UNIVERSIDAD PONTIFICIA COMILLAS

TRABAJO DE FIN DE GRADO
PROGRAMACIÓN DIDÁCTICA

ÁREA DE INGLÉS
3º Educación Primaria

COVADONGA CID BUSTO

Curso 2017/18

Director: Alfonso López Hernández

Fecha de entrega: 27/04/2018

1

PROGRAMACIÓN ANUAL
ASIGNATURA: INGLÉS
CURSO: 3º DE EDUCACIÓN PRIMARIA

RESUMEN

En este Trabajo de Fin de Grado, se propone una Programación General Anual diseñada para 3º de Educación Primaria. La programación didáctica consta de nueve unidades didácticas caracterizadas por la metodología utilizada, la cual está centrada en la realización de tareas, basada en Jane Willis. Se promueve el uso de las TIC para revisar aprendizaje y creación de presentaciones orales, el aprendizaje basado en proyectos, la lectura basada en T.B.L. y gran uso del juego como fuente de aprendizaje. Se desarrollan siempre las cuatro principales habilidades que permiten el dominio de un idioma, siendo más abundante el fomento de las habilidades expresivas. Se da mucha importancia a la retroalimentación formativa del profesor hacia el alumno y a la autoevaluación para que los alumnos puedan mejorar y aprendan de sus errores. El contenido se desarrolla a partir de las experiencias personales de los alumnos en relación al contenido y vocabulario a trabajar con actividades que propone el profesor, ya que permite la activación de sus conocimientos previos para conseguir la adquisición de los nuevos y hacer que el aprendizaje de estos sea significativo. Hay materiales creados por el profesor para la enseñanza de los contenidos y vocabulario a desarrollar para dos alumnos con necesidades educativas especiales, uno de ellos con Trastorno de Déficit de Atención con Hiperactividad y otro con Trastorno del Espectro Autista, existiendo asimismo medidas de atención especial para ambos.

PALABRAS CLAVE

Programación Didáctica; Inglés; 3º Educación Primaria; Aprendizaje basado en tareas; Aprendizaje significativo.

ABSTRACT

This final degree project presents a year syllabus designed for the English subject of the Grade 3 of Primary Education. The didactic year syllabus consists of nine units based on an specific methodology, task-based learning and teaching, which is inspired in Jane Willis. There is an important use of ICT to review the learning process and creating oral presentations, project-based learning, task-based reading and a big use of games as learning process. The main four language skills are development, pointing out the big encouragement of the production skills. The formative feedback from teacher to student has an important significance as well as self-assessment, which allows students improve and learn from their own mistakes. The content is developed from the student's personal experiences in relation to the content and vocabulary that is going to be developed in the different units that allow the activation of the student's schemata, and which lets acquire the new ones and which create a meaningful learning. There are various materials created by the teacher for the teaching of content and vocabulary to two student with special needs; one of them with a Deficit Attention Disorder and Hyperactivity and the other one with Autistic Spectrum Disorder, both with diversity attention measures.

KEY WORDS

Annual didactic syllabus; English; Year 3 Primary; Task-based Learning and Teaching; Meaningful Learning.

ÍNDICE

4

Covadonga Cid Busto　　　　　　　　　　　　　　　　　UP Comillas 2017/18

ABBREVIATIONS

A.D.H.D.	Attention Deficit and Hyperactivity Disorder
(adj)	Adjective
(adv)	Adverb
A.S.D.	Autism Spectrum Disorder
B.E.D.A.	Bilingual English Development & Assessment
B.O.C.M.	Boletín Oficial de la Comunidad de Madrid
B.O.E.	Boletín Oficial del Estado
CC.CC.	Competencias Clave / Key Competences
(expr)	Expression
MOOC	Massive Open Online Course
(n)	Noun
P.A.S.	Personal de Administración y Servicios
T.A.P.	Tutorial Action Plan
P.B.L.	Project-Based Learning
P.E.C.	Proyecto Educativo de Centro
P.G.A.	Programación General Anual
(pos. adj.)	Possessive adjective
P-P-P	Present-Practice-Production
(qu)	Question
T.B.L.	Task-based Learning
T.B.L.T.	Task-based Language Teaching

T.I.C.   Tecnologías de la Información y la Comunicación

               (I.C.T.) Information and Communication Technologies

(vb)   Verb

T.I.C.   Tecnologías de la Información y la Comunicación

INTRODUCCIÓN

"La educación es cosa del corazón"

- San Juan Bosco -

Recuerdo cómo eran algunas de las clases de Inglés en el colegio y podría decir que no coinciden con las actuales metodologías innovadoras que llamamos "del siglo XXI", aunque cierto es que yo ya comencé a ir a la escuela en este mismo siglo. En estos últimos años, las metodologías educativas han cambiado bastante. Estamos en un proceso de cambio educativo, promoviendo las metodologías activas, haciendo que el aprendizaje sea significativo, poniendo al alumno como centro del proceso de enseñanza-aprendizaje, promoviendo el uso de las tecnologías de la información y la comunicación y la utilización de material manipulativo.

Se podría decir que hacer este trabajo de fin de grado sobre una programación didáctica de la asignatura de Inglés y en Inglés ha sido como tirarse a la piscina sin ser realmente consciente de la profundidad que tenía. Planteármelo fue un reto desde el principio, pero confiaba en que yo era capaz de hacerlo; no solamente capaz de escribir en Inglés mucho texto con una terminología compleja, sino que crear y planificar un curso entero de esta asignatura me parecía de por sí una gran meta, además de incluir como base una metodología de la que solo había escuchado su nombre (*task-based learning).* Realmente yo era muy consciente de que como maestra, haré una programación de este estilo en un futuro no muy lejano, por eso lo vi útil, ya que ha sido un proceso de aprendizaje largo y del que realmente he aprendido.

En relación a mi experiencia docente durante las prácticas realizadas en estos últimos cuatro años en tres colegios distintos, he tenido la oportunidad de estar en clases de todos los cursos de Educación Primaria, estando más tiempo en el curso de 3º de Primaria. Ha sido un curso en el que me he sentido muy cómoda y que me ha gustado especialmente porque se pueden tener buenas conversaciones relacionadas con las aficiones y curiosidades de los alumnos, los cuales están en un proceso de razonamiento algo más complejo que en los cursos anteriores y pudiéndose realizar buenas actividades y juegos sobre temas que les gusten, educando en valores y de los cuales aprendan. Por estas razones he decidido hacer esta programación didáctica para este curso.

Esta programación está diseñada para el colegio JuMar, un centro escolar nacido de mi imaginación y en el cual he intentado plasmar los valores más importantes que creo

9

que debe de haber en una escuela y que deben formar la base de una buena educación. Lo más esencial para trabajar con los niños en esta escuela es actuar con sentido común y siempre desde el corazón. El objetivo principal es el desarrollo integral del alumno a nivel tanto académico como personal, desarrollando diversos valores como el esfuerzo, el respeto y el compañerismo.

La metodología principal que se utiliza en todas las unidades didácticas y que caracteriza esta programación es el *task-based learning*. Esta metodología consiste en desarrollar las actividades como tareas, las cuales están enfocadas en el significado del lenguaje que se está utilizando en relación a su contexto, donde se resuelve un problema comunicativo y están relacionadas con actividades que se desarrollan en la vida cotidiana de los alumnos.

El juego es una parte importante en el aprendizaje de los alumnos en relación a cualquier área. Creando nuevas experiencias promovemos el aprendizaje significativo, se adquieren una serie de conocimientos sin mucho esfuerzo, ayuda a razonar, buscar soluciones, desarrollar capacidades como las habilidades sociales, aprender a cooperar, sube el autoestima y en este caso, el medio a través del que los alumnos se tienen que comunicar es por el uso de una lengua extranjera.

Esta programación didáctica está escrita en Inglés, excepto los tres primeros apartados, de los cuales el primero hace referencia a la justificación teórica, el contexto socio-cultural del colegio, las características psico-evolutivas del niño y los dos siguientes de contenidos y objetivos, ya que son elementos extraídos de las leyes educativas, las cuales están escritas en español. Por esta misma razón, existen apartados en todas las unidades didácticas que están escritos en castellano.

PROGRAMACIÓN GENERAL ANUAL

PROGRAMACIÓN GENERAL ANUAL

Esta programación está diseñada para alumnos de 3º 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.

1. INTRODUCCIÓN

1.1 Justificación teórica

Un buen proceso de enseñanza-aprendizaje consiste en "saber hacer bien", esto es, la unión de la formación continua, la experiencia laboral y el estudio del área en el que se trabaja. El aprendizaje es un cambio que se debe a la experiencia, que se asocia a la práctica y que tiene posibilidad de permanencia en un individuo. Estudiar es un medio para aprender y enseñar es un medio para educar. Además, aprender es la conducta más universal del ser humano.

Se busca que los alumnos consigan aprender significativamente. Es decir, establecer una relación entre los nuevos conocimientos y los conocimientos previos. Así se facilita la asimilación de contenidos que permitirá que los alumnos construyan su propio conocimiento, que de esta forma será más relevante y por tanto, significativo (Ausubel, 2002). El aprendizaje significativo es aquel que no es meramente memorístico, que es transferible a la vida real, es esencial, permite establecer propios criterios, fortalece la memoria comprensiva y permite averiguar los conocimientos previos el alumno. Este aprendizaje se podría enfocar desde el aprendizaje por recepción, es decir la enseñanza expositiva (Ausubel, 2002), la cual es más común en Secundaria y Bachillerato; o desde el aprendizaje por descubrimiento (Bruner, 2001), a través del cual se realizan actividades para que los alumnos lleguen a una conclusión, la cual el profesor sabía pero no les había dicho para que lo hagan ellos mismos. No solamente se aprende de forma individual, sino que también se aprende de los compañeros que quizás vayan más aventajados, activando así la zona de desarrollo próximo del alumno. Además, todo lo que cada uno sabe, alguna vez lo ha hablado con alguien (Vygotski, 1978).

Algo que hoy en día se dice que se promueve pero no se aprecia mucho en la práctica es el fomento de la creatividad, así como el pensamiento divergente de los niños. La primera consiste en el proceso de tener ideas originales que tienen valor, mientras que la segunda es una capacidad esencial para la creatividad, es la habilidad de ver muchas posibles respuestas a una pregunta, muchas formas de interpretar una

pregunta (Robinson, 2012). Estas no deberían ser opuestas, sino que se deberían de fomentar ambas y ver más allá, porque en muchas ocasiones puede haber diversidad de respuestas y no se debe de ver una sola opción cuando no siempre es así.

Al final, un gran número de teóricos de la educación han llegado a la conclusión de que el profesor no puede enseñar en absoluto, sino solamente ayudar al alumno a aprender. El alumno ya conoce la verdad; el profesor simplemente le demuestra que la conoce. (Skinner, 1965).

1.2 Contexto socio-cultural

Este trabajo de fin de grado está destinado realizarse en un contexto social y cultural concreto, ya que tanto la Programación General Anual (P.G.A.) como las unidades didácticas han sido diseñadas en función de las características del centro escolar y de todo el personal que forma parte de este.

Este centro escolar se llama JuMar, está ubicado en la zona centro de Madrid, en el barrio de Atocha. Su localización permite que en el colegio haya alumnos de distintas zonas de la Comunidad de Madrid por la amplia conexión que ofrece la estación de tren de Atocha, por lo que no solo acuden al colegio niños de este barrio.

El colegio es concertado, católico y pertenece al programa de implantación del bilingüismo de la Comunidad de Madrid, ya que aún no es bilingüe. Las etapas educativas presentes en el centro son Educación Infantil y Primaria, ambas etapas de línea 3. En los cursos impares de Primaria se imparten en Inglés la asignatura de Natural Science y Arts y en los cursos pares Social Science y Music, estando presente siempre la asignatura de Inglés como primera lengua extranjera en todos los cursos. Se ofrecen a elección Alemán o Francés como segunda lengua extranjera desde 3º de Primaria.

El nivel socio-económico de las familias es medio, ya que como hemos dicho anteriormente es concertado y no solo acuden jóvenes de esta céntrica zona de la capital, sino que acuden de otras zonas de Madrid como Getafe, Parla o Alcorcón, debido a su cercanía a la estación de tren de Atocha, como hemos mencionado con anterioridad.

Este centro cuenta con varias instalaciones y servicios. Existe un servicio de comedor para todos los alumnos del centro. Se ofrecen distintas actividades extraescolares como Inglés, patinaje artístico, teatro, baloncesto y fútbol.

Este centro escolar apuesta por el uso de las Tecnologías de la Información y la Comunicación (T.I.C.). Se trabaja con pizarras digitales en la todas las aulas el centro posee tablets para uso común cuando sea necesario en las clases.

