ir construyendo sus propios procedimientos y esquemas permitiéndole resolver problemas. Lo cual implica una modificación de sus esquemas para poder seguir aprendiendo. Es decir, aquellos esquemas de asimilación que permiten al alumno entender la realidad necesitan ser acomodados y ajustados a los nuevos objetos, según dijo Piaget, porque si no, no podrá entender las nuevas cuestiones de la realidad, así pues se conseguirá la equilibración del alumno.

Asimismo, como menciona César Coll (2012) se necesita “una acción educativa intencional, sistemática y planificada que lo promueva, lo impulse y lo oriente en la dirección adecuada” (p.4). De ahí, la justificación de esta programación didáctica detallada. Es imprescindible que los profesores sean conscientes de la responsabilidad que tienen puesto que la construcción de nuevos esquemas en un nivel superior depende entre otros de ellos, ya que los esquemas de conocimiento relacionados con el ámbito escolar casi nunca se dan de forma espontánea. Es por ello por lo que deben programar actividades y dinámicas que desarrollen la ZDP, es decir, crear desequilibrios, para que así el alumno pueda reflexionar y profundizar su aprendizaje. De forma que las herramientas que establece el profesor faciliten al alumno a volver a equilibrar sus esquemas, es decir, a reequilibrarlos. Al mismo tiempo, el constructivismo es un proceso de enseñanza dinámico en el que el sujeto debe interactuar para que ellos sean los que

construyan su conocimiento, siendo así auténtico. Siendo la experimentación de la realidad la mejor forma de construir el conocimiento. De ahí que las programaciones de todas las asignaturas partan de hechos de la realidad en forma de preguntas o problemas las cuales inviten a la investigación, manipulación y resolución de problemas reales. Es lo que se conoce como aprendizaje basado en proyectos. Se ha comprobado que trabajando con esta metodología el alumno aprende integrando los conceptos verticalmente al mismo tiempo que construye socialmente el conocimiento. Es por ello por lo que los maestros deben enseñar a estructurar el pensamiento de los alumnos y enseñarles a tener pensamiento crítico, proponiendo actividades que inviten a la reflexión personal y a la puesta en común de opiniones, véase un debate, un texto libre, etc. Al mismo tiempo, en esta programación se fomenta el aprendizaje conocido como “*learning by doing*” o aprendizaje cooperativo que requiere actividad y experimentación para aprender significativamente. La teoría del “*learning by doing*” permite que el alumno sea capaz de aprender a partir de la resolución de un problema o situación concreta (Anzai & Simon, 1979). De modo que el aprendizaje es activo y práctico, es decir, con una finalidad específica. Esto se hará a partir de películas y cuentos que servirán como hilo conductor de las unidades didácticas y permitirán contextualizar el aprendizaje. Sería conveniente destacar que los cuentos ofrecen gran cantidad de oportunidades para ejercitar destrezas cognitivas por ejemplo mediante la formulación de preguntas abiertas y cerradas. Meyer, (Meyer, 2010) plantea un enfoque de aprendizaje colaborativo a partir de los cuentos, éstos permiten desarrollar el pensamiento crítico, potenciando la capacidad de hacerse preguntas y el interés por buscar su respuesta. Las películas y cuentos serán de carácter infantil promoviendo de este modo un aprendizaje adaptado y motivador para el alumnado.

### **3.1.2 Contexto social y cultural**

La presente programación anual está destinada a realizarse en un contexto social y cultural concreto puesto que se ha desarrollado a partir de las características concretas de colegio Bienaventurada Virgen María, (Las Irlandesas) (El Soto).

Es un colegio privado católico. La fundadora fue Mary Ward en 1609, viendo la importancia vital que la labor de la Educación suponía para la sociedad de su tiempo. Puso un especial acento en el desarrollo de la fe y, en aquellos momentos históricos, en la educación de la mujer. Tras la muerte de Mary Ward, el Instituto se fue expandiendo por todo el mundo y su Proyecto Educativo está hoy presente en los cinco continentes. La

educación es un distintivo histórico en la misión del Instituto de la Bienaventurada Virgen María (IBVM) (Irlandesaselsoto.net, 2019).

El colegio BVM Irlandesas tiene certificación del Programa BEDA de Escuelas Católicas de Madrid, dentro de su modelo bilingüe. No es un centro bilingüe reconocido por la Comunidad de Madrid puesto que se trata de un centro privado. BEDA (Bilingual English Development & Assessment) certifica que el colegio potencia la enseñanza del idioma y que imparte varias materias en inglés como lengua vehicular. En ed. Infantil las asignaturas impartidas en inglés son: psicomotricidad y música, inglés curricular y conversación con el auxiliar (15h/semanales). En ed. Primaria Inglés se imparten en inglés el inglés curricular, ciencias, plástica educación física, música y conversación (11h/semanales). Por último en la E.S.O. se imparte en inglés el inglés curricular, la tecnología, música y conversación (12h/semanales) (Colegio Irlandesas el Soto, 2018).

Está acreditado que en:

<b>CURSO</b>	<b>% HORAS EN INGLES</b>
1º de Infantil	30% sobre 25 horas.
2º y 3º de Infantil	38% sobre 25 horas
1º y 2º de Primaria	48%
3º de Primaria	44%
4º 5º y 6º de Primaria	36%
1º ESO	33.3%
2º ESO	40%
3º ESO	30%
4º ESO ,1º BACH	13.3%
2º BACH	10%

**Tabla 1: Fuente: Elaboración propia.**

Escuelas Católicas ofrece dos auxiliares de conversación para todas las etapas del centro. Los auxiliares de conversación se encargan de mejorar la fluidez (oral y auditiva) de los alumnos además de mejorar su capacidad de desenvolverse en situaciones diarias de la vida real. También, es una forma de acercar a los alumnos a la cultura anglosajona que en ocasiones es muy diferente a la española. Las actividades que realizan los auxiliares de conversación en el centro son las siguientes: *role-plays* sobre situaciones reales, debates, temas culturales, adquisición de vocabulario, expresiones, etc. para que mejoren su fluidez, prácticas de la parte oral de los exámenes de Cambridge, las secciones del “*speaking*” del libro de inglés. Supone 1h de conversación semanal en grupos

desdoblados, lo cual permite mayor interacción y participación (Colegio Irlandesas el Soto, 2018).

La Universidad de Cambridge colabora con el programa certificando que en el colegio un elevado número de alumnos obtienen títulos de inglés de rango europeo.

La programación anual y sus correspondientes unidades didácticas están dirigidas para desarrollarse en el colegio IBVM (El Soto, de la Moraleja). La mayoría de los alumnos del colegio viven por la zona de la Moraleja y Alcobendas. Aunque hay un buen número de alumnos que vienen de diferentes zonas de Madrid centro debido a que son hijos de antiguos alumnos y apuestan por la educación que se imparte (S. Hernández Cáceres, comunicación personal, 19 de febrero de 2019).

El nivel socio-económico de los alumnos es medio-alto debido a que se trata de un colegio privado de pago mensual. De la zona de la Moraleja es el colegio privado más barato de la zona lo cual permite acoger a un gran número de alumnos con un nivel socio-económico no tan elevado (S. Hernández Cáceres, comunicación personal, 19 de febrero de 2019).

Por lo mencionado anteriormente, el alumnado del colegio es heterogéneo. No se busca un sector de la población concreto sino que el colegio está abierto a todo tipo de personas. De ahí que los centro IBVM tengan establecido que el desarrollo y cuidado de la fe es imposible sin fomentar el diálogo multicultural e interreligioso. Un diálogo sincero y respetuoso lleva a una mayor tolerancia y entendimiento. Su objetivo es conseguir una educación integral de la persona teniendo en cuenta todas sus dimensiones: trascendente, moral, emocional, social, intelectual, académica, física y con proyección de futuro.

Es un centro educativo que imparte todas las etapas educativas desde Infantil hasta Bachillerato. En cada curso hay tres líneas (A, B y C). En cada clase hay una media de entre 25 y 30 alumnos. Lo cual nos indica que es un colegio grande con un número de alumnado elevado.

Se caracterizan por una Enseñanza-Aprendizaje a través de las Inteligencias Múltiples. El colegio se centra en 9 inteligencias: lingüístico-verbal, lógico-matemática, musical, visual-espacial, naturalista, cinestésico-corporal, intrapersonal, interpersonal y al ser un colegio católico trabajan también la espiritual. Todas estas inteligencias son trabajadas

desde cada asignatura y en todas las etapas con la finalidad de potenciar las capacidades de nuestros alumnos y al mismo tiempo trabajar aquellas inteligencias que tengan menos desarrolladas. Para conocer el progreso de las inteligencias de nuestro alumnado, se utiliza la observación del profesorado y en ciertas etapas se aplican los Test de IIMM que permite conocer el grado de desarrollo de cada una de ellas (Irlandesaseloto.net, 2019).

Es un colegio muy grande con modernas infraestructuras: clases amplias, aulas de apoyo, laboratorios, salón de actos, capilla, dos comedores grandes, campos de fútbol y baloncesto, dos gimnasios y un parque con columpios para los alumnos de educación infantil.

Asimismo, el colegio está situado cerca de varios parques verdes: parque de la Moraleja, Jardín de la Vega, Parque de Andalucía, etc. Está situado en el distrito de Alcobendas que cuenta con los servicios que ofrece el ayuntamiento de Alcobendas. Hay varios centros culturales y teatros con una amplia oferta de piezas teatrales y musicales para niños, de las cuales se puede beneficiar. También, el colegio se encuentra cerca del metro de la Moraleja lo cual favorece la comunicación con diferentes lugares. Del mismo modo, tiene justa al lado la Ermita de la Moraleja y la parroquia Nuestra Señora de la Moraleja, donde puede contar con la ayuda de los sacerdotes o servicios ofrecidos.

### **3.1.3 Teaching staff context.**

La Comunidad Educativa formada por el alumnado, profesorado, personal de administración y servicios (PAS), familias, Dirección y Entidad Titular. Se proponen ser un grupo de personas con perspectiva evangelizadora y comprometido con los valores y el Carácter Propio del centro. Un equipo sensibilizado ante las personas, el mundo y sus realidades. Una comunidad coherente en actos y palabras. Al mismo tiempo que tolerante y respetuoso con las diferencias. Un equipo donde reine la motivación, la ilusión, la alegría, el optimismo y la vocación. Un grupo de personas crítico y dialogante con buen nivel profesional, abierto a nuevas ideas y en formación permanente. Responsable de su trabajo diario y con un compromiso de trabajo en equipo. Y por último, un equipo capaz de realizar su tarea en situaciones de conflicto (Irlandesaseloto.net, 2019).



Como se establece en la página web del centro, todo el equipo es responsable de llevar a cabo este proyecto, considerando muy importante la colaboración de las familias y de las Asociaciones de Antiguos Alumnos. El Instituto de la Bienaventurada Virgen María, la Entidad Titular y los Equipos Directivos de los centros se comprometen a poner los medios necesarios para poder desarrollar este Carácter Propio.

Es un centro con las siguientes etapas educativas: Infantil (a partir de 3 años) Primaria, Secundaria y Bachillerato. La enseñanza que imparten es bilingüe en todas las etapas siguiendo el programa Beda. Cuentan con la presencia de auxiliares de conversación en inglés en todas las etapas educativas. En Infantil cuentan con auxiliares de apoyo al profesorado. Del mismo modo, es un centro que forma a muchos estudiantes de prácticas, lo cual sirve también de apoyo a profesorado (S. Hernández Cáceres, comunicación personal, 19 de febrero de 2019).

#### **3.1.4 Age-appropriate psychoevolutionary characteristics of the students.**

Los alumnos de 4º de Primaria, tienen entre 9 y 10 años y por tanto se les enmarca en la segunda infancia (de 7 a 12 años). A continuación, nos centraremos en el desarrollo del niño a nivel cognitivo, social, moral y afectivo.

En cuanto al desarrollo cognitivo, la segunda infancia se puede considerar como una etapa en la que se producen muchos cambios cognitivos puesto que las consecuciones cognitivas mejoran con respecto al período anterior. Además los niños son capaces de aplicar sus habilidades de pensamiento y razonamiento a una gama más grande de planteamientos cognitivos y hacerlo más rápido.

De acuerdo con Piaget (1976), la etapa de las operaciones concretas, que va de 7 a 12 años, es el logro cognitivo más importante en la segunda infancia (como se cita en González González & Bueno Álvarez, 2004, p.248). El nivel de las operaciones concretas se caracteriza porque el niño hace uso de operaciones lógicas como la reversibilidad, la clasificación de los objetos en clases y jerarquías y la seriación de las cosas en órdenes. La adquisición de estas operaciones tiene lugar gracias a la repetición de acciones concretas, las cuales mejoran las concepciones de cantidad, espacio, tiempo y causalidad del niño.

El desarrollo del pensamiento lógico y su aplicación a los problemas concretos permite al niño una interacción y adaptación más objetiva con el entorno y la realidad exterior.

Una vez adquirido el pensamiento operacional concreto, los niños pueden razonar con lógica sobre las cosas y acontecimientos que observan. Sin embargo siguen teniendo dificultades cuando necesitan utilizar una proposición hipotética o contraria a los hechos ocurridos (Sodian y cols., 1991) (como se cita en González González & Bueno Álvarez, 2004, p.248).

Una de las consecuencias más importantes del desarrollo del pensamiento lógico concreto es en el desarrollo de la atención selectiva (Miller, 1990) (como se cita en González González & Bueno Álvarez, 2004, p.251), puesto que la capacidad para utilizarla va mejorando sistemáticamente en este período (Bugental y cols., 1992) (como se cita en González González & Bueno Álvarez, 2004, p.251). Esto da lugar a una disminución de las distracciones y un aumento de la concentración en la información relevante (Miller y cols., 1986). Esto influye no sólo en la memoria, sino también en el razonamiento y en la solución de problemas (Flavell y cols., 1993) (como se cita en González González & Bueno Álvarez, 2004, p.251). El aumento de la capacidad para mantener la atención sin distraerse está vinculada con cambios biológicos del sistema nervioso central, del potencial eléctrico generado por el encéfalo y del crecimiento del tejido nervioso (White, 1968) (como se cita en González González & Bueno Álvarez, 2004, p.251).

Otra característica importante en el desarrollo cognitivo de los niños mayores es la capacidad para coordinar mentalmente varias ideas, pensamientos o estrategias. Tenemos diferentes argumentos, (Kail, 1991) (como se cita en González González & Bueno Álvarez, 2004, p.251) defiende que se debe a la maduración neurológica y (Flavell y cols., 1993) (como se cita en González González & Bueno Álvarez, 2004, p.251) que se debe a un mejor uso de los recursos cognitivos, a un aprendizaje más eficiente o simplemente a la experiencia, dado que el procesamiento mejora con la automatización.

De la misma forma, se debe destacar que el ritmo del desarrollo cognitivo es variable no sólo por razones ligadas a la herencia o a la educación, sino también por el tipo de incentivos y oportunidades que ofrece el ambiente. Los logros intelectuales de los niños dependen, en parte, de las competencias que exige su propia cultura.

A nivel cognitivo, podemos concluir que existen diferentes procesos mentales que se desarrollan en la segunda infancia, los cuales estimulan las capacidades para aprender, pensar y solucionar problemas. Asimismo, toda esta evolución cognitiva permite que los niños puedan usar conscientemente la atención selectiva, las técnicas de memoria y la

metacognición en apoyo de su proceso de aprendizaje, cuando mejoran su capacidad y velocidad de procesamiento y cuando amplían sus conocimientos. Tampoco podemos olvidar que el pensamiento lógico que se adquiere en este período es esencial no sólo para la comprensión y adquisición de conocimientos, sino también para la comunicación adecuada con los demás, la cual se ve favorecida por el desarrollo lingüístico que tiene lugar en este momento de la infancia (González González & Bueno Álvarez, 2004, p.253)

En cuanto al desarrollo social, según la perspectiva neopiagetiana en la niñez intermedia, los juicios y valores sobre el “yo” son más realistas, equilibrados, completos y se expresan de manera más consciente debido a que tienen una mayor capacidad cognoscitiva. Del mismo modo según los estadios del desarrollo psicosocial de Erikson (1963, 1968, 1976) (como se cita en González González & Bueno Álvarez, 2004, p.254), de los 6 hasta la pubertad se amplían los entornos de las relaciones interpersonales: la escuela y el barrio. De manera que se forjan los sentimientos de cooperación, superioridad e inferioridad. En esta etapa en los niños el desarrollo de la amistad entre compañeros forma parte de un aspecto muy destacado en su evolución social. Supone una relación de colaboración que responde a intereses mutuos. Además, los niños conciben la amistad como una relación exclusiva y posesiva.

La visión general sobre la segunda infancia a nivel psicosocial es muy similar entre los expertos del desarrollo. Todos destacan la mayor independencia y la capacidad mental con respecto a estadios anteriores. No sin olvidar la adquisición de nuevas aptitudes cognitivas y un aumento de la comprensión de uno mismo (como se cita en González González & Bueno Álvarez, 2004, p.255)

Gracias a la integración en grupos de iguales, el niño es capaz de integrar las pautas y normas que la sociedad le ofrece. Por lo tanto, adquiere independencia y autonomía al mismo tiempo que valores como la solidaridad, la justicia y otras muchas cualidades necesarias para la vida en sociedad. En definitiva, el grupo sirve para madurar socialmente a sus componentes.

Con respecto al desarrollo moral debemos aclarar que es un conocimiento de “lo bueno” y de “lo malo”. Según (Piaget, 1964, 1969) (como se cita en González González & Bueno Álvarez, 2004, p.261) el desarrollo del juicio moral es un proceso cognitivo gradual que está estimulado por las relaciones sociales de los niños conforme éstos van creciendo. A partir de las experiencias de Piaget (1932) (como se cita en González González & Bueno

Álvarez, 2004, p.264), de las definiciones de distintos filósofos y sus propias investigaciones sobre el desarrollo de los valores y la conducta moral, especialmente en niños, (Kohlberg, 1963, 1981, 1984) (como se cita en González González & Bueno Álvarez, 2004, p.264) centró su interés en la estructura del pensamiento sobre cuestiones morales y desarrolló tres niveles de desarrollo moral. Los estadios morales no son entidades ajenas sino en constante interacción con las estructuras de otros dominios como el cognitivo y la capacidad de adoptar roles. Como dijo (Arbuthnot, 1983) (como se cita en González González & Bueno Álvarez, 2004, p.265), no se puede estimular más allá de la etapa para la que un individuo tiene los prerequisites cognitivos apropiados. En definitiva, las capacidades cognitivas son necesarias pero no suficientes para asegurar los avances morales.

Los niveles de desarrollo moral de Kohlberg (1963,1981,1984) (como se cita en González González & Bueno Álvarez, 2004, p.264) son los siguientes:

- El nivel preconvencional supone un estadio en el que el individuo busca su propio bienestar, evitando castigos y persiguiendo los premios.
- En el nivel convencional las normas y leyes sociales son los valores fundamentales.
- En el nivel posconvencional, el individuo es consecuente con los principios morales que pueden estar por encima de las normas sociales o los deseos individuales.

Normalmente, se va pasando poco a poco de una fase a otra conforme se va madurando. Según Kohlberg, la mayoría de los niños de diez años no razonan más allá de la tercera fase, es decir, nivel convencional. A modo de conclusión, podemos decir que entre los diez y los once años, el niño empieza a comprender que un juez puede no ser justo, de modo que van desarrollando una conciencia de la autonomía de la moral, una mayor discriminación entre la responsabilidad personal y social y un matiz ético de interés en la relación entre la falta y el castigo, desapareciendo la idea de la justicia inmanente en el universo.

Por último, explicar el desarrollo afectivo y motivacional de los niños en la segunda infancia. Esta etapa se caracteriza por el paso del egocentrismo al altruismo. Esto se debe a que le niño cada vez es más consciente de sus posibilidades y limitaciones y ello le permite consolidar su identidad. Cabe destacar que las relaciones entre el niño y adulto constituyen una fuente de transmisión no sólo educativas, lingüísticas o culturales sino

también una fuente de sentimientos morales desde el punto de vista afectivo. (González González & Bueno Álvarez, 2004, p.268).

En esta etapa de la infancia el niño se encuentra en una fase de equilibrio emocional caracterizada por la serenidad emocional. Ésta se ve favorecida por el desarrollo intelectual, el cual dota al niño, a su vez, de elementos psíquicos para el control de sus emociones, una actitud optimista y un control fácil de los temores pasajeros, un elevado autoconcepto y un alto sentimiento de su propio poder que le llevan fácilmente a sobreestimarse (González González & Bueno Álvarez, 2004, p.269).

Los trastornos de la efectividad en la segunda infancia pueden deberse a diversas situaciones conflictivas en el entorno familia o en la escuela. Esos trastornos pueden ser desajustes en la personalidad, baja motivación e inestabilidad en la conducta. Todos estos trastornos suelen ligarse con los problemas de aprendizaje (González González & Bueno Álvarez, 2004, p.270).

## **3.2 OBJECTIVES**

De acuerdo con el artículo 7 del Real Decreto 126/2014, de 28 de febrero, por el que se establece el Currículo Básico de la Educación Primaria, se estipulan los objetivos generales de la etapa de Educación Primaria que contribuirán a desarrollar en los alumnos ciertas capacidades.

Los objetivos son los fines últimos a los que se dirige una acción. “Los logros que el alumno debe alcanzar al finalizar el proceso educativo, como resultado de las experiencias de enseñanza-aprendizaje intencionalmente planificadas a tal fin.” (Art. 2, RD 126/2014).

### **3.2.1 General Objectives of the Stage**

Los objetivos generales de la etapa de Educación Primaria están concretados en el Real Decreto 126/2014, garantizado unos objetivos mínimos para la etapa de Primaria.

En virtud de lo dispuesto en el artículo 7 del Real Decreto 126/2014, de 28 de febrero, por el que se establece el Currículo Básico de la Educación Primaria, se estipulan los que contribuirán a desarrollar en los alumnos ciertas capacidades tales como se aprecian en el siguiente anexo. [Annex 2. General Objectives of the stage.](#)

### 3.2.2 General objectives of the stage and the subject.

Los objetivos didácticos del curso de 4º de Educación Primaria han sido enunciados a partir de los criterios de evaluación propuestos en el Real Decreto 126/21014, y de los contenidos formulados en el Decreto 89/2014, de 25 de julio.

- 1) Comprender la información esencial y los puntos principales en textos orales muy breves y sencillos en lengua estándar.
- 2) Entender la información esencial en conversaciones transmitidas de viva voz o por medios técnicos, sobre temas habituales y concretos.
- 3) Reconocer y comprender los diferentes acentos de la lengua inglesa.
- 4) Producir expresiones de uso habitual y vocabulario básico con pronunciación, entonación, acentuación y ritmo correcto.
- 5) Participar de manera simple y comprensible en las conversaciones.
- 6) Leer y comprender las ideas claves de textos variados (cuentos, cómics y otros textos narrativos)
- 7) Reconocer los signos ortográficos básicos.
- 8) Reconocer el significado de palabras y frases por el contexto, conocimiento previo del tema.
- 9) Utilizar las Tecnologías de la Información y la Comunicación y de los diccionarios para consulta y aprendizaje.
- 10) Cumplir un uso correcto de la puntuación y los apóstrofes.
- 11) Escribir textos sencillos con relativa corrección fonética y utilizando conectores sencillos.
- 12) Presentar los textos escritos de forma limpia y ordenada.
- 13) Aplicar la revisión y autocorrección a los textos escritos.

Furthermore, the project-based method has specific objectives and as this Annual Programme is based on projects, we will take them into account as well as the objectives from the curriculum. The following are based on the proposal by Bondar et al. (2016):

- To provide self-service learning for students in the process of solving practical tasks or problems
- To develop creativity
- To develop debating skills
- To argue and defend their own point of view

- To be respectful to others
- To make informed conclusions
- To be able to argue own statements and organize an argument
- To analyse and simulate a situation
- To work with sources
- To acquire values such as responsible decision-making, tolerance, compromise, commitment to self-education and willingness to improve social life.

### 3.3 CONTENT

De acuerdo con el artículo 7 del Real Decreto 126/2014, de 28 de febrero, por el que se establece el Currículo Básico de la Educación Primaria, se estipulan los contenidos por cursos de la etapa de Educación Primaria que contribuirán a desarrollar en los alumnos ciertas habilidades, destrezas y actitudes.

Los contenidos son un “conjunto de conocimientos, habilidades, destrezas y actitudes que contribuyen al logro de los objetivos de cada enseñanza y etapa educativa y a la adquisición de competencias. Los contenidos se ordenan en asignaturas, que se clasifican en materias, ámbitos, áreas y módulos en función de las enseñanzas, las etapas educativas o los programas en que participe el alumnado.” (Art. 2, RD 126/2014).

#### 3.3.1 Secuenciación de contenidos del currículo oficial de la CAM (BOCM)

Como se presentan los contenidos del currículo oficial en el denominado Decreto 89/2014, de 24 de julio, del Consejo de Gobierno, por el que se establece para la Comunidad de Madrid el Currículo de la Educación Primaria. [Annex 3. Contenidos del currículo oficial de la CAM \(BOCM\).](#)

#### 3.3.2 Sequencing of the Unit Plans

This Annual Programme is organised in ten unit plans with around fifteen lessons in each unit focusing on the fundamental skills of grammar, vocabulary, listening, reading, writing. Each unit will also focus on cultural aspects to promote a culturally diverse classroom. On the lead up to Christmas, the whole school will celebrate the occasion through a themed week in which all the children will prepare to participate in a carol

service. All the families will be invited to this festival and each grade will sing a few Christmas carols, either in English or in Spanish. Furthermore, there will be a week in June where by the children will have opportunities to learn a range of different sports and at the end of the week a sports day event will be held. All of the parents will be invited to the day. Moreover, it is a recent tradition in the school to make some interdisciplinary projects and seminars at the end of the year such as first aid courses, creativity activities, sewing courses, painting projects, sports and so on. Students can choose the seminars and projects they want to do thus encouraging children from different classes and academic abilities to mix. These celebrations and projects have been contemplated within the Annual Programme.

This Annual Programme is an example of a project-based way of working whereby the teacher is a facilitator of learning so that each child has the chance to make sense of the different films and progress. The first unit acts as an introduction to the whole topic, thus, children will learn basic concepts about the cinema. The following units will use film-based methodology. Those units focus on a children's film, thus, children learn the content through engagement with the film. Each film has been chosen for a meaningful purpose to encourage cultural awareness and to act as a discussion point for deeper life lessons. It cannot be denied that children learn best when presented with materials and resources that are engaging and make sense to them.

It should be noted that the film is the centre of the unit and the content revolves around it. The grammar work for the whole year shows progression in terms of difficulty and each unit is built on the previous one. Moreover, the vocabulary has been selected according to the film demands and activities proposed. Throughout the Annual Programme, there are many opportunities for children to engage with different types of texts thus developing their reading skills.

The table below highlights the sequence of the units, timing, vocabulary, grammar, literacy and culture. English as a foreign language will take place each day as part of the requirements set out by the bilingual school. [Annex 3: Sequencing of the Unit Plans.](#)



## 3.4 TEACHING-LEARNING ACTIVITIES

### 3.4.1 Classification of tasks according to different criteria

In this Annual programme, there are a number of different activities pitched at a level so that all of the objectives are achieved while keeping in mind Bloom's Taxonomy of Educational Objectives (2001). The criteria for the classification of the activities are as follows: Teaching-learning process, grouping form, finality, space, multiple intelligences, methodological purpose, and complexity. The activities outlined below serve different purposes, all aimed at helping the children fulfil the learning objectives.

- Following the **teaching-learning process**, we may distinguish different task activities according to the different moment they appear.

-Starter activities are used at the beginning of each unit to inspire and engage the children in an exciting way. In this program the starter activities will include watching clips from films and reading stories about the cinema.

-Procedural activities are used to strengthen a content in the middle of the unit.

-Plenary activities are used to at the end of each unit to summarise the learning that has taken place and to assess the children's knowledge of the unit.

- According to the **grouping criteria**, we can distinguish different task activities.

-Whole class activities are used to encourage class discussions among the children and to help them brainstorm and develop their ideas.

-Paired activities are used to encourage the children to share ideas with each other.

-Group activities, involving mixed ability groups, are beneficial to help children to develop their ability to communicate as part of a team and to take an active role in their learning. Children need opportunities to work collaboratively in order to develop skills needed for life e.g. time management, respect for other people's opinions and to negotiate in order to learn from each other.

-Independent activities require each individual child to work at their own pace at a level differentiated according to their needs and abilities. These types of activities require motivation, discipline, and self-awareness.

- Following the **finality**, we could distinguish different activity tasks.

-Warm up activities are used at the beginning of each lesson as a means of reviewing previous learning. Contents may include taking attendance, today's weather, songs, date, and so on.

-Recycling activities are short and quick with the aim of drawing on prior knowledge.

-Modelled activities involves the teacher modelling to the children how to complete a task. These types of activities are usually used to introduce new vocabulary or grammar structures.

-Classroom activities are those that take place inside the classroom. There can be explanatory activities or drilled activities to put into practice the new content.

- Following the **space** where activities are carried out, we could distinguish different activity tasks.

-Activities outside of the classroom environment include those in the school theatre, PE hall or kitchen and those in collaboration with other classes. In this way the teacher ensures that cross-curricular learning is taking place and each child is having the opportunity to develop holistically.

-Outside school activities, are activities that take place outside the school in order to enrich the pupils' learning. For example, going to the cinema, to the zoo and watching a theatre production. These activities are also educational and permit learning in different environments and situations.

There is a need to differentiate the activities according to the multiple intelligences put forth in 1983 by Howard Gardner. Every activity should take into account the fact that each child learns in a different way.

-Visual-Spatial, activities involve drawing, puzzles, reading maps and using pictures and flashcards to enhance learning.

-Bodily-kinaesthetic, activities involve hands-on learning so that the child learns by doing. Such activities include role-plays, hot seating, arts and crafts and pictograms.

-Music based activities help children to develop a sense of rhythm. Such activities involve writing song lyrics, speaking rhythmically, tapping out time, playing musical instruments, etc.

-Interpersonal activities that require understanding and interacting with others. They could be group activities, seminars and dialogues.

-Intrapersonal activities help children to develop a sense of their own goals and perhaps time daily could be provided to write in a journal.

-Linguistic activities are those that focus on sounds, phonics and spelling. Such activities include reading stories, writing poems, making interactive word walls and spelling games.

-Logical-Mathematical, activities focus on reasoning and calculating. Such activities include experiments, solving puzzles and formulating questions.

### **3.4.2 Types of tasks.**

According to project-based learning it is necessary to follow the model of activities that must be include in every classroom project. (Grant, n.d.).

-Introduction. This moment is used to "set the stage" or anchor the project. This stage should motivate the children. This permits the focus on questions or problems that "drive" students to encounter (and struggle with) the central concepts and principles of a discipline (Thomas, 2000). There are always challenging questions or problems to capture students' motivation and interest to learn. In this Annual Programme, there are some challenging questions at the beginning of the project that students will be looking for their answers during the whole year. Furthermore, there will be one question in each unit, thus, the project is focused on one objective.

-Task. There is a task to guide and explain the content. These tasks should be engaging, challenging and doable. Also, PBL incorporates real-life challenges where the focus is put on authentic (not simulated) problems or questions, and where solutions have the potential to be implemented (Thomas, 2000). This will give the students the opportunity to work relatively autonomously and cooperatively over extended periods of time. There will be specific activities like a writing, role-play, debate, presentation, listening, etc. that will permit explanation and working on the content.

-Resources. There should be a wide range of resources made available to children such as computers, textbooks, dictionaries, iPads and whiteboards. In order to complete the proposed task, there will be different resources to use. Depending on the task, students will be using on resources or another. Projects involve students in a constructive investigation (Thomas, 2000).

-Process. This step is doing whatever is necessary to complete the task or answering the guiding question. The process should include activities that require a high level of cognition and critical thinking skills, such as analysis, synthesis and evaluation of information.

-Guidance and scaffolding. The children will need guidance, help and scaffolding, which is provided by teachers, students and parents. The teacher and sometimes the teacher assistance will help and scaffold the children by giving previously a “word bank” in order to be able to have a fluent conversation in the foreign language. Also, they will first model certain activities to make the explanation for the pupils easier. Parents will be helping in this process because there will be some parents’ activities, in which they will be in charge of a cooperative group. Thus, they will guide the pupils’ work.

-Cooperative/Collaborative learning. There should be teamwork and cooperative activities in order to carry out the project. In this Annual Programme, there will be many cooperative activities, starting with simple cooperative activities such as presentations, working on the content, etc. and also there will be more complex cooperative activities like the final product of project-based.

-Reflection. There should be opportunities for reflection such as classroom debates and extension activities.

Furthermore, it is important to highlight that in this Annual Programme there are certain activities repeated in each unit in order to create a routine like starter, warm-up, plenary, etc. activities.

-Assemblies in which pupils speak and share their ideas about what they have learnt. This takes place, at the beginning and at the end of each unit. There is a moment of debate to discuss the theme of the unit and to conclude the unit.

-Some listening activities include watching films and cinema explanations. In class we will watch just a very short part of the film, already selected by the teacher, and the rest of the film will be watch at home as homework.

-Reading activities. In class, we will work plenty on the reading skills, thus, every week there will be one day focused on reading. There will be five different reading activities in total and each week the cooperative group will rotate activities. There will be a group reading current events related to the cinema from newspapers and magazines, another group would be reading autobiographies of different actors, another group will be reading the books of the films chosen, another group would be reading out loud plots of book stories and the last group will have free reading that means they could read a book of their choice.

-Speaking and role playing activities. In unit 9 there would be a record of the student's group that will represent one scene of a film or would explain something for the final product that is the film.

-Writing activities. There are many different writing activities like writing descriptive texts, recipes, informal letters to a peer students in an anglophone country such as England or Ireland, plots of the films, reading books, writing dialogue for the record of the film and writing descriptions of the different actors and characters.

-Quiz activities using technological apps like "Kahoot" and "Mentimeter". This kind of apps permit the evaluation of student's ideas and concepts in an interactive and fun way. This apps will be used at the end of each unit in order to evaluate the level acquired. Pupils will play individually, with computers from the computer room or in teams with one iPad for each team. That will permit to evaluate individually and teams' skills.

-Corners, permit work on the multiple intelligences (puzzles, crosswords puzzles, costumes and role playing, board games, computer games, music games, etc.) There will be also a fast finisher's corner so that all these activities are made available to the children who need an extension activity.

## **3.5 METHODOLOGY AND EDUCATIONAL RESOURCES**

### **3.5.1 Methodological principles.**

It is important to emphasise the need for learning English because it provides numerous opportunities for our global society. Therefore, many schools in Madrid are beginning to become bilingual and observe this subject as essential. It should be highlighted that the main objective of teaching a foreign language, in this case English, is to form the intercultural communicative competence. The current trend is to start learning English at preschool with the very basics so that children can acquire the language instead of just learning it.

Nevertheless, it is essential to adapt English teaching and make it motivational and viable for the children. Nowadays it is very hard to motivate children as they are living in a modern fast paced world with many demands such as balancing after school activities such as football, drama or language lessons, etc. Moreover, most of them have travelled plenty and have had many different experiences. Also, children are in contact with technological gadgets every day. In consequence, their motivation is very limited. Thus, the teacher should work hard with children's intrinsic motivation as Douglas Brown claimed (As cited in Renandya & Richards, 2012, p. 12).

I have chosen to use two motivational methodologies: project-based learning and story based or film-based approach. The theme of the whole Annual Programme involves learning about the cinema which is interesting and engaging for children.

Project-based learning is used throughout the Annual Programme because it is a method centred on the learners and which has been shown to be the best way to teach. It is a teaching perspective that engages students in research as there is a question or problem posed that provides the motivation of the class activities. Students try to find solutions to the problem by asking questions, debating ideas, making predictions, designing plans or performing experiments, collecting and analysing data, drawing conclusions, communicating ideas to others, asking new questions and creating artifacts. All these activities result in a series of artifacts or products, that culminate in a final product that addresses the driving question (Blumenfeld et al, 1991). This increases students' motivation as they involve students in solving authentic problems, in working with others and in building real solutions (artifacts).

In Project-based learning (PBL), the project is the central teaching strategy; students encounter and learn the central concepts of the discipline via the project (Thomas, 2000). By using PBL children can gain a real sense of achievement by conducting research within problem training environments, through experiments, models, schemes, etc. PBL is a pedagogical technology, which provides both successful learning and building a team that would ensure the students' intellectual and moral development in an atmosphere of friendly cooperation (Bondar et al., 2016). Furthermore, project-based learning enables the expression of diversity in learners, such as interests, abilities and learning styles (Grant, n.d.).

This methodology is not a new trend, it has been more than a hundred years that the project-based learning is used in the educational process and gives us a certain viability in this methodology. The founders of the project-based method are considered to be American philosophers and pedagogues: D. Dewey, W. Kilpatrick, E. Collings, etc. (Kilpatrick, 2003). John Dewey developed "learning by doing" that reflected in constructivism and constructionism. Constructivism (Perkins, 1991; Piaget, 1969; Vygotsky, 1978) (As cited in Grant, n.d.) explains that individuals construct knowledge through interactions with their environment, and each individual's knowledge construction is different. However, constructionism goes one step further because it believes that individuals learn best when they are constructing an artifact that can be shared with and reflected upon with others. Another important element to constructionism is that the artifacts must be personally meaningful for individuals to become engaged in learning (Grant, n.d.).

According to project-based learning it would be necessary to follow the model of activities that must be included in every project-based method. Through all the models of project-based learning there are common features across all the various implementations. These include: introduction, task, resources, process, guidance and scaffolding, cooperative/collaborative learning, reflection (Grant, n.d.).

There are some factors that must be taken into consideration when designing a project to catch students' motivation. First of all, students must find the project to be interesting and valuable. Secondly, students should perceive that they have the competence to engage in and complete the project. And finally, students have to see that there is something useful in their learning (Blumenfeld, 1991).

Story-based learning is also used in this Annual Programme, as books provide a natural context for language exportation and are a vehicle for analysing and practicing language items and structures (Griva, 2007). Films can be described as a story set out in a visual context. According to Philips (1993) (As cited in Griva, 2007), “Stories are a feature of all cultures and have a universal appeal. They fascinate both students and adults and they can be used to great effect in the language classroom.” In addition, stories are “motivating, fun and can help develop positive attitudes towards the foreign language and language learning” (Ellis and Brewster 1991) (As cited in Griva, 2007). Furthermore, stories are valuable in gaining and maintaining students’ interest in language learning. They offer a major and constant source of life and of language experience for children. Also, they make students see learning from another perspective as something fun and not as obligatory. Stories develop students’ imagination and creativity, and make a link between the fantasy and imagination and the child’s real world. Moreover, teachers can use stories to introduce grammatical and functional structures as well as to help students practice speaking and listening. Listening to stories is a shared social experience and it develops students’ listening and concentration skills. (Griva, 2007). As professor Stephen Krashen has famously established “study after study shows that we acquire language by doing a great deal of recreational reading and listening, when we get involved in interesting stories” (As cited in Hrozkova, 2016).

It is important to highlight that the audio and visual aspects of a film can stimulate learners’ motivation for learning as it is more attractive to learn visually and aurally than through reading and writing. Film scripts lead students into discussions on the functions of the language expressions used by the interlocutors in the film. Moreover, film images are an extremely good support for non-native students as they could make connections between the images and what they hear and understand. Additionally, using films in the English classroom enhance students’ vocabulary awareness and they can even make their pronunciation and intonation much better (Curtis, 2007) (As cited in Khan, A. 2015).

Films help the students become culturally aware because as reported by Chapple and Curtis (2000) (As cited in Khan, 2015), films have numerous cross-cultural values, develop the critical thinking skills and provide linguistic diversities. Furthermore, for many students, films are their initial contact with English-speaking culture as they have not travelled abroad or do not know any native English speakers. Also, films provide



authentic scenarios with the opportunity to view social dynamics of communication as they use natural expressions and flow of speech.

Moreover, films help students learn English as a second language because they provide students with realistic learning environments and are very useful means for them to listen to authentic spoken communication and be exposed to various features of spoken communication, such as vocabulary, pronunciation, voice modulation, accent, speech pace, tone and so on (Webb, 2010). That resonates with Kasper's (2000) argument that "the visual learning experience created through the use of film can help English as a second language (ESL) students deal successfully with sophisticated textual material" (p.124) (As cited in Khan, 2015). Film-based learning can help the development of language skills: listening, reading while watching the film and speaking and writing in later task (Khan, 2015). Writing skills can be developed by providing interesting and motivating clues to accompany audio or written inputs, in that way it assists comprehension and production of foreign language input/output (Hanley, et al., 1995) (As cited in Ismaili, 2013). Also, films facilitate the reading skills as they enable the reader to visualize the events and to create mental images while and after reading. Vocabulary could be taught and learned with the aid of sounds and images, which provides clear context for the students' understanding (Ismaili, 2013).

Other scholars have concluded that film fragments help enhance memory and recovery of information in reading and listening (Pezdek, Lehrer, & Simon, 1984) (As cited in Ismaili, 2013).

There are a few steps the English teacher should follow in order to use films properly in an EFL classroom. Firstly, the teacher has to select a film that is in line with the areas they have to teach. Also, the film has to ensure students' motivation and thus must relate to their life. Secondly, before watching the whole film, the teacher should propose some activities to contextualise the film and activate the learning. Thirdly, while watching the film, the teacher has to ask the students a question so there is a purpose of watching it. Finally, after watching the film or clip there should be a discussion of the film and some activities to consolidate the learning (Khan, 2015).

According to Krashen (1985), (ESL) learners need to have comprehensible input ( $i+1$ ) before actual acquisition happens. Through the Input Hypothesis Krashen (1985) proposed, he claimed that an important "condition for language acquisition to occur is

that the acquirer understand (via hearing or reading) input language that contains structure ‘a bit beyond’ his or her current level of competence” (cited by Brown, p.278, 2000). We can see the i+1 through all this Annual Programme as the films contain a wide variety of communication structures and vocabulary. To avoid overwhelming the pupils, the Annual Programme focuses just in a short scene of each film and the teacher will be scaffolding by asking the students to focus their attention in a specific thing or asking the students a question and they have to be able to answer it with the information in the film clip.

In conclusion, using films and stories is a great method to motivate learners and to learn a second language as they are hearing native pronunciation from different English accents. Also, film scripts can be used as a type of literary texts, which can stimulate learners’ genuine feeling or response and engage them in developing awareness of language use and higher-order cognitive development in the target content learning. Furthermore, films help the students become culturally aware.

### **3.5.2 Students and teachers’ roles**

From a teacher's point of view, the project is a didactic tool that allows teaching in a different way. It promotes searching and finding the right information, planning activities, applying knowledge in practice and using materials for manipulate the learning (Trim 1992) (As cited in Bondar et al, 2016).

In this Annual Programme in which Project-based learning is used, the teacher is seen as a consultant or counsellor all the time. However, the teacher has different additional roles at different times. For example:

- Answering or asking questions
- Up-front roles or supporting individuals
- Language informant or eliciting language
- Congratulating or encouraging individuals
- Designer of task or materials
- Relationship with colleagues.
- Give feedback to the students
- Being the controller of the time

In other words, the teacher has such a big role because she/he has to manage students and the environment to make the most out of the opportunities for learning and practicing language. The teacher is the leader and organizer of discussion, facilitator, motivator, language adviser and language teacher (Willis & Willis, 2007).

Furthermore, the teacher should have different strategies to respond to students with spontaneous questions. She/he should be able to make quick decisions about whether to answer, postpone or dismiss a question. [Annex 5. Possible responses.](#)

Project-based learning is a student-centred learning approach, but we should consider their role. Students should share their previous knowledge about the topic. Therefore, they have to research from a variety of sources including books, research papers and sources from the Internet in order to answer the question or giving a solution to the problem suggested at the beginning of the project. Other than that, doing a project requires working as part of a team which means collaboration with the rest of the students and teachers, as all of them have to achieve the same goal. PBL demands from students a high level of self-confidence, motivation, and ability to organise their own work plans. What is more, students should develop their initiative, self-directedness, inventiveness, and independence (Donnelly, R. Fitzmaurice, M. 2005). As Stevik (1996) (As cited in Donnelly, R. Fitzmaurice, M. 2005, p. 250) states, students have to be involved to feel comfortable while participating in intellectual activity, and to be listening to one another as well as to the teacher.

Also, in this Annual Programme, we will be using cooperative work. That means students will have different roles depending on the task that is being developed. The time keeper is responsible for making sure the group meets time targets. The leader supports everyone to do their best thinking, making sure everyone has understood the activity and encouraging everyone to contribute. The speaker represents the group and is the only one who can ask the teacher a question. The helper helps clean up and fills in any job that is vacant due to a student's absence. The material manager is in charge of getting and returning all supplies the group needs.

### **3.5.3 Material and human resources.**

In this section we will focus on the different resources that are needed for the development this Annual Programme. It is important to clarify what we understand to be a resource,

which are the elements that will be used in the teaching and learning process in order to achieve a common goal. There are many different resources, but we will just focus on the material resources and human resources:

-Material resources: In order to put into practice this Annual Programme some basic material resources are necessary, such as paper, notebooks, pencil, colours, scissors, glue, colour paper, cardboard... Moreover, technological resources are necessary, such as computers, iPads and a video camera, as described in the ICT resources. We will need access to the Internet as well, as we will be using it very often in class. Also, the different DVDs of the films proposed in case any children do not have the possibility to watch them at home.

-Human resources: In order to put in practice this Annual Programme it would be necessary to count on the help of the people around us. This includes teachers, teacher assistant, the educational community, students, families, secretaries, the kitchen staff, the cleaning staff, the extracurricular activities teachers and professionals and specialists.

We will count on families' collaboration for extracurricular activities. For example, some big activities where pupils will be working in corners and in each one it will be necessary the help of some parents. Those activities will be occasional.

Also, the language assistant will sometimes be inside the classroom where she/he will be helping and scaffolding students by going around the different work teams. Also, she/he will help pupils to do role-plays, debates and help them with the acquisition of new vocabulary. At the moment of preparing the record for the film scene the teacher assistant will help the students in their pronunciation. Also, she/he will help the teacher with her explanations. Moreover, the teacher assistants will sometimes be outside the classroom with a small group either to improve their speaking skills or preparing the Cambridge exam.

#### **3.5.4 ICT resources.**

Nowadays, we live in a technological world where everything is digitized. According to the I.N.E. (2018) in Spain, 91,3% of children 10-15 years old use computers, 92,8% use Internet frequently and 69,8% have a mobile phone. Education is as well adapting to this new technological changes. For this reason, the role of ICT in education has become a major player in the delivery of teaching and learning. These new ICT resources have

transformed the education system. ICT and computing today are huge, so much so that they have even become part of the curriculum.

In this Annual Programme, we will use ICT because it permits extending the learning experience by raises standards across the curriculum to improve the delivery of lesson content and allows students to engage in class in a variety of ways. Furthermore, because ICT extends learning by taking teaching and learning beyond the four walls of the classroom for an anytime, anywhere approach, meaning students and teachers can continue to work and access resources even from home. In addition, ICT enriches the curriculum by providing access to a whole host of information and encouraging collaborative work and communication with others. It also expands learning horizons and helps with assessment as pupils' data can be recorded and analysed more efficiently for accurate assessment of pupils' learning abilities. It then allows teachers to see which areas of learning need a higher level of support. ICT resources are very important and are a great help with teaching a foreign language. In other words, ICT resources are absolutely beneficial in a classroom and especially for this Annual Programme (Aston, n.d.).

The hardware that will be used in this Annual Programme will be interactive whiteboards, DVDs, computers and iPads. Moreover, the software needed will be virtual learning environments, educational computer or iPad games and some cloud based technologies such as the Internet, email and e-learning platforms like "educamos". Also, this Annual Programme will benefit from some educational web-based apps and pages because some of the resources are taken from them. Moreover, there will be an ICT corner for the corners' activities where students will use them as a way to review and practice their knowledge. That corner will reinforce their learning in an interactive and fun way and develop technological competences. Some of the apps and web-pages used are British council for Kids, wordreference, class Dojo, PowToon, lyricstraining, whiteboards and so on.

Computers, iPads and a video camera will be necessary in most of the lessons as students will use these resources to search in the Internet, to look up unknown words in the dictionary, use English apps to improve their English level, to film and to work in teams. These ICT resources will help the students to learn with updated processes and to develop technological competences.

### 3.5.5 Organization of spaces and times. Routines.

For this Annual Programme there will be three principal classroom set up. In all of them, they are respecting advice given in the ORDEN 5958/, “begin by organising the classroom so that all the pupils can see you, and see each other’s faces.” It is important that students are able to see who is speaking and when. Moreover, it is the teachers’ job to keep students’ attention by looking at them, moving around the available space, acting and miming.

- 1) U-shaped desk configuration permits whole-group discussions and it is good when the teacher wants to explain something as he/she could see everybody. Furthermore, it will be useful for a circle time thus children could be seated in the space inside the tables. That set-up will be used for watching the films or reading time.

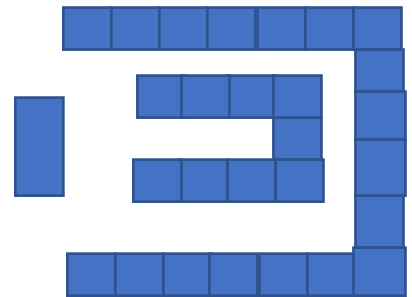


Figure 1: Source: Own elaboration

- 2) Radial tables, for the time given collaborate in small groups. It will be easier for them to interact and work in a comfortable situation.

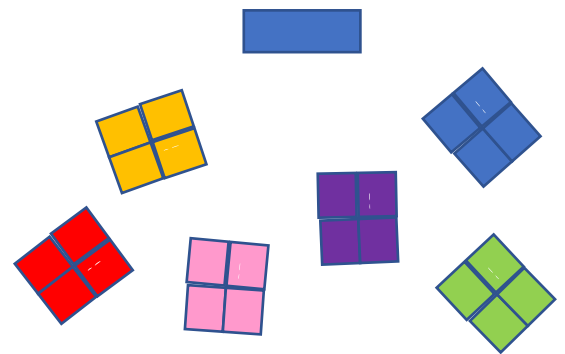


Figure 2: Source: Own elaboration

- 3) Straight row tables will be used for exams.

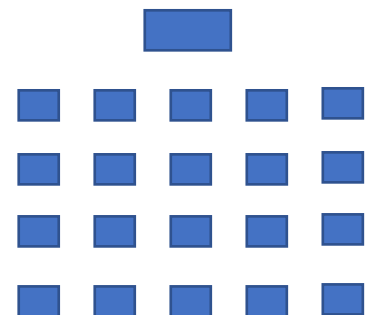


Figure 3: Source: Own elaboration

Furthermore, the school has a timetable that outlines when each subject takes places. The Annual Programme will be slotted into the timetable accordingly. The range of subjects reflects the need for the school to teach a balanced curriculum. The school in which this Annual Programme is based, there are five hours a week assigned to the subject of First Foreign Language as it is a private and bilingual school. The distribution of the Units has been planned following the calendar of the Comunidad de Madrid, presented in [Annex 6. Academic school calendar](#) and the time table of the school, presented [Annex 7. Timetable](#).

### **3.5.6 Groups of students.**

It is essential to start by defining what a group is. According to Brown, (2001, p. 177) “group work is a generic term covering a multiplicity of techniques in which two or more students are assigned a task that involves collaboration and self-initiated language”.

Depending on the activity developed and the moment there will be different ways to form the groups (Renandya & Richards, 2012).

Firstly, the teacher will select the groups. As most experts on cooperative learning suggest, teacher-selected groups work best at least until students become proficient and collaborative. These kind of groups usually aim to achieve a heterogeneous mix.

Random grouping is useful for activities that must be done quickly. It is very easy and fast for grouping. Furthermore, it conveys the idea that a person can work with anyone. There are many ways of randomizing groups. The most common is counting off, i.e. counting off until number 4 if you want to form groups of 4 people each. Other ways to set up random groups include using playing cards, giving out numbered pieces of paper and distributing cards with different categories on them and letting students group themselves according to the category.

In some activities, especially when students become good at cooperative group work, they can group themselves, for example by interests, for self-directed projects (Sharan & Sharan, 1992). That will be used for role-plays and experts’ groups where they can choose their partners.

No matter who creates the groups, it is very important to form mixed groups according to different gender, ethnicity , proficiency levels and strengths. Also, it is recommended that groups are not bigger than 5 people each because larger groups are not practical.

### **3.5.7 Relationship of the methodology to the key competences, objectives and contents.**

The proposed methodology has a significant relationship with the key competences, objectives and contents, in order to make it more coherent. See in [Annex 8. Relationship of the methodology to the key competences, objectives and contents.](#)

## **3.6 MEASURES OF ATTENTION TO DIVERSITY**

### **3.6.1 General measures to all students' attentions**

In the school for which this Annual Programme is framed, there is a lot of importance placed on attention to diversity. General attention measures are understood as those measures that try to give an educational answer to everyone, without any exception. “La Consejería con competencias en materia de educación regulará los aspectos enumerados en el apartado 1 de este artículo y establecerá las medidas oportunas para que todos los alumnos alcancen el adecuado nivel en las competencias del currículo, así como los objetivos establecidos con carácter general para la Educación Primaria.” (Article 17, Decreto 89/2014).

The school is open to all students regardless of their characteristics or difficulties. It believes in the richness of being different, either of culture or ethnic group, learning abilities, motor difficulties and family background. Thus, they do not close their doors to anyone. They believe that the solution for that is working all the educational members in the same way. “La intervención educativa debe contemplar como principio la diversidad del alumnado, entendiendo que de este modo se garantiza el desarrollo de todos ellos a la vez que una atención personalizada en función de las necesidades de cada uno.” (Article 9, RD 126/2014). In the Annual programme all this is worked in every moment as we work a lot with cooperative learning that requires respecting and accepting others. Also, the units of the films have a session about cultural awareness where students are focused on the culture and traditions of different cultures according to the background of the film: *Finding Nemo* from Sydney (Australia), *Ratatouille* from France (Europe), *Cars* from U.S.A. (North America), *Madagascar* from Africa, *Coco* from South America and *Kung Fu Panda* from Asia.



According to this Annual Programme, the school has diversity attention measures to give a personal respond to the different needs, rhythms and learning styles of the students.

The Orientation Department is in charge of educational support measure from Preschool to High School. They cooperate with teachers and service personnel.

Finally, it would be remarkable to highlight that the school accomplishes what is mentioned in Decreto 89/2014, article 17 called “Atención a la diversidad”. [Annexe 9. Measures of attention to diversity.](#)

### **3.6.2. Ordinary measures: educational support needs.**

The ordinary measures are some organizational strategies and modifications that are taken to attend to a concrete group of students with specific characteristics. Those measures are in relation with the groups, methodologies, activities, timing and evaluation criteria so they attend to the diversity without changing any element from the curriculum (contents, objectives and assessment criteria). There are just a few adaptations in the process of teaching that could be useful for the children. Those measures affect students with specific challenges that impair their ability to achieve curriculum propositions. Thus, it is needed to support them with concrete changes in order to make them achieve the curriculum as the rest of the class. A professional will be in charge of those supports, they could take place inside or outside the class, depending on the philosophy of the school. In this school will take place inside the classroom.

For example, in case there is a student with Attention Deficit Hyperactivity Disorder (ADHD) the methodology proposed in this Annual Programme will help them because it requires movement and changing activities frequently and those students have difficulties to concentrate during a long period of time. Furthermore, ADHD students need to move frequently and sometimes have aggressive behaviour. Thus, there are some ordinary attention measures, such as planning for short activities which do not require prolonged attention, or by including lots of kinaesthetic and interacting activities such as games so they can experience and move. For that reason, the activities proposed are very interactive and manipulative so that everyone will benefit but especially those students as it attracts and capture their attention for more time. Besides, the teacher will have more flexibility for the movement with those students, letting them move every 15 minutes and allowing those students to leave the class, and go to the playground, in case he is in a nervous state.

Moreover, they will be allowed to stand up during the explanations of the teacher. Also, those students will have more time to do the activities as they have difficulties to maintain their concentration. Furthermore, they will be in charge of some roles as going to print some sheets or going to ask something to another class. It is very important, as well, to set up some class rules as respecting turns when speaking, not shouting or disturbing other pupils, and controlling their aggressive behaviours.

Moreover, there will be a language assistant to work with all the students but specially to give more support to the students with difficulties with the language. Also, this Annual Programme is focused in the Multiple Intelligences (MI) which means it will develop different competences in the pupils. In the same way, we will attend every student's intelligence as this Annual Programme proposes a large variety of activities that are focused on different MI.

### **3.6.3. Extraordinary measures: curricular adaptations**

Extraordinary measures are the ones that are taken to respond to the characteristics of a particular student. These measures are associated with organizational changes and the creation of specific materials for this student. If the student's needs require it, we can adapt the content established in the curriculum to the student's needs. Those adaptations are done by a Pedagogical Therapist (P.T.) and the teacher of the subject.

For example, in case that there are any blind students, teachers will describe everything orally, and the material will be in 3D so that she/he can feel it with her/his fingers. They will not have any problem with the rest of the activities as the methodology promotes the speaking and listening skills and blind people have those senses very developed. Also, as it is a film-based programme, the blind students will use an app called "whatsfilm" that permits them to listen to the film using headphones. Also, there are computer programs that read everything that is written, so blind students will be able to do a reading activity by listening to them, thanks to those programs. For the writing activities, they will know what they write by listening to the computer program or by using the Perkins machine to write in Braille. Thus, blind students will have an iPad or computer always with them. The ONCE will provide 3D materials and support to the student.

## **3.7 COMPLEMENTARY AND EXTRACURRICULAR ACTIVITIES**

### **3.7.1 Activities outside the classroom**

The activities outside the classroom enrich the pupils' learning as they learn in a meaningful way making connections with real situations. Throughout the year, there will be different complementary activities that are the ones that take place outside the school during official hours and are related with the Annual Programme. There will be an activity where the students go to watch a film in the cinema in English, as the project of the Annual Programme is the cinema. There would be another excursion to the zoo that will take place at the end of Unit 6 as it is about the film *Madagascar* and it is about animals in the zoo. There would be another complementary activity that will be to watch a theatre production. It will take place at the beginning of Unit 9 so the students learn how to dramatize the film clips for the final product that will take place at the end of Unit 9. Furthermore, the school will propose extracurricular activities that will take place inside the school but outside school hours. There would be English courses for students who want to improve their level and conversation classes given by native teachers.

### **3.7.2 Reading plan**

The centre's Reading Plan is a set of organizational and methodological decisions that aim to encourage and improve the reading of students through the promotion of various types of reading. The fundamental objective of the centre's Reading Plan is to encourage the habit and the taste for reading and contribute to improve the practice of reading and writing. It should be an interdisciplinary work between all the subjects as it is necessary for everyone to read and research.<sup>1</sup>

The reading plan will be worked with in more detail in the Spanish and English classes as both treat the reading skill as a concept. In Spanish the reading plan will carry more importance than in English as at that age it is crucial to root the reading skills in the mother language and after that introduce a deeper learning on reading in a second language.

Every Reading Plan should have the following outcomes: to train readers to be capable of successfully performing in the school environment, to stimulate and increase students' interest in reading, to achieve that the majority of the students discover reading as an

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<sup>1</sup> Apuntes Sonia de la Roz 2018

element of personal enjoyment and finally to encourage students, through reading and developing a reflective and critical attitude of the environment.<sup>2</sup>

Therefore, it is important to create the Reading Plan keeping in mind children's preferences, which means they should decide which books are included in the Reading corner. A good way for doing it could be to spend time at the beginning of the year to create our class reading corner with bookshelves maybe done with recycled material, some carpets or comfortable seats, etc. Children should be engaged in creating their own reading space so that it is attractive for them. Moreover, to select the books in it, teacher should listen to children's opinions and offer various different books to attend to students' preferences.

The reading skill has a strong importance in this Annual Programme as it is one of the four big skills we want to develop in the students. Also, one of the outcomes of the programme is to awaken and increase students' interest in reading and to achieve that the majority of the students discover reading as an element of personal enjoyment. For that reason, in the reading activities proposed in the Annual Programme we allow freedom in the choosing of books and also we offer the opportunity to get to know different genre and type of texts (stories, newspapers and magazines, atlas, comics, plots, blog posts, reports and informal letters).

Every week, there will be the reading time that will take place on Wednesdays. It will be 25 minutes of reading where students will be divided into five groups and each group will read a different genre, so the students can read different types of texts. The five different reading activities are: reading stories, newspaper and magazines, atlas, biographies of actors of the different films selected in the Annual Programme and reading aloud with the teacher a book they like. All the resources are in the library of the class, so students will go and take their books or magazines. In the reading aloud with the teacher, students choose a book they like, and they read it to the teacher. The teacher will evaluate them following a rubric [Annex 14.5. Rubric to evaluate reading skills](#). In the rest of the reading activities, students read individually.

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<sup>2</sup> Apuntes Sonia de la Roz 2018

### **3.7.3 Relationship with the development of the didactic units.**

In this Annual Programme, there are complementary activities which have relationship with the development of the didactic units as well as the reading plan. All of these activities contribute to the achievement of learning goals and objectives.

In the following annex, there is a chart with the complementary activities connected with the Unit plan. [Annex 10. Relationship with the development of the didactic units.](#)

## **3.8 TUTORIAL ACTION PLANS AND COLLABORATION WITH FAMILIES**

The tutorial action plan includes all those activities that are carried out by the tutor with his/her group of students, and with the rest of the educational agents that affect them. There are inherent activities, which are carried to facilitate personal integration and the processes of learning (Lázaro y Asensi (1987) (As cited in Asensi Díaz, 2002).

According to Gordillo (1996) a good tutor should have numerous skills that will allow to face a problem from different perspectives. Tutors should help their pupils to problem solve and help them develop interpersonal and intrapersonal abilities. Furthermore, a tutor should use group dynamics and be able to work in a group. A tutor must be a reference for the students. Moreover, a tutor is the reference person to whom the families are in contact with in case there is something they want to talk or know about their children.

In tutorial with the whole class, we will take advantage of films watched to work on some important concepts, for example the differences and similarities between people that is seen in the film, *Cars*. Taking advantage of the work done about the descriptions of the cars and seeing the differences between them in the English subject, it will be transferred that to people. Reflecting on the fact that it is important to respect everybody no matter what are their physical and personal characteristics and also seeing the benefits of being different as each one can contribute to the society with their best strength. With each film we will develop the openness and intercultural competence as each film is from a different continent. *Inside out* from U.S.A (North America), *Finding Nemo* from Sydney (Australia), *Ratatouille* from France (Europe), *Cars* from U.S.A (North America), *Madagascar* from Africa, *Coco* from Mexico (South America) and *Kung Fu Panda* from Asia. In those tutorial sessions students will focus on the different elements and traditions from each culture or country. With the film *Coco* we will work on the subject of mourning as the film is about death. From *Kung Fu Panda* we will take advantage of the idea that the winner is not always the most beautiful and intelligent one but the hardest worker.

According to the collaboration with families, it is important to stress that it is essential to achieve a good education. It is important that teachers and families work in the same direction with respect to the children's education. For that it would be necessary to respect the teacher and parent's role as they are different, but they should cooperate. There would be three parents' meetings at the beginning of the term and at least one individual meeting with each family. During these meetings there will be cooperation and a close interaction as the teacher will listen to them in a respectful way. Teachers will ask the parents at the beginning of the year for help in encouraging their children to do the homework and motivating them with the projects done at school. Also, they should watch the films of the project in English and verify that they have understood them. Furthermore, parents should encourage their children to use English in any context they have the possibility to.

### **3.8.1 Objectives of the tutorial action**

The main objectives of the tutorial action are the following<sup>3</sup>:

- Contribute to a personalized education, serving two basic criteria: Individualization, which means that people are educated with unique and specific characteristics and Integration, which means that the integrating person is educated all areas of development.
- Orientate the students in their educational steps and in the life way.
- Capacitate for the individual learning by giving the students procedures for learning, strategies to control different situations and by giving them metacognitive capacity.
- Adapt the educational responses to the needs and capacities of each student by ordinary and extraordinary measures.
- Prevent difficulties to avoid the failure and the school dropout.
- To promote the autonomy, decision making and socio-moral development and value system.
- Contributes to a good interaction between every member of the education community and between the educational community and the environment.
- Participate in the innovation and quality of the education by developing guiding actions and tutorials: effective, systemic, creative and integrators.

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<sup>3</sup> Apuntes Juan Tomás Asenjo, 2016

### **3.8.2 Common task of family-school collaboration.**

Parents and teacher will work together during the whole year. They would be in continuous communication. For that there would be three parents' meetings at the beginning of the term and at least one individual meeting with each family. Also, teachers should send an explanatory sheet at the beginning of each unit, in order to let parents know what their children would be learning.

Families will have a big role of collaboration in the education of their children as the school believes in the importance of sharing the roles. They would be asked to help in the projects, from helping and motivating their children to do the research and watch the films together to come with us to the outside or extra activities, where we must need more help.

Furthermore, in the school there is an association for mothers and fathers called "AMPA", in which they can work to improve of their children's education. Parents can express their interest and opinions by voting in the meetings with the principals of the school. Also, they can propose ideas and projects they would like to develop. For example, they might organise some events to earn money to achieve more grants for students who cannot pay for their schooling.

### **3.8.3 Interviews and individualized tutorials**

There would be interviews with each family at least one time in the year. This moment is essential for exchanging information and ideas about the student's educational process.

The interview would be developed in two different stages: the first one would be with the child, the parents and the teacher and, if necessary, the psychologist or another teacher. And the second one would be between the parents and the teacher. It is a transparent way to do the interview because the children know what their parents and teacher are taking about and they could explain their attitude, problems, etc. by doing a self-evaluation.

In the interview the teacher will collect information about the child's behaviour and work at home. After listening to the parents, the teacher will give them a talk about the behaviour and work of their child in class. In case there are any problem of behaviour, academic, social or any other topic, both, teacher and parents will reach an agreement of some actions to put into practice either at home or in class. Also, there would be individual tutorials between the teacher and the student where they discuss strengths and weaknesses. There would be at least three individual tutorials, one in each term.

### **3.8.4 Classroom group meetings**

As already mentioned, there would be a group meeting every term. Their purpose would be to inform them what would their children would be learning and what actions should be taken to help their children.

At the beginning of the first term, the main objective would be to have to know and have a general vision of the methodology and activities develop. The second meeting would take place at the beginning of the second term and the main outcome would be to evaluate the first term and to have other goals to work to. Finally, in the last term, there would be a meeting to explain about the following year, the importance of helping their children in the last exams as if they fail they could repeat the year, etc.

## **3.9 LEARNING-TEACHING PROCESS EVALUATION**

Evaluation is a process that critically examines the competences and knowledge that students have to achieve. It is essential to assess students because it permits us to know if the outcomes have been achieved or not. Furthermore, it allows the teacher and the students to improve for the next time. In addition, it tells us the level and difficulties of each student and allows the teacher to follow different strategies according to children's needs.

According to the Real Decreto 126/2014, artículo 2, the evaluation criteria “son el referente específico para evaluar el aprendizaje del alumnado. Describen aquello que se quiere valorar y que el alumnado debe lograr, tanto en conocimientos como en competencias; responden a lo que se pretende conseguir en cada asignatura.”

In the same legislative document, the learning standards are specified as specifications of the evaluation criteria, which allow to define the learning outcomes based on each school subject: “son especificaciones de los criterios de evaluación que permiten definir los resultados de aprendizaje, y que concretan lo que el alumno debe saber, comprender y saber hacer en cada asignatura; deben ser observables, medibles y evaluables y permitir graduar el rendimiento o logro alcanzado”.



According to the Real Decreto 126/2014 y el Decreto 89/2014, “la evaluación de los aprendizajes de los alumnos durante la etapa será continua y global, y tendrá en cuenta su progreso en el conjunto de las áreas del currículo.” This Annual Programme is coherent with the Spanish legislation and follow a continuous and global evaluation.

### **3.9.1 Evaluation criteria and learning standards**

Los criterios de evaluación están extraídos del Real Decreto 126/2014 y están clasificados en los diferentes bloques de aprendizaje como viene en la ley. See in [Annex 11. Evaluation criteria and learning standards.](#)

### **3.9.2 Strategies, techniques and evaluation instruments according to evaluation moments.**

It is important to emphasise that the evaluation consists of regulating the strengths and weaknesses of the work, always ensuring maximum efficiency and student learning. In this Annual Programme, evaluation is essential as it takes place in every minute. According to the law, it is important to carry out a global evaluation taking in consideration the whole project and considering the progress that the children have made.

Assessment processes can be divided into summative and formative. Summative assessment makes a judgment on the capability of the learner in a specific moment while formative assessment is more complex, as it takes into account the process of learning and it helps the teacher to alter the planning in case it is needed (Coyle et. al 2010). In this Annual Programme both assessment processes are used: formative assessment takes place in every lesson as the teacher proposes many activities to identify what the student is learning or not such as kahoots, writings, bingos and so on, and summative assessment is used occasionally in the exams at the end of the term and written quizzes at the end of each Unit as the aim is to measure what the student has learnt.

To provide an effective evaluation and assessment it is essential to plan for it. Instruction and evaluation should be considered together in order to ensure effective learning and that the results of evaluation can direct ongoing instructional planning. Moreover, it is necessary to have a wide range of information, familiarity with a variety of different methods of assessment and for competence in using these methods creatively, careful and systematic record keeping and judgement (Jabbarifar, 2009, p.7).

In this Annual Programme, we used four **types of in-class teacher correction**:

-Explicit correction consists in indicating that an error has been made and explaining why. Thus, the learner is clearly told that they have made an error, and a correct reformulation is provided .

-Recasting correction tries to imitate the way in which real-life correction happens. Recasts are an indirect and gentle way of giving feedback, in which the teacher reformulates what have been said into a correct or more appropriate way (Payne, 2012)

-Elicitation correction requires the learner to reformulate what they have said, or the teacher to help them to get to the unknown word.

-Metalinguistic clues consist in comments, information or questions relating to the well way to say the mistake.

In this Annual Programme, we used six specific **evaluation instruments**:

-**Direct observation** is a formative assessment that consists in collecting information from the students. It has to be individualized and very detailed. The teacher has to observe and take notes of his/her observations to leave a record. It is important to take into account both formal and information observation. Formal observation is the one taken from the learning process in the classroom and informal information is the information from outside the classroom (cafeteria, playground, in their houses and so on). According to the observation done inside the classroom, the teacher will take notes of the students' progress, their difficulties and behaviours.

-**Quiz** will be made up of multiple choice, fill in the gaps or short questions to evaluate students' knowledge in an informal and fun way. This will be use as a formative assessment as they will be used to identify what the students are learning or not. They will help the teacher to know where she/he has to give more support and help.

-**Exams** are summative assessment tool that measure knowledge and skills learnt on different topics. They will have, as well, a formative role as they will give the teacher information about the students' learning processes.

-**Rubrics** are measurement scales and detailed description of the characteristics for each level of performance. They provide opportunities to consider what demonstrations of learning look like, and to describe stages in the development and growth of knowledge, understanding and skills.

-**Checklists** usually offers a yes/no or a tick/cross format in relation to student demonstration of specific criteria. They may be used to record observation of an individual, a group or a whole class.

**-Self-evaluation or peer-assessment** is an assessment method in which students evaluate their own process and product or other student's work. That will provide the student the capacity to honestly evaluate their own work or other student's work, also giving them the responsibility of assessing as well as develop metacognitive skills.

### **3.9.3. Evaluation moments**

The evaluating moments will take place during the whole programme as project-based learning requires having constant observation and feedback. However, there will be clearer evaluation moments, such as the task done by the students that will be specific activities that will provide concrete and more objective evaluation, the students' presentations in front of the class, their participation and usage of English, their work at home, the group activities, kahoots, and the exams.

In the first session of each unit, the teacher will evaluate students' previous knowledge to have an idea of the students' level and adapt the lessons according to it. In the same way, the teacher will evaluate students' progress at the end of each unit taking into account the stage where they started and where they are at the end of the unit. Moreover, every Wednesday, the teacher will evaluate the students' reading skills of the group that reads aloud. The teacher will follow a rubric to evaluate it. [Annex 14.5. Rubric to evaluate reading skills](#). Furthermore, in every unit there will be oral presentations and role-plays that will be evaluated following rubrics like that [Annex 14.3. Rubric to evaluate oral presentation](#). At the end of every week (Friday) there will be a little quiz to evaluate what the students have learned and understood. It will be a very useful formative assessment for the teacher and the student. Finally, the teacher will evaluate the students' cooperative work in the cooperative activities following a rubric like that [Annex 14.40. Rubric to evaluate cooperative work and progression](#).

The teacher will count in mostly every lesson the students' work and effort in class, participation and use of English in class and she/he will count it with positive or negative points. Each positive point will count +0,25 and the negative point -0,25. At the end of the term, the addition will take part of 15% of the final mark. The final mark will be made up of 80% of their knowledge of grammar, spelling, speaking, listening and reading, that includes little quizzes, exams, worksheets, the spelling quiz and writings, oral presentations and the reading plan routine. 5% of their work and effort in class, 5% of participation, 5% of their use of English in class and finally 5% of the activities asked to be done.

Furthermore, it is essential to have time to evaluate the teacher's role. There are a few indicators that allow us to know if the programme is working. Firstly, if the students are learning and achieve the goals established. Secondly, if the students are motivated and engaged in the project. And finally, if the activities and task are adapted to the cognitive development of the students age. Thus, they are neither very easy nor very difficult. The teacher will evaluate the planning of the project and activities, the development of them and finally her/his own attitude. The teacher will have to fill in a checklist at the beginning of the year. [Annex 12. Checklist for the teacher.](#) That permits to know if the teacher has everything planned, organised and ready before starting the year. Moreover, the teacher will have to fill in a rubric at the end of each term and at the end of the year which will permit to have an idea on how the programme is going, as well as allowing to make changes for improving what is not going very well. [Annex 13. Rubric to evaluate the teacher progress.](#)

# ANNUAL PROGRAMME

## INTRODUCTION TO THE ANNUAL PROGRAMME

This Annual Programme is based on two methodologies: project-based method and film-based. Film-based is included in the project-based as there is a big project whose topic is “the cinema” and each unit will follow the film-based method. Both are student-centred methodologies which have been shown to be the best way to teach.

Every project starts with a problem or question to be solved during the project. These problem or question should be challenging in order to capture student’s motivation and interest to learn. To solve or answer it, there are many engaging, challenging and doable tasks proposed. There should be, as well, constructive investigation and research using different resources: books, atlas, ICT resources and human resources. Finally, the problem or question will be solved and answered and that is called the “final product” (Thomas, 2000).

In this Annual Programme, the project will be introduced by a big question “*do you like the cinema?*” that will be present during the whole programme. Then, each unit will start with a big question that will be answered at the beginning and at the end of the unit. The answers to the big question at the beginning of each unit will help the teacher to know the prior knowledge of the students and where she/he has to support and reinforce more. At the end of each unit, students will be able to answer the big question of the unit with more detail using the content learnt throughout the unit. They will use their answers to identify what they have learnt, to what extent they have learnt it and if they have made an improvement comparing with their answer at the beginning of the unit.

During each unit, there will be many engaging, challenging and doable tasks proposed such as oral presentations, reading activities, cooperative learning activities, constructive investigation and so on. In each unit, students will be asked to make a little contribution to the final product, they will have to write the scripts of the film selected in the unit. Then, the teacher will choose the best scripts what will be film in the final product. The final product will take place in unit 10, it will be a “film day” in which parents will be invited to watch the film recorded by the students. The film will be formed with a clip of each film seen during the units: *Inside out*, *Finding Nemo*, *Ratatouille*, *Cars*, *Madagascar*, *Coco* and *Kung Fu Panda*. In the clips, students will dramatize the scene including the content learnt in each unit.

As already mentioned each unit will be based on a film, except the first and two last units. The first unit will be an introduction to the topic of the cinema. The content taught will be related with the elements of the cinema and a film which will be essential to understand in order to be able to apply them during the film units. Then, there are seven units based on Disney films. All the content taught is taken from or contextualised by the film. Finally, the last two units will be used to close the project and to prepare the final product. Culture will be worked on throughout this Annual Programme with the culture embedded in the films. Each film is focused in a different continent, so the five continents are included, and students can have cultural awareness of all of them.

In this Annual Programme, cooperative learning has a big role as it is needed to carry out the project. The aim of the Project-based method is to capacitate learners with abilities to solve real life problems, and in real life we solve problems in community. Thus, cooperative learning it is essential for a well implementation of the methodology.

According to the grouping of the students, this Annual Programme will use different ways to form groups depending on the type of task: teacher-selected groups, random grouping or students-selected groups. The criteria follow to create a group will be attending to diversity: different gender, ethnicity, proficiency levels and strengths. The children will have many opportunities to work collaboratively with each other throughout the year. Cooperative groups will change every term, so students work with different people. Only if the teacher observes many difficulties in a cooperative groups, she/he will make some changes before waiting to the end of the term. Constantly working with different people means that the children can learn from each other and develop their strengths and weaknesses.

Finally, it is important to explain the teacher's and students' roles. In this Annual Programme in which project-based learning is used, the teacher is seen as a consultant or counsellor all the time. In other words, the teacher has such a big role because she/he has to manage students and the environment to make the most of the opportunities for learning and practising language. According to students' role, project-based learning demands from students a high level of self-confidence, motivation and ability to organise their own work.

## **UNIT 1: Do you like the cinema? What do you know about the cinema?**

**Year 4 Primary Education**      **Subject:** First Foreign Language (English)

**Timing:** 15 sessions (10/9/2018-28/9/2018).

### **1. Justification for the didactic unit topic**

The aim of this didactic unit is to introduce the topic of the project which is cinema and explaining how it works. As explained before, every unit will be introduced by a big question, which will be the centre of the unit. In the first unit there are two big questions, one introduces the whole project: “*Do you like the cinema?*” and the other one introduces the didactic unit: “*What are the principal elements of the cinema?*”. The aim of this unit is to give the students support for the following units as well as activate their learning, for that reason the vocabulary is about cinema and film elements. In this didactic unit many activities are proposed to develop students skills and learning the content and objectives determined: different activities to work on interrogative sentences with aux. verbs in questions: “to do, to be”, affirmative and negative and expressions of preference such as “I like + verb + ing / I don’t like + verb + ing” and finally the uses of present simple and past simple. Moreover, in this unit the cultural aspect will also be developed, as it focuses on the nationalities of the actors of different films. Furthermore, there will be a complementary activity which will consist of going to the cinema to watch “*Ralph Breaks the Internet*” which is a recent infant film. This activity will introduce children into the project about the cinema as well as develop comprehensive and listening skills.

### **2. Relationship between learning outcomes and key competence**

Students will be able to...

- Use, when communicating, the vocabulary learnt about the cinema, types of films and jobs in a film studio.(CC.CC.1)
- Formulate simple questions and sentences in oral and written form. (CC.CC.1)
- Ask questions using auxiliary verb “to do, to be” in questions. (CC.CC.1)
- Formulate affirmative and negative sentences by expressing their likes or dislikes. (CC.CC.1,5)
- Express their preferences.
- Express repeated actions and scheduled events using present simple. (CC.CC.1)
- Describe concepts related to cinema using present simple. (CC.CC.1)
- Narrate situations happened in the past using the past simple. (CC.CC.1)



- Spell a word, from the vocabulary list, aloud. (CC.CC.1)
- Locate words in the dictionary and distinguish the meaning of a word by taking into account the context. (CC.CC.1,4)
- Listen to the explanations and the interventions of their classmates. (CC.CC.4,5)
- Discuss an everyday topic with peers in detail. (CC.CC.1,5)
- Plan a project and organise their time. (CC.CC.4,6)
- Understand the main words and ideas, when reading stories, newspapers and magazines and other narrative texts. (CC.CC.1)
- Use the writing structure and connectors for writing a plot. (CC.CC.1)
- Evaluate their own projects. (CC.CC.4,5).

### 3. Content

<i>Conceptual</i>	<i>Procedural</i>	<i>Attitudinal</i>
<p>-Vocabulario básico sobre el tema del cine (watch, sound effects, screen, popcorn, actor, plot, character, conflict, curtain, stage, scenery, cheer, audience, act, dialogue, theme, script, costume, make-up, setting).</p> <p>-Interrogación: Aux. verb in questions: to do, to be.</p> <p>-Affirmative sentences.</p> <p>-Negative sentences with not/never.</p> <p>-Expresiones de gustos y preferencias: I like + verb + ing / I don't like + verb + ing.</p> <p>-Present simple and expressions of frequency.</p> <p>-Escritura de resúmenes de historias con relativa corrección fonética y utilizando conectores sencillos.</p> <p>-Basic connectors (and, or, but, because, firstly and finally)</p>	<p>-Diálogos sobre los gustos y preferencias y sobre actividades del día a día.</p> <p>-Debates de temas de actualidad.</p> <p>-Uso de oraciones sencillas para el intercambio y la obtención de información.</p> <p>-Deletreo de palabras.</p> <p>-Participación en conversaciones en el aula.</p> <p>-Comprensión de las ideas esenciales en cuentos, cómics y otros textos narrativos.</p> <p>-Uso de diccionarios, glosarios y de las tecnologías de la información y la comunicación como medio de consulta y aprendizaje.</p> <p>-Revisión y autocorrección de los textos producidos de manera guiada.</p> <p>-Estrategias básicas de lectura: deducción del significado de</p>	<p>-Reflexión y expresión de las ideas propias.</p> <p>-Ilusión por aprender y dar lo mejor de sí mismo.</p> <p>-Respecto hacia uno mismo y hacia a los compañeros y profesores.</p> <p>-Disposición por participar y colaborar en el proyecto.</p> <p>-Se esfuerza por hablar en inglés en clase.</p> <p>-Se esfuerza por hacer lo mejor posible su trabajo.</p>

	<p>palabras y frases nuevas por el contexto, conocimiento previo del tema, identificación de información básica, etc.</p>	
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#### 4. Assessment criteria and minimum level required (M.L.R)

Students will...

- Use the vocabulary learnt from the unit correctly while communicating orally and in written form. (M.L.R)
- Formulate simple questions and sentences using the appropriate structure. (M.L.R)
- Apply the auxiliary verb “to do, to be” when asking questions. (M.L.R)
- Participate in class activities and debates using affirmative, negative and interrogative sentences. (M.L.R)
- Express their preferences in a clear and coherent way. (M.L.R)
- Use present simple for repeated actions and scheduled events. (M.L.R)
- Describe concepts related to cinema using the correct form of the present simple. (M.L.R)
- Spell words aloud without looking at the written word. (M.L.R)
- Locate words in the dictionary in an efficient way. (M.L.R)
- Listen to the explanations and the interventions of their classmates while respecting their ideas.
- Discuss an everyday topic respecting other people’s opinions and respecting the time given to talk. (M.L.R)
- Plan and organize a project taking into account the time, space, capacities, material, goals.
- Understand the main words and ideas, when reading stories, newspapers and magazines and other narrative texts. (M.L.R)
- Evaluate their own work using check lists and rubrics.
- Use the correct writing structure and connectors for a plot. (M.L.R)

<b>Unit</b>	1	<b>Lesson</b>	1	<b>Group</b>	Year 4	<b>Time</b>	60 mins
<b>Topic / Session Title</b>	Do you like the cinema? What do you know about the cinema?			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	Listening	X Speaking	Reading	Writing			
<b>Systems</b>	Grammar	Phonology	X Lexis	Function	Discourse		
<b>Competences</b>	Grammatical	X Socio-linguistic	Discourse	Strategic			
<b>Contents</b>	- Basic knowledge of the cinema -Disposition to participate and collaborate in the project.						
<b>Learning outcomes</b>	Students should be able to... <ul style="list-style-type: none"> <li>• Make a list of basic knowledge of the cinema.</li> <li>• Know what to expect from the class</li> <li>• Make an effort to talk in English.</li> </ul>						
<b>Previous knowledge</b>	Ss will know already basic vocabulary related with the cinema and they will be able to formulate simple sentences, using present simple, affirmative and negative sentences and expressions of preference such as like and don't like, as they learned in year 3.						
<b>Attention diversity</b>	to For the students who are shy or have language difficulties, the teacher will support them by encouraging them to talk and participate in classroom conversations.  For those students with higher capacities the teacher will ask them to answer the questions in depth using specific vocabulary.						
<b>Materials</b>	-Small ball -Front page of the project with one card for each unit. <a href="#">Annex 14.35. Cover page with the "big questions"</a> .				<b>Spaces</b>	The classroom	
<b>Procedures</b>							
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>				<b>Grouping</b>	
12-15 mins	Presentation game	Introductions of the T and Ss. Game to introduce themselves in an oral way: their name, hobby and something that defines him/her.  They will be in a circle and they will pass the small ball to someone they want. The person with the ball will present himself/herself and after it, pass the ball to another person.				Whole class-assembly.	
8-10 mins	Engagement/introduction	Daily routine: date, temperature and time for ss to express something interesting happened yesterday evening. Ss interact by answering the T questions.				Whole class-assembly.	
15 mins	Engagement	The T presents and explains the project and how it will be about, the ss listen to the explanation.  First the T asks the big question "Do you like the cinema?" and after the students' answers, the T introduces the way we will work through all the year.				Whole class.	
15 mins	Process	Open the first "big question": "What do you know about the cinema?". Ss try to answer it in an oral way giving their opinion and expressing their experience with the cinema. Ss dialogue in class, respecting their time to talk.				Whole class.	

		The T takes notes of the students' answers to know their previous knowledge and then be able to plan and adapt the activities to that.	
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<b>Unit</b>	1	<b>Lesson</b>	2	<b>Group</b>	Year 4	<b>Time</b>	60 mins
<b>Topic / Session Title</b>	Do you like the cinema? What do you know about the cinema?			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	Listening	X Speaking	X Reading	Writing			
<b>Systems</b>	Grammar	X Phonology	X Lexis	Function	Discourse		
<b>Competences</b>	Grammatical	X Socio-linguistic	Discourse	X Strategic			
<b>Contents</b>	<p>-Basic vocabulary about the cinema (watch, sound effects, screen, popcorn, actor, plot, character, conflict, curtain, stage, scenery, cheer, audience, act, dialogue, theme, script, costume, make-up, setting).</p> <p>-Use the dictionary, glossary and online dictionaries to look up a word and definition.</p>						
<b>Learning outcomes</b>	<p>Students should be able to...</p> <ul style="list-style-type: none"> <li>• Understand the new vocabulary about the cinema.</li> <li>• Define key words orally with their words.</li> <li>• Locate words in the dictionary and choose the correct forms.</li> <li>• Describe basic concepts related to cinema.</li> </ul>						
<b>Evaluation criteria</b>	<p>-Ss understand the vocabulary learnt about the cinema.</p> <p>-Ss locate words in the dictionary using different resources.</p>						
<b>Previous knowledge</b>	Ss will have an idea how to look up words in the dictionary as they learnt it in year 3.						
<b>Attention diversity</b>	<p>For blind students, the T and ss have to describe everything giving many details so blind students can know what has happened in the clip of the film. Blind students will use online dictionaries to look up words in the dictionary.</p> <p>The teacher will set up the subtitles of the clip to support those students with language difficulties.</p> <p>For the students with higher capacities, the teacher will propose to locate all the words in the dictionary instead of just a few of them. Also, they will be encouraged to research on any other film elements that are not in the vocabulary list.</p>						
<b>Materials</b>	<p>-Computer and a projector to watch the clip of the film.</p> <p>- Clip of the film.</p> <p>-Physical dictionaries and iPads to look up definitions of a word.</p> <p>-Checklist to evaluate the capacity to look words up in the dictionary</p>				<b>Spaces</b>	The classroom	
<b>Procedures</b>							
<b>Timing</b>	<b>Stage</b>		<b>Activities (T / S role)</b>			<b>Grouping</b>	

8-10 mins	Engagement/ introduction	Daily routine: date, temperature and time for ss to express something interesting happened yesterday evening. Ss interact by answering the T questions.	Whole class- assembly.
5 mins	Engagement/ introduction	Watch a clip of a recent film in the cinema: “ <i>Ralph Breaks the Internet</i> ”. The T explains the purpose of the clip. The purpose is to discover the elements of a film, thus the T asks the ss to watch it focusing in concrete details: “ <i>what elements of the cinema have you seen?</i> ”. Ss listen and pay attention to the clip attending to the elements of a film.	Whole class.
15-20 mins	Presentation	Ss share ideas they have discovered from watching the clip. From those elements the ss said, they create a vocabulary list (actors, director, scripts, dialogue, sounds effects, make-up, settings, a story). Ss dialogue in class, respecting their time to talk.  The T will announce that they are going to watch that film in the cinema as complementary activity.	Whole class.
5-10 mins	Presentation	The T explains how to look up a word in the dictionary using different resources such as physical dictionaries, glossaries and online dictionaries and glossaries as wordreference. The T will explain that in the dictionary the words come up in alphabetical order and that normally there are different meaning so ss should choose the proper one according to the context. Ss listen to the teacher’s explanation.	Whole class.
10 mins	Task	In groups, ss look up for definitions in the dictionary from the vocabulary list. Ss interact with the member of the group organizing the work to do. After having all the word searched, each member explains it to the rest of the group. The T goes around the tables to evaluate the children capacity and understanding of looking words up in the dictionary by using a checklist.	Random grouping.
10 mins	Warm down and reflection	Share with the whole class the definitions found and correct the possible mistakes and questions. Ss and T interact respecting turns. The T evaluates with her/his direct observation if he ss have understood the meaning of the vocabulary words.	Whole class.

<b>Unit</b>	1	<b>Lesson</b>	3	<b>Group</b>	Year 4	<b>Time</b>	60 mins
<b>Topic / Session Title</b>	Do you like the cinema? What do you know about the cinema?			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	Listening	X Speaking	X Reading	Writing			
<b>Systems</b>	X Grammar	Phonology	Lexis	X Function	Discourse		
<b>Competences</b>	X Grammatical	Socio-linguistic	Discourse	Strategic			
<b>Contents</b>	-Expressions of preference: I like+ verb+ ing, I don’t like+ verb + ing -Interrogative questions with aux verb to do (do you like...?)						

	-Comprehension of the main ideas, when reading stories, newspapers and magazines, biographies of actors other narrative texts.		
<b>Learning outcomes</b>	Students should be able to... <ul style="list-style-type: none"> <li>• Ask questions using auxiliary verbs to do.</li> <li>• Give their opinions and communicate their preferences.</li> <li>• Understand the meaning of different types of text: stories, newspapers and magazines, biographies of actors and other narrative texts.</li> <li>• Learn new vocabulary and expressions from context.</li> <li>• Formulate simple sentences of what he/she has understood from the reading.</li> </ul>		
<b>Evaluation criteria</b>	-Ss formulate simple questions and sentences using the appropriate structure. -Ss express their opinion in a clear and coherent way. -Ss spell words aloud without looking at the written word.  <b>Evaluation criteria for the weekly reading:</b>  -Ss write the main ideas of the text read to show understanding of the meaning. -Ss read with adequate fluency, pronunciation, intonation and comprehension.		
<b>Previous knowledge</b>	Ss will know already expressions of preference and spelling a word as they learnt in year 3.		
<b>Attention diversity</b>	to Blind students will have Braille books and magazines so they can read and improve their reading skills. Those materials will be adapted by the ONCE.  The T will be flexible with students with ADHD as the reading task requires prolonged concentration and attention. Thus, those students will be allowed to move around the classroom or even leave for a few minutes.  For the students with language difficulties or other learning difficulty as dyslexia, the teacher will support them by underling the principal ideas of the book or giving them books with more pictures and containing text with larger fonts. The teacher will give those students a template to fill, in reflection of the reading so it is easier for them to write a few sentences related to what they have read.  For the students with higher capacities, the teacher will give them more difficult books to eliminate boredom and attract their interest.		
<b>Materials</b>	-Stories, newspapers and magazines, atlas, biographies of actors and a variety of books that will be in the class library. -Rubric to evaluate students' reading skills. -Template for the reading task, for students with special needs.	<b>Spaces</b>	The: classroom
<b>Procedures</b>			
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>	<b>Grouping</b>
8-10 mins	Engagement/ introduction	Daily routine: date, temperature and a spell the words learn in lesson 2 about the cinema.	Whole class-assembly.
10 mins	Study	From the big question " <i>do you like the cinema?</i> " the T explains the structures for expressions of preference and questions using the auxiliary verb to do.	Whole class
15-20 mins	Practice	Design and write 10 questions using the structure already learnt about any topic ss want (school, sports, food, clothes...)	In pairs

5 mins	Explanation	The T explains the reading time that will take place once a week (Wednesdays). It will be 25 minutes of reading where ss will be divided into five groups and each group will read a different genre, so the ss can read different types of texts. The five different reading activities are: reading stories, newspaper and magazines, atlas, biographies of actors of the different films selected in the Annual Programme and reading aloud with the teacher a book they like. All the resources are in the library of the class, so ss will make use of books or magazines. The T explains where to find each type of genre. In the reading aloud with the teacher, ss choose a book they like, and they read it to her/him. The T will evaluate them following a rubric (fluency, pronunciation, intonation and comprehension as the T will ask a few questions at the end of the reading to verify the ss understanding). In the rest of the reading activities, ss read individually.	Reading groups
15-20 mins	Task	The first week the reading time is shorter (15-20 mins) as the T has to explain the reading and writing tasks. But the rest of the weeks it will be longer as the ss will know what they have to do. Ss read books and stories according to the groups they are.  The T will evaluate the students' reading skills using a rubric.	Individual work
5 mins	Explanation	The T explains what the ss have to write at the end of their notebook, in the reading section. They should write the main ideas about what the story is going and components they enjoyed. The T gives ideas on how to do it (mind-maps, bubble chart, sequencing the ideas in clear phrases).	Whole class
3-5 mins	Reflection	Ss write some phrases about ideas about what the story is going and whatever they have liked more about what they have read.	Individual work

<b>Unit</b>	1	<b>Lesson</b>	4	<b>Group</b>	Year 4	<b>Time</b>	60 mins
<b>Topic / Session Title</b>	Do you like the cinema? What do you know about the cinema?			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	Listening	Speaking	Reading	X Writing			
<b>Systems</b>	X Grammar	Phonology	Lexis	X Function	X Discourse		
<b>Competences</b>	X Grammatical	Socio-linguistic	X Discourse	Strategic			
<b>Contents</b>	-Use of simple sentences to share and obtain information. -Plot writing structure						
<b>Learning outcomes</b>	Students should be able to... <ul style="list-style-type: none"> <li>• Formulate simple sentences in oral and written form.</li> <li>• Identify and understand the structure for writing a plot.</li> <li>• Work independently with the teacher's support and help.</li> </ul>						
<b>Evaluation criteria</b>	-Ss formulate simple sentences in oral and written form, using the appropriate structure. -Ss identify and understand the structure for writing a plot. -Ss work independently with the teacher's support and help.						
<b>Previous knowledge</b>	Ss will know already how to express ideas in front of the class.						