1.3 Contexto del equipo docente

Forman parte del personal del centro tanto los docentes como los alumnos, sus familias y todo el Personal de Administración y Servicios (P.A.S.). Dentro del equipo docente hay 39 profesores. Existen los siguientes cargos:

- ❖ Director del centro: 1 + Equipo directivo (profesores del centro)
- ❖ Jefe de Estudios: 1
- ❖ Coordinador de Educación Infantil: 1 (Un profesor de Infantil)
- ❖ Coordinador de Educación Primaria: 1 (un profesor de Primaria)
- ❖ Coordinadores de etapa de Primaria: 2 (Profesores de Primaria)
- ❖ Profesores-tutores: 27
- ❖ Profesores no tutores: 8
- ❖ Pedagogos terapéuticos: 2

1.4 Características psicoevolutivas del niño/a de la edad para la que se realiza la propuesta

Es importante abordar este tema ya que este es el tramo en el que los niños entran en la etapa obligatoria y comienzan a formar su personalidad, lo cual es esencial para los docentes que van a trabajar con los alumnos a lo largo de esta etapa educativa. La edad de los niños para los que esta propuesta está diseñada es para aquellos que tienen entre 8 y 9 años, cuyas edades corresponden al curso de 3º de Educación Primaria. En esta etapa de Primaria, los niños se desarrollan cognitiva, social, afectiva y motóricamente y es un periodo durante el cual se producen grandes cambios en el desarrollo evolutivo del niño. Tal y como dice Wallon (citado en Pons y Roquet-Jalmar, (2003), el niño se encuentra en el estadio categorial del desarrollo humano, en el cual el niño es más autónomo, teniendo la escuela gran importancia ya que le permite tener nuevas experiencias por pertenecer a grupos más grandes. La excesividad de permisividad o control puede afectar con gran profundidad la inteligencia del niño y la formación de su carácter.

En estas edades correspondientes al curso de 3º E.P., el niño posee un grado de autonomía que difiere bastante de los dos primeros años de esta etapa educativa.

❖ **Desarrollo cognitivo:**

Haciendo referencia a los estudios de psicología evolutiva de Piaget (1986), un niño con estas características se encuentra en la tercera etapa del desarrollo intelectual cognitivo, denominada etapa de las operaciones concretas. Esta etapa tiene lugar entre los 7 y 11 años. El niño comienza a tener capacidad de abstracción de desarrollo cognitivo, y empieza a ver una realidad inferida de las apariencias y sus procesos de razonamiento se vuelven lógicos. Esta lógica es la que consiste en el ordenamiento mental de conjuntos y la clasificación los conceptos de casualidad, espacio, tiempo y velocidad, es decir, organizan, estructuran y organizan lo que observan en la realidad. Estos procesos son los que permiten al niño solucionar problemas en situaciones reales.

Durante este periodo y especialmente en este curso de Primaria, por todo lo mencionado anteriormente, es esencial enseñar a pensar a los alumnos. Los niños son capaces de hacer y comprender mucho más de lo que muchas veces los docentes pensamos, más allá de lo que los alumnos expresan verbalmente. Es por esta razón por la que Piaget afirma que es necesario que los niños realicen trabajos que posteriormente tengan que explicar de forma verbal y tomar conciencia de lo que hacen para trabajar sus experiencias cognitivas, siendo estas el resultado de su nivel cognitivo y capacidad lingüística (Piaget, 1976).

A nivel cognitivo, la interacción social y la adopción de un sistema de valores tienden a formar el autoconcepto y el autoestima del niño. A esta edad se desarrollan nuevas capacidades de lenguaje y pensamiento que le ayudan en la interacción social y en la comunicación. Por ello, dice Piaget que el niño se convierte en un ser realmente social (Piaget, 1976).

Existe una gran relación entre el pensamiento y el lenguaje, tal como exponen Pons y Roquet-Jalmar (2003) en su libro *Desarrollo cognitivo y motor*:

> "El pensamiento necesita del lenguaje o, como mínimo, haber alcanzado un cierto nivel de simbolización en las actividades sensorio-motrices, para que pueda cumplir plenamente sus funciones. Por este motivo, el lenguaje no sólo es el medio para comunicarse, como se define comúnmente, sino también el instrumento que sirve para ordenar el pensamiento o, dicho de otra manera,

es un medio que acude en ayuda del pensamiento para

poder ordenar y organizar la memoria." (p.110)

No debemos de pasar por alto cómo son los niños a la hora de aprender. Se están desarrollando como personas individuales, aprenden de diversas formas (mirando, imitando, escuchando, haciendo), son muy curiosos, utilizan su imaginación para jugar y disfrutan de la repetición.

❖ **Desarrollo afectivo:**

Es fundamental tener en cuenta que todos los niños son distintos y la personalidad tanto del profesor como la del propio alumno influyen en el desarrollo afectivo del alumnado.La intervención docente ha de estar dirigida a mostrar confianza en las capacidades de cada alumno y hacerles ver sus posibilidades, teniendo en cuenta sus límites y el valor de su esfuerzo.

❖ **Desarrollo lingüístico:**

La instantaneidad del proceso de adquisición del lenguaje es un producto de una visión que está idealizada, que se produce a partir del aprendizaje a partir de una base genética anterior a la experiencia. Chomsky expone dos estados hipotéticos de la adquisición lingüística: el estado inicial y el estado fijo. Este último es el final del proceso adquisitivo, que se construye a través de una sucesión de gramáticas que se van mejorando, las cuales incluyen los planos fonético, sintáctico y semántico. (Chomsky, 1981; mencionado por Caravedo, 1990).

A esta edad para la que va destinada esta programación, los niños saben leer y escribir en su lengua materna y conocen el vocabulario básico y oraciones cortas tanto de forma hablada como escrita de la primera lengua extranjera, siendo esta el inglés.

❖ **Desarrollo moral:**

A esta edad, adquieren el uso de la razón y la cual permite hacer juicios de valor. A partir de los siete años, aparecen las nociones del derecho y del deber y viven la edad de los intereses objetivos. Es decir, los niños satisfacen sus gustos con lo que hacen, toman iniciativas y por su escasa experiencia cometen errores al no haberse expuesto con anterioridad a las consecuencias. Los niños, ya que están acostumbrados a obedecer, siguen los consejos de personas que coinciden con el orden moral que ellos tienen, aunque a veces realicen actos que están en oposición a ese orden moral. (Fay, 1953)

2. OBJETIVOS

Los objetivos son aquellas metas que deben conseguir los alumnos al terminar distintas fases del proceso de enseñanza-aprendizaje. Según el Boletín Oficial del Estado (B.O.E.) en la Orden ECD/686/2014, los objetivos son referentes relativos a 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. Los objetivos se presentan en el anexo 2 del trabajo.

3. CONTENIDOS

Los contenidos presentados a continuación pertenecen al curso de 3º de Primaria de la asignatura de Inglés. Como señala el B.O.E. en el Art. 2 *Definiciones* de la Orden ECD/686/2014, 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.*

3.1 Secuenciación de contenidos del currículo oficial de la CAM (BOCM)

Contenidos del curso y del área

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.* (see annex 3.1)

Bloques de contenidos: conceptos, procedimientos, actitudes

Los bloques de contenidos que se establecen en la Orden ECD/686/2014 para el área de Inglés son cuatro bloques mientras que en el DECRETO 89/2014 para la Comunidad de Madrid son cinco bloques. Esto se debe a que los contenidos sintáctico-lingüísticos aparecen en el primero dentro de cada bloque y en el segundo como un quinto bloque. Además, hay un bloque más común a todos los cursos en el área de Inglés, denominado *Cultura inglesa*.

Por tanto, los contenidos presentados son los correspondientes a esta Comunidad Autónoma en el Decreto 89/2014 por su especificidad. Aunque estén distribuidos de una forma ligeramente distinta, cumplen con la ley oficial presente en la Orden 686/2014 del B.O.E. (see Annex 3.2)

Orden ECD/686/2014 (BOE)	DECRETO 89/2014 (BOCM)
Bloque 1: Comprensión de textos orales **Bloque 2**: Comprensión de textos orales: expresión e interacción **Bloque 3**: Comprensión de textos escritos **Bloque 4**: Comprensión de textos escritos: expresión e interacción	**Bloque 1**: Comprensión oral **Bloque 2**: Expresión oral **Bloque 3**: Comprensión lectora **Bloque 4**: Expresión escrita **Bloque 5**: Contenidos sintáctico-discursivos **Bloque 6**: Cultura inglesa

3.2 Secuenciación en unidades didácticas

Los contenidos actitudinales, como se ha mencionado anteriormente, se expondrán en el desarrollo de las unidades didácticas debido a su ausencia en las leyes educativas en el área de Inglés.

En el anexo 1.1 se puede ver la temporalización anual de las unidades didácticas y en el anexo 3.3 se puede observar el desglose de los conceptos por trimestres. La secuenciación de contenidos en las unidades didácticas se puede ver en el anexo 3.4.

Se puede ver a qué bloque pertenece cada contenido de la ley siguiendo la siguiente nomenclatura:

- ❖ B1: Bloque 1
- ❖ B2: Bloque 2
- ❖ B3: Bloque 3

- ❖ B4: Bloque 4
- ❖ B5: Bloque 5
- ❖ B6: Bloque 6

4. TEACHING AND LEARNING ACTIVITIES

4.1 Activities classification attending to different criteria

As it will be explained in the methodology section, in order to use task-based language learning and teaching methodology, there are two main **roles that the task plays in the syllabus**: (Ellis, 2003; Samuda and Bygate, 2008)

❖ **Task-based language teaching**: tasks are the key units of syllabus design and instruction. Both the syllabus and assessment are determined in terms of pedagogic tasks.

❖ **Task-supported language teaching**: tasks do not necessarily constitute the primarily organising principle. The syllabus may be defined in terms of other elements such as grammar, functions, lexis or topics.

The main role that tasks will have in this syllabus is task-supported language teaching in a task-supported syllabus. The type of activities set out are the following:

❖ **Target tasks**: tasks that people do in their everyday life.

❖ **Pedagogic tasks**: are simpler versions of target tasks that language learners can work on in language classes.

❖ **One-way tasks**: one participant has all the info to be conveyed; they o most of the talking or writing, although the other participant or participant can indicate whether they can follow or comprehend the speaker or writer.

❖ **Two-way tasks**: all the participants need to take part in the task so that it can be completed successfully.

❖ **Open tasks**: there is no predetermined outcome that participants need to achieve.

❖ **Closed tasks**: participants need to reach a given solutions; there is a predetermined, correct answer.

❖ **Convergent tasks**: participants are required to reach an agreement regarding the task outcome.

❖ **Divergent tasks**: participant do not need to agree about the task solution.

❖ **Unfocused tasks**: the task does not have a predetermined language focus. (Ellis, 2003)

❖ **Focussed tasks**: the task is constructed to induce the use of particular linguistic constructions. (Ellis, 2003)

❖ **Output-based tasks**: require learners to produce language, that is, to engage in either speaking or writing.

❖ **Input-based tasks**: do not require production. Learners are expected to primarily engage in listening and reading during the task.

Task-based learning will be used in the rest of the exercises, especially in reading. There will be also activities designed for a more traditional presentation-practice-production (P-P-P) design, which will be explained in the methodology section.

4.2 Type-activities

According to the type of activities presented before, different examples of tasks are going to be named below.

❖ **Target task**:

ex. Writing an email.

ex. Borrowing books from the library.

❖ **Pedagogic task**:

ex. Completing the first section of a form of personal information or the section about education.

❖ **One-way task**:

ex. Giving directions to other person or a sequence of actions.

❖ **Two-way task**:

ex. Spot the difference task.

❖ **Open task**:

ex. Participants are free to come up with any story with unrelated set of pictures.

❖ **Closed task**:

ex. Story sequence task.

❖ **Convergent task**:

ex. Decide the material needed in order to make a project.

❖ **Divergent task**:

ex. Discuss pros and cons of an issue.

❖ **Unfocused task**:

ex. Decision making task with a variety of linguistic features.

❖ **Focussed task**:

ex. Eliciting questions in "spot the difference" tasks.

❖ **Output-based task**:

ex. Information gap in pairs about dairy habits.

❖ **Input-based task**:

ex. Reading to find information for a project.

5. METHODOLOGY AND DIDACTIC RESOURCES

5.1 Methodological principles

In order to achieve all the objectives and contents displayed before, an alternative methodology it is going to be used. This methodology is called *task-supported language learning and teaching*, which comes from task-based language and which in some countries is quite mainstream. There are different ways to stay up-to-date with this methodology, mainly through online courses and Moocs, such us *Online Course: Teaching EFL/ESL Reading: A task based Approach. University of London & UCL Institute of Education. Coursera.*

The aim of task-based learning (T.B.L.) is to promote the development of language skills through the use of pedagogic tasks. Task-based language teaching (T.B.L.T.) has four main characteristics. Firstly, the task is focused on the **meaning** when language is used in a real communicative context, not giving all the attention to the grammatical points. Also, the tasks are designed to **solve a communicative problem** between the participants, who need to get information from the other person and vice versa. The tasks set out are related to **real-life activities**, so they take place in a rich context that helps students to get the meaning of the words, sentences and expressions. What's more, the **assessments** of the tasks are in terms of **task outcomes**, where there is a communicative purpose (Skehan, 1996).