<b>Attention diversity to</b>	For blind students, the roller coaster sheet will be in Braille and the examples of plots. So they can do the same activities as the rest of the students.  The students with support needs will have the important information of the plot underlined so they can focus on it.		
<b>Materials</b>	-Roller coaster sheet. -Plots of stories. -Rubric to evaluate the simple sentences structure. -Checklist to evaluate the understanding of the plot's structure. -Roller coaster sheet in Braille. -Plot with the important information underlined.	<b>Spaces</b>	The: classroom
<b>Procedures</b>			
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>	<b>Grouping</b>
8-10 mins	Engagement/ introduction	Daily routine: date, temperature and time for ss to express something interesting happened yesterday evening. Ss interact by answering the T questions.	Whole class-assembly
15 mins	Introduction	Sharing the 10 questions written in the last session and choosing the best 10 questions. The teacher chooses the best question from each pair and writes it on the board and then the ss choose the best 10 from the ones written on the board. The T will evaluate the simple sentence either in oral or written way using a rubric.	Whole class
5 mins	Explanation	The T explains the final task, associated with Maths, the ss will have to hang in at the end of the unit. It consists in doing a survey where ss ask the 10 questions chosen to at least 10 people (family members, teacher or ss from other classes). Ss do the survey as homework. After it, ss will create a diagram or a bar chart with the answers they have collected from the survey.	In pairs
15 mins	Explanation	Explanation from the T about what is a plot. The T uses the roller coaster sheet to explain the structure of a plot.	Whole class
10-12 mins	Process	Ss analyse examples of plots by focusing on the different parts of the plots. They should try to identify the parts of the plot following the roller coaster structure already explained. The T goes around the cooperative groups and with a checklist she/he will evaluate the ss understanding of the plot's structure.	Cooperative groups
2 mins	Homework	Set homework to think of what the plot of their favourite film or story is and start doing the survey. Also, remember they have to start doing the survey and the diagram with the answers of the 10 questions.	Whole class

<b>Unit</b>	1	<b>Lesson</b>	5	<b>Group</b>	Year 4	<b>Time</b>	60 mins
<b>Topic / Session Title</b>	Do you like the cinema? What do you know about the cinema?			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	Listening	Speaking	X Reading	Writing			
<b>Systems</b>	X Grammar	Phonology	Lexis	X Function	Discourse		
<b>Competences</b>	X Grammatical	Socio-linguistic	Discourse	Strategic			
<b>Contents</b>	-Plot writing structure.						



	-Present simple for general truths and things that are happening at any given point in the story. -Past simple for things that have happened in the past.		
<b>Learning outcomes</b>	Students should be able to...  <ul style="list-style-type: none"> <li>• Identify the tenses of a plot.</li> <li>• Work independently with the teacher's support and help.</li> <li>• Understand present simple as a narrative tense and to express general truths</li> <li>• Understand past simple to express things that have happened in the past.</li> </ul>		
<b>Evaluation criteria</b>	-Ss plan correctly a plot using the roller coaster structure. -Ss work independently with the teacher's support and help.  <b>Evaluation criteria for the Kahoot:</b> -Ss use the present simple as a narrative tense and to express general truths -Ss use past simple to express things that have happened in the past. -Ss formulate simple questions and sentences using the appropriate structure. -Ss understand the vocabulary learnt about the cinema.		
<b>Previous knowledge</b>	Ss will know already present simple structure as they learnt in year 3.		
<b>Attention to diversity</b>	For the kahoot activity, blind students will do it as well as the rest, but the T will have to read the question and answers to them.		
<b>Materials</b>	-Plot examples used in lesson 4. -Rubric to evaluate plot's plan. -A kahoot to review the main concepts of the week. -Ipads to play the kahoot.	<b>Spaces</b>	The: classroom
<b>Procedures</b>			
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>	<b>Grouping</b>
8-10 mins	Engagement/ introduction	Daily routine: date, temperature and time for ss to express something interesting happened yesterday evening. Ss interact by answering the T questions.	Whole class-assembly
12-15 mins	Task	Ss plan their plot of their favourite film or story following the roller coaster structure.  The T will evaluate their pot's plan using a rubric.	Individual work
15 mins	Explanation	The T explains the tense used in a plot: present simple to express things that are happening at any given point in the story and past simple to express things that have happened in the past.	Whole class
5-8 mins	Task	With the examples of plots used in lesson 4, ss have to identify the tenses and classify them into present and past. The plots will be projected on the white board and ss will come up to underline the tenses. We will use two different colours to distinguish between the tenses (present and past).	Whole class
15 mins	Consolidation	Little quiz of the week. Each week will be a Kahoot to review and check what ss have learnt that week.  The T will evaluate the ss progression using the kahoots.	Individual work

<b>Unit</b>	1	<b>Lesson</b>	6	<b>Group</b>	Year 4	<b>Time</b>	60 mins
<b>Topic / Session Title</b>	Do you like the cinema? What do you know about the cinema?			<b>Class</b>	English		
<b>Focus</b>							

<b>Skills</b>	Listening	X Speaking	Reading	Writing
<b>Systems</b>	Grammar	Phonology	Lexis	Function X Discourse
<b>Competences</b>	Grammatical	Socio-linguistic	X Discourse	Strategic
<b>Contents</b>	-Vocabulary related with types of films (a comedy, a scary film, a western, a cartoon, sci-fi films, horror films and romantic films). -Present something to the rest of the class in an oral way.			
<b>Learning outcomes</b>	Students should be able to... <ul style="list-style-type: none"> <li>Describe a film genre</li> <li>Use internet and books to search information and find/evaluate it.</li> <li>Summarize and present information to peers.</li> </ul>			
<b>Evaluation criteria</b>	-Ss investigate about the types of films using different resources (internet, books). -Ss explain orally the information searched. -Ss organize their ideas in a mind-map.			
<b>Previous knowledge</b>	Ss will know already how to use the internet to search for information.			
<b>Attention diversity</b>	to Students with ADHD will be allowed to move and change position as the activities proposed are long and require concentration. The T can give those students another task, so they disconnect for a few minutes and then come back with energy.  Students with higher capacities will help students with support needs.			
<b>Materials</b>	-iPads or laptops and books to investigate. -Rubric to evaluate the mind-maps and the oral exposition.	<b>Spaces</b>	The: classroom	
<b>Procedures</b>				
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>		<b>Grouping</b>
8-10 mins	Engagement/ introduction	Daily routine: date, temperature and time for ss to express something interesting happened yesterday evening. Ss interact by answering the T questions.		Whole class-assembly
5-7 mins	Task	The T ask the ss “ <i>what do you usually watch...?, what types of films do you usually watch?</i> ”, that will be useful for the teacher to know students’ previous knowledge.		Whole class
25 mins	Process	Each group investigate about a different genre (a comedy, a scary film, a western, a cartoon, sci-fi films, horror films and romantic films) that the T has given to them. After having been given detailed information about the genre given, ss have to look for examples of each one. With all the information, ss do a mind-map. The T goes around to help and support the students with their research.		Cooperative groups
20 mins	Oral presentation	Each group presents their mind-maps with the information searched in front of the class.  The T will evaluate their mind-maps and their oral exposition with a rubric.		Whole class

<b>Unit</b>	1	<b>Lesson</b>	7	<b>Group</b>	Year 4	<b>Time</b>	60 mins
<b>Topic / Session Title</b>	Do you like the cinema? What do you know about the cinema?			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	Listening	Speaking	Reading	X Writing			

<b>Systems</b>	X Grammar	Phonology	X Lexis	X Function	X Discourse
<b>Competences</b>	Grammatical	X Socio-linguistic	X Discourse	X Strategic	
<b>Contents</b>	-Plot structure. -Present simple for general truths and things that are happening at any given point in the story. -Past simple for things that have happened in the past. -Basic connectors (and, or, but, because, firstly and finally)				
<b>Learning outcomes</b>	Students should be able to... <ul style="list-style-type: none"> <li>• Apply the structure of a plot.</li> <li>• Use basic connectors when writing a plot.</li> <li>• Use present simple as a narrative tense and to express general truths</li> <li>• Use past simple to express things that have happened in the past.</li> <li>• Work independently with the teacher's support and help.</li> </ul>				
<b>Evaluation criteria</b>	-Ss work independently with the teacher's support and help.				
<b>Previous knowledge</b>	Ss will know already the structure of a plot seen in previous lessons and the use of present simple and past simple as a narrative tense.				
<b>Attention diversity</b>	to Students with ADHD will be allowed to move and change position as the writing activity is long and requires concentration. The T can give those students another task, so they disconnect for a few minutes and then come back with energy.  The teacher will give some exemplar structure and phrases structure to students with support needs so they can do the plot.				
<b>Materials</b>	-Plot planning from lesson 5.  -Exemplar structure and phrases structure to students with support needs so they can do the plot.	<b>Spaces</b>	The: classroom		
<b>Procedures</b>					
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>			<b>Grouping</b>
8-10 mins	Engagement/ introduction	Daily routine: date, temperature and time for ss to express something interesting happened yesterday evening. Ss interact by answering the T questions.			Whole class-assembly
10 mins	Guidance and scaffolding	Brainstorm of the structure and elements of a plot. The T writes it in the board so ss will be able to see when writing the plot afterwards.			Whole class
5 mins	Guidance and scaffolding	The T explain the use of connectors. The T explains the importance of having a connexion of the ideas that we express. She/he writes on the board some connectors (and, or, but, because, firstly and finally) and give examples when to use each one. The T leaves them on the board s ss can use them when writing the plot.			Whole class
35 mins	Process	Ss write a plot of their favourite film or story using the planning done in lesson 5 and the structure and elements of a plot.  The T evaluate the students' independence work with direct observation.			Individual work

<b>Unit</b>	1	<b>Lesson</b>	8	<b>Group</b>	Year 4	<b>Time</b>	60 mins	
<b>Topic / Session Title</b>	Do you like the cinema? What do you know about the cinema?			<b>Class</b>	English			
<b>Focus</b>								
<b>Skills</b>	Listening	Speaking	X Reading	X Writing				
<b>Systems</b>	Grammar	Phonology	Lexis	Function	Discourse			
<b>Competences</b>	Grammatical	Socio-linguistic	Discourse	Strategic				
<b>Contents</b>	-Self-assessment. -Understand the main words and ideas, when reading stories, newspapers and magazines, biographies of actors and other narrative texts.							
<b>Learning outcomes</b>	Students should be able to... <ul style="list-style-type: none"> <li>• Use strategies to self-assess their own plots.</li> <li>• Understand the meaning of different types of text: stories, newspapers and magazines, biographies of actors and other narrative texts.</li> <li>• Learn new vocabulary and expressions from context.</li> <li>• Formulate simple sentences of what he/she has understood from the reading.</li> </ul>							
<b>Evaluation criteria</b>	-Ss honestly evaluate their writing following teacher' s instructions. -Ss apply the structure of a plot. -Ss use basic connectors when writing a plot. -Ss use the present simple as a narrative tense and to express general truths -Ss use the past simple to express things that have happened in the past.  <b>Evaluation criteria for the weekly reading:</b>  -Ss understand the main words and ideas, when reading different types of texts. -Ss are able to formulate a few simple sentences of what he/she has understood from the reading.							
<b>Previous knowledge</b>	Ss will know already how to read an English book and look up words in the dictionary if necessary.							
<b>Attention diversity</b>	to The checklist will be in Braille for blind students, so they are able to self-assess their writings.  Blind students will have Braille books and magazines so they can read and improve their reading skills. Those materials will be adapted by the ONCE.  The T will be flexible with students with ADHD as the reading task requires prolonged concentration and attention. Thus, those students will be allowed to move around the classroom or even leaving for a few minutes.							
<b>Materials</b>	-Stories, newspapers and magazines, atlas and a variety of books that will be in the class library. -Plots written in the last lesson -Checklist to self-assess the plots. -Rubric for the teacher to evaluate the plots. -Rubric to evaluate students' reading skills. -Template for the reading task, for students with support needs.				<b>Spaces</b>	The: classroom		
<b>Procedures</b>								
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>					<b>Grouping</b>	

8-10 mins	Engagement/ introduction	Daily routine: date, temperature and time for ss to express something interesting happened yesterday evening. Ss interact by answering the T questions.	Whole class- assembly
20 mins	Self- assessment	Self-assessment of the plot written in the last lesson. The T gives the ss a checklist with the important thing that should be in their plots (correct plot structure, vocabulary and grammar tenses). Ss have to tick or cross depending if they have what the checklist says.  The T will revise every plot after following a rubric to graduate their level. The T will evaluate the plots and give out another day.	Individual
25 mins	Task	Reading time. Rotation of the reading activity from the one done last week.  The T will evaluate the students' reading skills using a rubric.	Individual work
3-5 mins	Reflection	Ss write in their reading book, the main ideas and whatever they have liked more about what they have read.	Individual work

<b>Unit</b>	1	<b>Lesson</b>	9	<b>Group</b>	Year 4	<b>Time</b>	60 mins
<b>Topic / Session Title</b>	Do you like the cinema? What do you know about the cinema?			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	Listening	X Speaking	Reading	Writing			
<b>Systems</b>	X Grammar	Phonology	Lexis	X Function	Discourse		
<b>Competences</b>	X Grammatical	Socio-linguistic	X Discourse	Strategic			
<b>Contents</b>	-Use of present simple to express repeated actions and scheduled. -Present in front of the class their classmates' routine. -Expressions of frequency (once, twice, three times a week).						
<b>Learning outcomes</b>	Students should be able to... <ul style="list-style-type: none"> <li>• Apply present simple to express repeated actions and scheduled event.</li> <li>• Explain something in front of the class.</li> <li>• Use expressions of frequency in oral form.</li> </ul>						
<b>Evaluation criteria</b>	-Ss use correctly the present simple to express repeated actions and scheduled event. -Ss explain their classmates' routine in an oral way. -Ss use properly expressions of frequency.						
<b>Previous knowledge</b>	Ss will know already how to use present simple learnt in previous lessons.						
<b>Attention to diversity</b>	Students with language difficulties or support needs will have some phrases structures to be able to do the task and the oral presentation.  Students with higher capacities will be asked to explain the routines in deep.						
<b>Materials</b>	-Phrases structures to be able to do the task and the oral presentation.				<b>Spaces</b>	The: classroom	
<b>Procedures</b>							
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>					<b>Grouping</b>
8-10 mins	Engagement/ introduction	Daily routine: date, temperature and time for ss to express something interesting happened yesterday evening. Ss interact by answering the T questions.					Whole class- assembly

15 mins	Explanation	The T ask the ss: “ <i>what do you usually do after school?</i> ”. Ss answer the question using present simple as it is a repeated action and scheduled event.  The T scaffolds their answers explaining expression of frequency (once, twice, three times a week). She/he will write them on the board so the ss can see and use them.	Whole class
10-15 mins	Task	Ss will talk with their partner about what do they usually do after school and will take notes about their partner routine so afterwards they can explain it in front of the class.	In pairs
20-25 mins	Oral presentation	Present the routine of their partner in front of the class in an oral way using the correct structure.	Whole class

<b>Unit</b>	1	<b>Lesson</b>	10	<b>Group</b>	Year 4	<b>Time</b>	60 mins
<b>Topic / Session Title</b>	Do you like the cinema? What do you know about the cinema?			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	Listening	X Speaking	Reading	Writing			
<b>Systems</b>	Grammar	Phonology	Lexis	Function	Discourse		
<b>Competences</b>	Grammatical	Socio-linguistic	Discourse	Strategic			
<b>Contents</b>	-Debate respecting other opinions and the turn to talk. -Participation in classroom conversations.						
<b>Learning outcomes</b>	Students should be able to...  <ul style="list-style-type: none"> <li>• Discuss an everyday topic with peers in detail.</li> <li>• Make a list of arguments to support their opinions.</li> <li>• Give opinion.</li> </ul>						
<b>Evaluation criteria</b>	<b>Evaluation criteria for the debate and the kahoot:</b>  -Ss discuss an everyday topic respecting other people’ s opinions and respecting the time given to talk. -Ss express their opinions in a clear and coherent way giving arguments. -Ss use correctly the present simple to express repeated actions and scheduled event. -Ss use properly expressions of frequency. -Ss differentiate and explain different film genre. -Ss apply the connectors properly.						
<b>Previous knowledge</b>	Ss will know already expressions of preference and the use of present simple.						
<b>Attention to diversity</b>	For the kahoot activity, blind students will do it as well as the rest, but the T will have to read the question and answers to them.  Students with language difficulties or support needs will have some phrases structures to be able to participate in the debate. Also, the teacher will ask and encourage them to participate being more patient with their contributions.  Students with higher capacities will have to use some phrases structures given by the teacher.						
<b>Materials</b>	-iPads or laptops to play the kahoot. -Whiteboard to project the kahoot. -Kahoot to review the main concepts of the week.			<b>Spaces</b>	The: classroom		

		-Rubric to evaluate the debate. -Phrases structures for students with support needs and higher capacities for the e debate.	
Procedures			
Timing	Stage	Activities (T / S role)	Grouping
8-10 mins	Engagement/ introduction	Daily routine: date, temperature and time for ss to express something interesting happened yesterday evening. Ss interact by answering the T questions.	Whole class-assembly
5 mins	Guidance and scaffolding	The T explains some tips to do an adequate debate such as respecting other people's opinions, respecting the time given to talk, some phrases and structures (in my opinion, I don't agree with you because, that's an interesting idea). Those opinion phrases will be display on the board so they ss can use them during the debate.	Whole class
3-5 mins	Presentation	The T introduces the topic of the debate " <i>why films are better to watch in the cinema?</i> ". The T divides the class in two groups, one against and the other for.	Whole class
5 mins	Task	Ss think and write arguments for or against depending on the groups they are.	Individual work
10 mins	Task	Share with the group the arguments written.	In groups
15-20 mins	Process	Debate. Ss explain their arguments in a respectful and organise way.  The T is the mediator of the debate and is in charge of controlling it. Also, the T will use a rubric to evaluate the students' contribution in the debate.	Whole class
10 mins	Evaluation	Little quiz of the week.	Individual work

<b>Unit</b>	1	<b>Lesson</b>	11	<b>Group</b>	Year 4	<b>Time</b>	60 mins
<b>Topic / Session Title</b>	Do you like the cinema? What do you know about the cinema?			<b>Class</b>	English		
Focus							
<b>Skills</b>	Listening	X Speaking	Reading	Writing			
<b>Systems</b>	X Grammar	Phonology	X Lexis	X Function	Discourse		
<b>Competences</b>	X Grammatical	X Socio-linguistic	Discourse	Strategic			
<b>Contents</b>	-Affirmative, negative and interrogative questions with the auxiliary verb "to be". -Use simple questions and sentences for sharing and obtaining information. - -Present simple for general truths and things that are happening at any given point in the story. -Expressions of frequency.						
<b>Learning outcomes</b>	Students should be able to... <ul style="list-style-type: none"> <li>• Formulate affirmative, negative and interrogative sentences using the auxiliary verb "to be".</li> <li>• Formulate simple questions and sentences in an oral way.</li> <li>• Apply present simple for general truths and things that are happening at any given point in the story.</li> <li>• Use expressions of frequency when using the present simple.</li> <li>• Work independently with the teacher's support and help.</li> </ul>						

<b>Evaluation criteria</b>	<p>-Ss formulate affirmative, negative and interrogative sentences using the auxiliary verb “to be” properly.</p> <p>-Ss apply the present simple correctly to express general truths and things that are happening at any given point in the story.</p> <p>-Ss use expressions of frequency correctly.</p> <p>-Ss work independently with the teacher’s support and help.</p>		
<b>Previous knowledge</b>	Ss will know already how to do simple affirmative, negative and interrogative sentences learnt in previous lessons.		
<b>Attention diversity</b>	<p>Blind students will do the worksheet in their computer because with their special computers they can listen what is written and type the answers. Then they will send it to the T and she/he will correct it.</p> <p>Students with language difficulties or support needs will have the explanation and notes of the present simple to be able to worksheet.</p>		
<b>Materials</b>	<p>-Checklist to evaluate the use of affirmative, negative and interrogative sentences using the auxiliary verb “to be”.</p> <p>-Photocopy of the present simple.</p> <p>-Whiteboard</p> <p>-App “<i>lyricstraining</i>”</p>	<b>Spaces</b>	The: classroom
<b>Procedures</b>			
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>	<b>Grouping</b>
8-10 mins	Engagement/ introduction	Daily routine: date, temperature and time for ss to express something interesting happened yesterday evening. Ss interact by answering the T questions.	Whole class-assembly
20 mins	Task	<p>One person goes to the front of the class and act out a film. Ss have to guess the film. Ss have to ask simple questions using the aux verb “to be”, for example: <i>Is it a Disney film?</i>, <i>Is it a comedy film?</i> and so on. And the ss on the front of the class answers “yes, it is or no, it is not”.</p> <p>The T will scaffold the activity by modelling the first film. Also, she/he will write on the board the structure to form sentences with the verb “to be”.</p> <p>It is a way to use simple questions using the verb “to be” and to review the types of films and vocabulary related with the cinema.</p> <p>The T will evaluate this task using a checklist.</p>	Whole class
15 mins	Consolidation	<p>Ss do a photocopy given by the T to practice and reinforce the use of present simple.</p> <p>The T corrects the exercises and mark the students progression. If the ss have many difficulties with the present simple, she/he will propose more activities to reinforce it in other lessons.</p>	Individual work
15 mins	Round up	<p>With the app “<i>lyricstraining</i>” ss fill in the gaps the lyrics of a song.</p> <p>The aim of this activity is to practice students’ comprehension and to do a motivative activity to finish they class, as they have been working hard on grammar before.</p>	Whole class



<b>Unit</b>	1	<b>Lesson</b>	12	<b>Group</b>	Year 4	<b>Time</b>	60 mins
<b>Topic / Session Title</b>	Do you like the cinema? What do you know about the cinema?			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	Listening	Speaking	Reading	X Writing			
<b>Systems</b>	X Grammar	Phonology	Lexis	X Function	Discourse		
<b>Competences</b>	X Grammatical	Socio-linguistic	Discourse	X Strategic			
<b>Contents</b>	-Know how to write routines.						
<b>Learning outcomes</b>	<p>Students should be able to...</p> <ul style="list-style-type: none"> <li>• Apply present simple to express repeated and scheduled actions.</li> <li>• Use frequency expressions to organise the ideas.</li> <li>• Use basic connector to structure their routine.</li> <li>• Work independently with the teacher's support and help.</li> </ul>						
<b>Evaluation criteria</b>	-Ss work independently with the teacher's support and help.						
<b>Previous knowledge</b>	Ss will know already how to use the present simple to express repeated and scheduled actions. Also, they will know frequency expressions and basic connector.						
<b>Attention to diversity</b>	<p>Students with ADHD will be allowed to move and change position as the writing activity is long and requires concentration. The T can give those students another task, so they disconnect for a few minutes and then come back with energy.</p> <p>The bingo will be in 3D and in Braille so blind students can play as well. It will be adapted by the ONCE.</p> <p>Students with language difficulties or support needs will have some phrases structures and the present simple structure to be able to write about their routines. They will have to name their routines and using a simple phrase to contextualise it.</p> <p>Students with higher capacities will have to describe in depth the routines.</p>						
<b>Materials</b>	-Bingo and bingo in 3D. -Phrases structures and present simple structure to support students with support needs.			<b>Spaces</b>	The: classroom		
<b>Procedures</b>							
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>				<b>Grouping</b>	
8-10 mins	Engagement/ introduction	Daily routine: date, temperature and time for ss to express something interesting happened yesterday evening. Ss interact by answering the T questions.				Whole class-assembly	
5-8 mins	Warm up	The T and Ss make a brainstorm of the uses of present simple, the frequency expressions and the connectors.  The T writes everything on the board to support the ss with their writings.				Whole class	
35 mins	Process	The T explains the task: Ss have to write about their routines either daily, weekly or monthly.				Individual work	
15 mins	Practice	Ss play a bingo about all concepts learnt during the whole unit.				Individual work	

<b>Unit</b>	1	<b>Lesson</b>	13	<b>Group</b>	Year 4	<b>Time</b>	60 mins
<b>Topic / Session Title</b>	Do you like the cinema? What do you know about the cinema?			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	Listening	Speaking	X Reading	X Writing			
<b>Systems</b>	Grammar	Phonology	Lexis	X Function	Discourse		
<b>Competences</b>	Grammatical	X Socio-linguistic	Discourse	X Strategic			
<b>Contents</b>	<p>-Peer-assessment.</p> <p>-Understand the main words and ideas, when reading stories, newspapers and magazines and other narrative texts.</p>						
<b>Learning outcomes</b>	<p>Students should be able to...</p> <ul style="list-style-type: none"> <li>• Use strategies to peer-assess their own plots.</li> <li>• Answer the big question in deep with the content learnt.</li> <li>• Understand the meaning of different types of text: stories, newspapers and magazines, biographies of actors and other narrative texts.</li> <li>• Learn new vocabulary and expressions from context.</li> <li>• Formulate simple sentences of what he/she has understood from the reading.</li> </ul>						
<b>Evaluation criteria</b>	<p>-Ss honestly evaluate their partner writing following teacher' s instructions.</p> <p>-Ss apply correctly present simple to express repeated and scheduled actions.</p> <p>-Ss use variety of frequency expressions to organise the ideas.</p> <p>-Ss use basic connectors to structure their routine.</p> <p>-Ss demonstrate a progression in the response to the big question using the content learnt.</p> <p><b>Evaluation criteria for the weekly reading:</b></p> <p>-Ss understand the main words and ideas, when reading different types of texts.</p> <p>-Ss are able to formulate a few simple sentences of what he/she has understood from the reading.</p>						
<b>Previous knowledge</b>	Ss will know already the vocabulary about the cinema, types of films and jobs in a film studio and present simple and past simple structure to answer the big question in detail.						
<b>Attention to diversity</b>	<p>The checklist for peer-assess will be in Braille. The student will read their writing to the blind student so she/he can correct it following the checklist.</p> <p>For the kahoot activity, blind students will do it as well as the rest, but the T will have to read the question and answers to them.</p> <p>Blind students will have Braille books and magazines so they can read and improve their reading skills. Those materials will be adapted by the ONCE.</p> <p>The T will be flexible with students with ADHD as the reading task requires prolonged concentration and attention. Thus, those students will be allowed to move around the classroom or even leaving for a few minutes.</p> <p>For the students with language difficulties or other learning difficulty as dyslexia, the teacher will support them by underlining the principal ideas of the book or giving them books with more pictures and the size of the letters bigger. The teacher will give those students a</p>						

	<p>template to fill, in reflection of the reading so it is easier for them to write a few sentences related to what they have read.</p> <p>For the students with higher capacities, the teacher will give them more difficult books to eliminate boredom and attract their interest.</p>		
<b>Materials</b>	<ul style="list-style-type: none"> <li>-Checklist to evaluate the routines written</li> <li>-Rubric to evaluate the writings</li> <li>-The big question card.</li> <li>-Rubric to evaluate the students' progression with the answers of the big question.</li> <li>-Stories, newspapers and magazines, atlas and a variety of books that will be in the class library.</li> <li>-Rubric to evaluate students' reading skills.</li> <li>-Template for the reading task, for the students with support needs.</li> </ul>	<b>Spaces</b>	The: classroom

### Procedures

Timing	Stage	Activities (T / S role)	Grouping
8-10 mins	Engagement/ introduction	Daily routine: date, temperature and time for ss to express something interesting happened yesterday evening. Ss interact by answering the T questions.	Whole class-assembly
5-8 mins	Peer assessment	Peer assessment of the routine written in the last lesson. The T gives the ss a checklist with the important thing that should be in their routine. Ss have to tick or cross depending if their peer has what the checklist says.  The T will revise every plot after following a rubric to graduate their level. The T will evaluate the plots and give out another day.	Whole class
15-20 mins	Reflection	Ss go back to the big question " <i>do you like the cinema? what do you know about the cinema?</i> " and answer it in their notebook, using adequate vocabulary about the cinema, types of films and jobs in a film studio and present simple and past simple structure to answer the big question in detail.  The T will evaluate their responses using a rubric, she/he will compare it with her/his notes taken at the beginning of the unit of the students' answers to the big question. The T will take into account their progress.	Individual work
25 mins	Task	Reading time. Rotation of the reading activity from the one done last week.  The T will evaluate the students' reading skills using a rubric.	Individual work
3-5 mins	Reflection	Ss write in their reading book, the main ideas and whatever they have liked more about what they have read.	Individual work

<b>Unit</b>	1	<b>Lesson</b>	14	<b>Group</b>	Year 4	<b>Time</b>	60 mins
<b>Topic / Session Title</b>	Do you like the cinema? What do you know about the cinema?			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	Listening	X Speaking	Reading	Writing			
<b>Systems</b>	X Grammar	Phonology	X Lexis	Function	Discourse		

<b>Competences</b>	X Grammatical    X Socio-linguistic    Discourse    Strategic		
<b>Contents</b>	-Revision of the content learnt during the unit.		
<b>Learning outcomes</b>	Students should be able to... <ul style="list-style-type: none"> <li>• Understand the vocabulary learnt about the cinema, types of films and jobs in a film studio.</li> <li>• Apply the present simple.</li> <li>• Use ICT resources.</li> <li>• Sequence actions to make a plot.</li> <li>• Cooperate with classmates to do activities.</li> </ul>		
<b>Evaluation criteria</b>	-Ss understand properly the vocabulary learnt about the cinema, types of films and jobs in a film studio. -Ss apply the present simple correctly. -Ss sequence properly the actions of the plot. -Ss work cooperatively to do activities.		
<b>Previous knowledge</b>	Ss will know already all the concepts needed to do the activities in each corner.		
<b>Attention to diversity</b>	All the materials of the corners will be in Braille and adapted for blind students. Also, students will help them to move from one corner to the other.		
<b>Materials</b>	-Memory of the vocabulary learnt in the whole unit. -Ipads -British council app to review the present simple. -Puzzle of a plot. -Materials adapted for the students with special needs. -Rubric to evaluate the ss progression and cooperative work.	<b>Spaces</b>	The: classroom
<b>Procedures</b>			
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>	<b>Grouping</b>
8-10 mins	Engagement/ introduction	Daily routine: date, temperature and time for ss to express something interesting happened yesterday evening. Ss interact by answering the T questions.	Whole class-assembly
50 mins (12-15 mins in each corner)	Process and cooperative learning	For revising the whole unit for the final quiz and to consolidate all the concepts, this lesson is in 4 corners. In each corner there are different materials to work on the different concepts learnt through all the unit.  <b>1st corner:</b> Memory with the vocabulary learnt about the cinema, types of films and jobs in a film studio. In this corner, ss revise the meaning of the words. <b>2ndcorner:</b> With iPads, ss play online games to review the present simple uses. In this corner, ss reinforce the present simple structure. <b>3rd corner:</b> Puzzle of a plot. Ss have to order the pieces of the puzzle in order to form the puzzle in the correct way. In this corner, ss revise the structure of plots. <b>4th corner:</b> Reading corner. Ss read the type of text they like most. In this corner, ss work on their reading skills.	Cooperative groups

<b>Unit</b>	1	<b>Lesson</b>	15	<b>Group</b>	Year 4	<b>Time</b>	60 mins
<b>Topic / Session Title</b>	Do you like the cinema? What do you know about the cinema?			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	Listening	X Speaking	Reading	X Writing			
<b>Systems</b>	X Grammar	Phonology	X Lexis	Function	X Discourse		
<b>Competences</b>	X Grammatical	X Socio-linguistic	X Discourse	X Strategic			
<b>Contents</b>	-Debates respecting other opinions and the turn to talk. -Participation in classroom conversations.						
<b>Learning outcomes</b>	Students should be able to... <ul style="list-style-type: none"> <li>• Discuss an everyday topic with peers in detail.</li> <li>• Give opinion.</li> </ul>						
<b>Evaluation criteria</b>	<b>Evaluation criteria for the debate and the kahoot:</b> - Ss discuss an everyday topic respecting other people's opinions and respecting the time given to talk. - Ss express their opinions in a clear and coherent way giving arguments. - Ss formulate affirmative, negative and interrogative sentences using the auxiliary verb "to do, to be" properly. - Ss use affirmative, negative and interrogative sentences. - Ss know the meaning of the different cinema genre and elements of a film. - Use present simple in the correct moment. - Express preference properly.						
<b>Previous knowledge</b>	Ss will know already the structure of a debate and the simple present structure, opinion expressions and connectors.						
<b>Attention diversity</b>	Blind students will do the written quiz in their computer because with their special computers they can listen what is written and type the answers. Then they will send it to the T and she/he will correct it. Students with language difficulties or support needs will have some phrases structures to be able to participate in the debate. Also, the teacher will ask and encourage them to participate being more patient with their contributions. Students with higher capacities will have to use some phrases structures given by the teacher.						
<b>Materials</b>	- Rubric to evaluate the students' contribution in the debate. - Phrases structures for the students with support needs and higher capacities for the debate. - Final quiz of the unit (written).			<b>Spaces</b>	The: classroom		
<b>Procedures</b>							
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>				<b>Grouping</b>	
8-10 mins	Engagement/ introduction	Daily routine: date, temperature and time for ss to express something interesting happened yesterday evening. Ss interact by answering the T questions.				Whole class- assembly	
5 mins	Guidance and scaffolding	The T reminds ss of some tips to do an adequate debate and also they will do a brainstorm of the vocabulary about the cinema and types of films as the ss should use them in the debate. The T introduces the topic of the debate " <i>Is it important that films limit the age to watch them?</i> ".				Whole class	

		The T divides the class in two groups, one against and the other for.	
5 mins	Process	Ss think and write arguments for or against depending on the groups they are.	Individual work
8-10 mins	Process	Share with the group the arguments written.	In groups
15 mins	Process	Debate. Ss explain their arguments in a respectful and organise way.  The T is the mediator of the debate and is in charge of controlling it. Also, the T will use a rubric to evaluate the students' contribution in the debate.	Whole class
20 mins	Evaluation	Final quiz of the unit. That quiz will be written.	Individual work

## UNIT 2: How are you feeling?

Year 4 Primary Education

Subject: First Foreign Language (English)

Timing: 14 sessions (1/10/2018-19/10/2018)

### 1. Justification for the didactic unit topic

This didactic unit is based on the film, *Inside out*. The content is taught by extracts from the film. In class, we will watch the scene from the minute 1:39 to 4:19 which is the scene where they present the five principal emotions (happiness, sadness, fear, disgust and anger). From that scene we can take the big question "how are you feeling?" which will be present during the whole unit. The whole didactic unit will be frame on the context of the film, *Inside out*. The activities and the vocabulary proposed will be related to the film in order to contextualise the learning. The content focuses of the unit will be the present perfect, regular and irregular verbs, adverbs of degree and direction and origin expressions. Moreover, the cultural aspect will also be developed, as focuses on the film, *Inside out*, that is based on the North American culture and traditions therefore there will be activities to explore and become aware of North American culture. In this didactic unit there will be two complementary activities to enrich the learning of the students: watching a piece of theatre in English and recite the poems created by them in the auditorium of the school in front of the rest of students of the same grade.

### 2. Relationship between objectives and key competence

Students will..

-Identify and express their emotions. (CC.CC.5,7)

-Describe something happened in the past with a relationship with the present using the present perfect. (CC.CC.1).

- Use adverbs of degree. (CC.CC.1)
- Give instructions of direction and origin expressions. (CC.CC.1,5)
- Illustrate and argue their ideas in front of the class. (CC.CC.1,4,5,7)
- Distinguish the meaning of a word by taking into account the context. (CC.CC.1)
- Examine and improve their own project work. (CC.CC. 4, 5,)
- Apply the basic rules of text presentation as keeping the margin of the page, a nice handwriting and a clean presentation. (CC.CC.4,5)
- Discuss an everyday topic with peers in detail. (CC.CC.1,4,5,6,7)
- Extracting the relevant information about the content. (CC.CC.4,6)
- Relating new content to previous knowledge to understand and build up more content. (CC.CC.4,5)
- Sequencing a text with coherence and cohesion. (CC.CC.1,4,)

### 3. Contents

<i>Conceptual</i>	<i>Procedural</i>	<i>Attitudinal</i>
<p>-Emotions (happiness, sadness, fear, disgust, anger and surprise).</p> <p>-Regular and irregular verbs.</p> <p>-Present perfect</p> <p>-Adverbs of degree: very, extremely, enough, too, fairly, rather.</p> <p>-Direction and origin expressions (could you tell me how to get to...?, what's the best way to...?, can you show me on the map, are you from around here?, do you know where...?)</p>	<p>-Debates de temas polémicos.</p> <p>-Comprensión de textos orales breves procedentes de distintos soportes audiovisuales e informáticos.</p> <p>-Comprensión de mensajes producidos con distintos acentos de la lengua inglesa.</p> <p>-Deletreo de palabras.</p> <p>-Participación en conversaciones en el aula.</p> <p>-Comprensión de las ideas esenciales en cuentos, cómics y otros textos narrativos.</p> <p>-Lectura de textos y trabajos realizados por el propio alumno.</p> <p>-Uso de diccionarios, glosarios y de las tecnologías de la información y la comunicación como medio de consulta y aprendizaje.</p> <p>-Uso correcto de la puntuación y los apóstrofes.</p> <p>-Escritura de textos poéticos con relativa corrección fonética y utilizando conectores sencillos.</p>	<p>-Cuidado en la elaboración y presentación de los textos.</p> <p>-Curiosidad hacia otras culturas, tradiciones.</p> <p>-Trabajo en equipo valorando el esfuerzo individual y colectivo para la consecución de objetivos.</p> <p>-Disposición por participar y colaborar en el proyecto.</p> <p>-Se esfuerza por hablar en inglés en clase.</p>

	-Estrategias básicas de lectura: deducción del significado de palabras y frases nuevas por el contexto, conocimiento previo del tema, identificación de información básica, etc.	
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#### 4. Assessment criteria and minimum level required (M.L.R)

Students will...

- Identify and express their emotions using the correct emotion.
- Describe something happened in the past with a relationship with the present, using the present perfect properly.
- Use adverbs of degree correctly. (M.L.R)
- Give instructions of direction and origin expressions properly. (M.L.R)
- Illustrate and argue their ideas giving different arguments and in a polite way.
- To produce habitual expressions and basic vocabulary with correct pronunciation, intonation, accent and rhythm. (M.L.R)
- Read, recognize and understand common words and sentences. (M.L.R)
- Evaluate their own work using check lists and rubrics. (M.L.R)

### UNIT 3: Have you ever seen a shark?

**Year 4 Primary Education**      **Subject:** First Foreign Language (English)

**Timing:** 17 sessions (22/10/2018-16/11/2018)

#### 1. Justification for the didactic unit topic

This didactic unit is based on the film, *Finding Nemo*. The content is taught by extracts from the film. In class, we will watch the scene from the minute 7:26 to 10:15 where it appears the big question “*have you ever seen a shark?*”. It is the scene where Nemo and his father are going to the school for the first time and Nemo asks his father if he has ever seen a shark. The whole didactic unit will be frame on the context of the film, *Finding Nemo*. The activities and the vocabulary proposed will be related to the film in order to contextualise the learning. The content focuses on the unit will be the present simple, the expressions of time, adjectives, exclamatory sentences and logic order expressions. Moreover, this didactic unit will develop the intercultural awareness as *Finding Nemo* is based in the Australian culture and traditions therefore there will be activities to explore and become aware of Australian culture. In this didactic unit there will be a complementary activity that will be to visit the aquarium as the unit is about sea animals.



Furthermore, this didactic unit will be worked in connexion with Natural Science, so there will be some interdisciplinary projects.

## 2. Relationship between objectives and key competence

Students will ...

- Use, in context, adjectives. (CC.CC. 1)
- Make regular nouns plural adding -s and if the singular noun ends in -s,-ss,-sh-ch,-x or,-z add -es to make it plural. (CC.CC. 1)
- Use the present simple in physical descriptions of animals. (CC.CC.1,2)
- Describe themselves (physically or in terms of personality) using present simple. (CC.CC.1,7)
- Describe routines by using the present simple and the expressions of time. (CC.CC.1, 5, 7)
- Organize their ideas by using logic order expressions. (CC.CC.1)
- Illustrate and argue their ideas in front of the class. (CC.CC.1,4,5,7)
- Distinguish the meaning of a word by taking into account the context. (CC.CC.1)
- Examine and improve their own project work. (CC.CC. 4, 5,)
- Apply the basic rules of text presentation as keeping the margin of the page, a nice handwriting and a clean presentation. (CC.CC.4,5)
- Discuss an everyday topic with peers in detail. (CC.CC.1,4,5,6,7)
- Extracting the relevant information about the content. (CC.CC.4,6)
- Relating new content to previous knowledge to understand and build up more content. (CC.CC.4,5)
- Sequencing a text with coherence and cohesion using connectors. (CC.CC.1,4,)

## 3. Contents

<i>Conceptual</i>	<i>Procedural</i>	<i>Attitudinal</i>
-Vocabulary (big, small, fast, quick, speeding, slow, swift, hungry, long, short, far, soft, heavy, tiny, flat, round). -Present simple. -Expresión del aspecto: puntual (simple tenses); habitual (simple tenses [+Adv. eg. always, everyday])	-Debates de temas polémico. -Comprensión de textos orales breves procedentes de distintos soportes audiovisuales e informáticos. -Comprensión de mensajes producidos con distintos acentos de la lengua inglesa. -Deletreo de palabras.	-Cuidado en la elaboración y presentación de los textos. -Curiosidad hacia otras culturas, tradiciones. -Trabajo en equipo valorando el esfuerzo

<p>-Adjectives (big, small, fast, quick, speeding, slow, swift, hungry, long, short, far, soft, heavy, tiny, flat, round).</p> <p>-Exclamatory sentences (What + noun, How+ Adj.).</p> <p>-Expresiones de relaciones lógicas: Conjunción (and); disyunción (or); oposición (but); causa (because).</p> <p>-Singular and plural nouns.</p>	<p>-Participación en conversaciones en el aula.</p> <p>-Comprensión de las ideas esenciales en cuentos, cómics y otros textos narrativos.</p> <p>-Lectura de textos y trabajos realizados por el propio alumno.</p> <p>-Uso correcto de la puntuación y los apóstrofes.</p> <p>-Escritura de una ficha técnica sobre un animal con relativa corrección fonética y utilizando conectores sencillos.</p> <p>-Estrategias básicas de lectura: deducción del significado de palabras y frases nuevas por el contexto, conocimiento previo del tema, identificación de información básica, etc.</p>	<p>individual y colectivo para la consecución de objetivos.</p> <p>-Disposición por participar y colaborar en el proyecto.</p> <p>-Se esfuerza por hablar en inglés en clase.</p>
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#### 4. Assessment criteria and minimum level required (M.L.R)

Students will...

- Use the vocabulary learnt from the unit properly while communicating orally and in written form. (M.L.R)
- Use the present tense correctly when making descriptions. (M.L.R)
- Make a complete description (physically and in terms of personality) using the present simple and different adjectives.
- Make regular nouns plural adding -s and if the singular noun ends in -s,-ss,-sh-ch,-x or,-z add -es to make it plural. (M.L.R)
- Use logical order expressions to organise their ideas when speaking and in written activities. (M.L.R)
- Illustrate and argue their ideas giving different arguments and in a polite way.
- To produce habitual expressions and basic vocabulary with correct pronunciation, intonation, accent and rhythm. (M.L.R)
- Read, recognize and understand common words and sentences. (M.L.R)
- Evaluate their own work using check lists and rubrics. (M.L.R)

## UNIT 4: Can Anyone cook?

Year 4 Primary Education

Subject: First Foreign Language (English)

Timing: 18 sessions (19/10/2018-14/12/2018)

### 1. Justification for the didactic unit topic

This didactic unit is based on the film, *Ratatouille*. The content is taught through extracts from the film. In class, we will watch the scene from the minute 19:00 to 23:50 is the scene when Linguini asks for a job in the restaurant and then the scene where Ratatouille is talking with Gusteau and describing the roles of each person in the restaurant. Then Gusteau says everyone can cook and the big question appears: “*Can anyone cook?*” which will be present during the whole unit. The whole didactic unit will be frame on the context of the film, *Ratatouille*. The activities and the vocabulary proposed will be related to the film in order to contextualise the learning. The content focuses of the didactic unit will be the imperative form, singular and plural nouns, cardinal numbers up to three digits; ordinal numbers up to two digits, and adjectives of Quantity and adverbs of Degree. Furthermore, this unit will be worked on an interdisciplinary way with Maths. In Maths class, students will calculate the quantities and proportions of the ingredients needed to cook the recipes using changes from kilograms to grams and so on. Moreover, this didactic unit will develop the intercultural awareness as *Ratatouille* is based on the France (European) culture and traditions therefore there will be activities to explore and become aware of France (European) culture. Furthermore, here will be a complementary activity which will be a cooking day where students will cook some recipes which they have been studying during the unit.

### 2. Relationship between objectives and key competence

Students will be able to...

- Use, in context, the vocabulary related to cooking. (CC.CC.1)
- Create and write a recipe by using the imperative form. (CC.CC.1,6)
- Use and manipulate cardinal and ordinal numbers. (CC.CC.2)
- Use singular and plural nouns and apply the rules. (CC.CC.1)
- Use the expressions of quantity: many, all, some, many, a lot, (a) little, more, half, a bottle/cup/glass/piece of. Degree: very. (CC.CC.1,2)
- Describe and order food. (CC.CC.1,4,5)
- Take notes while listen to videos and oral conversation. (CC.CC.3,4,6)
- Illustrate and argue their ideas in front of the class. (CC.CC.1,4,5,6)

- Evaluate their own projects. (CC.CC.4,5)
- Write a recipe. (CC.CC.1)
- Extract the relevant information about the readings. (CC.CC.1)

### 3. Contents

<i>Conceptual</i>	<i>Procedural</i>	<i>Attitudinal</i>
-Vocabulary (add, bake, beat, boil, break, chop, cook, fry, grill, mix, peel, melt, pour, weigh, slice). -Imperative form. -Expresion de la cantidad: cardinal numbers up to three digits. -Quantity: many, all, some, a lot, (a) little, more, half, a bottle/cup/glass/piece of. -Countable and uncountable nouns. -Connectors: firstly, secondly, after that, then and finally.	-Debate sobre temas de actualidad. -Comprensión de textos orales breves procedentes de distintos soportes audiovisuales e informáticos. -Comprensión de mensajes producidos con distintos acentos de la lengua inglesa. -Deletreo de palabras. -Participación en conversaciones en el aula. -Comprensión de las ideas esenciales en cuentos, cómics y otros textos narrativos. -Lectura de textos y trabajos realizados por el propio alumno. -Escritura de recetas e instrucciones con relativa corrección fonética y utilizando conectores sencillos. -Estrategias básicas de lectura: deducción del significado de palabras y frases nuevas por el contexto, conocimiento previo del tema, identificación de información básica, etc.	-Cuidado en la elaboración y presentación de los textos. -Curiosidad hacia la culturas y tradiciones europea y en concreto la francesa. -Trabajo en equipo valorando el esfuerzo individual y colectivo para la consecución de objetivos. -Disposición por participar y colaborar en el proyecto. -Se esfuerza por hablar en inglés en clase.

### 4. Assessment criteria and minimum level required (M.L.R)

Students will...

- Use the vocabulary learnt from the unit properly while communicating orally and in written form. (M.L.R)
- Create and write a recipe using the vocabulary learnt and imperative form by their own. (M.L.R)
- Use cardinal numbers up to three digits and ordinal numbers properly. (M.L.R)
- Use expressions of quantity when explaining the recipe. (M.L.R)
- Take notes while listen to videos and oral conversation.