In this course design, tasks do not constitute the primarily organizing principle, so the syllabus is defined in terms of other elements such as grammar, lexis or functions. Therefore, three or four days, depending on the unit, will be developed with task-based and the rest of the days will be done in different ways such us P-P-P (present-practice-production).

The main aim in this course is to be able to use all the vocabulary and grammar in which students have worked during the year in real-life situations. This will be achieved by a continuous oral exposure in the English classes and the production of language in various type of tasks and projects that will be suggested along the year course.

On the one hand, there will be an approach to literature that will be used to strengthen lecture habits through intensive and extensive reading, to empower creativity and to reinforce students' critical awareness skills. This will be done by reading books and articles in class and at home.

All the units will begin with one or two sessions which will be worked through Project- Based Learning (PBL),which allows students to play an active role in their learning and they learn by doing. It is student-centered and focused on active construction, situated learning, social interactions and the use of cognitive tools. (Krajcik & Blumenfeld, 2006). Some of these projects will be interdisciplinar with other subjects such as Natural Science or Social Science.

On the other hand, digital resources will be used as tool to take out information required in different tasks proposed, which will help students to acquire gradually autonomous learning procedures, always adapted to their age and characteristics.

5.2 Teacher's and students' role

The teacher will be mainly a guide who works with the learners on the engagement of the content and on ways in which they can use a variety of strategies to understand what we are talking or reading about. The teacher will always elicit because 'maintaining a conversation is often effortful for learners because they lack both the linguistic resources to understand what is said to them and to make themselves understood'. (Ellis, 2003, pp 69) The teacher provides language input but also promotes language use and a link between the classroom and the real world. The teacher is the leader and organizer of discussion, facilitator, motivator, language adviser and language teacher. (Willis & Willis, 2007)

According to researchers in general education, education is more beneficial if it is student-centred rather than teacher-centred. Students learn by doing rather than just listening to daily aspects that other people do. So, students will be asked to do different activities and tasks that will make students think and use various strategies to solve

Covadonga Cid Busto   UP Comillas 2017/18

them. Students will have different roles depending on the task, so each member in a group is given a particular responsibility in such a way on which the task is less likely to get out of control. These will be the roles: secretary/writer, leader, language consultant, observer of interaction and spokesperson (Willis & Willis, 2007).

5.3 Material and human resources

The resources are those elements that will be used in the teaching and learning process in order to achieve a common objective. Although I am going to mention two types of resources, it's important to keep in mind that there are more.

The human resources are the type of resources that makes reference to the people involved in the teaching and learning process. These people are the English teacher, the students and other teachers who will take part in this process during the English classes. There will be also language assistants who will help students to improve their language skills in L2.

The material resources are all the usual resources that we use to teach such as flashcards, cards or additional texts that will help students to understand the meaning, to talk about real-life situations and which will support the curriculum.

5.4 ICT resources

Digital resources that are going to be used are tablets and computers which will help students to create stories or videos, look for information and pictures and to share information among the students and teachers. ICT will be also used to support students with special needs through mobile Apps.

5.5 Learning relationship to English

This subject is in continuous relation to English language due to the fact that all the work is done in this language. In adittion, this school is bilingual and as it is mentioned before, English is also used to communicate in other subjects.

5.6 Layout and time organization. Routines

The usual distribution of the class would be as a "horseshoe" because it allows interaction between the students, dialogues and debates. Conversational circles can also be created, in order to allow all the students to see each other and for the teacher to facilitate the conversation from the centre of the "horseshoe" form.
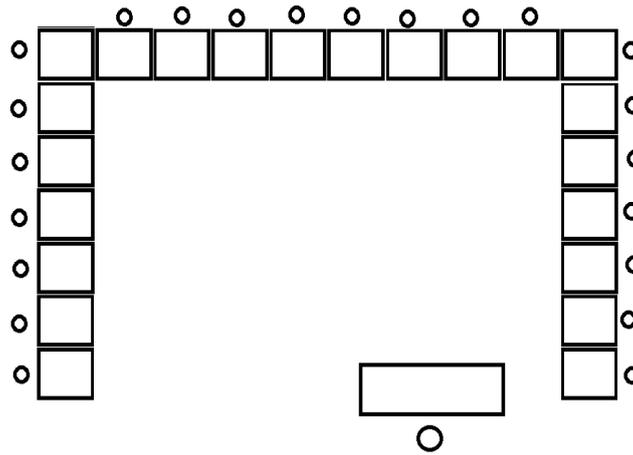
Figure I. Usual distribution of the students in the class.

This layout can be changed depending on the activity that is done in the class; another usual and useful layout will be in groups of four or five people, in which each team would have assigned a colour. In a jigsaw reading task, this groups' distribution will be used but they will also be mixed up. This distribution is shown below in two images.
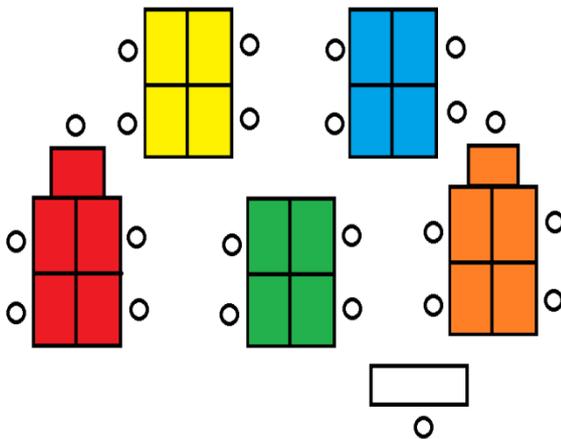
Figure II. Group distribution.   Figure III. Groups mixed up.
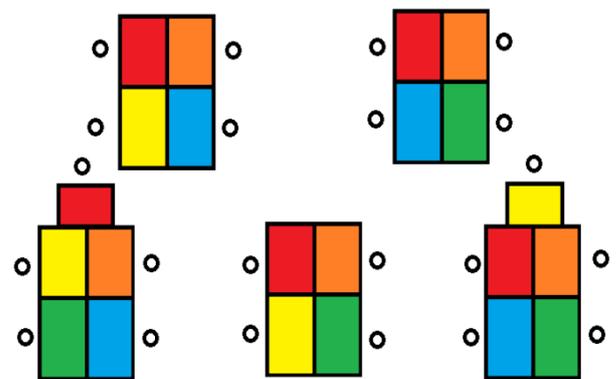
There will be a corner in the class designated to relax while reading books when students finish their work. There will be activities designed to promote reading which will be explained later in the lector plan section.

Covadonga Cid Busto   UP Comillas 2017/18

5.7 Student grouping

The main way to make team groups or pairs for different activities will be through the use of sticks, that will be taken randomly by the teacher or by the students. Although I have done the ones shown in the picture, students will be given their own stick and they will be able to design it as they want.

Figure IV. Sticks

5.8 Relationship between methodology, competences, objectives and contents

Here I present the relationship between T.B.L.T. activities, the seven key competencies established by the Spanish Government, the area and year objectives and the contents.

Activities according to T.B.L.T.	Key competences (C.C.)	Area and year objectives [1]	Contents[2]
-Reading task activities. -Listening task activities. - Conversations and discussions. - Oral presentations. - Drama. - Written projects and task activities.	CC.CC.1	-Comprender lo esencial de los mensajes e instrucciones del docente referidos a la actividad habitual del aula. -Comprender lo esencial de los mensajes e instrucciones del docente referidos a la actividad habitual del aula. -Entender la información esencial en conversaciones muy breves y muy sencillas en las que participa, que traten sobre temas familiares como, por ejemplo, uno mismo, la familia, la clase, sus mascotas, descripción muy básica de objetos, apoyándose en el lenguaje no verbal para mejorar su comprensión.	-Comprensión de palabras clave, oraciones 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. -Emisión de palabras y mensajes breves con una pronunciación, acentuación, entonación y ritmo correctos. -Utilización del vocabulario de uso habitual y necesario en el aula.

[1] Area and year objectives are shown in Spanish due to they are taken from the Spanish law mentioned in section 2.3.
[2] Contents are shown in Spanish due to they are taken from the Spanish law mentioned in section 3.

		-Comprender las preguntas del docente sobre sus datos básicos (nombre, edad), su cuerpo, objetos, mascotas y animales, su familia y en general sobre los temas trabajados en el aula.	-Vocabulario básico.
		-Distinguir el inicio y cierre de una conversación.	-Uso de estructuras básicas y oraciones construidas para el intercambio de información básica.
		-Imitar y repetir las expresiones del docente utilizadas en el aula.	-Estrategias de apoyo a la expresión oral (lenguaje no verbal, transferencias de la lengua materna, repeticiones, etcétera).
		-Responder adecuadamente en situaciones de comunicación (saludo, preguntas muy sencillas sobre sí mismo, petición u ofrecimiento de objetos, etc.).	-Conocimiento de los signos ortográficos básicos.
		-Participar en conversaciones cara a cara en las que se establece contacto social (saludar y despedirse, presentarse).	-Lectura correcta y comprensión de vocabulario clave y de uso frecuente.
			-Lectura y comprensión de mensajes y textos sencillos y variados.
		-Localizar palabras conocidas en el material visual utilizado para las rutinas (calendario, expresiones sobre el tiempo atmosférico) o en los libros de la	-Lectura de cuentos, cómics y otros tipos de libros o textos.
			-Aplicación de estrategias básicas de lectura:

Covadonga Cid Busto   UP Comillas 2017/18

		clase (título, paginación etc.).	contexto, conocimiento previo e identificación de información básica.
		-Utilizar diccionarios de imágenes.	
		-Copiar correctamente palabras escritas con la imagen correspondiente.	-Lectura de textos.
			-Uso de diccionarios y de las tecnologías de la información y la comunicación como medio de consulta y aprendizaje.
		-Copiar palabras y expresiones sencillas trabajadas oralmente.	
		-Escribir cartas o tarjetas en las que felicita a alguien a partir de un modelo, copiando algunas palabras básicas e incluyendo dibujos o fotografías.	-Uso de mayúsculas y otros signos de puntuación.
			-Escritura de palabras cortas y usuales con relativa corrección fonética.
			-Escritura dirigida de diferentes tipos de textos sencillos.
			-Cuidado en la elaboración y presentación de los textos.
			-Revisión y autocorrección de los textos

Covadonga Cid Busto   UP Comillas 2017/18

			producidos de manera guiada
			-Uso de diccionarios y de las tecnologías de la información y la comunicación (procesadores de textos).
			-Contenidos sintáctico-discursi-vos.
-Looking for information and reading tasks on the internet.	CC.CC.2	-Utilizar las Tecnologías de la Información y la Comunicación para iniciarse en la lectura.	(Content will depend on the unit in which the task is done)
-Oral presentations of projects depending on the units' topics.	CC.CC.3	-Hacer presentaciones muy breves y sencillas, previamente preparadas y ensayadas, sobre temas cotidianos o de su interés (presentarse y presentar a otras personas; dar información básica sobre sí mismo) usando estructuras muy sencillas. -Elaborar carteles muy sencillos con un modelo.	(Content will depend on the unit in which the task is done)

Covadonga Cid Busto   UP Comillas 2017/18

-Daily activity which is done just at the beginning of the class every day.	CC.CC.4	-Participar en las rutinas diarias (día de la semana, mes, tiempo atmosférico, etc.) y comprende el vocabulario asociado.	-Días de la semana, mes, tiempo atmosférico. -Canciones, diálogos y debates
-Usual and daily conversations that take place in real-life situations.	CC.CC.5	-Comprender las fórmulas básicas de relación social (saludos, presentaciones, agradecimientos, disculpas). -Respetar las normas que rigen la interacción oral.	-Vocabulario y expresiones del día a día.
-Creating stories and projects.	CC.CC.6	-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.	
-Drama activities.	CC.CC.7	-Conocer y utilizar expresiones relacionadas con las celebraciones familiares o culturales.	-Costumbres y tradiciones culturales de los países de habla inglesa.. -Introducción a la literatura infantil en lengua

Covadonga Cid Busto

		-Conocer la cultura inglesa.	inglesa (relatos, poesías, rimas y representaciones teatrales sencillas). -Historia y personajes de los países de habla inglesa.

6. DIVERSITY ATTENTION MEASURES

6.1 General measures to all students' assistance

We can see in education laws the importance that diversity assistance has in schools, with an special emphasis on individualized attention, the prevention of learning difficulties and support systems that help in learners' autonomy development.

As it is mentioned in Decreto 89/2014, article 17 called *Atención a la diversidad*:

❖ 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.

❖ 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.

6.2 Ordinary measures: educational support needs

The ordinary measures are the ones which don't change the curriculum elements and they can affect to all the students because they can help students in their learning needs.

In this class of Primary Year 1, we find two students with special needs. There is a boy with ASD 2 (Autism Spectrum Disorder) and another one with Attention Deficit and Hyperactivity Disorder (ADHD). In the first case, we will help him in his social abilities through group work and tutorial classes that can help him to work on his problem with his classmates and teacher. In the second case, he will be able to stand up each twenty minutes.

6.3 Extraordinary measures: curricular adaptations

As it is mentioned before, both students with ADHD and ASD, will have curricular adaptations in English and Spanish in their year course objectives and competences. If

29

needed, there will be an educational psychologist or pedagogue. This additional support will be done in agreement between them, his parents and the main teacher and English and Spanish teachers.

7. COMPLEMENTARY AND EXTRACURRICULAR ACTIVITIES

7.1 Outside class activities

Each three months, an American and English teacher will come to the school for a storytelling session. This will be done in a lecture hall of the school. Each time it is done, there will be three sessions, each of them planned for year 1, year 2 and year 3. This woman has created a company which does this types of activities and it is called *Golden Tales.*

7.2 Reading plan[3]

The following activities have been created for the class, not for the whole school. *The ink hideout* is the name given to the class' library in which students will be able to do various activities.

- **Meeting readers:** this activity will be done once each semester, in which a relative of a student or a close person to him, whose profession is a writer, will go to school to show the keys of a good reading, as the same time as he/she shares his/her passion of reading and writing. Each time it will be a different writer, three in total.
- **Read-lax:** activity realized in free-time dedicated to read a book which students will be chosen by each student. This will be done when students finish their work.
- **Short stories' contest:** it consists on a contest of short stories in English planned for Primary year 3. It will be done once every three months. The winner of the short story will be given a certificate, twenty euros for school material and some food. The winner will be chosen by the English teachers of Year 3. The short stories will have 50 words at most and it must be an own students' creation. The first contest will be done in a card, the second contest the same but with a QR to post on the walls of the corridor and the last one will be done in the web StoryJumper.
- **Storytelling**: it has been explained in the previous section.

---

[3] Some activities of this plan have been created in Spanish class at university by Laura del Arco, Rebeca Melgar, María Mansilla and me in *Literatura infantil y animación a la lectura*, 2017/18. Translated by the author into English.

Covadonga Cid Busto   UP Comillas 2017/18

❖ **Reading-tasks**: in each unit there will be a reading-task activity created for the students accorded to their interests and characteristics. There will be extensive and intensive reading.

❖ **Reading circles**: some of the students will share a book they have read. It will be done in specific sessions at the beginning of the class.

7.3 Relationship with the didactic units

These activities are linked to linguistic skills such as listening, reading, writing and speaking, which are worked during the whole year. Storytelling and reading-tasks will be linked to the topic's unit which is being worked or which has been previously worked. The rest of the reading plan activities are focused on using and understanding of the language more than on specific vocabulary.

8. TUTORIAL ACTION PLAN AND COLLABORATION WITH THE FAMILIES

The tutorial action plan (T.A.P.) is an element used for tutoring our kids as their assigned teacher in collaboration with students' parents. The TAP will help the teacher guiding students during the individual and group learning process. This will be done through activities designed for the class depending on students' characteristics and needs.

8.1 Tutorial action objectives
The aims of the tutoring are shown below.

❖ To contribute to a individualized education attending to individualization and integration. We contribute to work integration through the individualization.

❖ To work together in education elements, To educate is to guide for the life.

❖ To work on students' autonomy through studying techniques, control strategies and metacognitive abilities.

❖ To adapt educational aspects to students' individual necessities through ordinary and extraordinary diversity assistance.

❖ To prevent difficulties in order to avoid dropouts and dissertation of studies.

❖ To favour autonomy, decision making and socio-moral development and values system.

8.2 Common tasks of family-school collaboration
Apart from the interviews, there will be meetings at the beginning of each term to tell all parents what are we going to work during the next three months, how we are going to do it, to

31

explain the methodology, and how is everything going to be evaluated. In all meeting will be remembered to the parents that to work at home is important to get learners used to have a daily routine and to promote lecture in English and in Spanish.

There will be a Parents' School where parents can go during a specific period of the year to work on different aspects like confidence, trust, children's self-esteem, sharing, how to develop children's autonomy and responsibility. These values will be developed in different sessions which Year 3 teachers will develop together.

In other subjects such as Maths os Spanish, students will be working with projects, so parents will have more importance in their learning process more than just helping students to do work at home. Also, the parents who are available in the morning, will go to school in specific sessions to collaborate in the projects.

8.3 Interviews and individualized tutoring

The principle aim is to meet students' parents at least once in the school year to talk about the learner to get to know each other, to share information about the student, to develop an educational action plan and to guide them in their education. Usually, there will be two or three interviews. During the meetings with the parents, they will be asked by the teacher how is the kid at home, how is his/her behaviour and his/her daily work at home. The teacher will tell the parents the same issues about the kid in class. If they find any problem of behaviour, academic or any other topic, the teacher will suggest actions to put into practice either at home and/or in class. All decisions made from an agreement between parents and the teacher.

8.4 Class group meetings

There will be a class group meeting with the parents at the beginning of the year to present myself as the teacher of their children and to explain how the year course is going to be planned as well as school rules.

There will be more group meetings with the parents in the case that there is some outside activities in other subjects or activities inside school which need to be explained to them more than in a paper and if it is prefered face to face for any reasons.

9. EVALUATING THE TEACHING AND LEARNING PROCESS

The evaluation is a process that takes place during the whole year. It allows students to achieve goals and objectives, to get to know the mistakes, learn and improve. That is why it is an essential element of the learning and teaching process, which also allows teachers to make decisions when teaching specific contents and using different strategies and methodologies.

9.1 Evaluation criteria

The evaluation criteria are taken from Orden ECD/686/2014 and they belong to year 3 of Primary Education and for English area. They are included in Spanish due to the fact that it is taken from the Spanish law.

- ❖ B3. Conocer y saber aplicar las estrategias básicas más adecuadas para la comprensión del sentido general, la información esencial o los puntos principales del texto.

- ❖ B1, B3, B6. Identificar aspectos socioculturales y sociolingüísticos básicos, concretos y significativos, sobre vida cotidiana (hábitos, horarios, actividades, celebraciones), condiciones de vida (vivienda, entorno), relaciones interpersonales (familiares, de amistad, escolares), comportamiento (gestos habituales, uso de la voz, contacto físico) y convenciones sociales (normas de cortesía), y aplicar los conocimientos adquiridos sobre los mismos a una comprensión adecuada del texto.

- ❖ B1, B2. Identificar el sentido general, la información esencial y la mayoría de los puntos principales en textos orales muy breves y sencillos, con un gran número de estructuras simples y léxico de uso muy frecuente, articulados con claridad y lentamente y transmitidos de viva voz o por medios técnicos, sobre temas relacionados con las propias experiencias, necesidades e intereses en contextos cotidianos predecibles siempre que se cuente con apoyo visual, posibilidad de repetición o confirmación y con una fuerte referencia contextual.

- ❖ B5. Distinguir la función comunicativa principal (p. e. una demanda de información, una orden, o un ofrecimiento), así como los patrones discursivos básicos (p. e. inicio y cierre conversacional, o los puntos de una narración esquemática).

- ❖ B1, B2, B5. Reconocer los significados más comunes asociados a las estructuras sintácticas básicas propias de la comunicación oral (p. e. estructura interrogativa para demandar información).

- ❖ B1, B3. Reconocer un repertorio limitado de léxico oral de alta frecuencia relativo a situaciones cotidianas y temas habituales y concretos relacionados con las propias

experiencias, necesidades e intereses, y utilizar las indicaciones del contexto y de la información contenida en el texto para hacerse una idea de los significados probables de palabras y expresiones que se desconocen.

❖ B5. Discriminar patrones sonoros, acentuales, rítmicos y de entonación básicos y reconocer los significados e intenciones comunicativas generales relacionados con los mismos.

9.2 Strategies, techniques and evaluation instruments

Firstly, there will be a continuous assessment during the whole year course, which will have a mark looking at students' class work. The teacher will look at the work that learners do in class and at home every week to follow their learning process and to improve it with class activities or homework.

The main evaluation technique will be the rubriques, which the teacher will use for all the elements that will be assessed. Sometimes, self-evaluation will be done to get to know by themselves their mistakes although they will also do peer assessment, so they can learn from their peers and improve their learning process. Final unit projects will also be assessed as part of their class work.

9.3 Evaluation moments

The evaluating moments will take place after each unit through a group project and an exam. What's more, there will be a formative evaluation during the whole year course, taking into account all the work done during the units.

The final mark will be formed by: 70% of class work, 10% of attitude, 20% of the exam/projects presentations.

Continuous assessment will have a formative role. It will guide teacher in the students' learning processes and making decisions which will help improving the difficulties found. It will be part of the class work the final project done after each unit.

Every first session of the units, the teacher will evaluate students' knowledge about the topic to get to know where to start explaining. It will just be formative and it will be done with a game, a conversation, oral questions or a hands up quick game. In any case, it will never be written to promote interaction and active classes.

Covadonga Cid Busto   UP Comillas 2017/18

DIDACTIC UNITS

DIDACTIC UNITS

The development of nine didactic units is shown below. There are four units presented in a long format, whereas there are another five units are explained just by the justification, objectives, contents and assessment criteria.

Here is the distribution of the didactic units during the year course:

FIRST TERM

Unit 1: Are you ready to move?

Unit 2: Our Hogwarts

Unit 3: The Incredibles

SECOND TERM

Unit 4: Masterfood

Unit 5: My paradise corner

Unit 6: Doctor or patient?

THIRD TERM

Unit 7: City of stars

Unit 8: Rafael Nadal

Unit 9: Elisabeth II

UNIT 1: ARE YOU READY TO MOVE?

1. **Unit title:** Are you ready to move?

2. **Subject and year:** Inglés, 3º E. Primaria

3. **Temporalization:** This unit starts on 14th September and it finishes on 11th October. It lasts 12 sessions.

4. **Justification for the didactic unit topic:** To start with, the first unit will be about the **parts of the body,** which is very linked to students' daily lives and it is what allows us moving and do actions. Students need to get to identify the parts of their body to understand how their body is and it will be done through different types of activities and games. Also, some of the parts of the body will be worked again in the unit about animals.

5. **Relationship between objectives and key competences:**

   ❖ Identificar las partes del cuerpo humano en Inglés. (CC.CC.1)

   ❖ 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. (CC.CC.6)

   ❖ Entender la información esencial en conversaciones muy breves y muy sencillas en las que participa, que traten sobre temas familiares como, por ejemplo, uno mismo, la familia, la clase, sus mascotas, descripción muy básica de objetos, apoyándose en el lenguaje no verbal para mejorar su comprensión. (CC.CC.1)

   ❖ Localizar palabras conocidas en el material visual utilizado para las rutinas (calendario, expresiones sobre el tiempo atmosférico) o en los libros de la clase (título, paginación etc.). (CC.CC.1)

   ❖ Relacionar correctamente palabras escritas con la imagen correspondiente. (CC.CC.1)

   ❖ Copiar palabras y expresiones sencillas trabajadas oralmente. (CC.CC.1)

   ❖ Utilizar las Tecnologías de la Información y la Comunicación para iniciarse en la lectura. (CC.CC.2)

6. **Contents**:

   ❖ Conceptual:

      o B2. Vocabulario básico.

- B3. Introducción a los cuentos, cómics y otros textos narrativos con alto contenido visual.

❖ Procedimental:

- B1. Sonidos característicos en lengua inglesa. El sonido y nombre de las letras del alfabeto.
- B1. Comprensión de palabras clave y mensajes sencillos.
- B2. Emisión de palabras y mensajes breves y sencillos con una pronunciación, entonación, acentuación y ritmo correctos. Uso de rutinas, canciones y rimas.
- B4. Uso de diccionarios de imágenes.
- B5. Funciones sintáctico-discursivas: Expresión de relaciones lógicas, afirmación, expresión del aspecto.

❖ Actitudinal:

- Respeta y se interesa las opiniones de los compañeros al hacer trabajos en grupo.
- Se esfuerza por hacer lo mejor posible su trabajo.
- Respeta el material de la clase, el de sus compañeros y el suyo propio.
- Se esfuerza por hablar inglés en las clases.
- Toma conciencia con el tema principal a desarrollar.