- Illustrate and argue their ideas in front of the class giving consistent arguments.
- Judge and evaluate their work in a responsible way.
- Extract the relevant information of the readings. (M.L.R)
- Organize and plan an event taking everything into account.

<b>Unit</b>	4	<b>Lesson</b>	1	<b>Group</b>	Year 4	<b>Time</b>	60 mins
<b>Topic / Session Title</b>	Can anyone cook?			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	X Listening	X Speaking	Reading	Writing			
<b>Systems</b>	Grammar	Phonology	Lexis	Function	X Discourse		
<b>Competences</b>	Grammatical	Socio-linguistic	X Discourse	Strategic			
<b>Contents</b>	-Understand the main idea of a film clip. -Disposition to participate and collaborate in the project.						
<b>Learning outcomes</b>	Students should be able to... <ul style="list-style-type: none"> <li>• Activate the learning and motivation of this unit.</li> <li>• Organise and classify the main information from the film clip on a mind-map.</li> <li>• Cooperate and share ideas with partners.</li> </ul>						
<b>Previous knowledge</b>	Ss will know already how to make a mind-map and fill it with the information. Ss will be familiarised with the methodology as it is Unit 4.						
<b>Attention to diversity</b>	For blind students, the T and ss have to describe everything giving many details so blind students can know what has happened in the clip of the film.  The teacher will set up the subtitles to support students with language difficulties.						
<b>Materials</b>	-Film <i>Ratatouille</i>				<b>Spaces</b>	The: classroom	
<b>Procedures</b>							
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>					<b>Grouping</b>
8-10 mins	Engagement/ introduction	Daily routine: date, temperature and emotions.					Whole class
15 mins	Engagement/ introduction	The T asks the ss “ <i>Do you think anyone can cook?</i> ” Ss have to watch the scene of the film <i>Ratatouille</i> (from minute 19:00 to minute 23:50) and take notes to fill the mind-map with the main information they hear. <a href="#">Annex 14.1. Mind-map of the big question: “Can anyone cook?”</a>  This is an activity to activate and motivate the unit and learning.  That scene is when Linguini ask for a job in the restaurant and then the scene where Ratatouille is talking with Gusteau describing the roles of each person in the restaurant. Then Gusteau says everyone can cook.					Whole class
15 mins	Scaffolding	After watching it, ss share with their partner what they have seen and understood trying to answer the question from the teacher “ <i>Do you think anyone can cook?</i> ”. If they did not fill something o the mind-map, they will fill it with the help of the partner.					In pairs
15 mins	Process	Ss open the first “big question”: “ <i>Can anyone cook?</i> ” and try to answer it in an oral way giving their opinion and expressing their					Whole class

		experience with food and cooking. Also, they have to include the information from the clip. Ss dialogue in class, respecting their time to talk.  The T takes notes of the students' answers to know their previous knowledge and then be able to plan and adapt the activities to that.	
5 mins	Explanation	The T explains the tasks that are going to take place during the unit. The theme of the whole unit is about the food and cooking as it is related with the film <i>Ratatouille</i> . Ss will have to do a recipe book, each ss will write their favourite recipe and then join them and create a recipe book.	Whole class
3 mins	Homework explanation	Ss have to watch the whole film <i>Ratatouille</i> with their families as we will be using it in the whole unit. That will improve their listening skills. Also, they should colour the Unit 4' card from the front page.	Individual work

<b>Unit</b>	4	<b>Lesson</b>	2	<b>Group</b>	Year 4	<b>Time</b>	60 mins
<b>Topic / Session Title</b>	Can anyone cook?			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	X Listening	Speaking	X Reading	Writing			
<b>Systems</b>	Grammar	X Phonology	X Lexis	Function	Discourse		
<b>Competences</b>	Grammatical	X Socio-linguistic	Discourse	Strategic			
<b>Contents</b>	-Vocabulary (add, bake, beat, boil, break, chop, cook, fry, grill, mix, peel, melt, pour, weigh, slice). -Imperative form.						
<b>Learning outcomes</b>	Students should be able to... <ul style="list-style-type: none"> <li>• Abstract the vocabulary from a recipe.</li> <li>• Understand the vocabulary about cooking.</li> <li>• Identify the imperative form in the recipe.</li> <li>• Look for information on the net.</li> <li>• Work cooperatively with classmates.</li> </ul>						
<b>Evaluation criteria</b>	-Ss be able to abstract the important vocabulary from a recipe. -Ss recognise and list the vocabulary about cooking. -Ss identify the imperative form in the recipe. -Explain the recipe found on the net properly.						
<b>Attention to diversity</b>	The T will be flexible with students with ADHD as the task requires prolonged concentration and attention. Thus, those students will be allowed to move around the classroom or even leaving for a few minutes.  Blind students will use online dictionaries to locate unknown words. For blind students, the T and ss have to describe everything giving many details so blind students can know what has happened in the clip of the film.  The teacher will set up the subtitles to support students with language difficulties.						

	For the students with higher capacities, the teacher will propose to locate all the words in the dictionary instead of just a few of them. Also, they will be encouraged to search for another recipe.		
<b>Previous knowledge</b>	Ss will know already how to locate words in the dictionary. Ss will know how to form the imperative form learnt in year 3.		
<b>Materials</b>	<ul style="list-style-type: none"> <li>-Film, <i>Ratatouille</i></li> <li>-Dictionaries or iPads</li> <li>-Checklist to evaluate the students cooperative work and capacity to abstract the important vocabulary. <a href="#">Annex 14.2. Checklist to evaluate cooperative work</a></li> <li>-Rubric to evaluate the oral presentation and the capacity to explain the recipe and main vocabulary. <a href="#">Annex 14.3. Rubric to evaluate oral presentation</a></li> </ul>	<b>Spaces</b>	The: classroom
<b>Procedures</b>			
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>	<b>Grouping</b>
8-10 mins	Engagement/ introduction	Daily routine: date, temperature and emotions.	Whole class
10-12 mins	Engagement/ introduction	<p>The teacher asks the students to watch minute 1:24:00-1:25:17 of <i>Ratatouille</i> and to try to answer the following question “<i>how important is it to follow instructions?</i>”. That scene is when all the cooks ask Linguini about the recipe of the soup in order to repeat it and he does not know how to do it.</p> <p>After watching the scene of the movie, ss have to answer the question. Very likely, ss will answer the teacher’s question with examples of the film. The T will introduce other scenarios where it is important to follow instructions. For example, the important of following instructions in the school. Then, the ss will comment those situations.</p> <p>The aim is that ss are conscious of the importance of following instructions.</p>	Whole class
20 mins	Investigation task	<p>Look up for recipes in the Internet and analyse them. Each group has a few iPads to search on the Internet. After the investigation, ss have to look up unknown words in the dictionary. And focus specially on the vocabulary and language used.</p> <p>The T goes around the groups to support them and evaluate their work using a checklist.</p>	Random grouping
20 mins	Oral presentation	<p>Explain the recipe analysed and share the unknown words with the rest of the class and explain them. Make a list of vocabulary from the words appeared.</p> <p>The T evaluates the oral presentation, following a rubric.</p>	Whole class

<b>Unit</b>	4	<b>Lesson</b>	3	<b>Group</b>	Year 4	<b>Time</b>	60 mins
<b>Topic / Session Title</b>	Can anyone cook?			<b>Class</b>	English		
<b>Focus</b>							

<b>Skills</b>	Listening      Speaking      x Reading      Writing
<b>Systems</b>	x Grammar      Phonology      Lexis      x Function      Discourse
<b>Competences</b>	x Grammatical      Socio-linguistic      Discourse      Strategic
<b>Contents</b>	-Imperative form -Extracting the relevant information of the readings. -Comprehension the main words and ideas, when reading stories, newspapers and magazines, biographies of actors and other narrative texts.
<b>Learning outcomes</b>	Students should be able to... <ul style="list-style-type: none"> <li>• Identify instructions and orders.</li> <li>• Understand the imperative form.</li> <li>• Understand the meaning of different types of text: stories, newspapers and magazines, biographies of actors and other narrative texts.</li> <li>• Learn new vocabulary and expressions from context.</li> <li>• Formulate simple sentences of what he/she has understood from the reading.</li> <li>• Read with fluency and intonation.</li> </ul>
<b>Evaluation criteria</b>	-Ss understand and apply the function and use of the imperative form.  <b>Evaluation criteria for the weekly reading:</b>  -Ss understand the main words and ideas, when reading different types of texts. -Ss are able to formulate a few simple sentences of what he/she has understood from the reading. -Ss read with fluency and proper intonation.
<b>Previous knowledge</b>	Ss will know already how the reading routine works and the basic concepts of the imperative form as learnt in the previous lesson.
<b>Attention diversity</b> to	Blind students will do the worksheet in their computer because with their special computers they can listen what is written and type the answers. Then they will send it to the T and she/he will correct it.  The teacher will set up the subtitles to support students with language difficulties.  The teacher will help and guide students with support needs with the activities of the imperative form.  For blind students, the T and ss have to describe everything giving many details so blind students can know what has happened in the clip of the film.  Blind students will have Braille books and magazines so they can read and improve their reading skills. Those materials will be adapted by the ONCE.  The T will be flexible with students with ADHD as the reading task requires prolonged concentration and attention. Thus, those students will be allowed to move around the classroom or even leaving for a few minutes.  For the students with language difficulties or other learning difficulty as dyslexia, the teacher will support them by underling the principal ideas of the book or giving them books with more pictures and the size of the letters bigger. The teacher will give those students a template to fill, in reflection of the reading so it is easier for them to write a few sentences related to what they have read.



	For the students with higher capacities, the teacher will give them more difficult books to eliminate boredom and attract their interest.		
<b>Materials</b>	<ul style="list-style-type: none"> <li>-Film <i>Ratatouille</i>.</li> <li>-Short answers and fill in the gap activities to reinforce the imperative form. <a href="#">Annex 14.4. Imperative form worksheet.</a></li> <li>-Stories, newspapers and magazines, atlas and a variety of books that will be in the class library.</li> <li>-Rubric to evaluate students' reading skills. <a href="#">Annex 14.5. Rubric to evaluate reading skills</a></li> <li>-Template for the reading task, for the students with support needs. <a href="#">Annex 14.6. Template to fill after reading</a></li> </ul>	<b>Spaces</b>	The: classroom

### Procedures

Timing	Stage	Activities (T / S role)	Grouping
8-10 mins	Engagement/ introduction	Daily routine: date, temperature and emotions.	Whole class
5 mins	Engagement	Watch minute 1:30:00-1:31:00 from the film <i>Ratatouille</i> . That scene is when Ratatouille is leading the kitchen giving instructions to all the rats. Before watching it, the teacher tells the ss to pay attention to what the mouse is doing, and the language and structures used. Ss have to take notes of this information asked.	Whole class
10 mins	Task	Ss share their ideas first with their partner and later with the whole class. With their answers, the T introduces and explains the imperative form.	First in pairs and then whole class
15 mins	Process	Ss do multiple choice and fill in the gap activities to reinforce and review the imperative form.  The T will correct the activities. The correction will help her/him to know if the ss have understood the imperative form or they still need more support.	Individual work
25 mins	Task	Reading time. There are 5 groups and 5 different reading activities (reading stories, newspaper and magazines, atlas, free reading and reading aloud with the teacher). The groups will be in a reading activities each week.  The T will evaluate the students' reading skills using a rubric.	Individual work
3-5 mins	Reflection	Ss write in their reading book, the main ideas and whatever they have liked more about what they have read.	Individual work

<b>Unit</b>	4	<b>Lesson</b>	4	<b>Group</b>	Year 4	<b>Time</b>	60 mins
<b>Topic / Session Title</b>	Can anyone cook?			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	Listening	X Speaking	Reading	Writing			
<b>Systems</b>	X Grammar	Phonology	Lexis	X Function	X Discourse		
<b>Competences</b>	X Grammatical	Socio-linguistic	X Discourse		Strategic		
<b>Contents</b>	-Expressions of quantity: many, all, some, many, a lot, (a) little, more, half, piece of.						

	-Countable and uncountable nouns. -How many/much		
<b>Learning outcomes</b>	Students should be able to... <ul style="list-style-type: none"> <li>• Use expressions of quantity: many, all, some, many, a lot, (a) little, more, half, piece of.</li> <li>• Understand the difference between countable and uncountable nouns.</li> <li>• Use how many/much according to the noun.</li> </ul>		
<b>Evaluation criteria</b>	-Ss use expressions of quantity properly respecting the rule of countable and uncountable nouns. -Ss apply the rule of countable and uncountable nouns correctly. -Ss apply correctly the rule of how many/much according to the noun.		
<b>Previous knowledge</b>	Ss will know already some expressions of quantity as learnt in year 3.		
<b>Attention to diversity</b>	For blind students, the T and ss have to describe everything giving many details so blind students can know what has happened in the clip of the film. Also, the rubric for self-assess will be in Braille.  The teacher will set up the subtitles to support students with language difficulties. Also, the teacher will give those students some exemplar structure to support them in the role-play. Moreover, the teacher will help the students with support needs to self-assess the role-play.		
<b>Materials</b>	<ul style="list-style-type: none"> <li>-Film <i>Ratatouille</i>.</li> <li>-Big sheet of paper</li> <li>-Food and products for the role-play</li> <li>-Camera video</li> <li>-Rubric to evaluate the role-play</li> <li><a href="#">Annex 14.7. Rubric to evaluate the Role-play.</a></li> <li>-Rubric in Braille to evaluate the role-play.</li> <li><a href="#">Annex 14.8. Rubric to evaluate the Role-play in Braille.</a></li> <li>-Exemplar structure to support the role-play to students with support needs. <a href="#">Annex 14.9. Support for the Role-play.</a></li> </ul>	<b>Spaces</b>	The: classroom
<b>Procedures</b>			
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>	<b>Grouping</b>
8-10 mins	Engagement/ introduction	Daily routine: date, temperature and emotions.	Whole class
20 mins	Task and explanation	Watch again the scene of the film <i>Ratatouille</i> (from minute 19:00 to minute 23:50) already watched at the beginning of the unit. The T asks the ss to pay attention to the ingredients Ratatouille puts in the soup and the quantity. From the clip, ss have to say what Ratatouille adds in the soup and the quantity of each ingredients. The T scaffold the process asking different questions such as “how many...does he add? How much...does he add? At the same time, the T writes all the answers in a big poster that is on the floor. After having collected all the answers, the T explains the differences between countable and uncountable nouns and gives examples and explains the different expressions of quantity and when to use them.	Whole class/assembly
20 mins	Task	Role-play in which some ss are in a cooking Tv programme and they have to follow a recipe given by the presenter of the	Random grouping

		programme (the teacher). There will be some plastic food and pans and pots, so ss can manipulate with the different products. They have to use the proper expressions of quantity already seen according to the noun, also the proper recipe vocabulary and genre. The T will film the role-plays.  The language assistant will help the students with the pronunciation and intonation.	
10 mins	Self-evaluation	Ss self-evaluate their role-play using a rubric. The ss will use the video filmed by the teacher to self-evaluate and fill in the rubric.	Individual work

<b>Unit</b>	4	<b>Lesson</b>	5	<b>Group</b>	Year 4	<b>Time</b>	60 mins
<b>Topic / Session Title</b>	Can anyone cook?			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	Listening	X Speaking	Reading	Writing			
<b>Systems</b>	Grammar	Phonology	Lexis	Function	X Discourse		
<b>Competences</b>	Grammatical	X Socio-linguistic	X Discourse	X Strategic			
<b>Contents</b>	-Debate about a theme of everyday life. -Respect other opinions and the turn to talk. -Participation in classroom conversations.						
<b>Learning outcomes</b>	Students should be able to... <ul style="list-style-type: none"> <li>• Discuss an everyday topic with peers in detail.</li> <li>• Make a list of arguments to support their opinions.</li> <li>• Give opinion.</li> </ul>						
<b>Evaluation criteria</b>	<b>Evaluation criteria for the debate and the kahoot:</b> -Ss discuss an everyday topic respecting other people' s opinions and respecting the time given to talk. -Ss express their opinions in a clear and coherent way giving arguments. -Ss apply the imperative form to give instructions. -Ss understand and use the vocabulary about cooking. -Ss use expressions of quantity properly respecting the rule of countable and uncountable nouns. -Ss apply the rule of countable and uncountable nouns correctly. -Ss apply correctly the rule of how many/much according to the noun.						
<b>Previous knowledge</b>	Ss will know already vocabulary about cooking and differences between countable and uncountable. Also, they will know how to form the imperative to give instructions and expressions of quantity.						
<b>Attention diversity to</b>	For the kahoot activity, blind students will do it as well as the rest, but the T will have to read the question and answers to them. Students with language difficulties or support needs will have some phrases structures to be able to participate in the debate. Also, the teacher will ask and encourage to participate being more patient with their contributions.						

	Students with higher capacities will have to use some phrases structures given by the teacher.		
<b>Materials</b>	<ul style="list-style-type: none"> <li>-Rubric to evaluate the students' contribution in the debate. <a href="#">Annex 14.10. Rubric to evaluate debates</a></li> <li>-Kahoot to review the main concepts of the week. <a href="#">Annex 14.13. Kahoot lesson 5.</a></li> <li>-Ipads</li> <li>-Debate support for students with support needs. <a href="#">Annex 14.11. Phrases to support the debate for students with support needs.</a></li> <li>-Debate support for students with higher capacities. <a href="#">Annex 14.12. Phrases to support the debate for students with higher capacity.</a></li> </ul>	<b>Spaces</b>	The: classroom

### Procedures

Timing	Stage	Activities (T / S role)	Grouping
8-10 mins	Engagement/ introduction	Daily routine: date, temperature and emotions.	Whole class
5 mins	Guidance and scaffolding	The T explains some tips to do an adequate debate such as respecting other people' s opinions, respecting the time given to talk, some phrases structures (I believe that, I see your point but I think that, I don't agree with you because, that's an interesting idea)	Whole class
3-5 mins	Task	The T introduces the topic of the debate " <i>what are the benefits of eating in a restaurant?</i> ". The T divides the class in two groups, one think of the advantages and the other of the disadvantages.	Whole class
5 mins	Process	Ss think and write arguments for or against depending on the groups they are.	Individual work
10 mins	Process	Share with the group the arguments written.	In groups
15-20 mins	Process	Debate. Ss explain their arguments in a respectful and organise way.  The T is the mediator of the debate and is in charge of controlling it. Also, the T will use a rubric to evaluate the students' contribution in the debate.	Whole class
10 mins	Reflection	Little quiz of the week.	Individual work

<b>Unit</b>	4	<b>Lesson</b>	6	<b>Group</b>	Year 4	<b>Time</b>	60 mins
<b>Topic / Session Title</b>	Can anyone cook?			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	Listening	X Speaking	Reading	Writing			
<b>Systems</b>	Grammar	X Phonology	X Lexis	Function	X Discourse		
<b>Competences</b>	Grammatical	X Socio-linguistic	X Discourse	Strategic			
<b>Contents</b>	<ul style="list-style-type: none"> <li>-Vocabulary: a bottle of, a tin of, a cartoon of, a packet of, a bag of, a jar of, cup and glass.</li> <li>-Groups of food (carbohydrates, protein, vitamins and minerals and fats).</li> </ul>						

<b>Learning outcomes</b>	Students should be able to...		
	<ul style="list-style-type: none"> <li>• Use when communicating the containers of products.</li> <li>• Look for information on the net.</li> <li>• Understand the four groups of food.</li> <li>• Illustrate and argue their ideas in front of the class.</li> <li>• Work cooperatively with their classmates.</li> </ul>		
<b>Evaluation criteria</b>	-Ss use a variety of containers of products when communicating. - Ss recognise the four groups of food and give examples of each one. -Ss illustrate and argue their ideas in front of the class giving consistent arguments.		
<b>Previous knowledge</b>	Ss will know already expressions of quantity learnt in previous lessons.		
<b>Attention to diversity</b>	Students with ADHD will be allowed to move and change position as the activities proposed are long and require concentration. The T can give those students another task, so they disconnect for a few minutes and then come back with energy.  Also, the teacher will give those students some exemplar structure to support them in the role-play.  Students with higher capacities will help students with support needs		
<b>Materials</b>	-Ipads or laptops -Food and products for the role-play. -Vocabulary list of the food containers. <a href="#">Annex 14.14. Vocabulary about food containers.</a> -Rubric to evaluate the oral exposition, the coherent with the dish designed and the understanding of the groups of food. <a href="#">Annex 14.3. Rubric to evaluate oral presentation.</a> -Role play exemplar structure for students with support needs. <a href="#">Annex 14.9. Support for the Role-play.</a>	<b>Spaces</b>	The: classroom
<b>Procedures</b>			
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>	<b>Grouping</b>
8-10 mins	Engagement/ introduction	Daily routine: date, temperature and emotions.	Whole class
15 mins	Task	Role-play of a supermarket. There are some products on a table and the T asks the ss what does she needs to buy to cook for example a cake. Ss should say the different containers of the products (a carton of milk, a packet of biscuits and so on). If they do not know the containers, the T will tell them while they appear. It is an interactive activity in which ss learnt by doing.  The T scaffold the role-play projecting the vocabulary list of the food containers so the ss can use it when doing the role-play.  The T evaluates with a checklist if the ss use a variety of containers of products when communicating.	Whole class

20 mins	Investigative task	Ss have to investigate in the Internet the different groups of food (carbohydrates, protein, vitamins and minerals and fats) and give some example of them. After the research, each group has to create a healthy food plate with the four types of food.	Cooperative groups
15 mins	Task and exposition	Present to the whole class the healthy food plate and explaining why it is healthy.  The T evaluates with a rubric their oral explanation, the coherent with the dish designed and the understanding of the groups of food.	Whole class

<b>Unit</b>	4	<b>Lesson</b>	7	<b>Group</b>	Year 4	<b>Time</b>	60 mins
<b>Topic / Session Title</b>	Can anyone cook?			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	Listening	Speaking	Reading	X	Writing		
<b>Systems</b>	Grammar	Phonology	Lexis	Function	X	Discourse	
<b>Competences</b>	Grammatical	Socio-linguistic	Discourse	X	Strategic		
<b>Contents</b>	-Recipe structure -Connectors to structure a recipe : firstly, secondly, after that, then and finally.						
<b>Learning outcomes</b>	Students should be able to... <ul style="list-style-type: none"> <li>• Apply the recipe using structure.</li> <li>• Apply imperative form to give instructions.</li> <li>• Use expressions of quantity: many, all, some, many, a lot, (a) little, more, half, piece of.</li> <li>• Differentiate between uncountable nouns.</li> <li>• Use basic connectors to structure their recipe.</li> <li>• Work independently with the teacher's support and help.</li> </ul>						
<b>Evaluation criteria</b>	-Ss work independently with the teacher's support and help.						
<b>Previous knowledge</b>	Ss will know already the vocabulary about food and cooking, expressions of quantity and the difference between countable and uncountable nouns as learnt in previous lessons.						
<b>Attention diversity</b>	to Blind students will write a recipe in their computer because with their special computers they can listen what is written and type the answers. Then they will send it to the T and she/he will correct it  The T will be flexible with students with ADHD as the writing task requires prolonged concentration and attention. Thus, those students will be allowed to move around the classroom or even leave for a few minutes.  The students with support needs will have template of the structure of recipes so they can focus those steps. Also, they will have some exemplar vocabulary that they can use them in the recipe.						

<b>Materials</b>	-Template of the structure of recipes for students with support needs. <a href="#">Annex 14.15. Support to write a recipe.</a>		<b>Spaces</b>	The: classroom
<b>Procedures</b>				
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>		<b>Grouping</b>
8-10 mins	Engagement/ introduction	Daily routine: date, temperature and emotions.		Whole class
15 mins	Task and study	From the examples of the recipes analysed in previous lessons, the T explains the structure and language use in a recipe. The T writes the structure and the key words on the board to scaffold the task. Also, she/he writes basic connectors to organise a recipe: firstly, secondly, after that, then and finally.		Whole class
35 mins	Process	Ss write their favourite recipe following the instructions given.  The T take notes of the behaviour and independent work of the students.		Individual work

<b>Unit</b>	4	<b>Lesson</b>	8	<b>Group</b>	Year 4	<b>Time</b>	60 mins
<b>Topic / Session Title</b>	Can anyone cook?			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	Listening	Speaking	X Reading	X Writing			
<b>Systems</b>	Grammar	X Phonology	Lexis	X Function	Discourse		
<b>Competences</b>	Grammatical	X Socio-linguistic	X Discourse	Strategic			
<b>Contents</b>	-Self-assessment. -Understand the main words and ideas, when reading stories, newspapers and magazines, biographies of actor and other narrative texts.						
<b>Learning outcomes</b>	Students should be able to... <ul style="list-style-type: none"> <li>• Peer-assessment.</li> <li>• Understand the main words and ideas, when reading different types of texts.</li> <li>• Formulate simple sentences of what he/she has understood from the reading.</li> <li>• Read with fluency and intonation.</li> </ul>						
<b>Evaluation criteria</b>	-Ss honestly evaluate their partner writing following teacher' s instructions. -Ss sequence actions to make a recipe. -Ss apply properly the imperative form to give instructions. -Ss use expressions of quantity: many, all, some, many, a lot, (a) little, more, half, piece of. -Ss differentiate between countable and uncountable nouns. -Ss use basic connectors to structure their recipe  <b>Evaluation criteria for the weekly reading:</b>  -Ss understand the main words and ideas, when reading different types of texts. -Ss are able to formulate a few simple sentences of what he/she has understood from the reading. -Ss read with fluency and proper intonation.						
<b>Previous knowledge</b>	Ss will know already how to read an English book and look up words in the dictionary if necessary. Also, they will know how to use the checklist to peer-assess.						

<b>Attention diversity</b>	<p>The checklist for peer-assess will be in Braille. The student will read their writing to the blind student so she/he can correct it following the checklist. Blind students will have Braille books and magazines so they can read and improve their reading skills. Those materials will be adapted by the ONCE.</p> <p>The T will be flexible with students with ADHD as the reading task requires prolonged concentration and attention. Thus, those students will be allowed to move around the classroom or even leaving for a few minutes.</p> <p>For the students with language difficulties or other learning difficulty as dyslexia, the teacher will support them by underling the principal ideas of the book or giving them books with more pictures and the size of the letters bigger. The teacher will give those students a template to fill, in reflection of the reading so it is easier for them to write a few sentences related to what they have read.</p> <p>For the students with higher capacities, the teacher will give them more difficult books to eliminate boredom and attract their interest.</p>		
<b>Materials</b>	<ul style="list-style-type: none"> <li>-Checklist to peer-assess the recipes done in the previous lesson. <a href="#">Annex 14.16. Checklist for peer assess.</a></li> <li>-Rubric to evaluate the recipes of the students. <a href="#">Annex 14.18. Rubric to evaluate the recipe.</a></li> <li>-Stories, newspapers and magazines, atlas and a variety of books that will be in the class library.</li> <li>-Rubric to evaluate students' reading skills. <a href="#">Annex 14.5. Rubric to evaluate reading skills.</a></li> <li>-Template for the reading task, for the students with support needs. <a href="#">Annex 14.6. Template to fill after reading.</a></li> </ul>	<b>Spaces</b>	The: classroom
<b>Procedures</b>			
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>	<b>Grouping</b>
8-10 mins	Engagement/ introduction	Daily routine: date, temperature and time for ss to express something interesting happened yesterday evening. Ss interact by answering the T questions.	Whole class-assembly
20 mins	Peer assessment	Peer assessment of the recipe written in the last lesson. The T gives the ss a checklist with the important thing that should be included in the recipes. Ss have to tick or cross depending if their peer has what the checklist says.  The T will revise every recipe after following a rubric to graduate their level. The T will evaluate the recipes and give out another day.	Whole class
25 mins	Task	Reading time. Rotation of the reading activity from the one done last week.  The T evaluates the students' reading skills using a rubric.	Individual work
3-5 mins	Reflection	Ss write in their reading book, the main ideas and whatever they have liked more about what they have read.	Individual work

<b>Unit</b>	4	<b>Lesson</b>	9	<b>Group</b>	Year 4	<b>Time</b>	60 mins
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<b>Topic / Session Title</b>	Can anyone cook?	<b>Class</b>	English
<b>Focus</b>			
<b>Skills</b>	Listening	X Speaking	Reading Writing
<b>Systems</b>	Grammar	Phonology	X Lexis X Function X Discourse
<b>Competences</b>	Grammatical	X Socio-linguistic	X Discourse Strategic
<b>Contents</b>	-Make a shopping list. -Vocabulary (baker's, chemist's, travel agent's, greengrocer's, bookshop, sports shop, toy shop, florist's and department store).		
<b>Learning outcomes</b>	Students should be able to... <ul style="list-style-type: none"> <li>• Organise and plan an event.</li> <li>• Make a shopping list of the ingredients they need for the recipes.</li> <li>• Use the vocabulary learnt in oral and written communication.</li> <li>• Identify where to buy different products.</li> </ul>		
<b>Evaluation criteria</b>	-Ss participate and contribute in the activities. -Ss use properly the vocabulary learnt in oral and written communication. -Ss use English to communicate.		
<b>Previous knowledge</b>	Ss will know already expressions of quantity and the containers of the products.		
<b>Attention to diversity</b>	The three recipes will be in Braille so blind students can follow them as well. The poster will be in 3D so blind students can feel it with their fingers.  The T will be flexible with students with ADHD as the tasks require prolonged concentration and attention. Thus, those students will be allowed to move around the classroom or even leave for a few minutes.  For the students who are shy or have language difficulties, the teacher will support them by encouraging them to talk and participate in classroom conversations.  For those students with higher capacities the teacher will ask them to answer the questions in depth using specific vocabulary.		
<b>Materials</b>	-Recipes of tuna sandwiches, guacamole and chocolate and biscuit cake. <a href="#">Annex 14.19. Recipes.</a> -Poster with different food products, pieces of cloths, books, medicines, toys and flowers. <a href="#">Annex 14.21. Poster.</a> -Dictionaries -Checklist to evaluate the students' participation and use of the vocabulary learnt with a checklist. <i>Source: Own Elaboration</i> <a href="#">Annex 14.22. Checklist</a> -Recipes in Braille. <a href="#">Annex 14.20. Recipes in Braille.</a>	<b>Spaces</b>	The: classroom
<b>Procedures</b>			
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>	<b>Grouping</b>
8-10 mins	Engagement/ introduction	Daily routine: date, temperature and emotions.	Whole class

20 mins	Task	<p>The T explains the 3 recipes (tuna sandwiches, guacamole and chocolate and biscuit cake) that will be cooked next week. It is important to prepare everything for that day. The T asks the ss “<i>what do we need cook these recipes?</i>”. Ss answer the question using all the vocabulary learnt in previous lessons. The T writes all the ingredients the ss have said and make a big list. Ss copy the list as well.</p> <p>The T evaluates the students’ participation and use of the vocabulary learnt with a checklist.</p>	Whole class
15 mins	Task	<p>The T shows a poster of different products and asks the ss “<i>where can we buy all the products?</i>”. Ss have to guess the shop we can buy those products and if they do not know how to say it in English, they will look it up in the dictionary.</p> <p>The T evaluates the students’ participation and use of the vocabulary learnt with a checklist.</p>	Whole class
15 mins	Process	Ss have to make a list of vocabular with the shops mention in the previous activity: (baker’s, chemist’s, bookshop, toy shop, florist’s and supermarket). They have to copy it in their notebooks and give examples of products we can find in each shop.	Individual work
3 mins	Homework explanation	As the ss have already watched the film <i>Ratatouille</i> as homework, at the beginning of the unit, they should know where was film (France). Homework for tomorrow will be to look up for information about geological situation of France and some cultural traditions or curiosities. They can bring photos to decorate the poster that will be done in the next session.	Whole class

<b>Unit</b>	4	<b>Lesson</b>	10	<b>Group</b>	Year 4	<b>Time</b>	60 mins
<b>Topic / Session Title</b>	Can anyone cook?			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	Listening	X Speaking	Reading	Writing			
<b>Systems</b>	Grammar	Phonology	Lexis	X Function	X Discourse		
<b>Competences</b>	Grammatical	X Socio-linguistic	X Discourse		X Strategic		
<b>Contents</b>	-Cooperative learning -Cultural awareness						
<b>Learning outcomes</b>	Students should be able to... <ul style="list-style-type: none"> <li>• Use internet and other resources to obtain information.</li> <li>• Develop cultural awareness.</li> <li>• Respect and be open to other cultural traditions.</li> </ul>						
<b>Evaluation criteria</b>	-Ss use adequate internet and other resources to obtain information. -Ss cooperative with their classmates. -Ss develop their cultural awareness. -Ss explain correctly the information in their poster.						

	-Ss create original and creative posters.		
<b>Previous knowledge</b>	Ss will know already information about France culture and some typical traditions as searched the information as homework.		
<b>Attention to diversity</b>	Students with higher capacities will help students with support needs. Students with ADHD will be allowed to move and change position as the activities proposed are long and require concentration. The T can give those students another task, so they disconnect for a few minutes and then come back with energy.		
<b>Materials</b>	-Ipads. -Information searched at home about cultural information and traditions of France done as homework. -Checklist to evaluate the capacity to work in cooperative groups. <a href="#">Annex 14.2. Checklist to evaluate cooperative work.</a> -Rubric for the ss and the T to evaluate the poster and the presentation. <a href="#">Annex14.23. Rubric to evaluate the poster and oral presentation.</a>	<b>Spaces</b>	The: classroom
<b>Procedures</b>			
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>	<b>Grouping</b>
8-10 mins	Engagement/ introduction	Daily routine: date, temperature and emotions.	Whole class
25 mins	Task	With the information found at home, ss have to have to create a poster with some cultural information and traditions of France. The T will give them some iPads in case they need to look for more information on the net. The poster should be creative and original.  The T goes around in case the students need help and support. Also, she/he evaluates their capacity to work in cooperative groups using a checklist.	Cooperative groups
25 mins	Presentations	Each group will presents to the whole class, their posters. Every member of the group has to talk.  The ss evaluate their classmates with a rubric in which they will take into account the presentation, the explanation and the originality and creativity of the poster and exposition.  The T evaluates the expositions as well with a rubric.	Whole class

<b>Unit</b>	4	<b>Lesson</b>	11	<b>Group</b>	Year 4	<b>Time</b>	60 mins
<b>Topic / Session Title</b>	Can anyone cook?			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	Listening	X Speaking	X Reading	Writing			
<b>Systems</b>	X Grammar	Phonology	Lexis	Function	Discourse		

<b>Competences</b>	X Grammatical	X Socio-linguistic	Discourse	Strategic
<b>Contents</b>	-Cardinal numbers up to four digits. -Understand the main words and ideas, when reading stories, newspapers and magazines, biographies of actor and other narrative texts.			
<b>Learning outcomes</b>	Students should be able to... <ul style="list-style-type: none"> <li>• Use cardinal numbers up to four digits.</li> <li>• Understand the main words and ideas, when reading different types of texts.</li> <li>• Formulate simple sentences of what he/she has understood from the reading.</li> <li>• Read with fluency and intonation.</li> </ul>			
<b>Evaluation criteria</b>	-Ss use cardinal numbers up to four digits. <b>Evaluation criteria for the weekly reading:</b> -Ss understand the main words and ideas, when reading different types of texts. -Ss are able to formulate a few simple sentences of what he/she has understood from the reading. -Ss read with fluency and proper intonation.			
<b>Previous knowledge</b>	Ss will know already cardinal numbers up to 2 digits seen in year 3.			
<b>Attention to diversity</b>	The pictures of the quiz will be in 3D so blind students can feel them with their fingers and can play as well. Blind students will write their answers on their computer. Students with support needs will have a photocopy with the cardinal numbers. Blind students will have Braille books and magazines so they can read and improve their reading skills. Those materials will be adapted by the ONCE. The T will be flexible with students with ADHD as the reading task requires prolonged concentration and attention. Thus, those students will be allowed to move around the classroom or even leaving for a few minutes. For the students with language difficulties or other learning difficulty as dyslexia, the teacher will support them by underling the principal ideas of the book or giving them books with more pictures and the size of the letters bigger. The teacher will give those students a template to fill, in reflection of the reading so it is easier for them to write a few sentences related to what they have read. For the students with higher capacities, the teacher will give them more difficult books to eliminate boredom and attract their interest.			
<b>Materials</b>	-Pictures of different products different prices (a tv, a table, a book, a bag and so on). <a href="#">Annex 14.24. Quiz of prices.</a> -Mini white boards. -Cardinal numbers support. <a href="#">Annex 14.26. Photocopy of cardinal numbers.</a> -Checklist to evaluate cardinal numbers up to four digits. <a href="#">Annex 14.25. Checklist to evaluate cardinal numbers.</a> -Stories, newspapers and magazines, atlas and a variety of books that will be in the class library.	<b>Spaces</b>	The: classroom	

		-Rubric to evaluate student's reading skills. <a href="#">Annex 14.5. Rubric to evaluate reading skills.</a> -Template for the reading task, for the students with support needs. <a href="#">Annex 14.6. Template to fill after reading.</a>	
Procedures			
Timing	Stage	Activities (T / S role)	Grouping
8-10 mins	Engagement/ introduction	Daily routine: date, temperature and emotions.	Whole class
5 mins	Explanation	T will explain the cardinal numbers up to 4 digits (hundreds and thousands). She will write the explanation on the board and leave it there to scaffold the game.	Whole class
15 mins	Task	Quiz of prices. The T projects some objects with different prices (a tv, a table, a book, a bag and so on) and ss have to guess their prices. First they have to debate the answer in the group and after it write the whole number with letters in a mini white board. Then, the T asks for the answers and the ss have to say the number that is written on the mini white board. The team that is closest to the right answer wins a point. After the game, the winner will win a positive point (+0,25).  The T evaluates the students understanding of the cardinal numbers up to four digits with a checklist.	Cooperative groups
25 mins	Task	Reading time. Rotation of the reading activity from the one done last week.  The T evaluates the students' reading skills using a rubric.	Individual work
3-5 mins	Reflection	Ss write in their reading book, the main ideas and whatever they have liked more about what they have read.	Individual work

<b>Unit</b>	4	<b>Lesson</b>	12	<b>Group</b>	Year 4	<b>Time</b>	60 mins
<b>Topic / Session Title</b>	Can anyone cook?			<b>Class</b>	English		
Focus							
<b>Skills</b>	Listening	X Speaking	Reading	X Writing			
<b>Systems</b>	Grammar	Phonology	Lexis	X Function	X Discourse		
<b>Competences</b>	Grammatical	X Socio-linguistic	X Discourse	X Strategic			
<b>Contents</b>	-Use dialogue to write the scripts. -Include everyone and respect other people's opinions.						
<b>Learning outcomes</b>	Students should be able to... <ul style="list-style-type: none"> <li>List and include the content they have learnt during the Unit in the scripts.</li> <li>Understand written instructions and carry out the actions.</li> </ul>						
<b>Evaluation criteria</b>	<b>Evaluation criteria for the scripts of the film:</b> -Ss write simple sentences using the content learnt throughout the Unit. -Ss create a script where every member of the group talks at least to times. -The script is original and includes most of the content learnt.  <b>Evaluation criteria for the Kahoot:</b>						

	<p>-Ss use the proper word for food containers.          -Ss say the name of the four groups of food and give examples of each one.          -Ss apply properly the imperative form to give instructions.          -Ss use expressions of quantity: many, all, some, many, a lot, (a) little, more, half, piece of.          -Ss differentiate between countable and uncountable nouns.          -Ss use cardinal numbers up to four digits.</p>		
<b>Previous knowledge</b>	Ss will know already vocabulary related with food containers, the names of the four groups of food, the use of imperative form, expressions of quantity and the difference between countable and uncountable nouns.		
<b>Attention diversity</b>	<p>Students with ADHD will be allowed to move and change position as the writing activity is long and requires concentration. The T can give those students another task, so they disconnect for a few minutes and then come back with energy.</p> <p>The teacher will give some exemplar structure and phrases structure to students with support needs so they can contribute with ideas for the scripts of the film.</p> <p>For the kahoot activity, blind students will do it as well as the rest, but the T will have to read the question and answers to them.</p>		
<b>Materials</b>	<p>-<i>Ratatouille</i> film          -Rubric to evaluate the scripts of the film.</p> <p><a href="#">Annex 14.27. Rubric to evaluate the scripts of the film.</a></p> <p>-Kahoot to review the main concepts of the week.  <a href="#">Annex 14.29. Kahoot lesson 12.</a></p> <p>-Ipads          -Rubric to evaluate the scripts of the film in Braille.</p> <p><a href="#">Annex 14.27. Rubric to evaluate the scripts of the film.</a></p> <p>-Exemplar structure to write the scripts of the film for students with support needs. <a href="#">Annex 14.28. Support for the scripts of the film.</a></p>	<b>Spaces</b>	The: classroom
<b>Procedures</b>			
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>	<b>Grouping</b>
8-10 mins	Engagement/ introduction	Daily routine: date, temperature and emotions.	Whole class
35 mins	Task	<p>Ss have to write the scripts of the film <i>Ratatouille</i>. They can choose between the two scenes worked in the Unit: the one where all the cooks ask Linguini about the recipe of the soup in order to repeat it and he does not know how do it (1:24:00-1:25:17) or the scene when Ratatouille is leading the kitchen giving instructions to all the rats (1:30:00-1:31:00).</p> <p>They have to invent the dialogue and write it. It can be similar but not the same as in the film as they have to include the concepts we have learnt in the Unit. Also, all the members of the</p>	Cooperative groups

		group have to speak at least two times. That will be a possible dialogue for the final product: the film.  The T evaluates the scripts of the film using a rubric. The scripts with highest punctuation will be represented in the final product.	
15 mins	Evaluation	Little quiz of the week.	Individual work

<b>Unit</b>	4	<b>Lesson</b>	13	<b>Group</b>	Year 4	<b>Time</b>	60 mins
<b>Topic / Session Title</b>	Can anyone cook?			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	Listening	Speaking	Reading	Writing			
<b>Systems</b>	Grammar	Phonology	X Lexis	Function	Discourse		
<b>Competences</b>	Grammatical	Socio-linguistic	Discourse	Strategic			
<b>Contents</b>	-Vocabulary about the utensils of the kitchen: mug, cup, ladles, spatula, whisk, knife, spoon, pan, sauce pan, pot, cutlery, bowl, teapot, refrigerator, microwave, oven, cooker, freezer.						
<b>Learning outcomes</b>	Students should be able to... <ul style="list-style-type: none"> <li>• Answer the questions of the bingo with the content learnt in the Unit.</li> <li>• Understand and use the vocabulary of the utensils of the kitchen in oral and written communication.</li> <li>• Organize and distribute the work.</li> </ul>						
<b>Evaluation criteria</b>	-Ss demonstrate their learning with their answers in the bingo -Ss use the vocabulary of the utensils of the kitchen in and oral and written communication. -Ss organize and distribute the work in an equal way.						
<b>Previous knowledge</b>	Ss will know already all the content from the questions of the bingo.						
<b>Attention diversity</b>	The bingo cards will be in 3D and in Braille for blind students.  Students with support needs will be given more time to answer.  Students with ADHD will be allowed to move and change position as the activities proposed are long and require concentration. The T can give those students another task, so they disconnect for a few minutes and then come back with energy.						
<b>Materials</b>	-Bingo <a href="#">Annex 14.30. Bingo.</a> -Photocopy of the utensils of the kitchen. <a href="#">Annex 14.31. Vocabulary list about kitchen utensils.</a> -The list of ingredients and recipes seen in lesson 9. <a href="#">Annex 14.19. Recipes.</a> -Checklist to evaluate their capacity to plan and distribute the work. <a href="#">Annex 14.32. Checklist to evaluate their capacity to plan.</a>			<b>Spaces</b>	The: classroom		
<b>Procedures</b>							
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>					<b>Grouping</b>
8-10 mins	Engagement/ introduction	Daily routine: date, temperature and emotions.					Whole class
20 mins	Practice	Ss play a bingo related with cardinal numbers and food vocabulary. The T says the cards of the bingo and the ss write a cross if it's the word in their chart. That will permit to make a					Individual work

		revision of the lesson in an interactive way. The student that wins the bingo and the one who wins the line will choose 8-10 pupils to that will be part of their groups. The rest of the students will form the third group. The bingo winner choose the recipe she/he prefers to cook from the three that we will cook: guacamole, vegetal sandwiches and chocolate and biscuits cake. Then the student who wins the line of the bingo choose between the two recipes left. And the third groups cooks the recipe left.	
10 mins	Explanation	The T explains basic vocabulary of the pan and utensils of the kitchen. The T gives them a photocopy with all the vocabulary words.	Whole class
20 mins	Organizing	In the groups, ss have to decide what ingredients and things they will bring tomorrow for the cooking lesson using the list of ingredients done in lesson 9. They have to write it in a piece of paper and give it to the teacher after it.  The T will evaluate their capacity to plan and distribute the work using a checklist.	Groups created by the students

<b>Unit</b>	4	<b>Lesson</b>	14	<b>Group</b>	Year 4	<b>Time</b>	60 mins
<b>Topic / Session Title</b>	Can anyone cook?			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	Listening	X Speaking	Reading	Writing			
<b>Systems</b>	X Grammar	Phonology	X Lexis	X Function	X Discourse		
<b>Competences</b>	X Grammatical	X Socio-linguistic	X Discourse	X Strategic			
<b>Contents</b>	-Imperative form -Vocabulary about food and cooking.						
<b>Learning outcomes</b>	Students should be able to... <ul style="list-style-type: none"> <li>• Apply the imperative form when giving orders.</li> <li>• Apply understanding of key vocabulary about cooking when giving orders and cooking.</li> <li>• Understand instructions and carry out the actions.</li> <li>• Prepare food in a clean and careful way.</li> </ul>						
<b>Evaluation criteria</b>	-Ss give orders to their partners using the imperative form properly. -Ss use the vocabulary learnt about food and cooking when giving orders and cooking. -Ss follow the recipe and their partners' instructions. -Ss are clean and careful with the food when cooking.						
<b>Previous knowledge</b>	Ss will know already the vocabulary about food and cooking and how to give instruction using the imperative form.						
<b>Attention diversity</b>	to The teacher will go with blind students to the kitchen a few days before the cooking day, so they get familiarised with the space. Students will give deeply instructions to blind students.  Students with support needs will have a list of exemplar sentences they can use to give instructions to follow the recipe.						
<b>Materials</b>	-The list of ingredients and recipes seen in lesson 9. <a href="#">Annex 14.19. Recipes.</a> -Exemplar sentences to give instructions. <a href="#">Annex 14.33. Support to give instructions.</a>			<b>Spaces</b>	The laboratory because there are a few taps to clean the ingredients and the pots and dishes.		