7. Assessment criteria and minimum level required

❖ Assessment criteria:

- B3. Conocer y saber aplicar las estrategias básicas más adecuadas para la comprensión del sentido general, la información esencial o los puntos principales del texto.
- B1, B3, B6. Identificar aspectos socioculturales y sociolingüísticos básicos, concretos y significativos, sobre vida cotidiana (hábitos, horarios, actividades, celebraciones), condiciones de vida (vivienda, entorno), relaciones interpersonales (familiares, de amistad, escolares), comportamiento (gestos habituales, uso de la voz, contacto físico) y convenciones sociales (normas de cortesía), y aplicar los conocimientos adquiridos sobre los mismos a una comprensión adecuada del texto.
- B1, B2. Identificar el sentido general, la información esencial y la mayoría de los puntos principales en textos orales muy breves y sencillos, con un gran número de estructuras simples y léxico de uso muy frecuente, articulados con

claridad y lentamente y transmitidos de viva voz o por medios técnicos, sobre temas relacionados con las propias experiencias, necesidades e intereses en contextos cotidianos predecibles siempre que se cuente con apoyo visual, posibilidad de repetición o confirmación y con una fuerte referencia contextual.

- o B5. Distinguir la función comunicativa principal (p. e. una demanda de información, una orden, o un ofrecimiento), así como los patrones discursivos básicos (p. e. inicio y cierre conversacional, o los puntos de una narración esquemática).

- o B1, B2, B5. Reconocer los significados más comunes asociados a las estructuras sintácticas básicas propias de la comunicación oral (p. e. estructura interrogativa para demandar información).

- o B1, B3. Reconocer un repertorio limitado de léxico oral de alta frecuencia relativo a situaciones cotidianas y temas habituales y concretos relacionados con las propias experiencias, necesidades e intereses, y utilizar las indicaciones del contexto y de la información contenida en el texto para hacerse una idea de los significados probables de palabras y expresiones que se desconocen.

- o B5. Discriminar patrones sonoros, acentuales, rítmicos y de entonación básicos y reconocer los significados e intenciones comunicativas generales relacionados con los mismos.

- ❖ Minimum level required
  - o To identify the gist of a simple, easy and oral conversation with the lexis worked out.
  - o To identify the lexis orally with its image.

UNIT 2: OUR HOGWARTS

1. **Unit title:** Our Hogwarts

2. **Subject and year:** English, 3º E. Primaria

3. **Temporalization:** This unit starts on 16th October and it finishes on 13th November. It lasts 12 sessions.

4. **Justification for the didactic unit topic:**

In order to talk about **school** during the English classes, learners need to identify words related to school setting to be able to communicate and express their opinion about different subjects or places that exist in a school. Students will do projects and activities.

5. **Relationship between objectives and key competences**

❖ Copiar palabras y expresiones sencillas trabajadas oralmente. (CC.CC.1)

❖ 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. (CC.CC.6)

❖ Adquirir en, al menos una lengua extranjera, la competencia comunicativa básica que les permita expresar y comprender mensajes sencillos y desenvolverse en situaciones cotidianas. (CC.CC.1)

❖ Utilizar diferentes representaciones y expresiones artísticas e iniciarse en la construcción de propuestas visuales y audiovisuales. (CC.CC.3)

❖ Utilizar diccionarios de imágenes. (CC.CC.3)

❖ Copiar palabras y expresiones sencillas trabajadas oralmente. (CC.CC.1)

6. **Contents**

❖ Conceptual:

  ➢ B2. Vocabulario básico.

  ➢ B3. Introducción a los cuentos, cómics y otros textos narrativos con alto contenido visual.

❖ Procedimental:

  ➢ B3. Lectura de palabras y frases sencillas.

  ➢ B3. Reconocimiento de palabras de uso frecuente.

  ➢ B4. Uso de diccionarios de imágenes.

40

➢ B5. Funciones sintáctico-discursivas: Negación, expresión de gustos y preferencias.

➢ B6. Canciones, diálogos y debates.

❖ Actitudinal:

➢ Respeta y se interesa las opiniones de los compañeros al hacer trabajos en grupo.

➢ Se esfuerza por hacer lo mejor posible su trabajo.

➢ Respeta el material de la clase, el de sus compañeros y el suyo propio.

➢ Se esfuerza por hablar inglés en las clases.

➢ Toma conciencia con el tema principal a desarrollar.

7. Assessment criteria and minimum level required

❖ Assessment criteria:

o B3. Conocer y saber aplicar las estrategias básicas más adecuadas para la comprensión del sentido general, la información esencial o los puntos principales del texto.

o B1, B3, B6. Identificar aspectos socioculturales y sociolingüísticos básicos, concretos y significativos, sobre vida cotidiana (hábitos, horarios, actividades, celebraciones), condiciones de vida (vivienda, entorno), relaciones interpersonales (familiares, de amistad, escolares), comportamiento (gestos habituales, uso de la voz, contacto físico) y convenciones sociales (normas de cortesía), y aplicar los conocimientos adquiridos sobre los mismos a una comprensión adecuada del texto.

o B1, B2. Identificar el sentido general, la información esencial y la mayoría de los puntos principales en textos orales muy breves y sencillos, con un gran número de estructuras simples y léxico de uso muy frecuente, articulados con claridad y lentamente y transmitidos de viva voz o por medios técnicos, sobre temas relacionados con las propias experiencias, necesidades e intereses en contextos cotidianos predecibles siempre que se cuente con apoyo visual, posibilidad de repetición o confirmación y con una fuerte referencia contextual.

o B5. Distinguir la función comunicativa principal (p. e. una demanda de información, una orden, o un ofrecimiento), así como los patrones discursivos

41

básicos (p. e. inicio y cierre conversacional, o los puntos de una narración esquemática).

- o B1, B2, B5. Reconocer los significados más comunes asociados a las estructuras sintácticas básicas propias de la comunicación oral (p. e. estructura interrogativa para demandar información).

- o B1, B3. Reconocer un repertorio limitado de léxico oral de alta frecuencia relativo a situaciones cotidianas y temas habituales y concretos relacionados con las propias experiencias, necesidades e intereses, y utilizar las indicaciones del contexto y de la información contenida en el texto para hacerse una idea de los significados probables de palabras y expresiones que se desconocen.

- o B5. Discriminar patrones sonoros, acentuales, rítmicos y de entonación básicos y reconocer los significados e intenciones comunicativas generales relacionados con los mismos.

❖ Minimum level required
- o To identify school activities, subjects and areas.
- o To use like/don't like to express likes and preferences.
- o To identify the likes or dislikes of people about school in a text.

UNIT 3: THE INCREDIBLES

1. **Unit title:** The Incredibles

2. **Subject and year:** English, 3º E. Primaria

3. **Temporalization**: This unit starts on 14th November and it finishes on 12th December. It lasts 12 sessions. In the eighth sessions, an American and English teacher will come to school to do a Storytelling.

4. **Justification for the didactic unit topic:** Who are the members of their **family**? In order to answer basic questions in English about themselves, learners have to identify the family members in this language. They have to identify the closests member in their family and in other families.

5. **Relationship between objectives and key competences**

❖ Comprender las preguntas del docente sobre sus datos básicos (nombre, edad), su cuerpo, objetos, mascotas y animales, su familia y en general sobre los temas trabajados en el aula. (CC.CC.1)

❖ Participar en conversaciones cara a cara en las que se establece contacto social (saludar y despedirse, presentarse). (CC.CC.1 + CC.CC.7)

❖ Utilizar diccionarios de imágenes. (CC.CC.3)

❖ Copiar palabras y expresiones sencillas trabajadas oralmente. (CC.CC.1)

❖ Elaborar carteles muy sencillos con un modelo. (CC.CC.3)

❖ Escribir cartas o tarjetas en las que felicita a alguien a partir de un modelo, copiar algunas palabras básicas e incluir dibujos o fotografías. (CC.CC.1)

6. **Target lexis and learning outcomes**

❖ Target lexis:

father (n)	daughter (n)	nephew (n)
mother (n)	grandfather (n)	granddaughter (n)
husband (n)	grandmother (n)	grandson (n)
wife (n)	uncle (n)	
son (n)	aunt (n)	
brother (n)	cousin (n)	
sister (n)	niece (n)	

my, yours, his, her, its, our, your, their (pos. adj.)

❖ Learning outcomes:

➢ Students will be able to answer teacher's questions about their basic data about themselves, family members and general information about their daily habits with their family.

➢ Students will be able to participate in face to face conversations in which social habits are established.

➢ Students will be able to use picture dictionaries.

➢ Students will be able to copy simple words and expressions transmitted orally, such as 'mother', 'brother' or 'who is she?'.

➢ Students will be able to use possessive adjectives and pronouns when talking and writing about their family.

➢ Students will be able to create simple posters from a model representing their family or other families.

➢ Students will be able to create a dialogue that represents a family situation.

➢ Students will be able to write letters or cards in which congratulates someone from a model, copying some basic words and including some photographies.

7. Contents

❖ Conceptual:

➢ B2. Vocabulario básico.

➢ B3. Introducción a los cuentos, cómics y otros textos narrativos con alto contenido visual.

➢ B6. Introducción a la literatura infantil en lengua inglesa (relatos, poesías, rimas y representaciones teatrales sencillas).

❖ Procedimental:

➢ B4. Uso de diccionarios de imágenes.

➢ B5. Funciones sintáctico-discursivas: Expresión de la posesión.

➢ B6. Canciones, diálogos y debates.

❖ Actitudinal:

➢ Respeta y se interesa las opiniones de los compañeros al hacer trabajos en grupo.

➢ Se esfuerza por hacer lo mejor posible su trabajo.

➢ Respeta el material de la clase, el de sus compañeros y el suyo propio.

➢ Se esfuerza por hablar inglés en las clases.

➢ Toma conciencia con el tema principal a desarrollar.

8. Assessment criteria and minimum level required

Rubrics are shown on <u>annex 4.10.</u>

❖ <u>Assessment criteria:</u>

o B3. Conocer y saber aplicar las estrategias básicas más adecuadas para la comprensión del sentido general, la información esencial o los puntos principales del texto.

o B1, B3, B6. Identificar aspectos socioculturales y sociolingüísticos básicos, concretos y significativos, sobre vida cotidiana (hábitos, horarios, actividades, celebraciones), condiciones de vida (vivienda, entorno), relaciones interpersonales (familiares, de amistad, escolares), comportamiento (gestos habituales, uso de la voz, contacto físico) y convenciones sociales (normas de cortesía), y aplicar los conocimientos adquiridos sobre los mismos a una comprensión adecuada del texto.

o B1, B2. Identificar el sentido general, la información esencial y la mayoría de los puntos principales en textos orales muy breves y sencillos, con un gran número de estructuras simples y léxico de uso muy frecuente, articulados con claridad y lentamente y transmitidos de viva voz o por medios técnicos, sobre temas relacionados con las propias experiencias, necesidades e intereses en contextos cotidianos predecibles siempre que se cuente con apoyo visual, posibilidad de repetición o confirmación y con una fuerte referencia contextual.

o B5. Distinguir la función comunicativa principal (p. e. una demanda de información, una orden, o un ofrecimiento), así como los patrones discursivos básicos (p. e. inicio y cierre conversacional, o los puntos de una narración esquemática).

o B1, B2, B5. Reconocer los significados más comunes asociados a las estructuras sintácticas básicas propias de la comunicación oral (p. e. estructura interrogativa para demandar información).

o B1, B3. Reconocer un repertorio limitado de léxico oral de alta frecuencia relativo a situaciones cotidianas y temas habituales y concretos relacionados con las propias experiencias, necesidades e

45

intereses, y utilizar las indicaciones del contexto y de la información contenida en el texto para hacerse una idea de los significados probables de palabras y expresiones que se desconocen.

  o B5. Discriminar patrones sonoros, acentuales, rítmicos y de entonación básicos y reconocer los significados e intenciones comunicativas generales relacionados con los mismos.

❖ Minimum level required:
  o To identify general information in written and oral contexts.
  o To use correctly and identify possession expression structures.
  o To use the vocabulary linked to family written or orally.

9. Methodology

SESSION 1: FAMILY ROOTS

To start the class and this unit, a clip about The Incredibles movie will be played (https://www.youtube.com/watch?v=TgzWLsR-6PI). This is done to create a context, to start talking about the situation that is given, which is a dinner and to remember the main characters in a family: mother, father, son, daughter, brother and sister.

After watching it, a conversation and a discussion are created by the teacher to promote comprehension and speaking and to activate students' schemata.

Students have been asked the week before to bring pictures of their families in order to use them in a project. This is a project with which we are going to start the unit to create the context and to promote meaningful learning. In this project, students are going to create their family tree. In this session they are just going to learn how to do it and to paste the photos on a poster board.
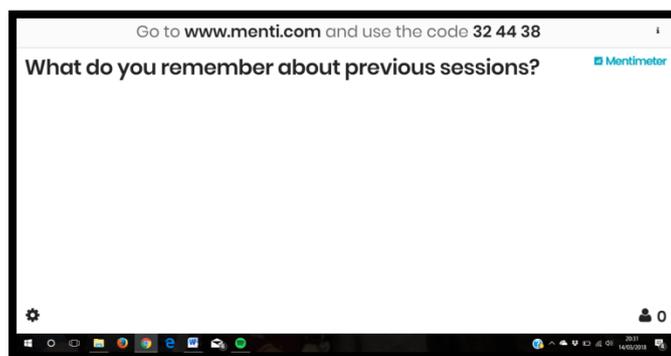
SESSION 2: ABOUT MY FAMILY

The teacher will start the class by activating students' schemata with questions about the last session. A conversation between students and teacher will take place and so, speaking will be promoted.

Just before finished the family project, lexis is going to be given through flashcards and group drills. Then, randomly and individually, teacher will take different flashcards and students will have to say the name of the person of the family that appears there. After this, teacher will write the family names on the blackboard next to the flashcard that is related to, so students will be able to finish their family tree with the family names (example: see annex 4.1; see the rubric in annex 4.10.1)

For the last fifteen minutes of the session, students will do an out-put based task, which requires learners to produce language, that is, to engage in speaking in this case. In pairs, they will do an information gap which consists on asking daily life habits that they do with some people of their family to the other person. As a help, they will have some cards (see Annex 4.2) with some activities or family names that the classmate will have to make questions and try to get some information about the other person. This oral activity requires a delayed feedback because a free practice needs a big and positive student's effort. The teacher will supervise the activity in silence, listening and taking notes of right and wrong answers to discuss after the activity.

SESSION 3: WHAT ABOUT US?

The session will start with a brainstorming about the last sessions that will be done through *Mentimeter*. It is a platform which promotes divergent thinking in students and in which any answer is possible and correct. In the class screen will appear this:

47
Covadonga Cid Busto   UP Comillas 2017/18

Students will use tablets to enter the code and answer the question. They can write three words that they remember about the previous sessions and the words that are repeated the most will be shown bigger on the screen in a word cloud, so it will look similar to this:

After this, students will read five different readings about families in five different groups. The readings are going to be about different famous families: The Incredibles, The Simpsons, The Flintstones, Adam's family and the Royal family of Spain (see Annex 4.3; see rubric in annex 4.10.2). After having read the readings, students will do a poster representing the families to explain to the rest of the class in the next session. They will have to answer the next questions:

- Who are the members of the family?
- Where do they live?
- Why are they famous?

SESSION 4: POSSESSION

To start the session, students will be in the groups of the session before. The teacher will take some of the family trees that students did in session 1. The teacher will elicit information about student's families asking several questions using different family trees, like: 'Who is she?' (pointing to a mum), so the students whose mum is her will say 'My mum' and the teacher will say 'Is she my mum or your mum?' doing gestures to help comprehension and stressing the possessive adjectives when asking. So, possessive adjectives will be explained eliciting and not through and explanation. If any doubt, it will be asked during the task.

Students will have to look for the possessive adjective that appear on the readings and circle them. Then, they will have to create a simple dialogue that the characters of the readings of the families would have. They can use ICT as a help to create it and so, they will do a closed-task in which they will have roles in a conversation (drama). Through those roles in the dramatization, the public will have to know where those characters live, who the members of that family are and why they are famous.

SESSION 5: RHYMING

To start with, the teacher will ask the date and weather of the day because it is a daily habit and it is not just linked to the unit about the weather. This will lead the teacher to do a speaking brainstorming about the last session, so teacher can evaluate how learning is going among students.

In this session, the teacher will present some rhymes (see Annex 4.4) with which will drill pronunciation and later, students will have to look for rhymes or poems about family. In groups, they will present it orally to the rest of the class and add gestures to the oral rhyme. Each group will receive a feedback about their representation.

SESSION 6: FAMILY MIX

This session will started with a creative writing which consists on writing a sentence each person of the class in the same paper but without looking at what is written by the others before. So, when finished, we will have a crazy story which might make sense or not. This is a different way of starting the class which will promote students' motivation and attention.

A closed-task will be done to classify family members in male, females or both (see Annex 4.5).

To finish the session, they will do a closed-task filling the gaps with the lyrics of the song 'Hey, brother' by Avicii (see Annex 4.6). In this song there is lexis that will be taught as it appears in the song because it is not the main lexis developed in the unit, but it is also taught.

SESSION 7: SHARING AND CREATING

We will start the class with a reading circle. The aim of the activity is to promote extensive reading. The class distribution will change for some minutes in a circle and students will share with their classmates some books that they have read or which they are reading. They can talk about the plot, their likes and dislikes of the book and they will be helped to develop their critical thinking.

In pairs, students will do an unfocused task in which they are encouraged to do decision making with a variety of linguistic features. They will have to create a written story or comic in pairs related to families. It can be done in an A4, A3 or A2 poster board or using ICT with Apps such us StoryJumper or Powtoon (see rubric in annex 4.10.3).

SESSION 8: STORYTELLING

During the whole session, an American and English teacher will come to the school for a storytelling session. This will be done in a lecture hall of the school. The story presented will be a family story about daily activities done by a family and its adventures.

SESSION 9: COME AND PLAY!

A brainstorming about the previous sessions will be done at the beginning of the class to evaluate students' learning process. Next, teacher will do a reflexive dictation, which consists on dictating a text or different sentences and the teacher helps students with gestures to get the right spelling of the words and it can be said out loud when doing it. This is good for the students because their mistakes are not set in their mind and they learn how to spell the words through a good writing (see Annex 4.7).

After that, some games will be played in order to review all the lexis developed in this unit. In the first one, they will do an information gap in which students will have to stand up and move around in order to find someone who has the member of the family that is asked in a sheet of paper that students will have to fill in (see Annex 4.8). The next game will be done with various volunteers, one each time. A student will go to the front of the class and will describe a family member and the classmates will have to guess which family member is. This will be done several times.

SESSION 10: CREATE AND CREATE!

Students will do a short writing of ten lines about something that they have experienced or that happened the day before. Then, an open-task will take place, which promotes divergent thinking, in which students will have different pictures and they will have to create a story using those pictures (see Annex 4.9; see rubric in annex 4.10.4).

SESSION 11: WE ARE LITERATES

Students will bring short stories and poems about family that they have looked up at home and they will share it with the teacher and their classmates reading it in front of them. It will develop oral communication skills such as pronunciation and speaking.

SESSION 12: THESE ARE OUR FAMILIES

We will get back to the project that students started in the first session of this unit. They will have to finish it by writing the family members and when finished, present it to their classmates by using the possessive adjectives. Students will also have to write an explanation of how are their families using the correct family names and structuring properly the sentences.

There is a rubric that teacher fills in (see annex 4.10.5) and students will be asked to complete a bullseye as self-assessment (see annex 4.10.6)

10. Curricular materials and other didactic resources

Human and material resources are specified in section 5.3 of the PGA document. Material resources are presented in annex 4.

- ❖ Printed materials: cards, task-based texts, song, question sheet.
- ❖ Digital materials: tablets (internet); poems, rhymes and family members' classification table (shown on the digital board).
- ❖ Other materials: poster boards, markers, pencil, paper, their own reading books for extensive reading.

11. Diversity attention measures

- ❖ Ordinary measures:
  - o Reinforcement activities: designed for those students whose learning is slower, they will have flashcards of the family members and its family

names. They will also have other activities that will go from simple to more complex but adapted to their learning process.

o Extension activities: these will be created for those students whose learning process is fast and they will be created according to their learning process.

❖ Extraordinary measures: In order to help ADHD and the authistic student, they will always have pictograms to support their learning and other activities adapted to their own needs created by the teacher and by the school psychologist.

12. Other elements that can be explicit

a. Complementary and extracurricular activities

There will be a storytelling on session 8 done by an American and English teacher who come to school once each term.

b. Reading development

The main intensive reading is done as a task-based activity in different groups and students have to share the information and to create a short conversation using that reading.

The Reading circle is done to support the extensive learning that students do every week at home and so they are encouraged by peers to read. Intensive reading is also supported with creative activities using Apps such us Storyjumper or Powtoon that support productive skills.

c. ICT development

It is used to look for information, to share information on the digital board and it works as a helper to promote students creativity through Apps that support writing and reading (productive skills).

d. Values' education

Students are educated in respect and effort when doing group, pairs and individual work, respect others' opinions and differences and always taking care of all the material used. During this unit, learners are educated in the value of family and on the awareness of what they have in everyday life.

e. Key competences

CC.CC.1: this competence is always developed because English language is always used by the teacher, so students develop their receptive skills or when students use it to communicate so they develop their productive skills in their second language.

CC.CC.3: Using of media when using tablets, looking for information on the internet and whenever information in shared on the digital board.

CC.CC.7: Drama activities.

Covadonga Cid Busto   UP Comillas 2017/18

UNIT 4: MASTERFOOD

1. **Unit title**: Masterfood

2. **Subject and year**: English, 3º E. Primaria

3. **Temporalization:** This unit starts on 8th January and it finishes on 30th January. It lasts 11 sessions.

4. **Justification for the didactic unit topic:** In order to express likes or dislikes about **food**, it is essential to identify and name different types of food and to order food or drinks in a restaurant. Learners will have to express it orally and written. This unit is developed in collaboration with the Natural Science teacher; together, the teachers will prepare the breakfast, the food pyramid and some nutritional tasks.

5. **Relationship between objectives and key competences**

❖ Imitar y repetir las expresiones del docente utilizadas en el aula. (CC.CC.1)

❖ Participar en conversaciones cara a cara en las que se establece contacto social (saludar y despedirse, presentarse). (CC.CC.1)

❖ Utilizar diccionarios de imágenes. (CC.CC.3)

❖ Utilizar las Tecnologías de la Información y la Comunicación para iniciarse en la lectura. (CC.CC.2)

❖ Copiar palabras y expresiones sencillas trabajadas oralmente.(CC.CC.1)

❖ Elaborar carteles muy sencillos con un modelo. (CC.CC.3)

6. **Target lexis and learning outcomes**

❖ Target lexis:

some (adv.)	fruit (n) (not fruits)	ice cream (n)
a lot of (adv.)	banana (n)	nuts (n)
a piece of (n)	strawberry (n)	bread (n)
much (adv)	orange juice (n)	milk (n) – a cup of
many (adv)	cake (n)	

❖ Learning outcomes

➢ Students will be able to imitate and repeat teacher expressions used in class such as 'a piece of fruit' or 'a lot of ice creams'.

➢ Students will be able to participate in face to face conversations in which social contact is established. For example, going to the supermarket and ask for specific food.

➢ Students will be able to express quantity of food when going shopping.

➢ Students will be able to use picture dictionaries.

➢ Students will be able to use ICT to get started in reading when looking for readings and looking for information.

➢ Students will be able to copy simply words and expressions worked orally.

➢ Students will be able to create simple posters through a model.

➢ Students will be able to create a situation in the supermarket and represent it.

➢ Students will be able to greet, thank, ask for permission or help, etc.

7. Contents

❖ Conceptual:

➢ B2. Conocimiento de diferencias fonéticas básicas de la lengua inglesa a través de palabras y oraciones sencillas.

➢ B2. Vocabulario básico.

➢ B3. Introducción a los cuentos, cómics y otros textos narrativos con alto contenido visual.

❖ Procedimental:

➢ B2. Utilización de expresiones de uso habitual dentro del aula para saludar, dar las gracias, pedir permiso o ayuda, etcétera.

➢ B3. Lectura de palabras y frases sencillas.

➢ B3. Reconocimiento de palabras de uso frecuente.

➢ B4. Uso de diccionarios de imágenes.

➢ B5. Funciones sintáctico-discursivas: Expresión de la cantidad, exclamación.

❖ Actitudinal:

➢ Respeta y se interesa las opiniones de los compañeros al hacer trabajos en grupo.

➢ Se esfuerza por hacer lo mejor posible su trabajo.

➢ Respeta el material de la clase, el de sus compañeros y el suyo propio.

➢ Se esfuerza por hablar inglés en las clases.

➢ Toma conciencia con los valores positivos y negativos de la limentación.

➢ Se esfuerza y muestra entusiasmo por aprender aspectos sobre la alimentación.

8. Assessment criteria and minimum level required

Rubrics in annex 5.10.

❖ Assessment criteria:

o B3. Conocer y saber aplicar las estrategias básicas más adecuadas para la comprensión del sentido general, la información esencial o los puntos principales del texto.

o B1, B3, B6. Identificar aspectos socioculturales y sociolingüísticos básicos, concretos y significativos, sobre vida cotidiana (hábitos, horarios, actividades, celebraciones), condiciones de vida (vivienda, entorno), relaciones interpersonales (familiares, de amistad, escolares), comportamiento (gestos habituales, uso de la voz, contacto físico) y convenciones sociales (normas de cortesía), y aplicar los conocimientos adquiridos sobre los mismos a una comprensión adecuada del texto.

o B1, B2. Identificar el sentido general, la información esencial y la mayoría de los puntos principales en textos orales muy breves y sencillos, con un gran número de estructuras simples y léxico de uso muy frecuente, articulados con claridad y lentamente y transmitidos de viva voz o por medios técnicos, sobre temas relacionados con las propias experiencias, necesidades e intereses en contextos cotidianos predecibles siempre que se cuente con apoyo visual, posibilidad de repetición o confirmación y con una fuerte referencia contextual.

o B5. Distinguir la función comunicativa principal (p. e. una demanda de información, una orden, o un ofrecimiento), así como los patrones discursivos básicos (p. e. inicio y cierre conversacional, o los puntos de una narración esquemática).

o B1, B2, B5. Reconocer los significados más comunes asociados a las estructuras sintácticas básicas propias de la comunicación oral (p. e. estructura interrogativa para demandar información).

o B1, B3. Reconocer un repertorio limitado de léxico oral de alta frecuencia relativo a situaciones cotidianas y temas habituales y concretos relacionados con las propias experiencias, necesidades e intereses, y utilizar las indicaciones del contexto y de la información contenida en el texto para hacerse una idea de los significados probables de palabras y expresiones que se desconocen.