		-All the ingredients needed to cook the three recipes: guacamole, vegetal sandwiches and chocolate and biscuits cake. -Apron, pots, dishes and knife to cut the ingredients. -Checklist to evaluate the cooking task. <a href="#">Annex 14.34. Checklist to evaluate the cooking lesson</a>		
Procedures				
Timing	Stage	Activities (T / S role)	Grouping	
3-5 mins	Preparation	Ss wash their hands to cook in the bathroom. When they finish, they take all their apron, pots and ingredients they have brought to cook the food and go to the laboratory.	Whole class	
35 mins	Task	Ss cook in groups and in the groups there are another division, so they work in pairs. One student takes the role of ratatouille and the other of Linguini, thus, one gives the instructions using the imperative form and the other execute them. After 20 minutes, they will change their role. The student that execute cannot do anything ratatouille has ordered. Ss should use the vocabulary learnt in the unit.  The T and the language assistant go around the groups verifying they are working as explained and using the vocabulary and imperative form. The T uses a checklist of each groups to note it.	In pairs.	
5-7 mins	Cleaning	Ss clean all they have used.	Whole class	
10-12 mins	Eat time	Time to eat. Ss explains their plate to the rest of the class and after it they eat it.	Individual work	

<b>Unit</b>	4	<b>Lesson</b>	15	<b>Group</b>	Year 4	<b>Time</b>	60 mins
<b>Topic / Session Title</b>	Can anyone cook?			<b>Class</b>	English		
Focus							
<b>Skills</b>	Listening	Speaking	X Reading	X Writing			
<b>Systems</b>	X Grammar	X Phonology	X Lexis	X Function	X Discourse		
<b>Competences</b>	X Grammatical	X Socio-linguistic	X Discourse	Strategic			
<b>Contents</b>	-Simple sentences to demonstrate what they have learnt.						
<b>Learning outcomes</b>	Students should be able to... <ul style="list-style-type: none"> <li>• Understand and use the new vocabulary and concepts by answering the big question.</li> <li>• Formulate simple sentences of what they have understood from the reading.</li> <li>• Read with fluency and intonation.</li> </ul>						
<b>Evaluation criteria</b>	-Ss answer the “big question” with more detail than at the beginning of the Unit. -Ss use and apply the vocabulary learnt about cooking and kitchen utensils. -Ss make simple and correct sentences. -Ss make connexions with their experience and the content learnt throughout the Unit. -Ss use connectors to organise their ideas.  <b>Evaluation criteria for the reading:</b>						

	<p>-Ss understand the main words and ideas, when reading different types of texts.</p> <p>-Ss are able to formulate a few simple sentences of what they have understood from the reading.</p> <p>-Ss read with fluency and proper intonation.</p>		
<b>Previous knowledge</b>	Ss will know already vocabulary and grammar structure to answer the big question in detail.		
<b>Attention diversity</b>	<p>Blind students will have Braille books and magazines so they can read and improve their reading skills. Those materials will be adapted by the ONCE.</p> <p>The T will be flexible with students with ADHD as the reading task requires prolonged concentration and attention. Thus, those students will be allowed to move around the classroom or even leaving for a few minutes.</p> <p>For the students with language difficulties or other learning difficulty as dyslexia, the teacher will support them by underling the principal ideas of the book or giving them books with more pictures and the size of the letters bigger. The teacher will give those students a template to fill, in reflection of the reading so it is easier for them to write a few sentences related to what they have read.</p> <p>For the students with higher capacities, the teacher will give them more difficult books to eliminate boredom and attract their interest.</p>		
<b>Materials</b>	<p>-Photos from the previous lesson (the cooking day)</p> <p>-Projector to show the pictures.</p> <p>-The big question card. <a href="#">Annex 14.35. Cover page with the “big questions”</a>.</p> <p>-Stories, newspapers and magazines, atlas and a variety of books that will be in the class library.</p> <p>-Checklist to evaluate their progress. <a href="#">Annex 14.36. Checklist to evaluate students’ progression</a>.</p> <p>-Rubric to evaluate students’ reading skills. <a href="#">Annex 14.5. Rubric to evaluate reading skills</a>.</p> <p>-Template for the reading task, for students with support needs. <a href="#">Annex 14.6. Template to fill after reading</a>.</p>	<b>Spaces</b>	The: classroom
<b>Procedures</b>			
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>	<b>Grouping</b>
8-10 mins	Engagement/ introduction	Daily routine: date, temperature and emotions.	Whole class
5-8 mins	Engagement/ introduction	The T shows the ss the photos she/he has done in the previous lesson. Ss comment their experiences expressing their opinions.	Whole class
15-20 mins	Task	<p>Ss go back to the big question “<i>Can anyone cook?</i>” and answer it in their notebook, using adequate vocabulary and cooking expressions learnt in the unit.</p> <p>The T will evaluate their responses using a checklist, she/he will compare it with her/his notes taken at the beginning of the unit of the students’ answers to the big question. The T will take into account their progress.</p>	Individual work
25 mins	Task	<p>Reading time. Rotation of the reading activity from the one done last week.</p> <p>The T evaluates the students’ readings skills using a rubric.</p>	Individual work

3-5 mins	Reflection	Ss write in their reading book, the main ideas and whatever they have liked more about what they have read.	Individual work
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<b>Unit</b>	4	<b>Lesson</b>	16	<b>Group</b>	Year 4	<b>Time</b>	60 mins
<b>Topic / Session Title</b>	Can anyone cook?			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	Listening	X Speaking	Reading	Writing			
<b>Systems</b>	X Grammar	Phonology	X Lexis	Function	Discourse		
<b>Competences</b>	X Grammatical	X Socio-linguistic	Discourse	Strategic			
<b>Contents</b>	-Revision of the content learnt during the unit.						
<b>Learning outcomes</b>	<p>Students should be able to...</p> <ul style="list-style-type: none"> <li>• Understand the vocabulary learnt about cooking, food containers, shops and kitchen utensils.</li> <li>• Apply expressions of quantity and countable and uncountable nouns.</li> <li>• Use ICT resources.</li> <li>• Sequence actions to make recipe.</li> <li>• Cooperate with classmates to do activities.</li> </ul>						
<b>Evaluation criteria</b>	<p>-Ss understand properly the vocabulary learnt about cooking, food containers, shops and kitchen utensils.</p> <p>-Ss apply expressions of quantity and countable and uncountable nouns.</p> <p>-Ss sequence properly the actions of a recipe.</p> <p>-Ss work cooperatively to do activities.</p>						
<b>Previous knowledge</b>	Ss will know already all the concepts needed to do the activities in each corner.						
<b>Attention to diversity</b>	All the materials of the corners will be in Braille and adapted for blind students. Also, students will help them to move from one corner to the other.						
<b>Materials</b>	<p>-Memory of the vocabulary learnt in the whole Unit. <a href="#">Annex 14.37. Memory cards.</a></p> <p>-Ipads</p> <p>-British council app to review expressions of quantity and countable and uncountable nouns.</p> <p>-Puzzle of a recipe. <a href="#">Annex 14.38. Recipe puzzle.</a></p> <p>-Puzzle of a recipe in Braille. <a href="#">Annex 14.39. Recipe puzzle in Braille.</a></p> <p>-Rubric to evaluate the ss progression and cooperative work. <a href="#">Annex 14.40. Rubric to evaluate cooperative work and progression.</a></p>			<b>Spaces</b>	The: classroom		
<b>Procedures</b>							
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>				<b>Grouping</b>	
8-10 mins	Engagement/ introduction	Daily routine: date, temperature and time for ss to express something interesting happened yesterday evening. Ss interact by answering the T questions.				Whole class-assembly	
50 mins (12-15 mins in	Process and cooperative learning	For revising the whole unit for the final quiz and to consolidate all the concepts, this lesson is in 4 corners. In each corner there are different materials to work on the different concepts learnt through all the unit.				Cooperative groups	

each corner)		<p><b>1st corner:</b> Memory with the vocabulary learnt about cooking, food containers, shops and kitchen utensils. In this corner, ss revise the meaning of the words.</p> <p><b>2ndcorner:</b> With iPads, ss play online games to review the expressions of quantity and countable and uncountable nouns. In this corner, ss reinforce the grammar part.</p> <p><b>3rd corner:</b> Puzzle of a recipe. Ss have to order the pieces of the puzzle in order to form the puzzle in the correct way. In this corner, ss revise the structure of recipe.</p> <p><b>4th corner:</b> Reading corner. Ss read the type of text they like most. In this corner, ss work on their reading skills.</p>	
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<b>Unit</b>	4	<b>Lesson</b>	17	<b>Group</b>	Year 4	<b>Time</b>	60 mins
<b>Topic / Session Title</b>	Can anyone cook?			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	Listening	Speaking	Reading	X Writing			
<b>Systems</b>	X Grammar	Phonology	X Lexis	X Function	X Discourse		
<b>Competences</b>	X Grammatical	X Socio-linguistic	X Discourse	Strategic			
<b>Contents</b>	-Vocabulary learnt about cinema, emotions, sea animals and cooking. -Present and past simple, the present perfect and the imperative form. -Imperative form. -Countable and uncountable nouns. -Plot structure. -Connectors.						
<b>Learning outcomes</b>	Students should be able to... <ul style="list-style-type: none"> <li>Demonstrate what they have learnt and understood in the unit.</li> </ul>						
<b>Evaluation criteria</b>	-Ss use and describe properly the vocabulary learnt about jobs in a film studio, emotions, sea animals and shops. -Ss apply the present and past simple, the present perfect and the imperative form correctly. -Ss distinguish between countable and uncountable nouns. -Ss understand a story and make a plot organising the ideas using connectors.						
<b>Previous knowledge</b>	Ss will know already all the content learnt in the previous lessons.						
<b>Attention diversity</b>	Blind students will do the exam in their computer because with their special computers they can listen what is written and type the answers. Then they will send it to the T and she/he will correct it.  The T will be flexible with students with ADHD as the exam requires prolonged concentration and attention. Thus, those students will be allowed to move around the classroom or even leave for a few minutes.						
<b>Materials</b>	-Exam. <a href="#">Annex 14.41. Exam of the first term.</a>				<b>Spaces</b>	The: classroom	
<b>Procedures</b>							
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>					<b>Grouping</b>
8-10 mins	Preparation	Prepare the tables in an exam set up.					Whole class

50 mins	Evaluation	<p>The T gives out the exam. It is an exam of the whole term. All the ss start at the same time. Before doing it individually, the T will explain the exam and after her explanation ss can ask questions. Ss will be able to ask questions during the exam and the T will help them. If the ss make lots of questions, the T will control it, limiting the amount of question each. For example, three question each student.</p> <p>The T will follow the key to correct the exam.</p>	Individual work
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## UNIT 5: Who is winning the race?

**Year 4 Primary Education**      **Subject:** First Foreign Language (English)

**Timing:** 19 sessions (8/1/2019-1/2/2019)

### 1. Justification for the didactic unit topic

This didactic unit is based on the film, *Cars*. The content is taught by extracting from the film. In class, we watch the scene from the minute 0:35 to 10:00 where it appears the scene of the race. Thus, the teacher can use the context to propose a big question “*Who is winning the race?*” which will be present during the whole unit. The whole didactic unit will be frame on the context of the film, *Cars*. The activities and the vocabulary proposed will be related to the film in order to contextualise learning. The content focuses of the unit will be the present continuous, expressions of time (e.g. now, tomorrow (morning), comparative and superlative adjectives. Moreover, this didactic unit will develop intercultural awareness as *Cars* is based on the North American culture and traditions therefore there will be activities to explore and become aware of North American culture. Furthermore, there will be a complementary activity connected with P.E. where half of the students run a race and the other half are the reporters and when the group who has run finished, they will change the roles.

### 2. Relationship between objectives and key competence

Students will be able to...

- Use, when communicating, the vocabulary learnt. (CC.CC.1)
- Use the present continuous in oral and written communication. (CC.CC.1)
- Describe the race and cars using the present continuous and the time expressions. (CC.CC.1)
- Comparing objects using comparative and superlative adjectives. (CC.CC.1,3,)
- Compare and contrast urban and rural lifestyles. (CC.CC.1,5)
- Differentiate between comparative and superlative adjectives. (CC.CC.1)

- Express things happening at the moment of speaking and for expressing habits that happen very often using present continuous. (CC.CC.1)
- Defend and argue a particular position on a topic. (CC.CC.1,4,)
- Extracting the relevant information about the content. (CC.CC.1)

### 3. Contents

<i>Conceptual</i>	<i>Procedural</i>	<i>Attitudinal</i>
-Vocabulary (race, competition, behind, begin, finish, early, first, second, last, again, next, ready). -Expresión del tiempo y del aspecto (present continuous) (durativo) -La cualidad (very + Adj.); la comparación (comparatives and superlatives: as Adj. as; smaller [than]; the biggest). -Expressions of time (now, at the moment, right now).	-Debates sobre temas de actualidad. -Comprensión de textos orales breves procedentes de distintos soportes audiovisuales e informáticos. -Comprensión de mensajes producidos con distintos acentos de la lengua inglesa. -Deletreo de palabras. -Participación en conversaciones en el aula. -Comprensión de las ideas esenciales en cuentos, cómics y otros textos narrativos. -Lectura de textos y trabajos realizados por el propio alumno. -Escritura de una retransmisión de un suceso con relativa corrección fonética y utilizando conectores sencillos. -Uso correcto de la puntuación y los apóstrofes.	-Cuidado en la elaboración y presentación de los textos. -Curiosidad hacia la cultura y tradiciones norteamericana y en concreto la estadounidense. -Trabajo en equipo valorando el esfuerzo individual y colectivo para la consecución de objetivos. -Disposición por participar y colaborar en el proyecto. -Se esfuerza por hablar en inglés en clase.

### 4. Assessment criteria and minimum level required (M.L.R)

Students will..

- Use the vocabulary learnt from the unit properly while communicating orally and in written form. (M.L.R)
- Use the present continuous form in oral and written communication properly. (M.L.R)
- Describe a direct event using the present continuous.
- Use the appropriate time expressions in the descriptions. (M.L.R)
- Compare and contrast using different comparative and superlative adjectives. (M.L.R)
- Use vocabulary and knowledge learnt in social science.

- Know the differences between comparative and superlative and applies them while speaking or writing. (M.L.R)
- Understand and differentiate the different functions of the present continuous. (M.L.R)
- Defend and argue a particular position on a topic by giving consistent arguments.

## **UNIT 6: Are you okay? What's going on?**

**Year 4 Primary Education**      **Subject:** First Foreign Language (English)

**Timing:** 15 sessions (4/2/2019-22/2/2019)

### **1. Justification for the didactic unit topic**

This didactic unit is based on the film, *Madagascar*. The content is taught by extracting from the film. In class, we watch the scene from the minute 24:52 to 26:49. It is the scene where the animals of the zoo are being transported to Africa in a boat and it appears the big question “*Are you okay? What's going on?*” which will be present during the whole unit. The didactic unit will be frame on the context of the film, *Madagascar*. The activities and the vocabulary proposed will be related to the film in order to contextualise the learning. The content focus of the unit will be the present continuous, Wh- questions; Aux. verbs in questions: to do, to be, to have, adverbs of location/place. Moreover, this didactic unit will develop intercultural awareness as *Madagascar* is based on the African culture and traditions and there will be activities to explore and become aware of African culture. Furthermore, there will be a complementary activity in this didactic unit which will be to go to the zoo to learn and study zoo animals.

### **2. Relationship between objectives and key competence**

Students will be able to...

- Use, when communicating, the vocabulary learnt. (CC.CC.1)
- Express their feelings. (CC.CC.4,5,7)
- Explain what is happening in different contexts (school day, a festival, a party, a daily day and in the zoo). (CC.CC.1,5,7)
- Formulate questions using the aux verb in questions “ to do, to be, to have”. (CC.CC.1)
- Describe location of the objects by using prepositions adverbs of location/place. (CC.CC.1,7)
- Express things happened at the moment of speaking and for expressing habits that happen very often using present simple. (CC.CC.1)
- Defend and argue a particular position on a topic. (CC.CC.4,5)

- Extracting the relevant information about the content. (CC.CC.1)
- Relating new content to previous knowledge to understand and build up more content. (CC.CC.1, 4,5)

### 3. Contents

<i>Conceptual</i>	<i>Procedural</i>	<i>Attitudinal</i>
<p>Vocabulary (in front, now, there, near, close to, up something, down something, through/into something, nearby, outside, inside, over, anywhere, towards, here, afraid, jealous, disappointed, nervous, confused, thankful, excited, guilty, comfortable).</p> <p>-Present continuous</p> <p>-Interrogación: Wh-questions; Aux. verbs in questions: to do, to be, to have.</p> <p>-Expresión del espacio: adverbs of location/place (outside, over, out of, away, far, nowhere, near, above, behind, somewhere, in front, along, inside)</p>	<p>-Diálogos y debates.</p> <p>-Película Madagascar.</p> <p>-Comprensión de textos orales breves procedentes de distintos soportes audiovisuales e informáticos.</p> <p>-Comprensión de mensajes producidos con distintos acentos de la lengua inglesa.</p> <p>-Deletreo de palabras.</p> <p>-Participación en conversaciones en el aula.</p> <p>-Comprensión de las ideas esenciales en cuentos, cómics y otros textos narrativos.</p> <p>-Lectura de textos y trabajos realizados por el propio alumno.</p> <p>-Escritura de carta informal con relativa corrección fonética y utilizando conectores sencillos.</p> <p>-Uso correcto de la puntuación y los apóstrofes.</p>	<p>-Cuidado en la elaboración y presentación de los textos.</p> <p>-Curiosidad hacia la cultura y tradiciones africanas.</p> <p>-Trabajo en equipo valorando el esfuerzo individual y colectivo para la consecución de objetivos.</p> <p>-Disposición por participar y colaborar en el proyecto.</p> <p>-Se esfuerza por hablar en inglés en clase.</p>

### 4. Assessment criteria and minimum level required (M.L.R)

Students will...

- Use the vocabulary learnt from the unit properly while communicating orally and in written form. (M.L.R)
- Differentiate and express their feelings using complex vocabulary.
- Formulate questions using the aux verb in questions: to do, to be, to have in an appropriate way. (M.L.R)



- Describe location of objects using the correct use of adverbs of location/place. (M.L.R)
- Describe current actions or occurrence using the present continuous. (M.L.R)
- Defend and argue a particular position on a topic giving coherent arguments.
- Use logical order expressions to organise their ideas when speaking and writing. (M.L.R)
- Illustrate and argue their ideas giving different arguments in a polite way.
- Produce habitual expressions and basic vocabulary with correct pronunciation, intonation, accent and rhythm. (M.L.R)
- Read, recognise and understand common words and sentences. (M.L.R)
- Evaluate their own work using checklist and rubrics. (M.L.R)

## **UNIT 7: What had happened in your family before you were born?**

**Year 4 Primary Education      Subject:** First Foreign Language (English)

**Timing:** 15 sessions (25/2/2019-19/3/2019)

### **1. Justification for the didactic unit topic**

This didactic unit is based on the film, *Coco*. The content is taught by extracting from the film. In class, we watch the scene from the minute 1:07 to 3:04 that is the scene where the protagonist tells his family background and it appears the big question “*what had happened in your family before you were born?*” which will be present during the whole unit. The whole didactic unit will be frame on the context of the film, *Coco*. The activities and the vocabulary proposed will be related to the film in order to contextualise learning. The content focuses of the unit will be the past simple, (to be; there is/there are), nouns, pronouns, articles, demonstratives, (very + Adj.), comparatives and superlatives: as Adj. as; smaller [than]; the biggest), I have got (I’ve got) and possessives. Moreover, this didactic unit will develop intercultural awareness as *Coco* is based on the Mexican culture and traditions therefore there will be activities to explore and become aware of Mexican culture. Furthermore, there will be a complementary activity in which every day, two or three students will explain their family’s background to the whole class.

### **2. Relationship between objectives and key competence**

Students will be able to...

- Use, when communicating, the vocabulary learnt. (CC.CC.1)
- Explain and describe their family tree by using (to be; there is/ there are). (CC.CC.1,7)
- Compare their family members. (CC.CC.1,4)
- Describe family relationship and members using past. (CC.CC.1)

- Contrast situation using comparative and superlative adjectives. (CC.CC.1)
- Differentiate between singular and plural nouns. (CC.CC.1)
- Use expression of existence (there is/there are). (CC.CC.1)
- Express possession (I've got...) (CC.CC.1)
- Use possessives in oral and written activities. (CC.CC.1)
- Discuss an everyday topic with peers in detail. (CC.CC.4,5)
- Extracting the relevant information about the content. (CC.CC.1)
- Relating new content to previous knowledge to understand and build up more content. (CC.CC.1,4,5).

### 3. Contents

<i>Conceptual</i>	<i>Procedural</i>	<i>Attitudinal</i>
-Vocabulary (face, siblings, son-in-law, daughter-in-law, nephew, niece, husband, wife, relationship, child, children, looks like, appearance, take care of). -Past simple. -Expresión de la existencia (to be; there is/there are). -Expresión de la posesión: I have got (I've got); possessives -La comparación (comparatives and superlatives).	-Debates sobre temas de cotidianos. -Comprensión de textos orales breves procedentes de distintos soportes audiovisuales e informáticos. -Comprensión de mensajes producidos con distintos acentos de la lengua inglesa. -Deletreo de palabras. -Participación en conversaciones en el aula. -Comprensión de las ideas esenciales en cuentos, cómics y otros textos narrativos. -Lectura de textos y trabajos realizados por el propio alumno. -Escritura de descripciones con relativa corrección fonética y utilizando conectores sencillos.	-Cuidado en la elaboración y presentación de los textos. -Curiosidad hacia otras culturas, tradiciones. -Trabajo en equipo valorando el esfuerzo individual y colectivo para la consecución de objetivos. -Disposición por participar y colaborar en el proyecto. -Se esfuerza por hablar en inglés en clase.

### 4. Assessment criteria and minimum level required (M.L.R)

- Use the vocabulary learnt from the unit properly while communicating orally and in written form. (M.L.R)
- Explain and describe their family tree by using (to be; there is/there are) properly. (M.L.R)
- Compare their family members using a variety of adjectives and the correct form of the adjectives.

- Describe family relationship and members using the correct form of the past and present simple. (M.L.R)
- Contrast situation using a variety of comparative and superlative adjectives in an appropriate way. (M.L.R)
- Use expression of existence (there is/there are). (M.L.R)
- Express possession correctly orally and in written form. (M.L.R)
- Use possessives frequently and correctly in oral and written communication. (M.L.R)
- Discuss an everyday topic with peers in detail giving consistent arguments and interconnect the concepts learnt in other subjects.
- Use logical order expressions to organise their ideas when speaking and writing. (M.L.R)
- Illustrate and argue their ideas giving different arguments in a polite way.
- Produce habitual expressions and basic vocabulary with correct pronunciation, intonation, accent and rhythm. (M.L.R)
- Read, recognise and understand common words and sentences. (M.L.R)
- Evaluate their own work using checklist and rubrics. (M.L.R)

<b>Unit</b>	7	<b>Lesson</b>	1	<b>Group</b>	Year 4	<b>Time</b>	60 mins	
<b>Topic / Session Title</b>	What had happened in your family before you were born?			<b>Class</b>	English			
<b>Focus</b>								
<b>Skills</b>	X Listening	X Speaking	Reading	Writing				
<b>Systems</b>	Grammar	Phonology	Lexis	Function	X Discourse			
<b>Competences</b>	Grammatical	Socio-linguistic	X Discourse	Strategic				
<b>Contents</b>	-Understand the main idea of the film clip. -Disposition to participate and collaborate in the project.							
<b>Learning outcomes</b>	Students should be able to... <ul style="list-style-type: none"> <li>• Activate the learning and motivation of this unit.</li> <li>• Organise and classify the main information from the film clip on a mind-map.</li> <li>• Cooperate and share ideas with partners.</li> </ul>							
<b>Previous knowledge</b>	Ss will know already how to make a mind-map and fill it with the information heart. Ss will be familiarised with the methodology as it is Unit 7.							
<b>Attention to diversity</b>	For blind students, the T and ss have to describe everything giving many details so blind students can know what has happened in the clip of the film.  The teacher will set up the subtitles to support students with language difficulties.							
<b>Materials</b>	-Film <i>Coco</i> .				<b>Spaces</b>	The: classroom		
<b>Procedures</b>								
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>					<b>Grouping</b>	
8-10 mins	Engagement/ introduction	Daily routine: date, temperature and emotions.					Whole class	

15 mins	Engagement/ introduction	The T asks the ss “ <i>what had happened in your family before you were born?</i> ”. Ss watch the clip of the film <i>Coco</i> (from minute 1:07 to minute 3:07) to activate and motivate the Unit and learning. That is the scene where the protagonist tells his family background and it appears the big question. Ss have to pay attention to the video and take notes of the things happened in the protagonist family background to fill in the mind-map with the main information they heard. After watching it, ss comment what they have seen and understood.	Whole class
15 mins	Scaffolding	Ss share with their partner what they have seen and understood trying to answer the question from the teacher “ <i>what had happened in your family before you were born?</i> ”. If they did not fill something o the mind-map, they will fill it with the help of the partner.	In pairs
10 mins	Process	Open the first “big question”: “ <i>what had happened in your family before you were born?</i> ”. Ss try to answer it in an oral way expressing their family experience. Ss dialogue in class, respecting their time to talk.  The T takes notes of the students’ answers to know their previous knowledge and then be able to plan and adapt the activities to that.	Whole class
5 mins	Explanation	The T explains the tasks that are going to take place during the unit. The theme is about family and the traditions of the death day related with the film <i>Coco</i> . The ss will have to do a family tree and a comparison between two actors.	Whole class
3 mins	Homework explanation	Ss have to watch the whole film <i>Coco</i> with their families as we will be using it in the whole unit. That will improve their listening skills. Also, they have to ask their families about their family tree and traditions in order to be able to answer the big question in deep. They have to hang it in lesson 8.	Individual work

<b>Unit</b>	7	<b>Lesson</b>	2	<b>Group</b>	Year 4	<b>Time</b>	60 mins
<b>Topic / Session Title</b>	What had happened in your family before you were born?			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	X Listening	Speaking	Reading	Writing			
<b>Systems</b>	X Grammar	Phonology	X Lexis	Function	Discourse		
<b>Competences</b>	X Grammatical	Socio-linguistic	Discourse	Strategic			
<b>Contents</b>	-Vocabulary about family members (siblings, son-in-law, daughter-in-law, nephew, niece, husband, wife, relationship, child, children, and so on) -Expressions of existence (there is/ there are).						
<b>Learning outcomes</b>	Students should be able to...  <ul style="list-style-type: none"> <li>• Abstract the vocabulary about the family members from the clip.</li> <li>• Understand the vocabulary about the family members.</li> <li>• Use expression of existence (there is/ there are) when describing.</li> </ul>						
<b>Evaluation criteria</b>	-Ss be able to abstract the important vocabulary from a recipe. -Ss understand the vocabulary about family members. -Ss work cooperatively.						

<b>Previous knowledge</b>	Ss will know already how to look up an unknown word in the dictionary.		
<b>Attention to diversity</b>	<p>For blind students, the T and ss have to describe everything giving many details so blind students can know what has happened in the clip of the film.</p> <p>The teacher will set up the subtitles to support students with language difficulties.</p> <p>Blind students will use online dictionaries to locate unknown words.</p> <p>For the students with higher capacities, the teacher will propose to locate all the words in the dictionary instead of just a few of them.</p> <p>Students with support needs will have a vocabulary list to be able to describe the picture.</p>		
<b>Materials</b>	<ul style="list-style-type: none"> <li>-Ipads and dictionaries.</li> <li>-Checklist to evaluate the students cooperative work and capacity to abstract the important vocabulary.</li> <li>-Vocabulary list to support students with support needs.</li> <li>-Pictures from a scene of <i>Coco</i></li> </ul>	<b>Spaces</b>	The classroom
<b>Procedures</b>			
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>	<b>Grouping</b>
8-10 mins	Engagement/ introduction	Daily routine: date, temperature and emotions.	Whole class
15 mins	Task and resource	Watch the scene (from minute 1:07 to minute 3:07) again and ss have to pay attention and take notes of the family member they mention in that scene. The T ask the ss to pay attention to the family members words while watching the video. After watching it, ss share the words they have written, and the T will be writing them on the board making the vocabulary list.	Whole class
15-20 mins	Task	Ss copy the vocabulary list and writes definitions of each one. In cooperative groups, ss divide the work so each one look up in the dictionary a few words from the list and then explain them to the rest of the group so they can have their meanings.  The T goes around the groups to support them and evaluate their work using a checklist.	Random grouping
15 mins	Task	The T gives a picture from a scene of <i>Coco</i> to each cooperative group. They have to describe it using expressions of existence ( <i>there is/there are</i> ). For example, scene of the minute 6:28 where it appears the cemetery and everyone is decorating it with flowers and there are people playing the guitar.  The T supports their descriptions explaining expressions of existence ( <i>there is/there are</i> ) and modelling the activity before letting the students do it.	Cooperative groups

<b>Unit</b>	7	<b>Lesson</b>	3	<b>Group</b>	Year 4	<b>Time</b>	60 mins
<b>Topic / Session Title</b>	What had happened in your family before you were born?			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	X Listening	X Speaking	X Reading	Writing			

<b>Systems</b>	X Grammar	X Phonology	Lexis	X Function	Discourse
<b>Competences</b>	X Grammatical	X Socio-linguistic	Discourse	Strategic	
<b>Contents</b>	<p>-Narrate a success happened in the past using the past simple.          -Extracting the relevant information of the readings.          -Comprehension the main words and ideas, when reading stories, newspapers and magazines, biographies of actors and other narrative texts.          -Fluency and intonation when reading.</p>				
<b>Learning outcomes</b>	<p>Students should be able to...</p> <ul style="list-style-type: none"> <li>• Explain what there is in their picture.</li> <li>• Identify and understand the past simple form.</li> <li>• Understand the meaning of different types of text: stories, newspapers and magazines, biographies of actors and other narrative texts.</li> <li>• Learn new vocabulary and expressions from context.</li> <li>• Formulate simple sentences of what he/she has understood from the reading.</li> <li>• Read with fluency and intonation.</li> </ul>				
<b>Evaluation criteria</b>	<p>-Ss apply expression of existence (there is/ there are) when describing.</p> <p><b>Evaluation criteria for the weekly reading:</b></p> <p>-Ss understand the main words and ideas, when reading different types of texts.          -Ss are able to formulate a few simple sentences of what he/she has understood from the reading          -Ss read with fluency and proper intonation.</p>				
<b>Previous knowledge</b>	Ss will know already how to identify the past simple form as it was seen in lesson 1.				
<b>Attention to diversity</b>	<p>The teacher gives students with support needs the structure of past simple to scaffold the activity to them.</p> <p>Blind students will have Braille books and magazines so they can read and improve their reading skills. Those materials will be adapted by the ONCE.</p> <p>The T will be flexible with students with ADHD as the reading task requires prolonged concentration and attention. Thus, those students will be allowed to move around the classroom or even leaving for a few minutes.</p> <p>For the students with language difficulties or other learning difficulty as dyslexia, the teacher will support them by underling the principal ideas of the book or giving them books with more pictures and the size of the letters bigger. The teacher will give those students a template to fill, in reflection of the reading so it is easier for them to write a few sentences related to what they have read.</p> <p>For the students with higher capacities, the teacher will give them more difficult books to eliminate boredom and attract their interest.</p>				
<b>Materials</b>	<p>-Description of the scene done in the last lesson.          -Checklist to evaluate their exposition and the use of expressions of existence.          -Stories, newspapers and magazines, atlas and a variety of books that will be in the class library.</p>	<b>Spaces</b>	The classroom		

		-Rubric to evaluate students' reading skills. -Template for the reading task, for students with support needs.		
Procedures				
Timing	Stage	Activities (T / S role)	Grouping	
8-10 mins	Engagement/ introduction	Daily routine: date, temperature and emotions.	Whole class	
15 mins	Presentation	Each group will explain the picture from a scene of the film <i>Coco</i> to the rest of the class.  The students evaluate the group that exposes using a checklist. They will tick whenever any member of the group use expressions of existence ( <i>there is/there are</i> ).	Whole class	
15 mins	Explanation	Watch the scene (from minute 1:07 to minute 3:07) again and ss have to pay attention and take notes of tense use in the scene. Ss know already how to identify the past simple. After watching it, ss share their ideas and from the examples they say, the T explains the past simple form.	Whole class	
25 mins	Task	Reading time. Rotation of the reading activity from the one done last week.  The T will evaluate the students' reading skills using a rubric.	Individual work	
3-5 mins	Reflection	Ss write in their reading book, the main ideas and whatever they have liked more about what they have read.	Individual work	

<b>Unit</b>	7	<b>Lesson</b>	4	<b>Group</b>	Year 4	<b>Time</b>	60 mins
<b>Topic / Session Title</b>	What had happened in your family before you were born?			<b>Class</b>	English		
Focus							
<b>Skills</b>	Listening	X Speaking	Reading	X Writing			
<b>Systems</b>	X Grammar	Phonology	Lexis	X Function	X Discourse		
<b>Competences</b>	X Grammatical	Socio-linguistic	X Discourse	Strategic			
<b>Contents</b>	-Narrate a success happened in the past using the past simple.						
<b>Learning outcomes</b>	Students should be able to... <ul style="list-style-type: none"> <li>• Explain a memory from their childhood using the past simple.</li> <li>• Explain a memory from their childhood in a written way and structure the ideas.</li> <li>• Work independently with the teacher's support and help.</li> </ul>						
<b>Evaluation criteria</b>	-Ss narrate a success happened in the past using the correct form of the past simple. -Ss organise their ideas using connectors.						
<b>Previous knowledge</b>	Ss will know already how to use the past simple learnt in the last lesson.						
<b>Attention to diversity</b>	Blind students will write a memory happened in their childhood in their computer because with their special computers they can listen what is written and type the answers. Then they will send it to the T and she/he will correct it						

	<p>The T will be flexible with students with ADHD as the writing task requires prolonged concentration and attention. Thus, those students will be allowed to move around the classroom or even leave for a few minutes.</p> <p>The students with support needs will have the past structure so they can use it. Also, they will have some exemplar structure and phrases structure that they can use them in the writing.</p>		
<b>Materials</b>	<p>-Rubric to evaluate the writing.</p> <p>-Exemplar structure and phrases structure that students with support needs can use in the writing.</p>	<b>Spaces</b>	The classroom
<b>Procedures</b>			
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>	<b>Grouping</b>
8-10 mins	Engagement/ introduction	Daily routine: date, temperature and emotions.	Whole class
10 mins	Warm-up	The T asks the ss to recapitulate the form of the past as it has been learnt in Unit 1. Ss should know it and the T will write the main structure on the board to support the students for the following activity.	Whole class
15 mins	Task	Ss have to tell their partner about a memory from their childhood. They should answer the following question: “ <i>what happened?, where were you? And who was with you?</i> ”. That will be a way to plan and organize their ideas before writing them.	In pairs
25 mins	Process	Ss have to write 100 word about a memory they have from their childhood. It should start by “ <i>When I was a child...</i> ”.	Individual work
		The T collects the writings and correct them using a rubric.	

<b>Unit</b>	7	<b>Lesson</b>	5	<b>Group</b>	Year 4	<b>Time</b>	60 mins
<b>Topic / Session Title</b>	What had happened in your family before you were born?			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	Listening	Speaking	Reading	X Writing			
<b>Systems</b>	X Grammar	Phonology	Lexis	X Function	Discourse		
<b>Competences</b>	X Grammatical	X Socio-linguistic	Discourse		Strategic		
<b>Contents</b>	<p>-Description of a person using comparatives and superlatives adjectives.</p> <p>-Degree: very, extremely and absolutely.</p> <p>-Vocabulary about personality adjectives: shy, lazy, confident, hard-working, kind, mean, unfriendly, friendly, tidy, untidy, polite and rude.</p> <p>-Structure of descriptive texts.</p>						
<b>Learning outcomes</b>	<p>Students should be able to...</p> <ul style="list-style-type: none"> <li>Remember how to form comparatives and superlatives.</li> <li>Apply the structure of descriptive texts.</li> <li>Describe a person using comparatives and superlatives adjectives.</li> <li>Use the vocabulary about personality adjectives.</li> <li>Use basic connectors to structure their recipe.</li> <li>Work independently with the teacher’s support and help.</li> </ul>						



<b>Evaluation criteria</b>	-Ss work independently with the teacher's support and help.		
<b>Previous knowledge</b>	Ss will know already how to form comparatives and superlatives as learnt in unit 5.		
<b>Attention to diversity</b>	<p>Blind students will write the description of their favourite actor or singer in their computer because with their special computers they can listen what is written and type the answers. Then they will send it to the T and she/he will correct it</p> <p>The T will be flexible with students with ADHD as the writing task requires prolonged concentration and attention. Thus, those students will be allowed to move around the classroom or even leave for a few minutes.</p> <p>The students with support needs will have a list of descriptive adjective and the comparative and superlative structure so they can use them. Also, they will have some exemplar structure and phrases structure that they can use them in the writing.</p>		
<b>Materials</b>	<ul style="list-style-type: none"> <li>-List of descriptive adjective and the comparative and superlative structure so students with support needs can use them.</li> <li>-Exemplar structure and phrases structure that student with support needs can use them in the writing.</li> </ul>	<b>Spaces</b>	The classroom

#### Procedures

<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>	<b>Grouping</b>
8-10 mins	Engagement/ introduction	Daily routine: date, temperature and emotions.	Whole class
5 mins	Warm-up	The T asks the ss " <i>what do we use to compare something?</i> ". Ss should already know that we use comparatives and superlative as learnt in unit 5. All together, we will do a review and the T copies it on the board so it can be a support for the following activity. Also the T explains adverbs of degree such as very, extremely and absolutely.	Whole class
10 mins	Explanation	The T explains the structure of a descriptive texts and leave the explanation on the board to scaffold and support the students for the following activity.	Whole class
2 mins	Scaffolding	To scaffold the following activity, the T gives the ss a photocopy of the vocabulary about personality adjectives. They should use them in their descriptions. If they do not understand any of them, they should look it up on the dictionary.	Whole class
35 mins	Task	<p>Ss write a physical and psychological description of their favourite actor or singer. They have to use comparative and superlatives learnt in unit 5.</p> <p>The T takes notes of the behaviour and independent work of the students.</p>	Individual work

<b>Unit</b>	7	<b>Lesson</b>	6	<b>Group</b>	Year 4	<b>Time</b>	60 mins
<b>Topic / Session Title</b>	Can anyone cook?			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	Listening	Speaking	X Reading	X Writing			

<b>Systems</b>	Grammar	Phonology	Lexis	Function	Discourse
<b>Competences</b>	Grammatical	Socio-linguistic	Discourse	Strategic	
<b>Contents</b>	<p>-Self-assessment.</p> <p>-Understand the main words and ideas, when reading stories, newspapers and magazines and other narrative texts.</p>				
<b>Learning outcomes</b>	<p>Students should be able to...</p> <ul style="list-style-type: none"> <li>• Peer-assessment.</li> <li>• Understand the main words and ideas, when reading different types of texts.</li> <li>• Formulate simple sentences of what he/she has understood from the reading.</li> <li>• Read with fluency and intonation.</li> </ul>				
<b>Evaluation criteria</b>	<p>-Ss honestly evaluate their partner writing following a checklist.</p> <p>-Ss apply comparative and superlatives in the description.</p> <p>-Ss describe a person in a correct way and using adequate adjectives.</p> <p>-Ss use the vocabulary about personality adjectives.</p> <p><b>Evaluation criteria for the weekly reading:</b></p> <p>-Ss understand the main words and ideas, when reading different types of texts.</p> <p>-Ss are able to formulate a few simple sentences of what he/she has understood from the reading.</p> <p>-Ss read with fluency and proper intonation.</p>				
<b>Previous knowledge</b>	Ss will know already how to evaluate their classmates and read an English book and look up words in the dictionary if necessary.				
<b>Attention to diversity</b>	<p>The checklist for peer-assess will be in Braille. The student will read their writing to the blind student so she/he can correct it following the checklist.</p> <p>Blind students will have Braille books and magazines so they can read and improve their reading skills. Those materials will be adapted by the ONCE.</p> <p>The T will be flexible with students with ADHD as the reading task requires prolonged concentration and attention. Thus, those students will be allowed to move around the classroom or even leaving for a few minutes.</p> <p>For the students with language difficulties or other learning difficulty as dyslexia, the teacher will support them by underling the principal ideas of the book or giving them books with more pictures and the size of the letters bigger. The teacher will give those students a template to fill, in reflection of the reading so it is easier for them to write a few sentences related to what they have read.</p> <p>For the students with higher capacities, the teacher will give them more difficult books to eliminate boredom and attract their interest.</p>				
<b>Materials</b>	<p>-Checklist to peer-assess the descriptions of an actor or singer done in the previous lesson.</p> <p>-Rubric to evaluate the descriptions of an actor or singer of the students.</p> <p>-Stories, newspapers and magazines, atlas and a variety of books that will be in the class library.</p>	<b>Spaces</b>	The: classroom		

		-Rubric to evaluate students' reading skills. -Template for the reading task, for students with support needs.		
Procedures				
Timing	Stage	Activities (T / S role)	Grouping	
8-10 mins	Engagement/ introduction	Daily routine: date, temperature and time for ss to express something interesting happened yesterday evening. Ss interact by answering the T questions.	Whole class-assembly	
20 mins	Peer assessment	Peer assessment of the description of a person written in the last lesson. The T gives the ss a checklist with the important thing that should be in their descriptions. Ss have to tick or cross depending if their peer has what the checklist says.  The T will revise every description after following a rubric to graduate their level. The T will evaluate the descriptions and give out another day.	Whole class	
25 mins	Process and guidance and scaffolding	Reading time. Rotation of the reading activity from the one done last week.  The T evaluates the students' reading skills using a rubric.	Individual work	
3-5 mins	Reflection	Ss write in their reading book, the main ideas and whatever they have liked more about what they have read.	Individual work	

<b>Unit</b>	7	<b>Lesson</b>	7	<b>Group</b>	Year 4	<b>Time</b>	60 mins
<b>Topic / Session Title</b>	What had happened in your family before you were born?			<b>Class</b>	English		
Focus							
<b>Skills</b>	X Listening	Speaking	X Reading	X Writing			
<b>Systems</b>	X Grammar	Phonology	Lexis	X Function	Discourse		
<b>Competences</b>	X Grammatical	Socio-linguistic	Discourse	Strategic			
<b>Contents</b>	-Possessives. -Expressions of possession: I have got.						
<b>Learning outcomes</b>	Students should be able to...  <ul style="list-style-type: none"> <li>• Identify and apply possessives.</li> <li>• Work independently with the teacher's support and help.</li> </ul>						
<b>Evaluation criteria</b>	-Ss use possessives correctly. -Ss use simple sentences to express possession.						
<b>Previous knowledge</b>	Ss will know already how to write simple affirmative and negative sentences.						
<b>Attention to diversity</b>	For blind students, the T and ss have to describe everything giving many details so blind students can know what has happened in the clip of the film.  The teacher will set up the subtitles to support students with language difficulties.						

	<p>Students with ADHD will be allowed to move and change position as the activities proposed are long and require concentration. The T can give those students another task, so they disconnect for a few minutes and then come back with energy.</p> <p>The bingo cards will be in 3D and in Braille for blind students.</p> <p>Students with support needs will be given more time to answer.</p>		
<b>Materials</b>	<p>-Scripts of the scene of the film <i>Coco</i> from minute 2:50 to 3:50.</p> <p>-Bingo to practice content.</p> <p>-Cards of the Bingo in Braille and 3D.</p>	<b>Spaces</b>	The classroom
<b>Procedures</b>			
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>	<b>Grouping</b>
8-10 mins	Engagement/ introduction	Daily routine: date, temperature and emotions.	Whole class
10 mins	Explanation	The T explains the possessives and expressions of possessions. She/he will leave the explanation on the board to scaffold the following activities.	Whole class
3-5 mins	Task	Ss watch the scene of film <i>Coco</i> from minute 2:50 to 3:50 again and they have to catch as many possessives as they hear. The T has to tell the ss to pay attention to the possessives that appear on that scene.	Individual work
5-7 mins	Scaffolding	The ss share with their partner the possessives and expressions of possessions they have heard in the clip. They will compare and contrast their answers.	In pairs
20 mins	Task	The T gives the ss, the scripts of that scene and now they have to circle the different possessives it appear. After identifying the possessives, ss have to write at least 10 sentences using possessives and expressions of possession.  The T corrects those sentences and she/he will mark them and have a mark for grammar. This will permit her/him to know if the ss have understood the possessives.	Individual work
10 mins	Practice	Bingo related with possessives and content learnt during the Unit.	Individual work

<b>Unit</b>	7	<b>Lesson</b>	8	<b>Group</b>	Year 4	<b>Time</b>	60 mins
<b>Topic / Session Title</b>	What had happened in your family before you were born?			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	Listening	X Speaking	Reading	Writing			
<b>Systems</b>	Grammar	Phonology	Lexis	Function	X Discourse		
<b>Competences</b>	Grammatical	X Socio-linguistic	X Discourse		X Strategic		
<b>Contents</b>	<p>-Debate about a theme of everyday life.</p> <p>-Respect other opinions and the turn to talk.</p> <p>-Participation in classroom conversations.</p>						
<b>Learning outcomes</b>	<p>Students should be able to...</p> <ul style="list-style-type: none"> <li>• Discuss an everyday topic with peers in detail.</li> </ul>						

	<ul style="list-style-type: none"> <li>• Give opinion.</li> </ul>		
<b>Evaluation criteria</b>	<p><b>Evaluation criteria for the debate:</b></p> <p>-Ss discuss an everyday topic respecting other people' s opinions and respecting the time given to talk.          -Ss express their opinions in a clear and coherent way giving arguments.          -Ss use comparatives and superlatives adjectives to give arguments.</p> <p><b>Evaluation criteria for the kahoot:</b></p> <p>-Ss use possessives correctly.          -Ss use expressions of existence properly, such as “there is/are”.          -Ss use vocabulary about family members.</p> <p>Evaluation criteria for the family tree:</p> <p>-Ss apply the vocabulary about family member correctly.          -Ss create the family tree in a creative and original way.          -Ss spell properly the vocabulary about family member.</p>		
<b>Previous knowledge</b>	Ss will know already vocabulary about family members, the possessives and expressions of possession and expressions of existence such as “there is/there are”.		
<b>Attention to diversity</b>	<p>Students with language difficulties or support needs will have some phrases structures to be able to participate in the debate. Also, the teacher will ask and encourage to participate being more patient with their contributions.</p> <p>Students with higher capacities will have to use some phrases structures given by the teacher.</p> <p>For the kahoot activity, blind students will do it as well as the rest, but the T will have to read the question and answers to them.</p>		
<b>Materials</b>	<ul style="list-style-type: none"> <li>-Rubric to evaluate the students' contribution in the debate.</li> <li>-Kahoot to review the main concepts of the week.</li> <li>-Ipads</li> <li>-Checklist to evaluate the family tree.</li> <li>-Phrases structures given by the teacher for students with support needs and with higher capacities to support the debate.</li> </ul>	<b>Spaces</b>	The: classroom
<b>Procedures</b>			
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>	<b>Grouping</b>
8-10 mins	Engagement/ introduction	Daily routine: date, temperature and emotions.	Whole class
5 mins	Guidance and scaffolding	The T remembers some tips to do an adequate debate such as respecting other people' s opinions, respecting the time given to talk, some phrases structures (I believe that, I see your point but I think that, I don't agree with you because, that's an interesting idea)	Whole class

3-5 mins	Task	The T introduces the topic of the debate “ <i>How important is it having the newest mobile phone?</i> ”. The T divides the class in two groups, one for and the other against.	Whole class
5 mins	Task	Ss think and write arguments for or against depending on the groups they are.	Individual work
10 mins	Process	Share with the group the arguments written.	In groups
15-20 mins	Process	Debate. Ss explain their arguments in a respectful and organise way.  The T is the mediator of the debate and is in charge of controlling it. Also, the T will use a rubric to evaluate the students’ contribution in the debate.	Whole class
10 mins	Reflection	Little quiz of the week.  After the quiz, the T collects the family trees asked to be done in the lesson 1.  The T evaluates the family trees taking into account the understanding and use of the vocabulary about family members. She/he will use a checklist.	Individual work

<b>Unit</b>	7	<b>Lesson</b>	9	<b>Group</b>	Year 4	<b>Time</b>	60 mins
<b>Topic / Session Title</b>	What had happened in your family before you were born?			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	X Listening	Speaking	Reading	Writing			
<b>Systems</b>	X Grammar	X Phonology	Lexis	Function	Discourse		
<b>Competences</b>	X Grammatical	Socio-linguistic	Discourse	Strategic			
<b>Contents</b>	-Past simple tense. -Comparatives and superlatives.						
<b>Learning outcomes</b>	Students should be able to...  <ul style="list-style-type: none"> <li>• Spell words.</li> <li>• Identify the past simple verbs mentioned in the film.</li> <li>• Apply the past simple to narrate things happened in the past.</li> <li>• Work independently with the teacher’s support and help.</li> </ul>						
<b>Evaluation criteria</b>	-Ss spell words properly. -Ss apply the past simple to narrate things happened in the past. -Ss work independently with the teacher’s support and help.						
<b>Previous knowledge</b>	Ss will know already how to use the past simple and how to spell words as seen throughout the Units.						
<b>Attention to diversity</b>	Students with support needs will have the word written so it is easier for them to spell it. Also they will have the past simple structure to do the filling the gap activity.						
<b>Materials</b>	-Film <i>Coco</i> -Scripts with gaps in the verbs. -Whiteboard -App “ <i>lyricstraining</i> ”			<b>Spaces</b>	The classroom		
<b>Procedures</b>							

Timing	Stage	Activities (T / S role)	Grouping
8-10 mins	Engagement/ introduction	Daily routine: date, temperature and emotions.	Whole class
20 mins	Spelling	Spelling competition. All the ss are stand up in a circle, the T saying words and a name of a student and she/he has to spell it without looking at the word. If the ss spell it wrong she/he sits down. We will do it until eliminating everyone except three ss that will win an English book.  The T takes notes in her/his notebook of the ss progression, in order to mark that activity.	Whole class in a circle.
15 mins	Task	The ss watch the scene of the film <i>Coco</i> (from minute 1:07 to minute 3:07) and they have to fill in the gaps the script with the past tense.  The T corrects the exercises and mark the students progression. If the ss have many difficulties with the past simple, she/he will propose more activities to reinforce it in other lessons.	Individual work
15 mins	Round up	With the app “ <i>lyricstraining</i> ” ss fill in the gaps the lyrics of a song.  The aim of this activity is to practice students’ comprehension and to do a motivative activity to finish they class, as they have been working hard on grammar before	Whole class

<b>Unit</b>	7	<b>Lesson</b>	10	<b>Group</b>	Year 4	<b>Time</b>	60 mins
<b>Topic / Session Title</b>	What had happened in your family before you were born?			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	Listening	Speaking	Reading	X	Writing		
<b>Systems</b>	Grammar	Phonology	Lexis	X	Function	X Discourse	
<b>Competences</b>	Grammatical	X Socio-linguistic	X	Discourse	X Strategic		
<b>Contents</b>	-Know how to write a descriptive text. -Description of their family background.						
<b>Learning outcomes</b>	Students should be able to... <ul style="list-style-type: none"> <li>• Describe their family history and background.</li> <li>• Use comparative and superlative adjectives</li> <li>• Apply the vocabulary about family members</li> <li>• Narrate something happened in the past using the past simple.</li> <li>• Use expressions of existence (there is/there are)</li> </ul>						
<b>Evaluation criteria</b>	-Ss work independently with the teacher’s support and help.						
<b>Previous knowledge</b>	Ss will know already the vocabulary of the family members, how to use comparatives and superlatives and the past simple tense. Also, they will know how to write a descriptive text as learnt in previous lessons.						
<b>Attention diversity</b>	to Students with ADHD will be allowed to move and change position as the writing activity is long and requires concentration. The T can give those students another task, so they disconnect for a few minutes and then come back with energy.						

	The teacher will give some exemplar structure and phrases structure to students with support needs so they can do the writing.		
<b>Materials</b>	-Family tree corrected from the teacher as it was handed in in lesson 8. -Exemplar structure and phrases structure for students with support needs, so they can use them in the writing.	<b>Spaces</b>	The classroom
<b>Procedures</b>			
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>	<b>Grouping</b>
8-10 mins	Engagement/ introduction	Daily routine: date, temperature and emotions.	Whole class
15 mins	Warm up	The T asks the ss “ <i>How is the description structure?</i> ”. Ss have to answer to the question and the T writes the answer on the board that will be used as a support of their writings. Also, the T asks the ss how to make comparisons using comparatives and superlatives adjectives. Ss should be able to answer her/him as they have learnt that in previous lessons. The purpose of this questions is to recapitulate and scaffold their writings.	Whole class
35 mins	Task	Ss have to answer the big question “ <i>What had happened in your family before you were born?</i> ” using the family vocabulary, comparisons between them and the past background. They will use their family tree done in previous lessons as a graphic organiser to organise their description.  The T will observe if the students work independently, and take notes of their attitude and behaviour.	Individual work
3 mins	Homework	Ss will have to prepare a presentation of their family’ background for 3-4 minutes. They have to use the writing done in this lesson and the family tree already done. They can use a Power Point or a poster to present it. The presentations will take place in the last lesson (lesson 15).	Whole class

<b>Unit</b>	7	<b>Lesson</b>	11	<b>Group</b>	Year 4	<b>Time</b>	60 mins
<b>Topic / Session Title</b>	What had happened in your family before you were born?			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	Listening	X Speaking	X Reading	X Writing			
<b>Systems</b>	Grammar	Phonology	Lexis	Function	Discourse		
<b>Competences</b>	Grammatical	Socio-linguistic	Discourse	Strategic			
<b>Contents</b>	-Self-assessment. -Understand the main words and ideas, when reading stories, newspapers and magazines and other narrative texts.						
<b>Learning outcomes</b>	Students should be able to... <ul style="list-style-type: none"> <li>Evaluate their writing following teacher’ s instructions.</li> <li>Understand the main words and ideas, when reading different types of texts.</li> </ul>						



	<ul style="list-style-type: none"> <li>Formulate simple sentences of what he/she has understood from the reading.</li> </ul>		
<b>Evaluation criteria</b>	<p>-Ss honestly evaluate their partner writing following teacher' s instructions.          -Ss use basic connectors to structure their description.          -Ss describe their family history and background.          -Ss use comparative and superlative adjectives          -Ss apply the vocabulary about family members          -Ss narrate something happened in the past using the past simple.          -Ss use expressions of existence (there is/there are)</p> <p><b>Evaluation criteria for the weekly reading:</b></p> <p>-Ss understand the main words and ideas, when reading different types of texts.          -Ss are able to formulate a few simple sentences of what he/she has understood from the reading.          -Ss read with fluency and proper intonation.</p>		
<b>Previous knowledge</b>	Ss will know already the vocabulary of the family members, how to use comparatives and superlatives and the past simple tense. Also, they know how to self-assess and how to read an English book and look up words in the dictionary if necessary.		
<b>Attention to diversity</b>	<p>The checklist for peer-assess will be in Braille. The student will read their writing to the blind student so she/he can correct it following the checklist.</p> <p>Blind students will have Braille books and magazines so they can read and improve their reading skills. Those materials will be adapted by the ONCE.</p> <p>The T will be flexible with students with ADHD as the reading task requires prolonged concentration and attention. Thus, those students will be allowed to move around the classroom or even leaving for a few minutes.</p> <p>For the students with language difficulties or other learning difficulty as dyslexia, the teacher will support them by underling the principal ideas of the book or giving them books with more pictures and the size of the letters bigger. The teacher will give those students a template to fill, in reflection of the reading so it is easier for them to write a few sentences related to what they have read.</p> <p>For the students with higher capacities, the teacher will give them more difficult books to eliminate boredom and attract their interest.</p>		
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Checklist to evaluate the writings</li> <li>-Rubric to evaluate the writings.</li> <li>-Stories, newspapers and magazines, atlas and a variety of books that will be in the class library.</li> <li>-Rubric to evaluate students' reading skills.</li> <li>-Template for the reading task, for students with support needs.</li> </ul>	<b>Spaces</b>	The: classroom
<b>Procedures</b>			
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>	<b>Grouping</b>
8-10 mins	Engagement/ introduction	Daily routine: date, temperature and time for ss to express something interesting happened yesterday evening. Ss interact by answering the T questions.	Whole class-assembly
10 mins	Peer assessment	Peer assessment of the description written in the last lesson. The T gives the ss a checklist with the important thing that should be in their descriptions. Ss have to tick or cross depending if their peer has what the checklist says.	Whole class

		The T will revise every writing after following a rubric to graduate their level. The T will evaluate the writings and give out another day.	
25 mins	Task	Reading time. Rotation of the reading activity from the one done last week.  The T will evaluate the students' reading skills using a rubric.	Individual work
3-5 mins	Reflection	Ss write in their reading book, the main ideas and whatever they have liked more about what they have read.	Individual work
10 mins	Reflection	As the ss have already watched the film <i>Coco</i> as homework, at the beginning of the unit, they should know where the film was filmed: Mexico (South America).  Ss will talk about what they now about the Mexican culture and the death's day as it is explained in the film.	Whole class
3 mins	Homework explanation	As homework for tomorrow will look for information about geological situation of Mexico and some cultural traditions or curiosities. They can bring photos to decorate the poster that will be done in the next session.	Whole class

<b>Unit</b>	7	<b>Lesson</b>	12	<b>Group</b>	Year 4	<b>Time</b>	60 mins
<b>Topic / Session Title</b>	What had happened in your family before you were born?			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	Listening	X Speaking	Reading	Writing			
<b>Systems</b>	Grammar	Phonology	Lexis	X Function	X Discourse		
<b>Competences</b>	Grammatical	X Socio-linguistic	X Discourse		X Strategic		
<b>Contents</b>	-Cultural awareness of South America. -Cooperative learning.						
<b>Learning outcomes</b>	Students should be able to...  <ul style="list-style-type: none"> <li>• Use internet and other resources to obtain information.</li> <li>• Develop cultural awareness.</li> <li>• Respect and be open to other cultural traditions.</li> </ul>						
<b>Evaluation criteria</b>	-Ss use adequate internet and other resources to obtain information. -Ss cooperative with their classmates. -Ss develop their cultural awareness. -Ss explain correctly the information in their poster. -Ss create original and creative posters.						
<b>Previous knowledge</b>	Ss will know already information about Mexican culture and some typical traditions as searched the information as homework.						
<b>Attention to diversity</b>	The T will be flexible with students with ADHD as the task requires prolonged concentration and attention. Thus, those students will be allowed to move around the classroom or even leave for a few minutes.  Students with language difficulties or support needs will have some phrases structures to be able to do the task and the oral presentation.						
<b>Materials</b>	-Ipads.				<b>Spaces</b>	The: classroom	

		<p>-Information searched at home about cultural information and traditions of Mexico done as homework.</p> <p>-Checklist to evaluate the capacity to work in cooperative groups.</p> <p>-Rubric for the ss and the T to evaluate the poster and the presentation.</p> <p>-Exemplar structure and phrases structure for students with support needs.</p>		
Procedures				
Timing	Stage	Activities (T / S role)	Grouping	
8-10 mins	Engagement/ introduction	Daily routine: date, temperature and emotions.	Whole class	
25 mins	Task	<p>With the information found at home, ss have to have to create a poster with some cultural information and traditions of Mexico (South America). The T will give them some iPads in case they need to look for more information on the net. The poster should be creative and original.</p> <p>The T goes around in case the students need help and support. Also, she/he evaluates their capacity to work in cooperative groups using a checklist.</p>	Cooperative groups	
25 mins	Presentations	<p>Each group will presents to the whole class, their posters. Every member of the group has to talk.</p> <p>The ss evaluate their classmates with a rubric in which they will take into account the presentation, the explanation and the originality and creativity of the poster and exposition.</p> <p>The T evaluates the expositions as well with a rubric.</p>	Whole class	

<b>Unit</b>	7	<b>Lesson</b>	13	<b>Group</b>	Year 4	<b>Time</b>	60 mins
<b>Topic / Session Title</b>	What had happened in your family before you were born?			<b>Class</b>	English		
Focus							
<b>Skills</b>	Listening	X Speaking	Reading	X Writing			
<b>Systems</b>	Grammar	Phonology	Lexis	X Function	X Discourse		
<b>Competences</b>	Grammatical	X Socio-linguistic	X Discourse	X Strategic			
<b>Contents</b>	<p>-Use dialogue to write the scripts.</p> <p>-Include everyone and respect other opinions.</p>						
<b>Learning outcomes</b>	<p>Students should be able to...</p> <ul style="list-style-type: none"> <li>List and include the content they have learnt during the Unit in the scripts.</li> <li>Understand written instructions and carry out the actions.</li> </ul>						
<b>Evaluation criteria</b>	<p><b>Evaluation criteria for the scripts of the film:</b></p> <p>-Ss write simple sentences using the content learnt throughout the Unit.</p> <p>-Ss create a script where every member of the group talks at least to times.</p>						

	<p>-The script is original and includes most of the content learnt.</p> <p><b>Evaluation criteria for the Kahoot:</b></p> <p>-Ss apply properly the comparative and superlative in a comparison.</p> <p>-Ss narrate things happened in the past using the past simple.</p> <p>-Ss use correctly the possessives and expressions of possession.</p>		
<b>Previous knowledge</b>	Ss will know already how to form comparatives and superlatives, use the past simple and possessives.		
<b>Attention diversity</b>	<p>Students with ADHD will be allowed to move and change position as the writing activity is long and requires concentration. The T can give those students another task, so they disconnect for a few minutes and then come back with energy.</p> <p>The teacher will give some exemplar structure and phrases structure to students with support needs so they can contribute with ideas for the scripts of the film.</p> <p>For the kahoot activity, blind students will do it as well as the rest, but the T will have to read the question and answers to them.</p>		
<b>Materials</b>	<ul style="list-style-type: none"> <li>-Film <i>Coco</i></li> <li>-Rubric to evaluate the scripts of the film</li> <li>-Kahoot to review the main concepts of the week.</li> <li>-Ipads</li> <li>-Exemplar structure and phrases structure for students with support needs</li> </ul>	<b>Spaces</b>	The: classroom
<b>Procedures</b>			
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>	<b>Grouping</b>
8-10 mins	Engagement/ introduction	Daily routine: date, temperature and emotions.	Whole class
35 mins	Task	<p>Ss have to write the scripts of the film <i>Coco</i> using the scene worked during the whole Unit where the protagonist tells his family background and it appears the big question “<i>what had happened in your family before you were born?</i>”. (from minute 1:07 to minute 3:07).</p> <p>They have to invent the dialogue and write it. It can be similar but not the same as in the film as they have to include the concepts we have learnt in the Unit. Also, all the members of the group have to speak at least two times. That will be a possible dialogue for the final product: the film.</p> <p>The T evaluates the scripts of the film using a rubric. The scripts with highest punctuation will be represented in the final product.</p>	Cooperative groups
15 mins	Reflection	Little quiz of the week.	Individual work

<b>Unit</b>	7	<b>Lesson</b>	14	<b>Group</b>	Year 4	<b>Time</b>	60 mins
<b>Topic / Session Title</b>	What had happened in your family before you were born?			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	Listening	X Speaking	X Reading	Writing			

<b>Systems</b>	X Grammar	X Phonology	Lexis	Function	Discourse
<b>Competences</b>	X Grammatical	X Socio-linguistic	Discourse	Strategic	
<b>Contents</b>	-Revision of the content learnt during the unit.				
<b>Learning outcomes</b>	<p>Students should be able to...</p> <ul style="list-style-type: none"> <li>• Understand the vocabulary learnt about family members and personality adjectives.</li> <li>• Narrate things happened in the past using the past simple form.</li> <li>• Use ICT resources.</li> <li>• Apply comparatives and superlatives adjectives.</li> <li>• Cooperate with classmates to do activities.</li> </ul>				
<b>Evaluation criteria</b>	<p>-Ss understand properly the vocabulary learnt about family members and personality adjectives.</p> <p>-Ss narrate things happened in the past using the past simple form.</p> <p>-Ss use the comparative and superlatives adjectives properly.</p> <p>-Ss work cooperatively to do activities.</p>				
<b>Previous knowledge</b>	Ss will know already all the concepts needed to do the activities in each corner.				
<b>Attention to diversity</b>	All the materials of the corners will be in Braille and adapted for blind students. Also, students will help them to move from one corner to the other.				
<b>Materials</b>	<p>-Memory of the vocabulary learnt in the whole Unit.</p> <p>-Ipads</p> <p>-British council app to review expressions of quantity and countable and uncountable nouns.</p> <p>-Pictures of people and adjectives cards.</p> <p>-Rubric to evaluate the ss progression and cooperative work.</p> <p>-Material adapted for students with special needs.</p>	<b>Spaces</b>	The classroom		
<b>Procedures</b>					
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>			<b>Grouping</b>
8-10 mins	Engagement/ introduction	Daily routine: date, temperature and emotions.			Whole class
50 mins (12-15 mins in each corner)	Process and cooperative learning	<p>For revising the whole unit for the final quiz and to consolidate all the concepts, this lesson is in 4 corners. In each corner there are different materials to work on the different concepts learnt through all the unit.</p> <p><b>1st corner:</b> Memory with the vocabulary about family members and personality adjectives. In this corner, ss revise the meaning of the words.</p> <p><b>2ndcorner:</b> With iPads, ss play online games to review the past simple. In this corner, ss reinforce the past simple structure.</p> <p><b>3rd corner:</b> There are some picture of people and ss have to compare them using the adjectives proposed in some cards. Ss have to write at least four phases of comparison using comparatives and superlatives adjectives.</p> <p><b>4th corner:</b> Reading corner. Ss read the type of text they like most. In this corner, ss work on their reading skills.</p>			Cooperative groups

3 minutes	Homework	The T will remind the students that the presentations of the family's background will take place in the following lesson.	Whole class
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<b>Unit</b>	7	<b>Lesson</b>	15	<b>Group</b>	Year 4	<b>Time</b>	60 mins
<b>Topic / Session Title</b>	What had happened in your family before you were born?			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	Listening	Speaking	Reading	X Writing			
<b>Systems</b>	X Grammar	Phonology	X Lexis	X Function	X Discourse		
<b>Competences</b>	X Grammatical	X Socio-linguistic	X Discourse	Strategic			
<b>Contents</b>	-Vocabulary about family members and adjectives. -Past simple. -Singular and plural nouns. -There is/ there are -Comparison (comparatives and superlatives). -Expressions of possession. -Description of people and situations.						
<b>Learning outcomes</b>	Students should be able to... <ul style="list-style-type: none"> <li>Demonstrate what they have learnt and understood in the unit.</li> </ul>						
<b>Evaluation criteria</b>	<b>Evaluation criteria for the oral presentation:</b> -Ss use the vocabulary of family members and personal adjectives. -Ss apply comparative and superlative adjectives in their descriptions. -Ss narrate events happened in the past using the past simple properly. -Ss explain clear their family's background.  <b>Evaluation criteria for the kahoot:</b> -Ss use properly there is/ there are according to the noun. -Ss use expressions of possessions correctly. -Ss describe people and situations using comparisons and adjectives of personality.						
<b>Previous knowledge</b>	Ss will know already all the content learnt in the previous lessons. Also they know the structure of a debate and the simple present structure, opinion expressions and connectors.						
<b>Attention to diversity</b>	Students with language difficulties or support needs will have some phrases structures to be able to do the oral presentation.  Blind students will do the written quiz in their computer because with their special computers they can listen what is written and type the answers. Then they will send it to the T and she/he will correct it.						
<b>Materials</b>	-Checklist to evaluate the students' oral presentation. -Final quiz of the unit (written).			<b>Spaces</b>	The: classroom		
<b>Procedures</b>							
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>				<b>Grouping</b>	
8-10 mins	Engagement/ introduction	Daily routine: date, temperature and time for ss to express something interesting happened yesterday evening. Ss interact by answering the T questions.				Whole class-assembly	
30 mins	Task	Ss will present their family's background to the rest of the class as a complementary activity. They will have 3-4 minutes each.  Students and the teacher will use a checklist to evaluate their classmates presentations.				Whole class	

20 mins	Evaluation	Final quiz of the unit. That quiz will be written.	Individual work
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## UNIT 8: What will happen today?

Year 4 Primary Education

Subject: First Foreign Language (English)

Timing: 17 sessions (20/3/2019-11/4/2019)

### 1. Justification for the didactic unit topic

This didactic unit is based on the film, *Kung Fu Panda*. The content is taught by extracting from the film. In class, we watch the scene from the minute 7:59 to 8:06 where it appears the big question “*Are you okay? What’s going on?*” which will be present during the whole unit. The whole didactic unit will be frame on the context of the film, *Kung Fu Panda*. The activities and the vocabulary proposed will be related to the film in order to contextualise learning. The content focuses of the unit will be the future simple and “be going to”, modal verbs: can, should, may, might, must, adv. of manner (e.g. slowly, well, quickly, carefully), indications of time (e.g. now, tomorrow (morning); anteriority (before); posteriority (after); sequence (first, then...); frequency (e.g. sometimes, on Sundays); prepositions, prepositional phrases and adverbs of time. Moreover, this didactic unit will develop intercultural awareness as *Kung Fu Panda* is based on the Asian culture and traditions therefore there will be activities to explore and become aware of Asian culture. Furthermore, in this didactic unit there will be a complementary activity which will consist on going to the park for the reading lesson.

### Relationship between objectives and key competence

Students will be able to...

- Use, when communicating, the vocabulary learnt. (CC.CC.1)
- Demonstrate manners when speaking to salute and to ask for something. (CC.CC.4,5,7)
- Make suggestions. (CC.CC.1)
- Express and announce an event such as the cinema day. (CC.CC.1,3,6)
- Use adv of manner. (CC.CC.6)
- Compare something by using adv. of manner (e.g. slowly, well, quickly, carefully). (CC.CC.1)
- Persuade someone to do something. (CC.CC.1)
- Use in their conversations and writings indicators of time. (CC.CC. 1)

- Presentation as keeping the margin of the page, a nice handwriting and a clean presentation. (CC.CC.1)
- Discuss an everyday topic with peers in detail. (CC.CC.1,4,5)
- Extracting the relevant information about the content. (CC.CC.1)
- Relating new content to previous knowledge to understand and build up more content. (CC.CC.1)
- Sequencing a text with coherence and cohesion. (CC.CC.1)

## 2. Contents

<i>Conceptual</i>	<i>Procedural</i>	<i>Attitudinal</i>
<p>-Vocabulary learnt (thank you, please, may, might, which, fly, independence, fat, event, competition, train, different, creatures).</p> <p>-Future simple and “be going to”</p> <p>-Expresión del modo: Adv. of manner (e.g. slowly, well, quickly, carefully).</p> <p>-Adverbs of time (at that time, not until, immediately, at night, still, soon, sometimes and daily).</p>	<p>-Diálogos sobre temas cotidianos.</p> <p>-Debates sobre temas de actualidad.</p> <p>-Comprensión de textos orales breves procedentes de distintos soportes audiovisuales e informáticos.</p> <p>-Comprensión de mensajes producidos con distintos acentos de la lengua inglesa.</p> <p>-Deletreo de palabras.</p> <p>-Participación en conversaciones en el aula.</p> <p>-Comprensión de las ideas esenciales en cuentos, cómics y otros textos narrativos.</p> <p>-Lectura de textos y trabajos realizados por el propio alumno.</p> <p>-Escritura de entradas en un blog con relativa corrección fonética y utilizando conectores sencillos.</p> <p>-Uso correcto de la puntuación y los apóstrofes.</p>	<p>-Interacción con empatía y uso de diferentes habilidades sociales.</p> <p>-Cuidado en la elaboración y presentación de los textos.</p> <p>-Curiosidad hacia otras culturas, tradiciones.</p> <p>-Trabajo en equipo valorando el esfuerzo individual y colectivo para la consecución de objetivos.</p> <p>-Disposición por participar y colaborar en el proyecto.</p> <p>-Se esfuerza por hablar en inglés en clase.</p>

## 3. Assessment criteria and minimum level required (M.L.R)

- Use the vocabulary learnt from the unit properly while communicating orally and in written form. (M.L.R)
- Being polite and use manners to salute and to ask for something.



- Make original suggestions.
- Give different solutions to a problem.
- Announce an event using persuasion and in an original way.
- Use adverbs of manners properly. (M.L.R)
- Compare something using adv. of manner (e.g. slowly, well, quickly, carefully). (M.L.R)
- Persuade someone to do something being polite.
- Use in their conversations and writings adverbs of time such as at that time, not until, immediately, at night, still, soon, sometimes and daily. (M.L.R)
- Discuss an everyday topic with peers in detail giving coherent arguments.
- Read, recognise and understand common words and sentences. (M.L.R)
- Produce habitual expressions and basic vocabulary with correct pronunciation, intonation, accent and rhythm. (M.L.R)

## **UNIT 9: What have you learned?**

**Year 4 Primary Education**      **Subject:** First Foreign Language (English)

**Timing:** 16 sessions (23/4/-17/5/2019)

### **1. Justification 2019 for the didactic unit topic**

The aim of this didactic unit is to make a review of each unit. Students will be able to answer in depth every big question seen in each unit. From the scripts of each film already written in each unit, each cooperative group will film that scene of the film. In this complementary activity, students will demonstrate their knowledge learnt and their skills to communicate and express ideas orally. They will have to use the vocabulary and the grammar learnt with accuracy. Furthermore, this didactic unit will be a great opportunity to interconnect all the content and skills learnt during the whole year and make a revision for the final exam that will take place in unit 10.

### **2. Relationship between objectives and key competence**

Students will be able to...

- Use, when communicating, the vocabulary learnt. (CC.CC.1)
- Explain what they had learnt using present perfect. (CC.CC.1)
- Evaluate their learning process in order to identify strengths and weaknesses and their learning progress using modal verbs. (CC.CC.1,4,5)
- Use present perfect to describe something that happened in the past but has a relationship with the present.

- Express advantages and likes of the project using modal verbs. (CC.CC.1)
- Express disadvantages and dislikes of the project using modal verbs. (CC.CC.1)
- Demonstrate the content they have learnt. Complete conceptual maps about content taught. (CC.CC.1,6)
- Dramatize a story. (CC.CC.1,3,4,6)
- Work in teams and assume different roles. (CC.CC.4,5)
- Evaluate their own projects. (CC.CC.4,5)
- Discuss an everyday topic with peers in detail. (CC.CC.1,4,5)
- Extracting the relevant information about the content. (CC.CC.1)
- Use strategies and resources to self-assess their own progress. (CC.CC.4,5)

### 3. Contents

<i>Conceptual</i>	<i>Procedural</i>	<i>Attitudinal</i>
<p>-Vocabulary (recognize, basic, focus, response, prefer, accurate, increase, impact, source, capable, congratulate, typical).</p> <p>-Present perfect to describe something that happened in the past but has a relationship with the present.</p> <p>-Modal verbs: can, should, may, might, must.</p>	<p>-Revisión con “mind-maps”.</p> <p>-Diálogos sobre temas cotidianos.</p> <p>-Debates sobre temas conflictivos.</p> <p>-Comprensión de textos orales breves procedentes de distintos soportes audiovisuales e informáticos.</p> <p>-Comprensión de mensajes producidos con distintos acentos de la lengua inglesa.</p> <p>-Deletreo de palabras.</p> <p>-Participación en conversaciones en el aula.</p> <p>-Comprensión de las ideas esenciales en cuentos, cómics y otros textos narrativos.</p> <p>-Lectura de textos y trabajos realizados por el propio alumno.</p> <p>-Escritura dirigida de resúmenes con relativa corrección fonética y utilizando conectores sencillos.</p> <p>-Uso correcto de la puntuación y los apóstrofes.</p>	<p>-Sinceridad y justicia a la hora de evaluarse a si mismo y a los demás.</p> <p>-Interacción con empatía y uso de diferentes habilidades sociales.</p> <p>-Cuidado en la elaboración y presentación de los textos.</p> <p>-Curiosidad hacia otras culturas, tradiciones.</p> <p>-Trabajo en equipo valorando el esfuerzo individual y colectivo para la consecución de objetivos.</p> <p>-Disposición por participar y colaborar en el proyecto.</p> <p>-Se esfuerza por hablar en inglés en clase.</p>

#### 4. Assessment criteria and minimum level required (M.L.R)

Students will...

- Use the vocabulary learnt from the unit properly while communicating orally and in written form. (M.L.R.)
- Use present perfect to describe something that happened in the past but has a relationship with the present.
- Make a revision and a thinking process of what they have learnt.
- Evaluate their learning process in order to identify strengths and weaknesses and their learning progress using modal verbs.
- Express advantages and likes of the project using modal verbs. (M.L.R.)
- Express disadvantages and dislikes of the project using modal verbs. (M.L.R.)
- Demonstrate the content they have learnt by giving concrete examples and solving the activities correctly.
- Dramatize and film in groups using a good intonation and pronunciation. (M.L.R.)
- Work in teams and assume different roles being responsible with their task and respecting everyone.
- Read, recognise and understand common words and sentences. (M.L.R.)
- Produce habitual expressions and basic vocabulary with correct pronunciation, intonation, accent and rhythm. (M.L.R)

#### UNIT 10: What do you need for the project?

**Year 4 Primary Education**      **Subject:** First Foreign Language (English)

**Timing:** 15 sessions (20/5/2019-7/6/2019)

##### 1. Justification for the didactic unit topic

The aim of this didactic unit is to prepare and organise the final product of the project that is a film evening with the film already filmed by the students in unit 9. It will consist in creating some announcements to introduce the event, calculate the food that we will sell, and which benefices will be destined to the solidarity project in the school, write the plot of the film for the programme in order to present to the people who come that day and finally join all the videos filmed in unit 9 to create the final film. This unit will be worked on in experts groups in which each team will have a role according with their main intelligence: mathematical, technological, linguistic, intrapersonal and so on. Families will help in the preparation of the film, so there will

be two families sessions where volunteer parents come and help the pupils to do their tasks. As a complementary activity we will have the cinema evening.

## 2. Relationship between objectives and key competence

Students will be able to...

- Use, when communicating, the vocabulary learnt (conclude, variety, develop, demonstrate, benefit, portion, permit, price, amount, join, entrance) (CC.CC.1)
- Plan and structure social events. (CC.CC.4,5,6)
- Identify their role and work in a task. (CC.CC.4,5)
- Illustrate the important information of a story/film. (CC.CC.1)
- Give information about temporal expressions like (e.g. quarter past five); divisions (e.g. half an hour, summer). (CC.CC.1)
- Distinguish between a preposition, prepositional phrases, adverbs of location, position, motion, direction and origin. (CC.CC.1,7)
- Announce the final product of the project: The cinema day! (CC.CC.1,3,4)
- Integrate all the information using different informatic programs. (CC.CC.3)
- Use “Be going to” to talk about future intentions and plans in an oral and written way. (CC.CC.1)
- Organise and plan a holiday trip. (CC.CC.4,5)
- Demonstrate their knowledge of expressions of quantity. (CC.CC.2)
- Summarise the most relevant information. (CC.CC.1)
- Use strategies and resources to self-assess their own progress. (CC.CC.4,5)
- Cooperate with partners when working in small groups. (CC.CC.4,5)
- Relating new content to previous knowledge to understand and build up more content. (CC.CC.1)
- Sequencing a text with coherence and cohesion. (CC.CC.1)
- Organize and plan an event using graphic organisers. (CC.CC. 1,3)

## 3. Contents

<i>Conceptual</i>	<i>Procedural</i>	<i>Attitudinal</i>
-Expresión de la cantidad: singular/plural; cardinal numbers up to three digits;	-Diálogos sobre temas cotidianos. -Debates sobre temas de actualidad.	-Interacción con empatía y uso de diferentes habilidades sociales.

<p>ordinal numbers up to two digits. Quantity: many, all, some, many, a lot, (a) little, more, half, a bottle/cup/glass/piece of.</p> <p>-Expresiones temporales: points (e.g. quarter past five); divisions (e.g. half an hour, summer).</p> <p>-Prepositions in expressions of time.</p> <p>-“Be going to” to talk about future intentions and plans.</p> <p>-Vocabulary about money and prices: money, purse, wallet, earn money, sell, buy, spend, and save money.</p> <p>-Vocabulary about outdoor summer activities: have a barbecue, go horse riding, pick strawberries, play mini-golf, go hiking, learn to windsurf, go mountain biking, do a treasure hunt, go to an outdoor cinema.</p>	<p>-Comprensión de textos orales breves procedentes de distintos soportes audiovisuales e informáticos.</p> <p>-Comprensión de mensajes producidos con distintos acentos de la lengua inglesa.</p> <p>-Participación en conversaciones en el aula.</p> <p>-Lectura de textos y trabajos realizados por el propio alumno.</p> <p>-Escritura dirigida de un programa de viaje con relativa corrección fonética y utilizando conectores sencillos.</p> <p>-Uso correcto de la puntuación y los apóstrofes.</p>	<p>-Cuidado en la elaboración y presentación de los textos.</p> <p>-Trabajo en equipo valorando el esfuerzo individual y colectivo para la consecución de objetivos.</p> <p>-Disposición por participar y colaborar en el proyecto.</p> <p>-Se esfuerza por hablar en inglés en clase.</p>
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#### 4. Assessment criteria and minimum level required (M.L.R)

Students will...

- Plan and structure social events taking into account every detail.
- Identify their role and work in their task properly and being responsible with their task.
- Illustrate the important information of a story/film by writing a summary with the main information. (M.L.R)
- Give information about temporal expressions like (e.g. quarter past five); divisions (e.g. half an hour, summer). (M.L.R)
- Announce a public event using the appropriate language style.
- Integrate properly all the information using different informatic programs.

- Estimate numbers of attendees and organize an event.
- Use correctly the future simple in their conversations and writings.
- Organise and plan properly a holiday trip.
- Demonstrate their knowledge of expressions of quantity in oral and written activities. (M.L.R)
- Examine their own projects being honest and loyal with themselves and the rest of the classmates. (M.L.R)
- Read, recognise and understand common words and sentences. (M.L.R)
- Produce habitual expressions and basic vocabulary with correct pronunciation, intonation, accent and rhythm. (M.L.R)

<b>Unit</b>	10	<b>Lesson</b>	1	<b>Group</b>	Year 4	<b>Time</b>	60 mins
<b>Topic / Session Title</b>	What do we need for the final product?			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	X Listening	X Speaking	Reading	Writing			
<b>Systems</b>	X Grammar	Phonology	Lexis	X Function	X Discourse		
<b>Competences</b>	X Grammatical	Socio-linguistic	X Discourse	Strategic			
<b>Contents</b>	-Be going to... to talk about future intentions and plans. -Disposition to participate and collaborate in the project.						
<b>Learning outcomes</b>	Students should be able to... <ul style="list-style-type: none"> <li>• Activate the learning and motivation of this unit.</li> <li>• Organize and plan the final product of the project.</li> <li>• Understand how to use “<i>be going to...</i>”</li> </ul>						
<b>Previous knowledge</b>	Ss will know already how to organise and plan something as they have been done throughout the whole Annual Programme.						
<b>Attention to diversity</b>	Students with language difficulties or support needs will have some phrases structures to be able to participate in the oral task.						
<b>Materials</b>	-White big paper. -Support for the oral task, for ss with support needs.			<b>Spaces</b>	The: classroom		
<b>Procedures</b>							
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>				<b>Grouping</b>	
8-10 mins	Engagement/ introduction	Daily routine: date, temperature and emotions.				Whole class	
20 mins	Process	Open the first “big question”: “ <i>What do we need for the final product?</i> ”. There will be a big white paper on the floor and the ss do a brainstorm of thigs they would need to do for the final product. They organise their ideas in a big mind-map. The T helps them guiding with questions. In the mind-map, the central bubble will be film and from it there will different bubbles with the things we need to do before the final day where parents will come to watch the film. That day will be in the last lesson. The T				Assembly	

		will recast the students' in order to introduce the <i>be going to</i> form.  The T will send an email to the parents to announce the film day and ask for help for the two parent lessons.	
20 mins	Explanation	The T explains how to form " <i>be going to...</i> " to talk about future intentions and plans. Ss copy the teacher explanation on their notebooks.	Whole class
5 mins	Explanation	The T explains the tasks that are going to take place during the unit (organising the film and creating a trip planner).	Whole class

<b>Unit</b>	10	<b>Lesson</b>	2	<b>Group</b>	Year 4	<b>Time</b>	60 mins
<b>Topic / Session Title</b>	What do we need for the final product?			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	Listening	Speaking	Reading	X Writing			
<b>Systems</b>	X Grammar	Phonology	Lexis	X Function	Discourse		
<b>Competences</b>	X Grammatical	Socio-linguistic	Discourse	Strategic			
<b>Contents</b>	-Announcement structure -Prepositions of expression of time (in, at, before, after, during and for). -Temporal expressions: points (e.g. quarter past five); divisions (e.g. half an hour, summer).						
<b>Learning outcomes</b>	Students should be able to... <ul style="list-style-type: none"> <li>Identify the different parts in an announcement.</li> <li>Use prepositions in expression of time.</li> </ul>						
<b>Evaluation criteria</b>	-Ss identify the different parts in an announcement. -Ss use the correct preposition in expression of time.						
<b>Previous knowledge</b>	Ss will know already temporal expressions seen in year 3.						
<b>Attention to diversity</b>	Blind students will do the photocopy in their computers because their special computers they can listen what is written and type the answers. Then they will send it to the T and she/he will correct it.  The teacher will help students with support needs to complete the photocopy in case they need.						
<b>Materials</b>	-Mind-map done in last lesson. -Photocopy of an announcement with some gaps. -Rubric to evaluate the photocopy.			<b>Spaces</b>	The classroom		
<b>Procedures</b>							
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>				<b>Grouping</b>	
8-10 mins	Engagement/ introduction	Daily routine: date, temperature and emotions.				Whole class	
5 mins	Preparation	The T explains who we will work in the experts' groups. Each experts' groups will focus on one task but before doing them, the T explains how to do them and give all the content and skills they will need. Thus, every student will learn the same and then focus				Whole class	

		on just one task. With the mind-map done in last lesson, the ss have to decide which expert's group they want to be in.	
20 mins	Explanation	The T explains the structure of an announcement and show some examples. The ss copy all the steps on their notebooks. Everybody will learnt how to write an announcement and it will be very useful for the experts 'group in charge of creating the announcement as they will have to focus that structure when they do the announcement.	Whole class
15 mins	Explanation	The T makes revision of temporal expressions using a clock. While making the revision, the T introduces the preposition in expression of time (in, at, before, after, during and for).	Whole class
10 mins	Task	The T gives the ss a photocopy with an announcement. Ss fill in the gaps with preposition in expression of time in the announcement. After, filling the gaps, they have to identify the different parts of the announcement.  The T will evaluate the photocopy using a rubric.	Individual work

<b>Unit</b>	10	<b>Lesson</b>	3	<b>Group</b>	Year 4	<b>Time</b>	60 mins
<b>Topic / Session Title</b>	What do we need for the final product?			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	Listening	Speaking	X Reading	X Writing			
<b>Systems</b>	Grammar	X Phonology	Lexis	Function	Discourse		
<b>Competences</b>	Grammatical	Socio-linguistic	Discourse	X Strategic			
<b>Contents</b>	-Understand the main words and ideas, when reading stories, newspapers and magazines and other narrative texts.						
<b>Learning outcomes</b>	Students should be able to... <ul style="list-style-type: none"> <li>Organise and plan an event using graphic organisers.</li> <li>Cooperate with classmates.</li> <li>Understand the main words and ideas, when reading different types of texts.</li> <li>Formulate simple sentences of what he/she has understood from the reading.</li> </ul>						
<b>Evaluation criteria</b>	-Ss organise and plan an event using graphic organiser defining what they need. -Ss cooperate with classmates.  <b>Evaluation criteria for the weekly reading:</b>  -Ss understand the main words and ideas, when reading different types of texts. -Ss are able to formulate a few simple sentences of what he/she has understood from the reading. -Ss read with fluency and proper intonation.						
<b>Previous knowledge</b>	Ss will know already how to read an English book and look up words in the dictionary if necessary.						
<b>Attention to diversity</b>	Blind students will have Braille books and magazines so they can read and improve their reading skills. Those materials will be adapted by the ONCE.  The T will be flexible with students with ADHD as the reading task requires prolonged concentration and attention. Thus, those students will be allowed to move around the classroom or even leaving for a few minutes.						



	<p>For the students with language difficulties or other learning difficulty as dyslexia, the teacher will support them by underlining the principal ideas of the book or giving them books with more pictures and the size of the letters bigger. The teacher will give those students a template to fill, in reflection of the reading so it is easier for them to write a few sentences related to what they have read.</p> <p>For the students with higher capacities, the teacher will give them more difficult books to eliminate boredom and attract their interest.</p>		
<b>Materials</b>	<ul style="list-style-type: none"> <li>-Checklist to evaluate the students' capacity to organise and plan their work.</li> <li>-Stories, newspapers and magazines, atlas and a variety of books that will be in the class library.</li> <li>-Rubric to evaluate students' reading skills.</li> <li>-Template for the reading task, for the students with support needs.</li> </ul>	<b>Spaces</b>	The: classroom
<b>Procedures</b>			
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>	<b>Grouping</b>
8-10 mins	Engagement/ introduction	Daily routine: date, temperature and time for ss to express something interesting happened yesterday evening. Ss interact by answering the T questions.	Whole class-assembly
20 mins	Task	<p>With the mind-map done in the lesson 1, each group of experts should organise their work, defining the different task they have to do to do their role, organising and planning the materials they need and diving the tasks. Each group should write everything in a checklist format organising their work in two lessons, defining what they will do first and second and taking int account the timing.</p> <p>The T goes around the groups supervising they are working and in case they have any question, she/he will answer and give them support and help. Also, the T will evaluate the students' capacity to organise and plan their work with a checklist.</p>	Groups of experts
25 mins	Process and guidance and scaffolding	<p>Reading time. Rotation of the reading activity from the one done last week.</p> <p>The T evaluates the students' reading skills using a rubric.</p>	Individual work
3-5 mins	Reflection	Ss write in their reading book, the main ideas and whatever they have liked more about what they have read.	Individual work

<b>Unit</b>	10	<b>Lesson</b>	4	<b>Group</b>	Year 4	<b>Time</b>	60 mins
<b>Topic / Session Title</b>	What do we need for the final product?			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	Listening	X Speaking	Reading	Writing			
<b>Systems</b>	Grammar	X Phonology	X Lexis	Function	Discourse		
<b>Competences</b>	Grammatical	X Socio-linguistic	Discourse	X Strategic			
<b>Contents</b>	<ul style="list-style-type: none"> <li>-Digital content</li> <li>-Vocabulary about money and prices: money, purse, wallet, earn money, sell, buy, spend, and save money.</li> </ul>						

<b>Learning outcomes</b>	Students should be able to... <ul style="list-style-type: none"> <li>• Create a video using moviemaker.</li> <li>• Use the vocabulary about money and price in a real situation.</li> </ul>		
<b>Evaluation criteria</b>	-Ss use the vocabulary about money and price properly in a real situation. -Ss use dialogue correctly.		
<b>Previous knowledge</b>	Ss will know already the difference between countable and uncountable nouns and the use of how much/many, learnt in unit 4.		
<b>Attention to diversity</b>	The T will describe every step giving many details so blind students can follow the explanation. Blind students will use their special computer so they can hear everything they do.  The teacher will give some exemplar structure and vocabulary words to students with support needs so they can do the role-play.		
<b>Materials</b>	-Whiteboard -Moviemaker programme -Pictures of students to make the video -Checklist to evaluate the role-play.	<b>Spaces</b>	The classroom
<b>Procedures</b>			
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>	<b>Grouping</b>
8-10 mins	Engagement/ introduction	Daily routine: date, temperature and emotions.	Whole class
20 mins	Explanation	The T explains how to create a video. She/he projects on the whiteboard some pictures of the students and will explain step by step how to use “moviemaker” to create a video. Ss will take notes of each step. After, the explanation, they will have a video with the students photos. Everybody will learn how to create a video using a technological programme and it will be very useful for the experts ‘group in charge of creating the film.	Whole class
15 mins	Explanation	To scaffold the task related with estimation of money and people. The T will introduce the vocabulary related with money and prices. Also, they will use “how much/many” depending on the noun as seen in unit 4.	Whole class
15 mins	Practice	Ss create a role-play using the vocabulary about money and prices. The language assistant will help them with their pronunciation. The T goes around checking if they are using the proper vocabulary and structure. She/he evaluates this activity using a checklist.	In pairs

<b>Unit</b>	10	<b>Lesson</b>	5	<b>Group</b>	Year 4	<b>Time</b>	60 mins
<b>Topic / Session Title</b>	What do we need for the final product?			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	Listening	X Speaking	Reading	Writing			
<b>Systems</b>	Grammar	X Phonology	Lexis	Function	X Discourse		
<b>Competences</b>	Grammatical	X Socio-linguistic	X Discourse	X Strategic			

<b>Contents</b>	-Debate about a theme of everyday life. -Respect other opinions and the turn to talk. -Participation in classroom conversations.		
<b>Learning outcomes</b>	Students should be able to... <ul style="list-style-type: none"> <li>• Discuss an everyday topic with peers in detail.</li> <li>• Make a list of argument to support their opinions.</li> <li>• Give opinion.</li> </ul>		
<b>Evaluation criteria</b>	<b>Evaluation criteria for the debate:</b> -Ss discuss an everyday topic respecting other people' s opinions and respecting the time given to talk. -Ss express their opinions in a clear and coherent way giving arguments. -Ss use correctly “be going to” to talk about future intentions and plans.  <b>Evaluation criteria for the kahoot:</b> -Ss use correctly “be going to” to talk about future intentions and plans. -Ss use vocabulary about money and prices properly. -Ss use prepositions in expression of time and temporal expressions.		
<b>Previous knowledge</b>	Ss will know already know how to use “be going to”, the vocabulary about money and prices and expressions of time and temporal expressions as seen in previous lessons.		
<b>Attention diversity</b>	<b>to</b>	Students with language difficulties or support needs will have some phrases structures to be able to participate in the debate. Also, the teacher will ask and encourage them to participate being more patient with their contributions.  Students with higher capacities will have to use some phrases structures given by the teacher.  For the kahoot activity, blind students will do it as well as the rest, but the T will have to read the question and answers to them.	
<b>Materials</b>	-Support for the debate, for students with support needs and higher capacities. -iPads or laptops to play the kahoot. -Whiteboard to project the kahoot. -Kahoot to review the main concepts of the week. -Rubric to evaluate the debate.	<b>Spaces</b>	The: classroom
<b>Procedures</b>			
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>	<b>Grouping</b>
8-10 mins	Engagement/ introduction	Daily routine: date, temperature and emotions.	Whole class
3-5 mins	Task	The T introduces the topic of the debate “ <i>Cars will disappear in the future</i> ”. The T divides the class in two groups, one for and the other against.	Whole class
5 mins	Process	Ss think and write arguments for or against depending on the groups they are.	Individual work
10 mins	Task	Share with the group the arguments written.	In groups
15 mins	Process	Debate. Ss explain their arguments in a respectful and organise way.	Whole class

		The T is the mediator of the debate and is in charge of controlling it. Also, the T will use a rubric to evaluate the students' contribution in the debate.	
15 mins	Evaluation	Little quiz of the week.	Individual work

<b>Unit</b>	10	<b>Lesson</b>	6	<b>Group</b>	Year 4	<b>Time</b>	60 mins
<b>Topic / Session Title</b>	What do we need for the final product?			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	Listening	X Speaking	Reading	Writing			
<b>Systems</b>	Grammar	X Phonology	X Lexis	Function	X Discourse		
<b>Competences</b>	X Grammatical	Socio-linguistic	X Discourse	Strategic			
<b>Contents</b>	-Vocabulary about outdoor summer activities: have a barbecue, go horse riding, pick strawberries, play mini-golf, go hiking, learn to windsurf, go mountain biking, do a treasure hunt, go to an outdoor cinema.						
<b>Learning outcomes</b>	<p>Students should be able to...</p> <ul style="list-style-type: none"> <li>• Understand the vocabulary about outdoor summer activities.</li> <li>• Look up in the dictionary definitions of the vocabulary</li> <li>• Use “be going to”, vocabulary about price and money and vocabulary about outdoor summer activities.</li> </ul>						
<b>Evaluation criteria</b>	<p>-Ss use “be going to” properly to express future intentions and plans.          -Ss use correctly money and price of the cloths.          -Ss use correctly vocabulary about outdoor summer activities.          -Ss are able to maintain a dialogue in English in a fluent way.</p>						
<b>Previous knowledge</b>	Ss will know already how to use “be going to” and vocabulary about money and prices and outdoor summer activities.						
<b>Attention diversity</b>	<b>to</b>	<p>For blind students, the T and ss have to describe everything giving many details so blind students can know what has happened in the clip of the film. Blind students will use online dictionaries to look up unknown words.</p> <p>The teacher will give some exemplar structure and vocabulary words to students with support needs so they can do the role-play.</p> <p>Students with ADHD will be allowed to move and change position as the activities proposed are long and require concentration. The T can give those students another task, so they disconnect for a few minutes and then come back with energy</p>					
<b>Materials</b>	<p>-Dictionaries or Ipads.          -Exemplar structure and vocabulary for the role-play, for ss with support needs.          -Checklist to evaluate the role-play.</p>			<b>Spaces</b>	The classroom		
<b>Procedures</b>							
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>				<b>Grouping</b>	
8-10 mins	Engagement/ introduction	Daily routine: date, temperature and emotions.				Whole class	
15 mins	Explanation	The T asks the ss “ <i>what are you going to do this summer?</i> Ss will do a brainstorm of summer activities. From their answers				Whole class	

		the T introduce the vocabulary of the unit: outdoor summer activities.	
15 mins	Task	In groups, ss have to find out definitions for the vocabulary list.	Cooperative groups
20 mins	Role-play	<p>Ss have to do a role-play in a holiday agency. One students will be the seller of a holiday trip and the other students the ones who want to have information and buy a holiday trip.</p> <p>The T tells them the instructions: they should use “be going to” and price and money vocabulary and vocabulary about outdoor summer activities.</p> <p>The T goes around the groups to verify they are doing it properly. She/he will use a checklist to evaluate this activity. The language assistant will go around as well, helping the students with their pronunciation and intonation.</p>	Groups of three

<b>Unit</b>	10	<b>Lesson</b>	7	<b>Group</b>	Year 4	<b>Time</b>	60 mins	
<b>Topic / Session Title</b>	What do we need for the final product?- Parents day			<b>Class</b>	English			
<b>Focus</b>								
<b>Skills</b>	Listening	X Speaking	Reading	X Writing				
<b>Systems</b>	Grammar	Phonology	Lexis	X Function	Discourse			
<b>Competences</b>	Grammatical	Socio-linguistic	Discourse	X Strategic				
<b>Contents</b>	-Cooperative learning. -Participation and contribution to the project tasks. -Empathy and use of social abilities.							
<b>Learning outcomes</b>	Students should be able to... <ul style="list-style-type: none"> <li>• Work in teams respecting everybody’s contribution.</li> <li>• Participate and contribute with ideas to the tasks.</li> <li>• Have empathy with the members of the experts’ groups and use social abilities.</li> </ul>							
<b>Evaluation criteria</b>	-Ss cooperate and work in team properly. -Ss participate and contribute in the development of the tasks. -Ss have empathy with the rest of the group members and use social abilities.							
<b>Previous knowledge</b>	Ss will know already how to create a video, money and price vocabulary, how to write an announcement and to write a plot.							
<b>Materials</b>	-Planning done in lesson 3 and checklist. -Laptops to do the video -Moviemaker app -Notes of the content seen throughout the year. -Checklist to evaluate cooperative learning.			<b>Spaces</b>	The classroom and the computer room			
<b>Procedures</b>								
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>					<b>Grouping</b>	
10 mins	Introduction	The T explains the parents that they have dive the class into 5 groups of experts (redactors 1, redactors 2, film creators, the numeric group and the designers). in order to prepare the final product that is the film done by the students. The T explains also					Whole class	

		what they will be doing in each groups of experts and parents will be divided in the groups according to their preferences and skills, so every group has at least an adult to supervise and help with the tasks. The T explains, as well, where the different groups will be. The two groups of redactors in one classroom, the numeric group and the designers in another classroom and the film creators in the computer room.	
50 mins	Task	<p>Each experts' groups with the help of parents will start their task following their planning done in lesson 3. Parents will supervise their work and in case they need help in any of the task they will help the students. For example, in the film creators, parents can help the students with the film programme or any technological difficulty they have. Or the group of redactors, parents can help the students organising their ideas or revising their work if they know how to speak English and so on.</p> <p>The T goes around the groups, evaluating their capacity to work cooperatively using a checklist. Also, she/he will give support and help in case they need it.</p>	Experts' groups

<b>Unit</b>	10	<b>Lesson</b>	8	<b>Group</b>	Year 4	<b>Time</b>	60 mins
<b>Topic / Session Title</b>	What do we need for the final product?			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	Listening	X Speaking	X Reading	X Writing			
<b>Systems</b>	Grammar	Phonology	X Lexis	Function	Discourse		
<b>Competences</b>	Grammatical	X Socio-linguistic	Discourse	x Strategic			
<b>Contents</b>	<p>-Self-assessment.</p> <p>-Understand the main words and ideas, when reading stories, newspapers and magazines and other narrative texts.</p>						
<b>Learning outcomes</b>	<p>Students should be able to...</p> <ul style="list-style-type: none"> <li>• Use strategies to self-assess their work with the checklist designed in lesson 3.</li> <li>• Understand the main words and ideas, when reading different types of texts.</li> <li>• Learn new vocabulary and expressions from context.</li> <li>• Formulate simple sentences of what he/she has understood from the reading.</li> </ul>						
<b>Evaluation criteria</b>	<p>-Ss honestly evaluate their work with the checklist designed in lesson 3.</p> <p><b>Evaluation criteria for the weekly reading:</b></p> <p>-Ss understand the main words and ideas, when reading different types of texts.</p> <p>-Ss are able to formulate a few simple sentences of what he/she has understood from the reading.</p> <p>-Ss read with fluency and proper intonation.</p>						
<b>Previous knowledge</b>	Ss will know already how to read an English book and look up words in the dictionary if necessary.						
<b>Attention to diversity</b>	The checklist will be in Braille for blind students, so they are able to self-assess their writings.						