56

o B5. Discriminar patrones sonoros, acentuales, rítmicos y de entonación básicos y reconocer los significados e intenciones comunicativas generales relacionados con los mismos.

❖ <u>Minimum level required</u>

o To identify the main ideas of the text.

o To identify food vocabulary, its quantities and use it written and orally.

o To identify the main 5 groups of food.

o To pronounce food lexis in a proper way.

o To create a coherent dialogue about a situation in the supermarket.

9. Methodology

SESSION 1: LET'S HAVE BREAKFAST!

To let this unit begin, we will share a breakfast in class with different types of food according to this meal provided by the school. A nurse will join us during this session and we will also have the collaboration of the Natural Science teacher. Both will explain all the food that is going to be eaten in this meal. To know the food that will be eaten in this breakfast, such as milk and bread (see <u>annex 5.1</u>).

As it is said before, after having breakfast, the nurse will ask and explain the students healthy and unhealthy food and then, they will analyse nutritionally the breakfast.

SESSION 2: HOW CAN WE KEEP HEALTHY?

To start with, the teacher will do a brainstorming about how we can keep healthy. This will be done using the sticks, which is a random technique to let participate all students and not only the ones who are hands-up.

During this whole session, students will work in a task-based reading about the advantages and disadvantages for health of different types of food. Students will be in five expert groups, in which each group will read a text that they choose on the internet, so they will have to collect information of a healthy diet. For this, each group will be assigned a different topic in order to collect different information. The five topics are:

❖ SPORT AND WATER. Healthy sport habits and daily amount of water.

❖ PROTEINS. Proteins in the Mediterranean diet.

❖ VEGETABLES AND FRUIT. Daily amount of vegetables and fruit in our diet.

❖ FATS. Do we have to eat fats in our diet?

❖ CARBOHYDRATES. Daily amount of food that have carbohydrates. Which types of food are carbohydrates?

After having read it and getting the gist and the principal ideas of it, they will change their groups and mix up as showed in the section 5.6 of the PGA in order to share the information of the different texts and they will have to discover which the ideal diet to keep healthy is. Information will be collect in posters that the mixed-up groups will create as a resume of the readings about healthy diet and habits (see rubric in annex 5.10.1).

SESSION 3: CHEFS FOR ONE DAY!

To get the session started, the teacher has prepared a Kahoot of facts about food. In order to promote all students participation, this game will help the teacher to get information about what student have learnt in the previous sessions and what they do not know yet. (See questions in Annex 5.2).

Then, students will do a food project, which is the creation of a lunch menu in pairs. It starts with a project because it leads teacher to correct wrong ideas and so students learn from their mistakes, which makes learning meaningful. A diagram of a healthy eating plate will help students to create the lunch menu (see annex 5.4). Just after having finished the project, the teacher will explain the pyramid food (see annex 5.3) and then, students will correct the elements that they think they have incorrect in their menu. The teacher, who will give them formative assessment during the process, always can help them. It is essential to promote self-learning in students through questions and just by telling them to revise some mistakes so they can find them and learn from them. Presenting feedback as a task is highly recommended, although it is time consuming.

SESSION 4: AMOUNTS OF FOOD

It is very helpful for the teacher to evaluate students' schemata about last session in order to get to know if these concepts have been assimilated or not and if they get confused with some concepts or not. This would be done by eliciting with different questions that teacher does about previous sessions.

To present much and many, it will be used a mural (Roth, 1998; p. 41). In this mural, these two adverbs will be divided by a line and will be accompanied by words that are linked to them (see annex 5.5). To get practice on writing skills, in pairs, students will use their whiteboards to create sentences using much/many and the words in the mural. As this is an accuracy task, feedback should be given immediately, especially in errors and no tolerance to them.

SESSION 5: REVIEW AND PLAY!

In order to practice pronunciation of the lexis developed in this unit, it is worked out through different types of teacher-led oral repetition drills such us choral, individual, silent or mood drills (Seligson, 1997).

The tasks prepared for this session are closed tasks, where there is a predetermined and correct answer. For this task, it is necessary to use ICT (see annex 5.6).

To continue reviewing, same games are going to be played in big or small groups. One game will be an information gap between a student and the rest of the class and the other game is about true or false statements (see annex 5.7). As this is an accuracy task, feedback should be given immediately, especially in errors and no tolerance to them.

SESSION 6: CREATING PICTURE DICTIONARIES!

In pairs, students will create a picture dictionary using ICT or made by hand such as drawing pictures and using poster boards. The picture dictionary creation has to be based on the pyramid food groups and they have to difference pictures using different adverbs. They will also have to add an explanation of the differences of the amount of food/energy that our body needs to get in each meal: breakfast, lunch and dinner.

SESSION 7: PICTURE DICTIONARIES / ARE YOU READY TO SHOP?

Learners will present their picture dictionaries and the teacher will give them feedback of the process and product to every pair of students and will do a summative assessment of it.

Using their picture dictionaries, in the same pairs, students will create a short dialogue going shopping. They are asked to use at least four different types of food and three adverbs or collocations learnt in previous sessions. (See rubric in annex 5.10.2).

SESSION 8: LET'S GO SHOPPING

This session is dedicated to work on the dialogue produced in the last session and there is flexibility if students have not finished preparing it. When finished, dialogues will be represented in front of the rest of the class. This is a two-way task in which all the participants need to take part so that it can be completed successfully. Students will have a model dialogue to help them structure it (see annex 5.8; see rubric in annex 5.10.3).

SESSION 9: ARE YOU READY TO BE A CHEF?

In collaboration with the Natural Science teacher, students will take the lunch menu that they prepared in session 3 and they will add a breakfast and a dinner. Every meal has to be coherent with what they have learnt in this unit and in the Science unit about healthy and unhealthy food. Learners have to write the menu in a poster board or using ICT and adding some pictures and prepare their presentation for the next and last session on the unit. The explanation of this task will be assessed in the next session.

SESSION 10: WE ARE CHEFS!

This last unit session is focussed on productive skills, writing and speaking. Students have previously written the lunch menu and in this session they have to explain their classmates the menu that they have created and why do they think is correctly done and if it is a healthy or unhealthy each meal (see rubric in annex 5.10.4)

10. Curricular materials and other didactic resources

There are various human materials in this unit, which are: the Natural Science teacher, the English teacher, a nurse and the students.

Food is needed for having breakfast in the first session, ICT such us tablets and the digital whiteboard for some sessions using Kahoot, Mentimeter, creating picture dictionaries and looking for information on the internet.

Some materials created by the teacher and other sources are needed (see <u>annex 5</u>). These are the food pyramid poster board and food diagram, much/many mural, material for games, information facts about food and a model dialogue to go shopping.

The ADHD and ASD students are provided with a variety of materials that have been created by the teacher. These materials are shown below in the section of diversity attention measures.

11. Diversity attention measures

The students who need these measures will be provided with the same materials that the teacher has created for them. It consists on various pictograms (see <u>annex 5.9</u>) that help them reading and comprehend better the concepts and the development of the classes. The student with ADHD is able to stand up when he needs to and go to the bigger table where he doesn't need to sit down and the ASD student will have extra support with the pedagogue.

12. Other elements that can be explicit

a. Complementary and extracurricular activities

This unit is developed in a cross-curricular way with the Natural Science subject in collaboration with its teacher.

b. Reading development

Task-based reading is developed in the second session and reading is always worked out when looking for information, information gaps, when activating students schemata and solving tasks.

c. ICT development

ICT is used for looking for information, oral and written presentations, activation of previous knowledge and solving tasks. The digital whiteboard is also used to support teacher's explanations.

d. Values' education

Individual and group work are both promoted so students can share opinions, respect each other and get to agreements. English speaking is always promoted through teacher's eliciting.

This unit gives a significant importance to a healthy nutrition and lets students create their own menu so they can develop their skills, put into

practice what they have learnt, learn from their mistakes and correct them.

e. **Key competences**

CC.CC.1: This competence is developed when working on productive and receptive skills (writing, speaking; listening, reading). This skills are worked out through daily conversations in class, listening to classmates and teachers explanations, reading tasks and writing in various types of tasks.

CC.CC.2: In this unit, Science is the main topic, specifically talking about food and this competence is also promoted when looking for information and reading tasks on the internet.

CC.CC.3: Every time that students play games using ICT, such as Kahoot or Mentimeter, when creating picture dictionaries on the tablet or computer, readings on the net and using the digital whiteboard.

UNIT 5: MY PARADISE CORNER

1. **Unit title**: My paradise corner
2. **Subject and year:** English, 3º E. Primaria
3. **Temporalization:** This unit starts on 21st February and it finishes on 27th February. It lasts 11 sessions. In the second session, an American and English teacher will go to school to do a Storytelling.
4. **Justification for the didactic unit topic:** This unit is about the topic which is most linked to their daily life and all students can learn and talk about the things they do at home and the different rooms that there are in their **house**. It offers a lot of opportunities to communicate with a meaningful topic.
5. **Relationship between objectives and key competences**

❖ Hacer presentaciones muy breves y sencillas, previamente preparadas y ensayadas, sobre temas cotidianos o de su interés (presentarse y presentar a otras personas; dar información básica sobre sí mismo) y utilizar estructuras muy sencillas. (CC.CC.3)

❖ Participar en conversaciones cara a cara en las que se establece contacto social (saludar y despedirse, presentarse). (CC.CC.1)

❖ Utilizar diccionarios de imágenes. (CC.CC.3)

❖ Copiar palabras y expresiones sencillas trabajadas oralmente. (CC.CC.1)

6. **Contents**

❖ <u>Conceptual</u>:
  ➢ B2. Vocabulario básico.
  ➢ B3. Introducción a los cuentos, cómics y otros textos narrativos con alto contenido visual.

❖ <u>Procedimental</u>:
  ➢ B2. Utilización de expresiones de uso habitual dentro del aula para saludar, dar las gracias, pedir permiso o ayuda, etcétera.
  ➢ B4. Uso de diccionarios de imágenes.
  ➢ B5. Funciones sintáctico-discursivas: Expresión del modo.

❖ <u>Actitudinal</u>:
  ➢ Respeta y se interesa las opiniones de los compañeros al hacer trabajos en grupo.
  ➢ Se esfuerza por hacer lo mejor posible su trabajo.

➢ Respeta el material de la clase, el de sus compañeros y el suyo propio.

➢ Se esfuerza por hablar inglés en las clases.

➢ Toma conciencia con el tema principal a desarrollar.

7. Assessment criteria and minimum level required

❖ Assessment criteria:

o B3. Conocer y saber aplicar las estrategias básicas más adecuadas para la comprensión del sentido general, la información esencial o los puntos principales del texto.

o B1, B3, B6. Identificar aspectos socioculturales y sociolingüísticos básicos, concretos y significativos, sobre vida cotidiana (hábitos, horarios, actividades, celebraciones), condiciones de vida (vivienda, entorno), relaciones interpersonales (familiares, de amistad, escolares), comportamiento (gestos habituales, uso de la voz, contacto físico) y convenciones sociales (normas de cortesía), y aplicar los conocimientos adquiridos sobre los mismos a una comprensión adecuada del texto.

o B1, B2. Identificar el sentido general, la información esencial y la mayoría de los puntos principales en textos orales muy breves y sencillos, con un gran número de estructuras simples y léxico de uso muy frecuente, articulados con claridad y lentamente y transmitidos de viva voz o por medios técnicos, sobre temas relacionados con las propias experiencias, necesidades e intereses en contextos cotidianos predecibles siempre que se cuente con apoyo visual, posibilidad de repetición o confirmación y con una fuerte referencia contextual.

o B5. Distinguir la función comunicativa principal (p. e. una demanda de información, una orden, o un ofrecimiento), así como los patrones discursivos básicos (p. e. inicio y cierre conversacional, o los puntos de una narración esquemática).

o B1, B2, B5. Reconocer los significados más comunes asociados a las estructuras sintácticas básicas propias de la comunicación oral (p. e. estructura interrogativa para demandar información).

o B1, B3. Reconocer un repertorio limitado de léxico oral de alta frecuencia relativo a situaciones cotidianas y temas habituales y concretos relacionados con las propias experiencias, necesidades e intereses, y utilizar las indicaciones del contexto y de la información

contenida en el texto para hacerse una idea de los significados probables de palabras y expresiones que se desconocen.