	<p>Blind students will have Braille books and magazines so they can read and improve their reading skills. Those materials will be adapted by the ONCE.</p> <p>The T will be flexible with students with ADHD as the reading task requires prolonged concentration and attention. Thus, those students will be allowed to move around the classroom or even leaving for a few minutes.</p> <p>For the students with language difficulties or other learning difficulty as dyslexia, the teacher will support them by underling the principal ideas of the book or giving them books with more pictures and the size of the letters bigger. The teacher will give those students a template to fill, in reflection of the reading so it is easier for them to write a few sentences related to what they have read.</p> <p>For the students with higher capacities, the teacher will give them more difficult books to eliminate boredom and attract their interest.</p>		
<b>Materials</b>	<ul style="list-style-type: none"> <li>-Stories, newspapers and magazines, atlas and a variety of books that will be in the class library.</li> <li>-Checklist designed in lesson 3 to self-assess.</li> <li>-Rubric to evaluate students' reading skills.</li> <li>-Template for the reading task, for the students with support needs.</li> </ul>	<b>Spaces</b>	The: classroom

#### Procedures

Timing	Stage	Activities (T / S role)	Grouping
8-10 mins	Engagement/ introduction	Daily routine: date, temperature and time for ss to express something interesting happened yesterday evening. Ss interact by answering the T questions.	Whole class-assembly
10 mins	Self-assessment	With the checklist designed in lesson 3, each experts' groups tick or cross the task they have done already. Each group should be able to estimate if they would be able to finish their task in the next lesson with parents and if not, what they can do in order to have it finish for that day	Experts' groups
10 mins	Presentation	Each experts' group shows their work done in the last lesson with the help of parents and indicate their progress with the checklist. In case they think they will not finish it on time, they should present their propose.	Whole class
25 mins	Task	Reading time. Rotation of the reading activity from the one done last week.  The T will evaluate the students' reading skills using a rubric.	Individual work
3-5 mins	Reflection	Ss write in their reading book, the main ideas and whatever they have liked more about what they have read.	Individual work

<b>Unit</b>	10	<b>Lesson</b>	9	<b>Group</b>	Year 4	<b>Time</b>	60 mins
<b>Topic / Session Title</b>	What do we need for the final product?			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	Listening	Speaking	X Reading	X Writing			
<b>Systems</b>	Grammar	Phonology	X Lexis	X Function	X Discourse		
<b>Competences</b>	Grammatical	Socio-linguistic	X Discourse		Strategic		

<b>Contents</b>	-Organize and plan something. -Use Internet to look for information. -Design a holiday trip planner.		
<b>Learning outcomes</b>	Students should be able to... <ul style="list-style-type: none"> <li>• Organize and plan a holiday trip planner.</li> <li>• Search on the Internet for the information needed.</li> <li>• Give information detailed of the activities and planning.</li> </ul>		
<b>Evaluation criteria</b>	-Ss work independently with the teacher's support and help. -Ss use ICT tools to search information.		
<b>Previous knowledge</b>	Ss will know already how the vocabulary about outdoor summer activities.		
<b>Attention to diversity</b>	Students with ADHD will be allowed to move and change position as the activity proposed is long and requires concentration. The T can give those students another task, so they disconnect for a few minutes and then come back with energy.  Students with support needs will be helped by the teacher. The teacher will suggest them to use a few web-sides and will give them a vocabulary list to be able to do the trip planner.		
<b>Materials</b>	-Ipad or laptops -Atlas -Checklist to evaluate their independence work and use of ICT resources.	<b>Spaces</b>	The classroom
<b>Procedures</b>			
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>	<b>Grouping</b>
8-10 mins	Engagement/ introduction	Daily routine: date, temperature and emotions.	Whole class
10 mins	Explanation	The T explains the activity of designing a holiday trip planner. Each ss have to create a holiday trip planner including touristic attractions of the city or country visit, way of transport, accommodation, timing, outdoor summer activities and prices. The T explains the task showing some examples of holiday trip planners to give some examples and ideas to the students.	Whole class
40 mins	Task and investigation	Ss have to choose a country or city to design the trip holiday. After it, they should search on the Internet or some atlas about the geographical location and something related with the history of the country or city. They should plan the touristic attractions explaining why they have chosen and giving information of why is that important for the county. Also, information about the ways of transport, accommodation, outdoor summer activities, timing and prices.  There will be another lesson where they can finish it and they will explain it to the rest of the class.  The T goes around to evaluate their independence work and use of ICT resources using a checklist.	Individual work

<b>Unit</b>	10	<b>Lesson</b>	10	<b>Group</b>	Year 4	<b>Time</b>	60 mins
<b>Topic / Session Title</b>	What do we need for the final product?			<b>Class</b>	English		



Focus			
<b>Skills</b>	Listening	X Speaking	Reading Writing
<b>Systems</b>	Grammar	Phonology	Lexis Function X Discourse
<b>Competences</b>	Grammatical	X Socio-linguistic	X Discourse X Strategic
<b>Contents</b>	-Debate about a theme of everyday life. -Respect other opinions and the turn to talk. -Participation in classroom conversations.		
<b>Learning outcomes</b>	Students should be able to... <ul style="list-style-type: none"> <li>• Discuss an everyday topic with peers in detail.</li> <li>• Make a list of arguments to support their opinion.</li> <li>• Give opinion.</li> </ul>		
<b>Evaluation criteria</b>	<b>Evaluation criteria for the debate:</b> -Ss discuss an everyday topic respecting other people' s opinions and respecting the time given to talk. -Ss express their opinions in a clear and coherent way giving arguments.  <b>Evaluation criteria for the kahoot:</b> -Ss define and use the vocabulary about outdoor summer activities. -Ss apply “be going to” ” to talk about future intentions and plans. -Ss use prepositions in expressions of time.		
<b>Previous knowledge</b>	Ss will know already vocabulary about outdoor summer activities, “be going to” and prepositions in expressions of time.		
<b>Attention diversity</b>	to	Students with language difficulties or support needs will have some phrases structures to be able to participate in the debate. Also, the teacher will ask and encourage them to participate being more patient with their contributions.  Students with higher capacities will have to use some phrases structures given by the teacher.  For the kahoot activity, blind students will do it as well as the rest, but the T will have to read the question and answers to them.	
<b>Materials</b>	-Phrases structures for the debate to help students with support needs and higher capacities. -iPads or laptops to play the kahoot. -Whiteboard to project the kahoot. -Kahoot to review the main concepts of the week. -Rubric to evaluate the debate.	<b>Spaces</b>	The: classroom
Procedures			
Timing	Stage	Activities (T / S role)	Grouping
8-10 mins	Engagement/ introduction	Daily routine: date, temperature and emotions.	Whole class
3-5 mins	Task	The T introduces the topic of the debate “ <i>Books will disappear in the future</i> ”. The T divides the class in two groups, one for and the other against.	Whole class
5 mins	Process	Ss think and write arguments for or against depending on the groups they are.	Individual work

10 mins	Task	Share with the group the arguments written.	In groups
15-20 mins	Process	Debate. Ss explain their arguments in a respectful and organise way.  The T is the mediator of the debate and is in charge of controlling it. Also, the T will use a rubric to evaluate the students' contribution in the debate.	Whole class
15 mins	Evaluation	Little quiz of the week.	Individual work

<b>Unit</b>	10	<b>Lesson</b>	11	<b>Group</b>	Year 4	<b>Time</b>	60 mins
<b>Topic / Session Title</b>	What do we need for the final product?			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	Listening	X Speaking	Reading	X Writing			
<b>Systems</b>	Grammar	X Phonology	X Lexis	X Function	X Discourse		
<b>Competences</b>	X Grammatical	X Socio-linguistic	X Discourse	Strategic			
<b>Contents</b>	-Design a holiday trip planner. -Make a list of the important things of their holiday trip planner. -Explain their holiday trip planner to their classmates.						
<b>Learning outcomes</b>	Students should be able to... <ul style="list-style-type: none"> <li>• Create a holiday trip planner.</li> <li>• Give information detailed of the activities and planning.</li> </ul>						
<b>Evaluation criteria</b>	-Ss organise the information found using a correct structure to design a trip planner. -Ss use the vocabulary about outdoor summer activities. -Ss explain their holiday trip correctly.						
<b>Previous knowledge</b>	Ss will know already what they want to include in their holiday trip planner as they have started in lesson 9.						
<b>Attention to diversity</b>	Students with language difficulties or support needs will have some phrases structures to be able to do the task and the oral presentation.  Students with ADHD will be allowed to move and change position as the writing activity is long and requires concentration. The T can give those students another task, so they disconnect for a few minutes and then come back with energy.						
<b>Materials</b>	-Work done in lesson 9. -Exemplar structures to hep students with support needs. -Rubric to evaluate students' explanation and the holiday trip planner.				<b>Spaces</b>	The classroom	
<b>Procedures</b>							
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>					<b>Grouping</b>
8-10 mins	Engagement/ introduction	Daily routine: date, temperature and emotions.					Whole class
20 mins	Task and investigation	Ss have to finish their holiday trip planner and get ready to present it in front of the class. They have to organise and select the key information and ideas because they will have to explain it to the rest of the class in 3 minutes. To plan, ss use a mind-map.					Individual work

30 mins	Presentations	Each ss present their trip planner in 3 minutes and after all the expositions, the teacher will give a general feedback. While ss are presenting their trip planner, each ss will take notes of what the S is saying and after the explanation, they can make some questions.  The T evaluates their explanation and the holiday trip planner using a rubric.	Whole class
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<b>Unit</b>	10	<b>Lesson</b>	12	<b>Group</b>	Year 4	<b>Time</b>	60 mins
<b>Topic / Session Title</b>	What do we need for the final product?- Parents day			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	Listening	X Speaking	Reading	X Writing			
<b>Systems</b>	Grammar	Phonology	Lexis	X Function	Discourse		
<b>Competences</b>	Grammatical	Socio-linguistic	Discourse	X Strategic			
<b>Contents</b>	-Cooperative learning. -Participation and contribution to the project tasks. -Empathy and use of social abilities.						
<b>Learning outcomes</b>	Students should be able to... <ul style="list-style-type: none"> <li>• Work in teams respecting everybody's contribution.</li> <li>• Participate and contribute with ideas to the tasks.</li> <li>• Have empathy with the members of the experts' groups and use social abilities.</li> </ul>						
<b>Evaluation criteria</b>	-Ss cooperate and work in team properly. -Ss participate and contribute in the development of the tasks. -Ss have empathy with the rest of the group members and use social abilities.						
<b>Previous knowledge</b>	Ss will know already how to create a video, money and price vocabulary, how to write an announcement and to write a plot.						
<b>Materials</b>	-Laptops -Moviemaker app. -Notes of the content seen throughout the year. -Work done in lesson 7. -Planning done in lesson 3 and checklist. -Checklist to evaluate the students' capacity to work cooperatively				<b>Spaces</b>	In two classrooms and the computer room.	
<b>Procedures</b>							
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>					<b>Grouping</b>
60 mins	Task	Each experts' groups with the help of parents continue with their task following their planning done in lesson 3 and the checklist of the items left. Parents will supervise their work and in case they need help in any of the task they will help the students.  The T goes around the groups, evaluating their capacity to work cooperatively using a checklist. Also, she/he will give support and help in case they need it.					Experts' groups

<b>Unit</b>	10	<b>Lesson</b>	13	<b>Group</b>	Year 4	<b>Time</b>	60 mins
<b>Topic / Session Title</b>	What do we need for the final product?			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	Listening	X Speaking	X Reading	X Writing			
<b>Systems</b>	X Grammar	X Phonology	X Lexis	Function	Discourse		
<b>Competences</b>	X Grammatical	X Socio-linguistic	Discourse	Strategic			
<b>Contents</b>	<p>-Cultural awareness.</p> <p>-Understand the main words and ideas, when reading stories, newspapers and magazines and other narrative texts.</p>						
<b>Learning outcomes</b>	<p>Students should be able to...</p> <ul style="list-style-type: none"> <li>• Develop cultural awareness and openness to other cultures.</li> <li>• Understand the main words and ideas, when reading different types of texts.</li> <li>• Learn new vocabulary and expressions from context.</li> <li>• Formulate simple sentences of what he/she has understood from the reading.</li> </ul>						
<b>Evaluation criteria</b>	<p>-Ss demonstrate an acceptance and respect to other cultures and traditions.</p> <p><b>Evaluation criteria for the weekly reading:</b></p> <p>-Ss understand the main words and ideas, when reading different types of texts.</p> <p>-Ss are able to formulate a few simple sentences of what he/she has understood from the reading.</p> <p>-Ss read with fluency and proper intonation.</p>						
<b>Previous knowledge</b>	Ss will know already how to read an English book and look up words in the dictionary if necessary. Also, ss will know different cultures and traditions see in the different units.						
<b>Attention diversity</b>	<b>to</b>	<p>Blind students will have Braille books and magazines so they can read and improve their reading skills. Those materials will be adapted by the ONCE.</p> <p>The T will be flexible with students with ADHD as the reading task requires prolonged concentration and attention. Thus, those students will be allowed to move around the classroom or even leaving for a few minutes.</p> <p>For the students with language difficulties or other learning difficulty as dyslexia, the teacher will support them by underling the principal ideas of the book or giving them books with more pictures and the size of the letters bigger. The teacher will give those students a template to fill, in reflection of the reading so it is easier for them to write a few sentences related to what they have read.</p> <p>For the students with higher capacities, the teacher will give them more difficult books to eliminate boredom and attract their interest.</p>					
<b>Materials</b>	<p>-Stories, newspapers and magazines, atlas and a variety of books that will be in the class library.</p> <p>-Template for the reading task, for the students with support needs.</p> <p>-Rubric to evaluate students' reading skills.</p>			<b>Spaces</b>	The: classroom		
<b>Procedures</b>							
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>				<b>Grouping</b>	

8-10 mins	Engagement/ introduction	Daily routine: date, temperature and time for ss to express something interesting happened yesterday evening. Ss interact by answering the T questions.	Whole class-assembly
20 mins	Reflection	There will be a big white paper on the floor. The T asks the students to think of the different cultures they have learnt or see during the whole year throughout the films. The T writes their answers. The answers should be Sydney (Australia), France (Europe), U.S.A (North America), Africa, Mexico (South America) and Asia. Each ss have a few post-it and they have to write what they like most of each culture or something they did not know before about that culture and they have learnt it (one phrase by post-it). Ss will put the post-it on the white paper while they read and explain why they have written that.	Assembly
25 mins	Task	Reading time. Rotation of the reading activity from the one done last week.  The T will evaluate the students' reading skills using a rubric.	Individual work
3-5 mins	Reflection	Ss write in their reading book, the main ideas and whatever they have liked more about what they have read.	Individual work

<b>Unit</b>	10	<b>Lesson</b>	14	<b>Group</b>	Year 4	<b>Time</b>	60 mins
<b>Topic / Session Title</b>	What do we need for the final product?			<b>Class</b>	English		
<b>Focus</b>							
<b>Skills</b>	Listening	Speaking	X Reading	X Writing			
<b>Systems</b>	X Grammar	X Phonology	X Lexis	X Function	X Discourse		
<b>Competences</b>	X Grammatical	X Socio-linguistic	Discourse		Strategic		
<b>Contents</b>	<p>-Present simple to express habits, general truths and repeated actions.</p> <p>-Imperative form to give instructions and orders.</p> <p>-Present continuous to express things happening at the moment of speaking and for expressing habits that happen very often</p> <p>-Past simple to talk about past events that happened over a period of time.</p> <p>-Present perfect to describe something that happened in the past and has a relationship with the present.</p> <p>-Future simple to predict an event in the future and to express a spontaneous decision.</p> <p>-“be going to” to talk about future intentions and plans.</p> <p>-Time expressions according to the correct tense.</p> <p>-Affirmative, negative and interrogative questions with the aux. verb: to do, to be and to have.</p> <p>-Expressions of quantity correctly.</p> <p>-Countable and uncountable nouns.</p> <p>-Possessives correctly.</p> <p>-Prepositions of place.</p>						
<b>Learning outcomes</b>	<p>Students should be able to...</p> <ul style="list-style-type: none"> <li>• Spell words from the vocabulary learnt during the year.</li> <li>• Express opinion and preference giving consistent arguments.</li> <li>• Use the present simple to express habits, general truths and repeated actions</li> <li>• Use the imperative form to give instructions and orders.</li> </ul>						

	<ul style="list-style-type: none"> <li>• Use present continuous to express things happening at the moment of speaking and for expressing habits that happen very often</li> <li>• Use past simple to talk about past events that happened over a period of time.</li> <li>• Use present perfect to describe something that happened in the past and has a relationship with the present.</li> <li>• Use the future simple to predict an event in the future and to express a spontaneous decision.</li> <li>• Use “be going to” to talk about future intentions and plans.</li> <li>• Use time expressions according to the correct tense.</li> <li>• Use affirmative, negative and interrogative questions with the aux. verb: to do, to be and to have.</li> <li>• Use expressions of quantity.</li> <li>• Differentiate between countable and uncountable nouns.</li> <li>• Use possessives.</li> <li>• Use prepositions of place.</li> </ul>		
<b>Evaluation criteria</b>	<p>-Ss are able to spell words from the vocabulary learnt during the year.</p> <p>-Ss use the present simple to express habits, general truths and repeated actions.</p> <p>-Ss use the imperative form to give instructions and orders.</p> <p>-Ss use present continuous to express things happening at the moment of speaking and for expressing habits that happen very often</p> <p>-Ss use past simple to talk about past events that happened over a period of time.</p> <p>-Ss use present perfect to describe something that happened in the past and has a relationship with the present.</p> <p>-Ss use the future simple to predict an event in the future and to express a spontaneous decision.</p> <p>-Ss use “be going to” to talk about future intentions and plans.</p> <p>-To use time expressions according to the correct tense.</p> <p>-Ss use affirmative, negative and interrogative questions with the aux. verb: to do, to be and to have.</p> <p>-Ss use expressions of quantity correctly.</p> <p>-Ss differentiate between countable and uncountable nouns.</p> <p>-Ss use possessives correctly.</p> <p>-Ss use prepositions of place.</p>		
<b>Previous knowledge</b>	Ss will know already all the content learnt throughout the year, how to spell word and how to express opinions giving arguments as they have learnt in the debates lessons.		
<b>Attention to diversity</b>	<p>Blind students will do the exam in their computer because with their special computers they can listen what is written and type the answers. Then they will send it to the T and she/he will correct it.</p> <p>The T will be flexible with students with ADHD as the exam requires prolonged concentration and attention. Thus, those students will be allowed to move around the classroom or even leave for a few minutes.</p>		
<b>Materials</b>	-Final exam -Rubric to evaluate the exam. -Spelling bee words	<b>Spaces</b>	The classroom
<b>Procedures</b>			
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>	<b>Grouping</b>

30-35 mins	Evaluation	Final exam of the whole year. Ss work individually in the exam. The T will go around the class to check that nobody copies and to answer questions if there are.  The T evaluates the exam using a rubric.	Individual work
15-20 mins	Competition	There will be a “spelling bee” competition. Each S spell a word learnt throughout the year and if they say it wrong they are eliminate it, if not they keep on the spelling bee until there are three winners that will win a certificate and a spelling game.	Whole class
15-20 mins	Task	The T asks the ss if they have learnt during the year, what have the like most of the project and what would they change it for next year. The students’ comments will help the ss to evaluate the project and to improve it for next year.	Assembly

<b>Unit</b>	10	<b>Lesson</b>	15	<b>Group</b>	Year 4	<b>Time</b>	60 mins	
<b>Topic / Session Title</b>	What do we need for the final product?			<b>Class</b>	English			
<b>Focus</b>								
<b>Skills</b>	Listening	Speaking	Reading	Writing				
<b>Systems</b>	Grammar	Phonology	Lexis	Function	Discourse			
<b>Competences</b>	Grammatical	Socio-linguistic	Discourse	Strategic				
<b>Contents</b>	-Use English to communicate.							
<b>Learning outcomes</b>	Students should be able to... <ul style="list-style-type: none"> <li>• Use English to communicate</li> <li>• Apply the vocabulary learnt during the whole year.</li> </ul>							
<b>Evaluation criteria</b>	The film will be an evaluation tool for the teacher. With it, she/he will evaluate the ss speaking and communication in English. Their progression and process. Their ability to use the vocabulary, grammar and expressions when speaking.							
<b>Attention to diversity</b>	Students with support needs will be able to have exemplar structures to facilitate their communication in English							
<b>Materials</b>	-The film created by the students. The snacks and drinks already prepared. -Tickets for the film.				<b>Spaces</b>	Theatre of the school		
<b>Procedures</b>								
<b>Timing</b>	<b>Stage</b>	<b>Activities (T / S role)</b>					<b>Grouping</b>	
5-8 mins	Introduction	Ss receive to the parents and seat them. After it, some ss present the film. The T can explain a little bit the process of the project as well.					Whole class	
45-50 mins	Process	We watch the film created by the students.					Whole class	
10 mins	Process	Bar moment where the ss sell some snacks and drinks to their parents in English. The T observe if the ss use English to communicate and use the vocabulary learnt during the whole year.					Whole class	

#### 4. FINAL CONCLUSION

Now that I have finished the whole end-of degree project I feel very proud of the work I have done. I have spent many hours researching and reading articles and books, planning and organising my ideas, structuring my research and ideas and designing activities that permit the students learn and improve their level of English.

This end-of degree project has been a big challenge for me since the very beginning. I have faced another language as I have done it in my second language. Also, I faced distance because I started doing it abroad as I was in France doing an Erasmus exchange. In addition, there were very little instructions to do it in English and there were not any outline to follow. However, I received a lot of help from my director of end-of-degree project and since the beginning we have worked a lot together overcoming the obstacle of distance.

I am confident that I have accomplished the objectives I had before doing this end-of degree project. I wanted to complete this project in English because I love challenges and doing it in another language it is a big challenge. Also, because I was aware of the importance and need for children to learn English at a young age and I wanted to be trained as much as I possibly can, to become an English teacher. Moreover, this end-of degree project has allowed me to construct my personality as a teacher. During these four years at university I have received a lot of information and I had experiences in an in school placement. However, I have not had the time to reflect on the type of teacher I want to become and how I would like to organise my lessons. This project has allowed me to create the activities to my preference to promote efficient learning. Furthermore, I consider this project has allowed me to go back to notes and readings from different subjects I have had during these four years at university and I have been able to include and reflect what I learnt.

The main strengths of this end-of-degree project is the motivational methodology as it is based on films and that capture students attention. Also, as explained in the methodology, films are great resources to provide a good proficiency on the learning of a second language. Also, I have included many different activities to carry out the Annual Programme in order to develop multiple intelligence and different skills.

In the same way, this end-of-degree has some weaknesses as I could not include everything I would have liked to, such as more interdisciplinary projects, more ICT



resources learnt during these four years at university and more films, due to a limit of time.

Before concluding my end-of-degree project, I would like to express my gratitude to Lyndsay Renee Buckingham who has supervised my end-of-degree project since the very beginning and who has helped me and supported me in every moment. Moreover, she has guided me with my difficulties and the most important thing is that she has believed in me at any time.

Furthermore, I would like to thank the “Universidad Pontificia de Comillas” for the education I have received during these four years. The University has given me many learning opportunities during the subjects and projects at university, readings and cooperative work, school placement experience, the two experiences abroad in Belfast (Northern Ireland) and Angers (France). All these experiences and opportunities have made me grow in a professional and personal way.

Finally, after finishing this Annual Programme, I can confirm my passion for teaching and to become an English teacher. As I explained before I loved English but now that I have completed this project in which I have researched on different ways to teach English and I have designed my own Annual Programme, I am willing to put it in practice in a real classroom. Hopefully, I will be able to use this end-of-degree project soon in my classrooms.

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# ANNEXES

## 6. ANNEXES

### Annex 1. School authorisation



**Colegio Bienaventurada Virgen María - Irlandesas**  
Begonia 275. El Soto. 28109 Alcobendas  
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www.irlandesaselsoto.net  
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Código del Centro: 28000777

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Universidad Pontificia Comillas


*Dña. Sacramento Hernández Cáceres, como Directora General del Colegio Bienaventurada Virgen María*

**Declara**

*Que ha facilitado a Dña. Ana María González Cervera, con DNI 02740340M, documentos del Colegio, para la realización del "Trabajo de Fin de Grado", relativos al Bilingüismo, Atención a la Diversidad, Organigrama del Colegio, Metodologías y Plan Lector en nuestro centro.*

*Para que así conste y surta los efectos oportunos, se firma y sella en Madrid a 20 de febrero de 2019.*

  
*S. Hernández*  
**Fdo. Sacramento Hernández Cáceres**  
**Directora General del Colegio B.V. María**



Colegio B.V. María  
Calle Begonia, 275

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## Annex 2. General Objectives of the stage

OBJETIVOS GENERALES DE LA ETAPA	COMPETENCIAS CLAVE
Conocer y apreciar los valores y las normas de convivencia, aprender a obrar de acuerdo con ellas, prepararse para el ejercicio activo de la ciudadanía respetando y defendiendo los derechos humanos, así como el pluralismo propio de una sociedad democrática.	-Competencias sociales y cívicas.
Desarrollar hábitos de trabajo individual y de equipo, de esfuerzo y responsabilidad en el estudio, así como actitudes de confianza en uno mismo, sentido crítico, iniciativa personal, curiosidad, interés y creatividad en el aprendizaje y espíritu emprendedor.	- Aprender a aprender. -Sentido de iniciativa y espíritu emprendedor.
Adquirir habilidades para la prevención y para la resolución pacífica de conflictos, que les permitan desenvolverse con autonomía en el ámbito familiar y doméstico, así como en los grupos sociales en los que se relacionan.	-Competencias sociales y cívicas.
Conocer, comprender y respetar las diferencias culturales y personales, la igualdad de derechos y oportunidades para todas las personas y la no discriminación de personas con discapacidad.	-Conciencia y expresiones culturales. -Competencias sociales y cívicas.
Conocer y utilizar de manera apropiada la lengua castellana, valorando sus posibilidades comunicativas y desarrollar hábitos de lectura como instrumento esencial para el aprendizaje del resto de las áreas.	-Comunicación lingüística.
Adquirir en, al menos una lengua extranjera, la competencia comunicativa básica que les permita expresar y comprender mensajes sencillos y desenvolverse en situaciones cotidianas.	-Comunicación lingüística.
Desarrollar las competencias matemáticas básicas e iniciarse en la resolución de problemas que requieran la realización de operaciones elementales de cálculo, conocimientos geométricos y estimaciones, así como ser capaces de aplicarlos a las situaciones de su vida cotidiana.	-Competencia matemática y competencias básicas en ciencia y tecnología.
Conocer los aspectos fundamentales de las Ciencias de la Naturaleza, las Ciencias Sociales, la Geografía, la Historia y la Cultura.	-Competencia matemática y competencias básicas en ciencia y tecnología.
Iniciarse en la utilización de las tecnologías de la información y la comunicación, desarrollando un espíritu crítico ante los mensajes que reciben y elaboran.	-Competencia digital.
Utilizar diferentes representaciones y expresiones artísticas e iniciarse en la construcción de propuestas visuales y audiovisuales.	-Conciencia y expresiones culturales. -Competencia digital.
Valorar la higiene y la salud, conocer y respetar el cuerpo humano, y utilizar la educación física y el deporte como medios para favorecer el desarrollo personal y social. 1) Conocer y valorar los animales y plantas y adoptar modos de comportamiento que favorezcan su cuidado.	-Competencia matemática y competencias básicas en ciencia y tecnología. -Competencias sociales y cívicas.
Desarrollar sus capacidades afectivas en todos los ámbitos de la personalidad y en sus relaciones con los demás, así como una actitud contraria a la violencia, a los prejuicios de cualquier tipo y a los estereotipos sexistas.	-Competencias sociales y cívicas.
Fomentar la educación vial y el respeto a las normas para evitar accidentes de tráfico.	-Competencias sociales y cívicas.

**Tabla 2: Fuente: Elaboración propia.**



### **Annex 3. Contenidos del currículo oficial de la CAM (BOCM).**

#### **Área: INGLÉS**

Cuarto Curso

#### **Comprensión oral**

Comprensión de palabras clave, frases e información de mensajes orales breves.

Comprensión de información procedente de grabaciones multimedia y de conversaciones dirigidas sobre temas cercanos.

Comprensión de mensajes producidos con distintos acentos de la lengua inglesa.

#### **Expresión oral**

Emisión de palabras y mensajes sencillos con una pronunciación, acentuación, entonación y ritmo correctos.

Participación en conversaciones en el aula.

Deletreo de palabras.

Vocabulario básico.

Uso de oraciones sencillas para el intercambio y la obtención de información.

#### **Comprensión lectora**

Lectura correcta y comprensión de vocabulario clave de uso frecuente.

Signos ortográficos básicos y diferencias con los de la lengua materna.

Comprensión de las ideas clave de textos sencillos y variados.

Comprensión de las ideas esenciales en cuentos, cómics y otros textos narrativos.

Estrategias básicas de lectura: deducción del significado de palabras y frases nuevas por el contexto, conocimiento previo del tema, identificación de información básica, etcétera.

Lectura de textos y trabajos realizados por el propio alumno.

Uso de diccionarios, glosarios y de las tecnologías de la información y la comunicación como medio de consulta y aprendizaje.

#### **Expresión escrita**

Uso correcto de la puntuación y los apóstrofes.

Escritura dirigida de diferentes tipos de textos sencillos con relativa corrección fonética y utilizando conectores sencillos Cuidado en la elaboración y presentación de los textos.

Revisión y autocorrección de los textos producidos de manera guiada.

Uso de diccionarios, de otros medios de consulta en papel y de las tecnologías de la información y la comunicación (procesadores de textos).

### *Contenidos sintáctico-discursivos*

1. Expresión de relaciones lógicas: Conjunción (and); disyunción (or); oposición (but); causa (because).
2. Afirmación: affirmative sentences; Yes (+tag).
3. Exclamación: What + noun (e.g. What fun!); How + Adj. (e.g. How nice!); exclamatory sentences (e.g. I love salad!).
4. Negación: negative sentences with not, never; No (adj.) nobody, nothing.
5. Interrogación: Wh- questions; Aux. verbs in questions: to do, to be, to have.
6. Expresión del tiempo: presente (simple present; present continuous).
7. Expresión del aspecto: puntual (simple tenses); durativo (present continuous); habitual (simple tenses [+Adv. eg. always, everyday]); incoativo (start-ing).
8. Expresión de la modalidad: factualidad (declarative sentences); capacidad (can); obligación (have (got) to; imperative); sugerencia (should); permiso (can).
9. Expresión de la existencia (to be; there is/there are); la entidad (nouns, pronouns, articles, demonstratives); la cualidad (very + Adj.); la comparación (comparatives and superlatives: as Adj. as; smaller [than]; the biggest).
10. Expresión de la cantidad: singular/plural; cardinal numbers up to three digits; ordinal numbers up to two digits. Quantity: many, all, some, many, a lot, (a) little, more, half, a bottle/cup/glass/piece of. Degree: very.
11. Expresión del espacio: prepositions, prepositional phrases, adverbs of location, position, motion, direction and origin.
12. Expresiones temporales: points (e.g. quarter past five); divisions (e.g. half an hour, summer), and indications of time (e.g. now, tomorrow (morning); anteriority (before); posteriority (after); sequence (first, then...); frequency (e.g. sometimes, on Sundays); prepositions, prepositional phrases and adverbs of time.
13. Expresión del modo: Adv. of manner (e.g. slowly, well, quickly, carefully).
14. Expresión de la posesión: I have got (I've got); preposición of; genitivo sajón ('s); possessives.
15. Expresión de gustos y preferencias: I like/I don't like; I like V -ing; I love.

### **Cultura inglesa (Contenidos comunes para toda la etapa)**

- Costumbres y tradiciones culturales de los países de habla inglesa.
- Canciones, diálogos y debates.

- Introducción a la literatura infantil en lengua inglesa (relatos, poesías, rimas y representaciones teatrales sencillas).
- Historia y personajes de los países de habla inglesa.

This Annual Programme is based on project-based methodology, thus, a full range of skills will be developed that means additional contents. The following skills are based on the proposal by Phillips, Burwood and Dunford (2001).

**-Intellectual skills** such as describing when talking about clips of films, drawing conclusions in debates, reading in the reading plan routine and planning the project and task asked to be done.

**-Social skills** such as cooperating when working in groups, making decisions together and appreciating how individual contributions can make a successful whole.

**-Learner independence skills** such as making responsible choices when doing exams or quizzes and when planning a project or task, deciding how to complete tasks, getting information, trying things out and evaluating results. Project work well planned and set up, encourages the learner to work independently even when they are not being directly supervised by the teacher, and tasks can often be continued outside the classroom.

### **Annex 3: Sequencing of the Unit Plans**

UNIT	TIMING	VOCABULARY	GRAMMAR	LITERACY	CULTURE
1-Do you like the cinema? What do you know about the cinema?	15 sessions (10/9/2018-28/9/2018)	Cinema Types of films Jobs in a film studio	Present simple Past simple to narrate Affirmative, negative and interrogative sentences	Reading: examples of plots Writing: Plots	Nationalities of some actors
2-How are you feeling?	14 sessions (1/10/2018-19/10/2018)	Emotions Verbs	Present perfect	Reading: a poem Writing: Poems	North American culture
3-Have you ever seen a shark?	17 sessions (22/10/2018-16/11/2018)	Sea animals Landscape	Present simple for general truths	Reading: a magazine article about sea animals Writing: a fact file about an animal	Sydney (Australian) culture
4-Can anyone cook?	18 sessions (19/11/2018-14/12/2018)	Food containers Shops Kitchen utensils	Imperative form Expressions of quantity How much/ how many...?	Reading: recipes Writing: recipes and instructions	French (European) culture
Christmas week preparation	(17/12/2018-21/12/2018)				
5-Who is winning the race?	19 sessions (8/1/2019-1/2/2019)	Adjectives of description Big numbers (100-1.000.000)	Present continuous Comparative and superlative adjectives	Reading: newspaper reports Writing: report	North American culture
6-Are you okay? What's going on?	15 sessions (4/2/2019-22/2/2019)	Zoo animals Zoo keepers jobs	Wh-questions Present continuous	Reading: an email Writing: informal letter	African culture
7-What had happened in your family before you were born?	15 sessions (25/2/2019-19/3/2019)	Family members Personality adjectives	Past simple Possessives There is / there are	Reading: description of people Writing: description of a person	Mexican (South America) culture

8-What will happen today?	17 sessions (20/3/2019-11/4/2019)	Entertainment Healthy lifestyle	Future simple Adv. of manner	Reading: a blog post about healthy lifestyle Writing: a blog post	Asian culture
9-What have you learned?	16 sessions (23/4/2019-17/5/2019)	Technology Achievements	Modal verbs: can, should, may, might, must Present perfect	Reading: magazine article about technology Writing: summary	European countries
10-What do you need for the final project?	15 sessions (20/5/2019-7/6/2019)	Money and prices Outdoor summer activities	Be going to	Reading: a trip and holiday blog Writing: trip planner	Summary of all the cultures seen throughout the year
School party week	10/6/2019-14/6/2019)				
Projects week - whole school	(17/6/2019-21/6/2019)				

**Tabla 3: Fuente: Elaboración propia.**

## Annex 5. Possible responses

Many possible responses:

-Being honest about why a question is not being answered can give students information about the learning process.

-Saying “let me look that up so I can check all the details” is a reminder that everyone, the teachers as well as the students, should make use of reference material.

-Postponing the question is something teachers do whether or not they need to look it up. They may say, “That’s an important question, but if I answer it now I think it will muddle you about the grammar point we are looking at today. Let me come back to that next week.”

## Annex 6. Academic school calendar



### Calendario escolar 2018-19

Septiembre 2018							Octubre 2018							Noviembre 2018						
L	M	X	J	V	S	D	L	M	X	J	V	S	D	L	M	X	J	V	S	D
					1	2	1	2	3	4	5	6	7	5	6	7	8	9	10	11
3	4	5	6	7	8	9	8	9	10	11	12	13	14	12	13	14	15	16	17	18
10	11	12	13	14	15	16	15	16	17	18	19	20	21	19	20	21	22	23	24	25
17	18	19	20	21	22	23	22	23	24	25	26	27	28	26	27	28	29	30		
24	25	26	27	28	29	30	29	30	31											

Diciembre 2018							Enero 2019							Febrero 2019						
L	M	X	J	V	S	D	L	M	X	J	V	S	D	L	M	X	J	V	S	D
					1	2	1	2	3	4	5	6	1	2	3					
3	4	5	6	7	8	9	7	8	9	10	11	12	13	4	5	6	7	8	9	10
10	11	12	13	14	15	16	14	15	16	17	18	19	20	11	12	13	14	15	16	17
17	18	19	20	21	22	23	21	22	23	24	25	26	27	18	19	20	21	22	23	24
24	25	26	27	28	29	30	28	29	30	31				25	26	27	28			
31																				

Marzo 2019							Abril 2019							Mayo 2019						
L	M	X	J	V	S	D	L	M	X	J	V	S	D	L	M	X	J	V	S	D
				1	2	3	1	2	3	4	5	6	7	1	2	3	4	5		
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26
25	26	27	28	29	30	31	29	30						27	28	29	30	31		

Junio 2019							Julio 2019						
L	M	X	J	V	S	D	L	M	X	J	V	S	D
					1	2	1	2	3	4	5	6	7
3	4	5	6	7	8	9	8	9	10	11	12	13	14
10	11	12	13	14	15	16	15	16	17	18	19	20	21
17	18	19	20	21	22	23	22	23	24	25	26	27	28
24	25	26	27	28	29	30	29	30	31				

**A efectos académicos:**

- Inicio periodo lectivo
- Día lectivo
- Día lectivo E.Infant/Casas Niños
- Día no lectivo, excepto junio en EEII
- Jornada INTENSIVA
- Día festivo/vacacional
- Otros días no lectivos
- Fiesta Madrid Capital
- Último día lectivo
- Inicio de act. apoyo, refuerzo...
- Finalización evaluación final

Source: <https://www.educa2.madrid.org/web/calendario-escolar-de-la-comunidad-de-madrid>

## Annex 7. Timetable

HORAS	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES
9:00-10:00	Matemáticas	English	Matemáticas	Matemáticas	English
10:00-11:00	English	Matemáticas	Catequesis	Lengua	P.E.
11:00-11:30	Recreo	Recreo	Recreo	Recreo	Recreo
11:30-12:25	Lengua	Sociales	Science	Religión	Lengua
12:25-13:15	Music	Lengua	Lengua	Sociales	Matemáticas
13:15-15:00	Comida y recreo	Comida y recreo	Comida y recreo	Comida y recreo	Comida y recreo
15:00-16:00	Science	Religión	Arts	English	
16:00-17:00	Tutoría	P.E.	English	Lengua	

## Annex 8. Relationship of the methodology to the key competences, objectives and contents.

METODOLOGÍA	COMPETENCIAS CLAVE	OBJETIVOS DEL ÁREA Y DEL AÑO	CONTENIDOS
<p><b>-Debates:</b> Ss use oral language to debate and discuss topics.</p> <p><b>-Story-based:</b> Stories develop students' reading and listening skills.</p> <p><b>-Films</b> develop students' listening, pronunciation and intonation skills. Also, the curricular content will be taken from the film scripts and the function of the message that is to be transmitted.</p> <p><b>-Spelling quiz</b> to motivate Ss to learn the spelling of the main words of the unit and develop their writing and pronunciation skills.</p>	Comunicación lingüística	<p>-Comprender la información esencial y los puntos principales en textos orales muy breves y sencillos en lengua estándar.</p> <p>-Reconocer y comprender los diferentes acentos de la lengua inglesa.</p> <p>-Producir expresiones de uso habitual y vocabulario básico con pronunciación, entonación, acentuación y ritmo correcto.</p> <p>-Leer y comprender las ideas claves de textos variados (cuentos, cómics y otros textos narrativos)</p> <p>-Reconocer los signos ortográficos básicos.</p> <p>-Reconocer el significado de palabras y frases por el contexto, conocimiento previo del tema.</p> <p>-Cumplir un uso correcto de la puntuación y los apóstrofes.</p>	<p>-Comprensión de palabras clave, frases e información de mensajes orales breves.</p> <p>-Comprensión de información procedente de grabaciones multimedia y de conversaciones dirigidas sobre temas cercanos.</p> <p>-Comprensión de mensajes producidos con distintos acentos de la lengua inglesa.</p> <p>-Emisión de palabras y mensajes sencillos con una pronunciación, acentuación, entonación y ritmo correctos.</p> <p>-Deletreo de palabras.</p> <p>-Vocabulario básico.</p> <p>-Lectura correcta y comprensión de vocabulario clave de uso frecuente.</p> <p>-Signos ortográficos básicos y diferencias con los de la lengua materna.</p>

<p><b>-Project-based:</b> Ss produce oral and written language to give solutions to the big question of the project. Also, each group has to present their presentations and products to the rest of the class using oral and written language.</p> <p><b>-Cooperative learning,</b> Ss will use language orally to interact with their classmates to have a result in the group activities.</p>		<p>-Escribir textos sencillos con relativa corrección fonética y utilizando conectores sencillos.</p>	<p>-Comprensión de las ideas clave de textos sencillos y variados.</p> <p>-Comprensión de las ideas esenciales en cuentos, cómics y otros textos narrativos.</p> <p>-Estrategias básicas de lectura: deducción del significado de palabras y frases nuevas por el contexto, conocimiento previo del tema, identificación de información básica, etcétera. -Lectura de textos y trabajos realizados por el propio alumno.</p> <p>-Uso correcto de la puntuación y los apóstrofes.</p> <p>-Escritura dirigida de diferentes tipos de textos sencillos con relativa corrección fonética y utilizando conectores sencillos</p>
<p><b>Project-based learning,</b> when following the recipe Ss will need to use the expressions of quantity and numbers that will relate to Math. Also, there are interdisciplinary activities with Science in Units 3 and 6.</p> <p><b>-Films,</b> in some films they work and listen to language related with Math (Ratatouille) and Science (Nemo)</p>	<p>Competencia matemática y competencias básicas en ciencia y tecnología.</p>	<p>-Utilizar las Tecnologías de la Información y la Comunicación y de los diccionarios para consulta y aprendizaje.</p>	<p>-Expresión de la cantidad: números cardinales y ordinales, números con dos y tres cifras, expresiones de cantidad (mucho, poco, algo, mitad, etc.).</p>
<p><b>-Project-based learning,</b> to do the final product of the project (the film for the parents), Ss use digital resources to make it. Also, Ss use English apps to reinforce their English level.</p>	<p>Competencia digital.</p>	<p>-Entender la información esencial en conversaciones transmitidas de viva voz o por medios técnicos, sobre temas habituales y concretos.</p>	<p>-Uso las tecnologías de la información y la comunicación como medio de consulta y aprendizaje.</p>
<p><b>-Project-based learning,</b> Ss solve problems and questions as in real life.</p> <p><b>-Cooperative learning,</b> Ss learn how to work in teams by</p>	<p>Aprender a aprender</p>	<p>-Aplicar la revisión y autocorrección a los textos escritos.</p> <p>-Trabajar en equipo</p> <p>-Escuchar activamente.</p>	<p>-Revisión y autocorrección a los textos escritos.</p> <p>-Trabajo en equipo.</p> <p>-Escucha activamente.</p>



working cooperatively to achieve common goals. <b>-Debates y assemblies</b> , Ss listen and respect their classmates' contributions and opinions.			
<b>-Project-based learning</b> , Ss learn civic competences while developing the project. For example, ss achieve capacity to resolve problems and find solutions to them. <b>-Films</b> , the context of each film will permit to talk about each continent and their traditions. <b>-Debates y assemblies</b> , Ss listen and respect to other classmates' contributions and opinions.	Competencias sociales y cívicas	-Presentar los textos escritos de forma limpia y ordenada. -Abrirse a otras culturas y tradiciones. -Respetar a los compañeros y profesor. -Cuidar el material.	-Presentación de los textos escritos de forma limpia y ordenada. -Apertura a otras culturas y tradiciones. -Respeto a los compañeros y profesor. -Cuidado del material.
<b>-Project-based learning</b> , the project requires results to answer the big questions and Ss need to make a presentation or make a product to answer it. <b>-Cooperative learning</b> , there are group activities in which they need to give solutions to problems and develop their creativity.	Sentido de iniciativa y espíritu emprendedor	-Crear y potenciar la creatividad y originalidad del alumno.	-Presentaciones y exposiciones individuales y en grupo.
<b>-Films</b> , the context of each film will permit Ss to talk about each continent and their traditions. <b>-Readings</b> permit the teacher to introduce different cultures and traditions.	Conciencia y expresiones culturales.	-Abrirse a otras culturas y tradiciones.	-Apertura a otras culturas y tradiciones.

**Tabla 4: Fuente: Elaboración propia.**

### **Annexe 9. Measures of attention to diversity**

According to Decreto 89/2014, article 17 called “Atención a la diversidad”.

1. La intervención educativa en esta etapa debe facilitar el aprendizaje de todos los alumnos que requieran una atención educativa diferente a la ordinaria por presentar necesidades educativas especiales por discapacidad, por dificultades específicas de aprendizaje (entre ellas la dislexia), por presentar Trastorno por Déficit de Atención e Hiperactividad (TDAH), por sus altas capacidades intelectuales, por su incorporación tardía al sistema educativo, o por condiciones personales o de historia escolar. Corresponde a la Consejería con competencias en materia de educación adoptar las medidas necesarias para identificar a los alumnos con dificultades específicas de aprendizaje y valorar de forma temprana sus necesidades.

2. La Consejería con competencias en materia de educación regulará los aspectos enumerados en el apartado 1 de este artículo y establecerá las medidas oportunas para que todos los alumnos alcancen el adecuado nivel en las competencias del currículo, así como los objetivos establecidos con carácter general para la Educación Primaria.

#### **Annex 10. Relationship with the development of the didactic units**

<b>Units</b>	<b>Complementary activities</b>
1-Do you like the cinema? What do you know about the cinema?	-Go to the cinema to watch a film.
2-How are you feeling?	-Watching a theatre production in English
3-Have you ever seen a shark?	-Visit the aquarium.
4-Can anyone cook?	-Cooking day
Christmas week preparation	-Christmas carols service. -Creating Christmas decorations.
5-Who is winning the race?	-Running race and report it.
6-Are you okay? What's going on?	-Go to the zoo
7-What had happened in your family before you were born?	-Students explanation of their family's background.
8-What will happen today?	-Reading activity in the park.
9-What have you learned?	-Dramatize the film clips for the final product
10-What do you need for the final project?	-Families help -Film day
School party week	-Sports activities and big games. -Sports day event

Projects week - whole school	-Interdisciplinary projects and seminars of specialist on many topics.
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**Tabla 5: Fuente: Elaboración propia.**

### Annex 11. Evaluation criteria and learning standards

Bloque 1: Comprensión oral	
Evaluation Criteria	Learning Standards
<ul style="list-style-type: none"> <li>-Identificar el sentido general, la información esencial y los puntos principales en textos orales muy breves y sencillos en lengua estándar y transmitidos de viva voz o por medios técnicos sobre temas habituales y concretos.</li> <li>-Conocer y saber aplicar las estrategias básicas más adecuadas para la comprensión del sentido general, la información esencial o los puntos principales del texto.</li> <li>-Distinguir la función comunicativa principal del texto (p.e. una instrucción, una orden, un ofrecimiento...)</li> <li>-Discriminar patrones sonoros, acentuales, rítmicos y de entonación básicos</li> </ul>	<ul style="list-style-type: none"> <li>-Entiende lo que se le dice en transacciones habituales sencillas (instrucciones, indicaciones, peticiones, avisos).</li> <li>-Entiende la información esencial en conversaciones breves y sencillas en las que participa que traten sobre temas familiares (p.e. uno mismo, la familia, el tiempo libre, la descripción de un objeto o lugar).</li> <li>-Reconoce patrones rítmicos y de entonación básicos en diferentes contextos comunicativos.</li> </ul>
Bloque 2: Expresión oral	
Evaluation Criteria	Learning Standards
<ul style="list-style-type: none"> <li>-Participar de manera simple y comprensible en conversaciones sobre temas muy familiares (uno mismo, el entorno inmediato, personas, lugares, objetos y actividades, gustos y opiniones), en un registro neutro o informal, utilizando expresiones y frases sencillas y de uso muy frecuente.</li> <li>-Conocer y saber aplicar las estrategias básicas para la comprensión del sentido del texto y la información de este. (p. e., fórmulas y lenguaje prefabricado o expresiones memorizadas, o apoyando con gestos lo que se quiere expresar).</li> <li>-Cumplir la función comunicativa del texto (p.e. una felicitación, un intercambio de información, o un ofrecimiento).</li> <li>-Manejar estructuras sintácticas básicas mediante el uso de conectores básicos.</li> <li>-Hacerse entender en intervenciones breves y sencillas.</li> </ul>	<ul style="list-style-type: none"> <li>-Hace presentaciones breves y sencillas, previamente preparadas y ensayadas, sobre temas cotidianos o de su interés.</li> <li>-Se desenvuelve en transacciones cotidianas (p.e. pedir en un restaurante, preguntar el precio de un producto).</li> <li>-Respeto las normas que rigen la interacción oral.</li> </ul>
Bloque 3: Comprensión lectora	

Evaluation Criteria	Learning Standards
<ul style="list-style-type: none"> <li>-Identificar el tema y las ideas principales de textos variados (cuentos, cómics y otros textos narrativos).</li> <li>-Inferir del contexto y de la información contenida en el texto los significados probables de palabras y expresiones que se desconocen.</li> <li>-Conocer y saber aplicar las estrategias básicas más adecuadas para la comprensión del sentido general, la información esencial o los puntos principales del texto.</li> <li>-Distinguir la función comunicativa principal del texto (p.e. una felicitación, una demanda de información o un ofrecimiento).</li> <li>-Reconocer los significados más comunes asociados a las estructuras sintácticas básicas propias de la comunicación escrita (p.e. estructura interrogativa para demandar información).</li> <li>-Reconocer los signos ortográficos básicos (punto y coma) £), e identifica los significados e intenciones comunicativas generales relacionados con los mismos.</li> </ul>	<ul style="list-style-type: none"> <li>-Comprende instrucciones, indicaciones e información básica en notas, letreros y carteles en calles, tiendas, etc.</li> <li>-Comprende información esencial y localiza información específica en material informativo sencillo como menús, horarios, catálogos, anuncios, publicidad, etc.</li> <li>-Comprende lo esencial y los puntos principales de noticias breves y artículos de revistas para jóvenes que traten temas que le sean familiares o sean de su interés (deportes, grupos musicales, juegos de ordenador).</li> <li>-Comprende lo esencial de historias breves y bien estructuradas e identifica a los personajes principales.</li> </ul>
<b>Bloque 4: Expresión escrita</b>	
Evaluation Criteria	Learning Standards
<ul style="list-style-type: none"> <li>-Construir, en papel o en soporte electrónico, textos muy cortos y sencillos, compuestos de frases simples.</li> <li>- Aplicar patrones gráficos y convenciones ortográficas básicas para escribir con razonable corrección palabras o frases cortas.</li> <li>-Conocer y aplicar las estrategias básicas para producir textos escritos muy breves y sencillos, (p. e. copiando palabras y frases muy usuales para realizar las funciones comunicativas que se persiguen).</li> <li>-Cumplir la función comunicativa principal del texto escrito (p.e. una felicitación, un intercambio de información o un ofrecimiento).</li> <li>-Manejar estructuras sintácticas básicas (p.e. enlazar palabras o grupos de palabras con conectores).</li> <li>-Conocer y utilizar un repertorio limitado de léxico escrito de alta frecuencia relativo a situaciones cotidianas y temas habituales y concretos relacionados con los propios intereses, experiencias y necesidades.</li> </ul>	<ul style="list-style-type: none"> <li>-Escribe textos breves y simples (mensajes, notas, postales, correos, chats, etc.) usando las estructuras básicas correctas y n vocabulario preciso.</li> <li>-Completa formularios marcando opciones y completando datos u otro tipo de información personal (p.e. gustos, título de un cuento leído, etc.).</li> </ul>

**Tabla 6: Fuente: Elaboración propia.**

## Annex 12. Checklist for the teacher

This checklist will be used by the teacher at the beginning of the year to verify they have prepared and have everything ready to start the year.

- Have all the didactic units planned including a variety of activities.
- Talk with the director of the school about complementary activities and confirm them.
- Have or ask for the material needed.
- Have the films of the didactic units.
- Know how to use the different assessment tools: rubrics, checklist, quizzes and exams.
- Adapt the materials to the special needs of the students.
- Cooperate with other teachers for the interdisciplinary projects.

## Annex 13. Rubric to evaluate the teacher progress

CRITERIA	EXEMPLARY	ACCOMPLISHED	DEVELOPING	BEGINNING
Students are learning the content	All the students are learning all the content from the curriculum and extra ones.	All the students are learning some of the content from the curriculum and some of them are learning extra ones.	Some students are learning some the content from the curriculum	Only the clever students are learning the content from the curriculum.
Adapting to students' needs	Ability to identify and respond to students' needs and adapting the content and materials for them.	Sometimes identify and respond to students' needs and adapt the content and materials for them.	Rarely identify and respond to students' needs and adapt some content and materials to a few students, not everyone.	Not able to identify and respond to students' needs and to attend to students' needs adequately.
Timing	Keep to the plan established in the planning lessons and have extra time for review activities.	Keep to the plan established in the planning lessons.	Do not respect the plan established in the planning lessons but finish the programme.	Do not respect the plan established in the planning lessons and do not finish the programme.

Language	Language use in classroom is fluent and accurate throughout the lesson plan. Also, the ability to adjust language use and level to the students' needs and comprehension abilities.	Language use in classroom is generally fluent and accurate, with only minor lexical, grammar and spelling mistakes. Also, the ability to adjust language use and level to the students' needs and comprehension abilities.	Language use in classroom is sometimes fluent and accurate, with some lexical, grammar and spelling mistakes. Not adjusting language use and level to the students' needs and comprehension abilities.	Language use in classroom includes a significant number of lexical, grammar and spelling errors, which make the lesson plan difficult to follow. Not adjusting language use and level to the students' needs and comprehension abilities.
Attitude	Motivated and active when teaching. Capacity to transmit the passion for the project to the students and connect with them.	Sometimes motivated and active when teaching. Connect with the students.	Sometimes motivated and active when teaching but do not connect with the students.	Not able to transmit enthusiasm to ss.

#### Annex 14. Unit 4: Can anyone cook?

##### Annex 14.1. Mind-map of the big question: "Can anyone cook?"

That is an example of the mind-maps that the students will be asked to do while they watch the clip.



Source: Own Elaboration

## Annex 14.2. Checklist to evaluate cooperative work

### ✓ CHECKLISTS

- Encouraged and cooperated with each other
- Contributed with useful ideas
- Listened and valued each other's ideas
- Helped keep the group on task
- Participated in group discussions
- Used quiet voices in to communicate
- Recognised and listed the main vocabulary of the recipe
- Explained the vocabulary about cooking

## Annex 14.3. Rubric to evaluate oral presentation

### ✓ RUBRIC

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time and mispronounces no words.	Speaks clearly and distinctly most ( 94-85%) of the time and mispronounces one word.	Does not speak very clearly ad mispronounces more than one word.	Often mumbles and it is difficult to understand it and mispronounces more than one word.
Uses Complete Sentences	Always (99-100% of time) speaks in complete sentences.	Mostly (80-98%) speaks in complete sentences.	Sometimes (70-80%) speaks in complete sentences.	Rarely speaks in complete sentences.
Content	Demonstrates a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Vocabulary	Uses lots of topic specific vocabulary in a natural way.	Uses some topic-specific vocabulary.	Uses general vocabulary and a few topic-specific vocabulary.	Uses general vocabulary and no topic-specific vocabulary.
Posture and Eye Contact	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.

Source: Own Elaboration

**Annex 14.4. Imperative form worksheet**

**IMPERATIVE FORM WORKSHEET**

Name:

Date:

1) **Put the words in the correct order.**

Pass me the salt, please

a. salt Pass me please the

\_\_\_\_\_

b. English speak please in

\_\_\_\_\_

c. your speak Don't mouth full with

\_\_\_\_\_

d. Wait for please me

\_\_\_\_\_

2) What are the rules in your class? Write them on the whiteboard below!

<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li></ul>
---

3) Fill in the gaps with the correct words from the box. Some of these imperative verbs should be written in negative form (-).

help – phone – clean- tell- go
--------------------------------



- a. ----- her in the kitchen.
- b. ----- him my phone number (-)
- c. ----- your shoes.
- d. Today's is his birthday. ----- him, please.
- e. ----- through the park at night (-)

Source: Own Elaboration

### Annex 14.5. Rubric to evaluate reading skills

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
Comprehension	Student often stops to think about what is happening in the text and generates questions or ideas	Student sometimes stops to think about what is happening in the text and generates questions or ideas	Student occasionally stops to think about what is happening in the text and generates questions or ideas	Student rarely stops to think about what is happening in the text and generates questions or ideas
Thinks about the characters	Student describes how different characters might have felt at different points in the story and points out some pictures or words to support his interpretation without being asked.	Student describes how different characters might have felt at different points in the story, but does not provide support for the interpretation unless asked.	Student describes how different characters might have felt at different points in the story, but does NOT provide good support for the interpretation, even when asked	Student cannot describe how different characters might have felt at different points in the story.
Word solving	Student uses many strategies to solve tricky words and perseveres at difficulty.	Student uses several strategies to solve tricky words and perseveres at difficulty.	Student uses a couple of strategies to solve tricky words and perseveres at difficulty.	Student uses rarely stops to solve tricky words and perseveres at difficulty.
Intonation	Student reads with intonation that reflects feeling, anticipation, tension and mood.	Student reads by adjusting intonation appropriately. Consistently attends to punctuation.	Student reads with some intonation and some attention to punctuation. Reads in a monotone at times.	Student reads in a monotone and does not attend to punctuation.

Fluency	Student often reads smoothly, attend to punctuation, and uses expression.	Student sometimes reads smoothly, attend to punctuation, and uses expression.	Student occasionally reads smoothly, attend to punctuation, and uses expression.	Student struggles to read smoothly, attend to punctuation, and uses expression.
---------	---	---	--	---

Source: Own Elaboration

### Annex 14.6. Template to fill after reading

The book I have read is.....

I read from page..... To page.....

¿What happened in the story?

.....

.....

.....

I like most when.....

Because.....

### Annex 14.7. Rubric to evaluate the Role-play

Student  
Name: \_\_\_\_\_

CATEGORY	4	3	2	1
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most ( 94-85%) of the time. Mispronounces no more than one word.	Often mumbles or cannot be understood OR mispronounces more than one word.
Uses Complete Sentences	Always (99-100% of time) speaks in complete sentences.	Mostly (80-98%) speaks in complete sentences.	Sometimes (70-80%) speaks in complete sentences.	Rarely speaks in complete sentences.



<p>         .. . . . .          .. . . . .          .. . . . .          .. . . . .       </p>	<p>         .. . . . .          .. . . . .          .. . . . .          .. . . . .          .. . . . .          .. . . . .          .. . . . .          .. . . . .       </p>	<p>         .. . . . .          .. . . . .          .. . . . .          .. . . . .          .. . . . .          .. . . . .          .. . . . .          .. . . . .       </p>	<p>         .. . . . .          .. . . . .          .. . . . .          .. . . . .          .. . . . .          .. . . . .          .. . . . .          .. . . . .       </p>	<p>         .. . . . .          .. . . . .          .. . . . .          .. . . . .          .. . . . .          .. . . . .          .. . . . .          .. . . . .       </p>
<p>         .. . . . .          .. . . . .          .. . . . .          .. . . . .       </p>	<p>         .. . . . .          .. . . . .          .. . . . .          .. . . . .          .. . . . .          .. . . . .          .. . . . .          .. . . . .       </p>	<p>         .. . . . .          .. . . . .          .. . . . .          .. . . . .          .. . . . .          .. . . . .          .. . . . .          .. . . . .       </p>	<p>         .. . . . .          .. . . . .          .. . . . .          .. . . . .          .. . . . .          .. . . . .          .. . . . .          .. . . . .       </p>	<p>         .. . . . .          .. . . . .          .. . . . .          .. . . . .          .. . . . .          .. . . . .          .. . . . .          .. . . . .       </p>
<p>         .. . . . .          .. . . . .          .. . . . .          .. . . . .       </p>	<p>         .. . . . .          .. . . . .          .. . . . .          .. . . . .          .. . . . .          .. . . . .          .. . . . .          .. . . . .       </p>	<p>         .. . . . .          .. . . . .          .. . . . .          .. . . . .          .. . . . .          .. . . . .          .. . . . .          .. . . . .       </p>	<p>         .. . . . .          .. . . . .          .. . . . .          .. . . . .          .. . . . .          .. . . . .          .. . . . .          .. . . . .       </p>	<p>         .. . . . .          .. . . . .          .. . . . .          .. . . . .          .. . . . .          .. . . . .          .. . . . .          .. . . . .       </p>
<p>         .. . . . .          .. . . . .          .. . . . .          .. . . . .       </p>	<p>         .. . . . .          .. . . . .          .. . . . .          .. . . . .          .. . . . .          .. . . . .          .. . . . .          .. . . . .       </p>	<p>         .. . . . .          .. . . . .          .. . . . .          .. . . . .          .. . . . .          .. . . . .          .. . . . .          .. . . . .       </p>	<p>         .. . . . .          .. . . . .          .. . . . .          .. . . . .          .. . . . .          .. . . . .          .. . . . .          .. . . . .       </p>	<p>         .. . . . .          .. . . . .          .. . . . .          .. . . . .          .. . . . .          .. . . . .          .. . . . .          .. . . . .       </p>

Source: Own Elaboration

**Annex 14.9. Support for the Role-play**

- Good morning everyone, in the (second) episode of ..... (name of the programme) I am going to teach you how to cook.....
- Firstly, wash your hands....
- Secondly, organise all the ingredients and utensils you will need.
- And then, you will be ready to cook.
- Add.../ Cut.../ Chop.../ Fry...
- Put in the oven 30 minutes.../ Heat the oven 180°

-Finally, it is ready to eat.

-Thank you for watching the (second) episode of ... (name of the programme).

### Annex 14.10. Rubric to evaluate debates

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
Respect to the other team	All statements, body language, and responses were respectful and appropriate.	Statements and responses were respectful and appropriate, but once or twice body language was not.	Most statements and responses were respectful and appropriate, but there was one sarcastic remark.	Statements, responses and/or body language were consistently not respectful.
Understanding of Topic	The team clearly understood the topic in-depth.	The team clearly understood the topic in-depth.	The team seemed to understand the main points of the topic.	The team did not show an adequate understanding of the topic.
Capacity to persuade	Presented the information forcefully and convincingly.	Presented the information with ease.	Presented the main points of the topic with ease.	Do not persuade when presenting the information.
Organization	All arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion.	Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion.	All arguments were clearly tied to an idea (premise) but the organization was sometimes not clear or logical.	Arguments were not clearly tied to an idea (premise).

Source: Own Elaboration

### Annex 14.11. Phrases to support the debate for students with support needs

-In my opinion, (something) is very important to take care of .... because.....

-I don't agree with you because I had a different experience when I went/ I did....

-For example....

-I didn't say that...

-I'd like to...

Finally, I would like to conclude by saying....

#### **Annex 14.12. Phrases to support the debate for students with higher capacity**

-It seems quite clear/obvious that...

-I'm sure/convinced /certain that

-The main problem/idea / seems to be...

-As a final word...

-To sum up...

-What does all this mean?

-In other words

-Let me phrase/formulate/express it this way..

#### **Annex 14.13. Kahoot lesson 5**

Every week there will be a kahoot as a formative assessment, which is a way to know what the students have learned. Also, it will help the students to review the content learnt during the week and in case there are any questions solve them.

Here is the link: <https://create.kahoot.it/share/little-quiz-unit-4-lesson-5/7eb772ea-d359-4296-848f-82566e54adf9>

*Source: Own Elaboration*

#### **Annex 14.14. Vocabulary about food containers**

The teacher will give out the vocabulary list to the students so they can learn it.

## VOCABULARY LIST-FOOD CONTAINER

A bottle of water



A tin of tuna



A carton of milk



A packet of biscuits



A bag of flour



A jar of tomato sauce



*Source: Own Elaboration*

### Annex 14.15. Support to write a recipe

Recipe name:

For how many people?:

Total time:

Ingredients:

-

-

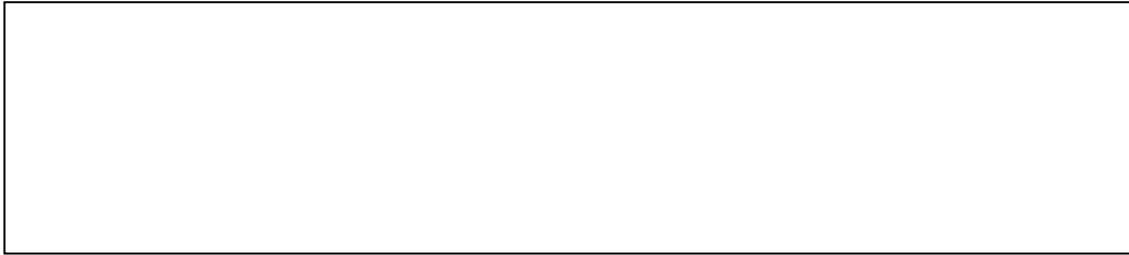
-

-

Cook time:

Preparation:

(add/heat/fry/cut/chop/cover/peel/bake/grill)



**Annex 14.16. Checklist for peer assessment**

✓ **CHECKLIST TO EVALUATE PEER-ASSESS**

- Student has sequenced actions to make a recipe.
- Student has used the imperative form.
- Student has applied properly the imperative form to give instructions.
- Student has used expressions of quantity: many, all, some, many, a lot, (a) little, more, half, piece of.
- Student has differentiated between countable and uncountable.
- Student has used basic connectors to structure the recipe.
- The recipe was clear and understandable.

*Source: Own Elaboration*

**Annex 14.17. Checklist for peer assessment in Braille**

- ✓ ⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠ ⠠⠠
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**Annex 14.18. Rubric to evaluate the recipe**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
Organization	The recipe is very well organized. There are plenty of connectors.	The recipe is pretty well organized. There are some connectors.	The recipe is a little hard to follow. There are few connectors.	Ideas seem to be randomly organised. There aren't any connectors.
Content	There are many imperative verbs well-constructed and lots of expressions of quantity well used.	There are some imperative verbs well-constructed and some expressions of quantity well used.	There are some imperative verbs not very well constructed and a few expressions of quantity well used.	There are not imperative verbs well-constructed and the expressions of quantity are not well used.
Spelling and Punctuation	There are no spelling or punctuation errors in the final draft.	There is one spelling or punctuation error in the final draft.	There are 2-3 spelling and punctuation errors in the final draft.	The final draft has more than 3 spelling and punctuation errors.

Writing Process	Student devotes a lot of time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works hard to make the recipe wonderful.	Student devotes sufficient time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works and gets the job done.	Student devotes some time and effort to the writing process but was not very thorough. Does enough to get by.	Student devotes little time and effort to the writing process. Doesn't seem to care.
Accuracy of Facts	All facts presented in the recipe are accurate.	Almost all facts presented in the recipe are accurate.	Most facts presented in the recipe are accurate (at least 70%).	There are several factual errors in the recipe.
Neatness	The final draft of the recipe is readable, clean, neat and attractive.	The final draft of the recipe is readable, neat and attractive. It may have one or two erasures, but they are not distracting.	The final draft of the recipe is readable and some of the pages are attractive. It looks like parts of it might have been done in a hurry.	The final draft is not neat or attractive. It looks like the student just wanted to get it done and didn't care what it looked like.

Source: Own Elaboration

## Annex 14.19. Recipes

### TUNA SANDWICHES RECIPE

#### Ingredients for one person:

One Tin of tuna.

Two slices of bread.

Three lettuce leaves.

Two slices of tomato

Two tablespoons of mayonnaise.

#### Preparation. How to make a tuna sandwich?

First, open the tin of tuna with care so you do not cut yourself with it. Pour the tuna with the help of a fork into a bowl. Then, chop the tomato and the lettuce and add them in the bowl. Next, add the mayonnaise and mix everything. Finally, when you have the mixture, spread it on the bread. Cut the sandwich in half, in two triangles, and enjoy it.

### HOMEMADE GUACAMOLE RECIPE

#### Ingredients for 4 people

Three ripe avocados

- 1/2 green pepper
- One onion
- Lime or lemon juice.
- One tomato
- A little bit of salt

**How to make guacamole at home?**

We started by finely chopping the onion and the green pepper, as well as the tomato. Then, remove the meat from the avocado and cut it into slices or squares. After cutting the avocado mix it with the rest of the ingredients using the mortar. Add a splash of lime or lemon juice over the mixture while we work it. And finally we add a little bit of salt.

**CHOCOLATE BISCUITS CAKE RECIPE**

**Ingredients for 10 people:**

- 1/4 of a carton of milk
- A jar of Nutella
- Two packets of biscuits

**How to make the cake?**

First, soak the biscuits in the milk. Then, add a layer of biscuits on a mould. Next, heat the Nutella on the microwave. After heating the Nutella, add it over the layer of biscuits. Do at least three layers and follow the same process. Finally, you will have you delicious cake.

**Annex 14.20. Recipes in Braille**

**TUNA SANDWICHES RECIPE**

Ingredients for 10 people:  
 -1/4 of a carton of milk  
 -A jar of Nutella  
 -Two packets of biscuits

How to make the cake?  
 First, soak the biscuits in the milk. Then, add a layer of biscuits on a mould. Next, heat the Nutella on the microwave. After heating the Nutella, add it over the layer of biscuits. Do at least three layers and follow the same process. Finally, you will have you delicious cake.







## Annex 14.22. Checklist

### ✓ CHECKLIST

- Student participates and contributes in the cooking process
- Student uses English to communicate.
- Student use cooking vocabulary like chop, mix, cut, include and so on.
- Student use connectors like first, then, next and finally.
- Student use the imperative form correctly.
- Student use shops vocabulary.

*Source: Own Elaboration*

## Annex14.23. Rubric to evaluate the poster and oral presentation

Student  
Name: \_\_\_\_\_

CATEGORY	4	3	2	1
Content - Accuracy	At least 7 accurate facts are displayed on the poster.	5-6 accurate facts are displayed on the poster.	3-4 accurate facts are displayed on the poster.	Less than 3 accurate facts are displayed on the poster.
Grammar	There are no grammatical mistakes on the poster.	There is 1 grammatical mistake on the poster.	There are 2 grammatical mistakes on the poster.	There are more than 2 grammatical mistakes on the poster.
Required Elements	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements are included on the poster.	Several required elements were missing.
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most ( 94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
Posture and Eye Contact	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.

Source: Own Elaboration

## Annex 14.24. Quiz of prices

### QUIZ OF PRICES- How much is it?



### Key for the teacher:



- Aston-martin: 125.000 euros
- Coat: 211 euros
- Football boots: 88 euros
- iPad: 649 euros
- Motorbike: 5597 euros



## Annex 14.25. Checklist to evaluate cardinal numbers

### ✓ CHECKLIST TO EVALUATE CARDINAL NUMBERS

- Student writes correctly numbers of two digits.
- Student writes correctly numbers of three digits.
- Student writes correctly numbers of four digits.
- Student says correctly numbers of two digits.
- Student says correctly numbers of three digits.
- Student says correctly numbers of four digits.

Source: Own Elaboration

## Annex 14.26. Photocopy of cardinal numbers

These photocopy will be used for the students with support needs.

Numbers in English				
<b>ones</b>	<b>teens</b>	<b>twenties</b>	<b>thirties</b>	<b>forties</b>
0 zero, oh, nil	10 ten	20 twenty	30 thirty	40 forty
1 one	11 eleven	21 twenty-one	31 thirty-one	41 forty-one
2 two	12 twelve	22 twenty-two	32 thirty-two	42 forty-two
3 three	13 thirteen	23 twenty-three	33 thirty-three	43 forty-three
4 four	14 fourteen	24 twenty-four	34 thirty-four	44 forty-four
5 five	15 fifteen	25 twenty-five	35 thirty-five	45 forty-five
6 six	16 sixteen	26 twenty-six	36 thirty-six	46 forty-six
7 seven	17 seventeen	27 twenty-seven	37 thirty-seven	47 forty-seven
8 eight	18 eighteen	28 twenty-eight	38 thirty-eight	48 forty-eight
9 nine	19 nineteen	29 twenty-nine	39 thirty-nine	49 forty-nine
<b>tens</b>	<b>hundreds</b>	<b>thousands+</b>		
10 ten	100 one hundred	1,000 one thousand		
20 twenty	200 two hundred	10,000 ten thousand		
30 thirty	300 three hundred	100,000 one hundred thousand		
40 forty	400 four hundred	1,000,000 one million		
50 fifty	500 five hundred	10,000,000 ten million		
60 sixty	600 six hundred	100,000,000 one hundred million		
70 seventy	700 seven hundred	1,000,000,000 one billion		
80 eighty	800 eight hundred	10,000,000,000 ten billion		
90 ninety	900 nine hundred	100,000,000,000 one hundred billion		
		1,000,000,000,000 one trillion		
© VocabularyPage.com				
example 1,452,639 one million four hundred fifty-two thousand six hundred thirty-nine				
www.vocabularypage.com				

## Annex 14.27. Rubric to evaluate the scripts of the film

Student

Name: \_\_\_\_\_

CATEGORY	4	3	2	1
Organization	The script is very well organized. One idea or scene follows another in a logical sequence with clear transitions.	The script is pretty well organized. One idea or scene may seem out of place. Clear transitions are used.	The script is a little hard to follow. The transitions are sometimes not clear.	Ideas and scenes seem to be randomly arranged.
Participation	Every student participates at least two times. The participation is balanced.	Every student participates at least two times. The participation is not balanced.	There are students who participate at least two times but other who just one time. The participation is not balanced.	There are students who do not participate and the rest of them participate one time.
Content	The script is original and includes most of the content learnt in the Unit (90-100%). It is not copied directly from the film script.	The script is original and includes most of the content learnt in the Unit (70-80%). It is not copied directly from the film script.	The script is original and includes some of the content learnt in the Unit. There is some phases copy directly from the film script.	The script do not include content learnt in the Unit. It is copy directly from the film scripts.
Spelling and Punctuation	There are no spelling or punctuation errors in the final draft.	There is one spelling or punctuation error in the final draft.	There are 2-3 spelling and punctuation errors in the final draft.	The final draft has more than 3 spelling and punctuation errors.
Writing Process	Student devotes a lot of time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works hard to make the story wonderful.	Student devotes sufficient time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works and gets the job done.	Student devotes some time and effort to the writing process but was not very thorough. Does enough to get by.	Student devotes little time and effort to the writing process. Doesn't seem to care.
Accuracy of Facts	All facts presented in the scripts are accurate.	Almost all facts presented in the scripts are accurate.	Most facts presented in the scripts are accurate (at least 70%).	There are several factual errors in the scripts.

Source: Own Elaboration

### Annex 14.28. Support for the scripts of the film

Those phrases structures will help students with support needs to write the scripts of the film.

-Narrator: Ratatouille is a mouse that..... (love/cook) and Linguini is the ..... in the kitchen. Ratatouille .....(cook) a .....soup with .....(ingredients).

-Ratatouille:.....(cut)some.....,.....(add) a  
few..... Finally, heat the oven..... (give orders to the chefs).

### **Annex 14.29. Kahoot lesson 12**

<https://create.kahoot.it/share/kahoot-uni-4-lesson-12/53f3bfc4-4e2d-4601-9eef-ce28069b9c2e>

*Source: Own Elaboration*

### **Annex 14.30. Bingo**






The teacher will print out all the bingo tables and give out to the students. There are seven different examples. The teacher can call this list when playing the game. Students have to cross out each word as the teacher announces them. When one student has the Bingo column they should announce it. Finally, when someone has every word cross out, she/he might say Bingo.

1. Three hundred and eighty
2. Vitamins
3. Fry
4. 467
5. Proteins
6. Weight
7. 5156
8. Slice
9. Pour
10. 1257
11. Fat
12. Chop
13. Melt
14. Peel
15. 299
16. Five thousands and twenty two
17. A packet of biscuits
18. Carbohydrates






19. Bottle of water

20. Bake

Example 1:

		WEIGHT	FATS
FIVE THOUSANDS AND TWENTY TWO	VITAMINS	POUR	299
	467	SLICE	
FRY	1257	THREE HUNDRED AND EIGHTY	

Example 2:



FIVE THOUSANDS AND TWENTY TWO	WEIGHT		
467	VITAMINS		BAKE
POUR	FRY	5156	
1257	CHOP		SLICE




Example 3:


	FRY		THREE HUNDRED AND EIGHTY
---	-----	--	-----------------------------

CHOP	5156	VITAMINS	
WEIGHT	POUR		FIVE THOUSANDS AND TWENTY TWO
467	SLICE	1257	FATS

Example 4:

	FIVE THOUSANDS AND TWENTY TWO		1257
THREE HUNDRED AND EIGHTY	5156	FRY	467

	BAKE		WEIGHT
	FATS	CHOP	POUR

THREE HUNDRED AND EIGHTY	SLICE		BAKE
1257		POUR	467
5156	FRY	FATS	VITAMINS

FIVE THOUSANDS AND TWENTY TWO			CHOP
----------------------------------	---	---	------

Example 5:

	CHOP	SLICE	FATS
	1257	FRY	299
VITAMINS	POUR		
5156	BAKE	FIVE THOUSANDS AND TWENTY TWO	THREE HUNDRED AND EIGHTY





Example 6:



	CHOP	BAKE	
	SLICE		FIVE THOUSANDS AND TWENTY TWO
FATS	VITAMINS	POUR	1257
299		THREE HUNDRED AND EIGHTY	FRY

Example 7:

BAKE	POUR		FRY
------	------	--	-----

	<p>VITAMINS</p>		<p>1257</p>
<p>5156</p>	<p>467</p>		<p>FATS</p>
<p>299</p>	<p>CHOP</p>		<p>WEIGHT</p>



### Annex 14.31. Vocabulary list about kitchen utensils

The teacher will give out the vocabulary list to the students so they can learn it.



**Source:** **Pinterest:** <https://www.pinterest.es/pin/537898749237257633/visual-search/?x=16&y=16&w=530&h=526>

### Annex 14.32. Checklist to evaluate their capacity to plan

#### ✓ CHECKLIST TO EVALUATE CAPACITY TO PLAN THEIR WORK

- Student organises and plan their work taking into account every detail.
- Student distribute the work in an equal way.
- Student cooperates with each other.
- Student respects everybody's opinion.
- Student defines clearly the roles.
- Student sequences the actions they need to do.

*Source: Own Elaboration*

### **Annex 14.33. Support to give instructions**

Please, take the knife on the right.

Chop the lettuce in small pieces, please.

Do not pour the tuna on the bowl yet.

Add two spoons of mayonnaise.

Wash the bowl, please.

Please, open the packet of biscuits.

Soak the biscuits in the milk.

Pour the chocolate on the layer of biscuits.

Peel the avocado, please.

Cut the avocado and the tomatoes.

.....

### **Annex 14.34. Checklist to evaluate the cooking lesson**

#### **✓ CHECKLIST TO EVALUATE THE COOKING LESSON**

- Student has brought the ingredients and materials needed.
- Student participates and contribute in the cooking process
- Student uses English to communicate.
- Student uses cooking vocabulary like chop, mix, cut, include and so on.
- Student uses connectors like first, then, next and finally.
- Student uses the imperative form correctly.
- Student names the utensils of the kitchen in English.

*Source: Own Elaboration*

**Annex 14.35. Cover page with the “big questions”**



Unit 1



Unit 2



Unit 3



Unit 4



Unit 5

**DO YOU LIKE THE CINEMA?**



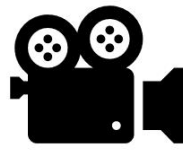
Unit 6



Unit 7



Unit 8

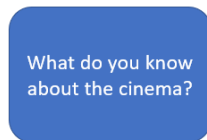


Unit 9

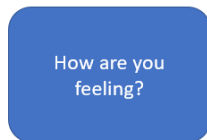


Unit 10

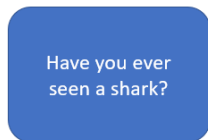
*Source: Own Elaboration*



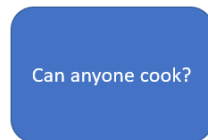
Unit 1



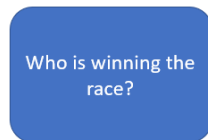
Unit 2



Unit 3

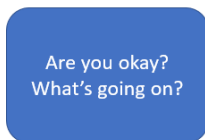


Unit 4

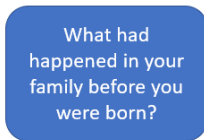


Unit 5

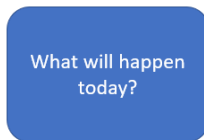
**DO YOU LIKE THE CINEMA?**



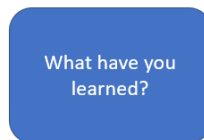
Unit 6



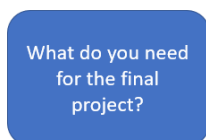
Unit 7



Unit 8



Unit 9



Unit 10

**Annex 14.36. Checklist to evaluate students' progression**







✓ **CHECKLIST TO EVALUATE ANSWERS TO THE “BIG QUESTION”.**

- Student gives a deep answer comparing with the answer at the beginning of the Unit.
- Student uses and applies the vocabulary learnt about cooking and kitchen utensils.
- Student makes simple and correct sentences.

- Student makes connexions with her/his experience and the content learnt throughout the Unit.
- Students uses connectors to organise their ideas.

*Source: Own Elaboration*

### Annex 14.37. Memory cards

1	2	3	4	5
	PHARMACIE		A TIN OF TUNA	BOOKSHOP
6	7	8	9	10
			MELT CHOCOLATE	A PAN
11	12			
A POT				

*Source: Own Elaboration*

### Annex 14.38. Recipe puzzle

Here is a lasagne recipe. These are the steps to follow. The T will print all the steps and mix them up. The students will have to order them in other to do the puzzle.

1. Preheat oven to 180°C.







### Annex 14.40. Rubric to evaluate cooperative work and progression

Student

Name: \_\_\_\_\_

CATEGORY	4	3	2	1
Vocabulary	Understand and apply properly the vocabulary learnt about cooking, food containers, shops and kitchen utensils. (90-100%).	Understand and apply properly the vocabulary learnt about cooking, food containers, shops and kitchen utensils. (70-80%).	Understand and apply the vocabulary learnt about cooking, food containers, shops and kitchen utensils. (20-30%).	Do not apply the vocabulary learnt about cooking, food containers, shops and kitchen utensils. (30-20%).
Grammar	Apply correctly expressions of quantity and countable and uncountable nouns (90-100%).	Apply correctly expressions of quantity and countable and uncountable nouns (70-80%).	Apply correctly expressions of quantity and countable and uncountable nouns (20-30%).	Do not understand the difference between countable and uncountable and do not use expressions of quantity.
Recipe structure	Properly sequences all the actions of a recipe.	Properly sequences most of the actions of a recipe.	Properly sequences a few of the actions of a recipe.	Properly sequences only two steps of a recipe.
Working with Others	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares, with, and supports the efforts of others.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.
Attitude	Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s).	Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s).	Occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s).	Often is publicly critical of the project or the work of other members of the group. Often has a negative attitude about the task(s).
Focus on the task	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task.	Rarely focuses on the task and what needs to be done. Let's others do the work.
Problem-solving	Actively looks for and suggests solutions to problems.	Refines solutions suggested by others.	Does not suggest or refine solutions, but is willing to try out solutions suggested by others.	Does not try to solve problems or help others solve problems. Lets others do the work.

Source: Own Elaboration

**Annex 14.41. Exam of the first term**

**EXAM FIRST TERM**

Source: *Own Elaboration*

Student name:

Date:

**1) Complete with the words in the word-bank. (2 points) (0,2 each phrase).**

angry greengrocer's oyster baker's sports shop octopus worried cameraman  
director sad actor

- a) Where can you buy spinach and bananas? .....
- b) Mary is ..... about his exam tomorrow.
- c) The person who tell everybody what to do is the .....
- d) Diana and Samuel are going to order an ..... soup and Leo an ..... as they love see food.
- e) My dog died yesterday, I'm very .....
- f) The person who films the actors is a .....
- g) Where can you buy bread and cakes? .....
- h) The person who does the stunts in a film is an .....
- i) My brother is ..... with me because I broke his mobile phone.
- j) The shop where you can buy a tennis racket and a skateboard is a .....

**2) Use the verbs from brackets with the correct tense: Present simple, past simple, present perfect or imperative. (2 points) (0,1 each verb)**

- a) My brother ..... (want) to invite his girlfriend for a dinner last night but she ---  
..... (have) some other plans.
- b) .....(clean) your room before going out with your friends.
- b) John ..... (do) his homework and then he ..... (watch) Tv.
- c) I ..... (live) in this house since I was born.
- c) The shop ..... (open) at 9:00 a.m. and ..... (close) at 10:00 p.m.  
everyday.
- f) My father ..... never ..... (go) in Paris.

- f) ----- (not interrupt) me while I am speaking.
- e) He ----- (not eat) anything because he ----- (not have) time.
- g) I ----- (have) 50 euros before going shopping and now I ----- (have) anything. I ----- (spend) all my pocket money.
- i) ----- (turn) off the lights, please.
- d) My grandmother usually ----- (spend) her holidays at the seaside but last summer she ----- (decide) to go to the countryside.
- g) She ----- (not get) married until she ----- (be) 35.

**3) Make questions using “how much/how many”. (1 point) (0,2 each phrase).**

*Example: How much fruit is there? There is some fruit.*

- a) -----? There are a lot of eggs.
- b) -----? There isn't any orange juice.
- c) -----? There is a little salt.
- d) -----? There are three red peppers.
- e) -----? There is a packet of biscuits.

**4) Read the story and make a plot of Ratatouille film (3 points). Express your opinion about the story giving at least two arguments to support it (2 points).**

**Keys of the exam:**

**1) Complete with the words in the word-bank. (2 points) (0,2 each phrase).**

angry greengrocer's oyster baker's sports shop octopus worried cameraman  
director sad actor

- a) Where can you buy spinach and bananas? **In a greengrocer's**
- b) Mary is **worried** about his exam tomorrow.
- c) The person who tell everybody what to do is the **director**
- d) Diana and Samuel are going to order an **oyster** soup and Leo an **octopus** as they love see food.
- e) My dog died yesterday, I'm very **sad**.
- f) The person who films the actors is a **cameraman**

- g) Where can you buy bread and cakes? **In a baker's**
- h) The person who does the stunts in a film is an **actor**
- i) My brother is **angry** with me because I broke his mobile phone.
- j) The shop where you can buy a tennis racket and a skateboard is a **sports shop**

**2) Use the verbs from brackets with the correct tense: Present simple, past simple, present perfect or imperative. (2 points) (0,1 each verb)**

- a) My brother **wanted** (want) to invite his girlfriend for a dinner last night but she **had** (have) some other plans.
- b) **Clean** (clean) your room before going out with your friends.
- b) John **does** (do) his homework and then he **watches** (watch) Tv.
- c) I **have lived** (live) in this house since I was born.
- c) The shop **opens** (open) at 9:00 a.m. and **closes** (close) at 10:00 p.m. everyday.
- f) My father **has never been** (go) in Paris.
- f) **Don't interrupt** (not interrupt) me while I am speaking.
- e) He **didn't eat** (not eat) anything because he **didn't have** (not have) time.
- g) I **had** (have) 50 euros before going shopping and now I **have** (have) anything. I **have spent** (spend) all my pocket money.
- i) **Turn** (turn) off the lights, please.
- d) My grandmother usually **spends** (spend) her holidays at the seaside but last summer she **decided** (decide) to go to the countryside.
- g) She **didn't get** (not get) married until she **was** (be) 35.

**3) Make questions using "how much/how many". (1 point) (0,2 each phrase).**

*Example: How much fruit is there? There is some fruit.*

- a) **How many eggs are there?** There are a lot of eggs.
- b) **How much orange juice is there?** There isn't any orange juice.
- c) **How much salt is there?** There is a little salt.
- d) **How many red peppers are there?** There are three red peppers.
- e) **How many packets of biscuits are there?** There is a packet of biscuits.

**4) Read the story and make a summary (3 points). Express your opinion about the story giving at least two arguments to support it (2 points).**

Open answer.