- o B5. Discriminar patrones sonoros, acentuales, rítmicos y de entonación básicos y reconocer los significados e intenciones comunicativas generales relacionados con los mismos.

❖ <u>Minimum level required</u>

- o To identify daily habits and activities in readings and listenings.
- o To identify when someone is asking them something and to answer back coherently.
- o To identify when someone is asking them something and to answer
- o To identify and use the lexis related to on experiences in daily situations at home.

UNIT 6: DOCTOR OR PATIENT?

1. **Unit title:** Doctor or patient?

2. **Subject and year:** English, 3º E. Primaria

3. **Temporalization:** This unit starts on 1st March and it finishes on 22nd March. It lasts 10 sessions. In the first session, a writer will go to school to tell students his/her experiences about reading and writing. In the 9th session, students will write a short story for the 2nd contest of the year.

4. **Justification for the didactic unit topic:** This topic is linked to students' life. They might go abroad and get sick, how can they say what are their emotions? How can they communicate about feeling ill and their needs to feel better?

5. **Relationship between objectives and key competences**

❖ Adquirir en, al menos una lengua extranjera, la competencia comunicativa básica que les permita expresar y comprender mensajes sencillos y desenvolverse en situaciones cotidianas. (CC.CC.1)

❖ Participar en las rutinas diarias (día de la semana, mes, tiempo atmosférico, etc.) y comprende el vocabulario asociado. (CC.CC.4)

❖ Imitar y repetir las expresiones del docente utilizadas en el aula. (CC.CC.1)

❖ Utilizar diferentes representaciones y expresiones artísticas e iniciarse en la construcción de propuestas visuales y audiovisuales.(CC.CC.3)

❖ Comprender lo esencial de los mensajes e instrucciones del docente referidos a la actividad habitual del aula. (CC.CC.1)

❖ Localizar palabras conocidas en el material visual utilizado para las rutinas (calendario, expresiones sobre el tiempo atmosférico) o en los libros de la clase (título, paginación etc.). (CC.CC.1)

❖ Responder adecuadamente en situaciones de comunicación (saludo, preguntas muy sencillas sobre sí mismo, petición u ofrecimiento de objetos, etc.). (CC.CC.1)

❖ Participar en conversaciones cara a cara en las que se establece contacto social (saludar y despedirse, presentarse). (CC.CC.1 + CC.CC.7)

6. **Target lexis and learning outcomes**

❖ Target lexis

Coat (n)	A cold (n)	A stomach-ache (n)
Hat (n)	A cough (n)	An earache (n)

Scarf (n)	A temperature (n)	To throw up (vb)
Sweater (n)	A headache (n)	A sprain (n)
A backache (n)	A toothache (n)	
A syrup (n)	A flu (n)	

❖ Learning outcomes

➢ Students will be able to express and understand simple messages and manage daily situations about illnesses.

➢ Students will be able to participate in daily routines such as date and characteristics. Students will be able to imitate and repeat teacher expressions used in class related to illnesses.

➢ Students will be able to ask questions about illnesses.

➢ Students will be able to use different representations and artistic expressions and start in building up visual and audiovisual proposals about the different illnesses and its symptoms in relation to Natural Science classes.

➢ Students will be able to understand the essential messages and instructions given by the teacher referred to daily activities in class.

➢ Students will be able to locate known words in visual material used for routines or class-books.

➢ Students will be able to answer questions related to illnesses coherently.

7. Contents

❖ Conceptual:

➢ B2. Vocabulario básico.

➢ B3. Introducción a los cuentos, cómics y otros textos narrativos con alto contenido visual.

❖ Procedimental:

➢ B3. Lectura de palabras y frases sencillas.

➢ B3. Reconocimiento de palabras de uso frecuente.

➢ B4. Uso de diccionarios de imágenes.

➢ B5. Funciones sintáctico-discursivas: Expresión del tiempo, interrogación.

➢ B6. Canciones, diálogos y debates.

❖ Actitudinal:

➢ Respeta y se interesa las opiniones de los compañeros al hacer trabajos en grupo.

➢ Se esfuerza por hacer lo mejor posible su trabajo.

➢ Respeta el material de la clase, el de sus compañeros y el suyo propio.

➢ Se esfuerza por hablar inglés en las clases.

➢ Toma conciencia con el tema principal a desarrollar: enfermedades y la importancia de la igualdad entre hombres y mujeres.

8. **Assessment criteria and minimum level required**

Rubrics in annex 6.8.

❖ Assessment criteria:

o B3. Conocer y saber aplicar las estrategias básicas más adecuadas para la comprensión del sentido general, la información esencial o los puntos principales del texto.

o B1, B3, B6. Identificar aspectos socioculturales y sociolingüísticos básicos, concretos y significativos, sobre vida cotidiana (hábitos, horarios, actividades, celebraciones), condiciones de vida (vivienda, entorno), relaciones interpersonales (familiares, de amistad, escolares), comportamiento (gestos habituales, uso de la voz, contacto físico) y convenciones sociales (normas de cortesía), y aplicar los conocimientos adquiridos sobre los mismos a una comprensión adecuada del texto.

o B1, B2. Identificar el sentido general, la información esencial y la mayoría de los puntos principales en textos orales muy breves y sencillos, con un gran número de estructuras simples y léxico de uso muy frecuente, articulados con claridad y lentamente y transmitidos de viva voz o por medios técnicos, sobre temas relacionados con las propias experiencias, necesidades e intereses en contextos cotidianos predecibles siempre que se cuente con apoyo visual, posibilidad de repetición o confirmación y con una fuerte referencia contextual.

o B5. Distinguir la función comunicativa principal (p. e. una demanda de información, una orden, o un ofrecimiento), así como los patrones discursivos básicos (p. e. inicio y cierre conversacional, o los puntos de una narración esquemática).

- o B1, B2, B5. Reconocer los significados más comunes asociados a las estructuras sintácticas básicas propias de la comunicación oral (p. e. estructura interrogativa para demandar información).

- o B1, B3. Reconocer un repertorio limitado de léxico oral de alta frecuencia relativo a situaciones cotidianas y temas habituales y concretos relacionados con las propias experiencias, necesidades e intereses, y utilizar las indicaciones del contexto y de la información contenida en el texto para hacerse una idea de los significados probables de palabras y expresiones que se desconocen.

- o B5. Discriminar patrones sonoros, acentuales, rítmicos y de entonación básicos y reconocer los significados e intenciones comunicativas generales relacionados con los mismos.

❖ <u>Minimum level required</u>
- o To identify the gist of the text and identify the lexis worked in the unit.
- o To identify the different types of ordinary illnesses.
- o To difference a conversation, a discussion and instructions.
- o To use the present continuous in oral and written sentences.

9. Methodology

SESSION 1: WRITER

In this session, a writer will come to the school to tell the students how to write, how he writes and to present some books that he has written. This will take place in the school outside the classroom. In this case, the writer of the book that the unit is going to start with will come and talk us about the book, why she decided to write it and the importance of women in this world. This is a book is a celebration of extraordinary women from around the world and how their remarkable lives marched them into our history books. It can also be used in Social Science classes.

SESSION 2: WOMEN DOCTORS

We will start the session with a spoken brainstorming about important women. Students will say women names and why there are or if they were important, what they did to be important. Can women do the same things as men? Are we less than men are or not? Can we get jobs that are mainly done by men?

After this brainstorming, students will look at the pictures of two pages of a book that they are going to read later, so they take guesses about its plot. Then, they read this, which is the history of a woman who became the first woman doctor in the world, Elisabeth Blackwell (see <u>annex 6.1</u>), from the book '*Important women who made history*' by Kate Pankhurst. Learners will have to identify the important information and specific facts of Elisabeth's life and comment them as class group. At this moment, reading and speaking are promoted (receptive and productive skills). They are able to look for information on the internet to get more information about Elisabeth's life and then, comment it in class. They will have to answer these questions:

- ❖ What are you surprised about Elisabeth's life?
- ❖ What do you think about her decision of being a doctor?
- ❖ Why people didn´t believe that she could be a doctor?
- ❖ Why did Elisabeth want to be a doctor?

SESSION 3: ILLNESSES

We will start by remembering what we did in the last session and then the teacher will ask: 'Which illnesses do you think a doctor can cure?', where the teacher will mainly recast the illnesses that students say in Spanish, because they might not know the names in English. After this, the teacher will present the illnesses with flashcards (see <u>annex 6.2</u>). To finish with, students will have to write on their notebooks and complete it with a draw that describes the illness or with a definition.

In order to know what students have learnt and understood, the teacher will formulate checking questions and students will have to answer them in their individual whiteboards, which lets the teacher know who has understood and who has not. Checking questions shown below:

- ❖ If my ear hurts, I have a …
- ❖ If I'm cold but my body is hot I have a …
- ❖ If my head is hurting me a lot, I have…
- ❖ Something I take to feel better is a …
- ❖ If I have a stomach-ache, I go to the bathroom to …
- ❖ If I'm cold and I sneeze a lot, I have a…

SESSION 4: ILLNESSES AND PREVENTION

To activate students' schemata at the beginning of the class, they will be asked to write anything that they remember about previous sessions. We will create a word cloud so the teacher can clearly see what they remember in order to review that content or continuing with more content. Learners will have to enter in menti.com with a code so they write words or short phrases about illnesses or important women.

Later on, we will do a reviewing game in which a student has to place in front of the rest of the class and he or she has to act and represent an illness and the rest of the class guesses which illness it is. After having played this game with different students, it will be played in an opposite way in which the student who goes to the front place in his forehead a flashcard with an illness in it, but he doesn't know which one it is. The student has to ask questions about the symptoms of that illness and the class answers until the student guesses the illness.

The last activity of this session consists on asking students how can we prevent some of this illnesses and what can help us to do it, such us clothes. For this, the teacher will present orally and then with flashcards some clothes that can help us preventing some illnesses such as a scarf or a coat (see annex 6.3). Is anyone feeling ill yesterday? What about today? Do we know if anybody is going to feel ill tomorrow? Here it is an interest on developing student's communicative abilities in different real language contexts through different types of questions and oral situations.

SESSION 5: MEDICAL CASES

In this unit, reading in class will be promoted through a task which consists in diagnosing an illness from reading the symptoms of a person (see annex 6.4). This task-based reading will be done in five groups and they will have to think about which illness is and say how they could have prevented it. Everybody will share their process during the reading, their discovery and the preventions for that illness. Here, it is essential to prioritize content over the linguistic features, so feedback becomes a round table more than a correction. Later on, teacher will also prove delayed language feedback.

SESSION 6: GET READY TO BECOME A DOCTOR!

In session 7, students will have to represent a medical situation in the doctor consultation, which will be done in pairs or groups of three people. During this session, students will prepare the dialogue and the representation, which will take the whole session time. Learners can use a dialogue example to create their own conversation in the representation (see annex 6.5). They have to use 'yesterday', 'today' or 'tomorrow' in their dialogues.

SESSION 7: DOCTORS FOR ONE DAY!

Students will represent a situation in a doctor consultation that they have prepared in the previous session. They will receive feedback from the teacher and their classmates; the teacher will also have a rubric to assess in a formative and a summative way.

SESSION 8: TAKING CARE OF OUR BODY

Let's start with a brainstorming. Students will be asked this question: 'How can we take care of our body to prevent illnesses?'. The teacher will promote a dialogue taking into account doing sport, food, postural health… When the teacher considers that the class dialogue is finished, they will do a reflexive dictation in which one will help each other to spell the words and students can ask the teacher (see annex 6.6). The teacher will comment some mistakes and will put a big emphasis on the strengthens of the representation (see rubric in annex 6.8.3).

SESSION 9: SHORT-STORIES CONTEST

Students will right in this session a short story of maximum 50 words and it must be a story created by themselves. In this contest, they have to use present simple and past simple tenses, the topic chose for this second contest is 'Friends'. Students will have to choose in which literary genre they write: prose or poetry. They will have to write it, record themselves in a video telling it and create a QR that takes the reader to that video. The short stories will be posted on the walls of the corridor next to its QR so people can look at it when walking in the corridor.

SESSION 10: FINAL EVALUATION

In this last session, students will have to fill in a sheet (see <u>annex 6.7</u>) with different tasks of illnesses, clothes to prevent the illnesses and they will have to complete some definitions. This sheet will be in Google Forms, so the teacher will be able to have all students answers in the computer and will save paper.

10. Curricular materials and other didactic resources

In this unit, the material needed are a book named before, example dialogues for the creation of a sketch, medical cases created by the teacher and ICT in order to use Google forms.

11. Diversity attention measures

The ADHD and ASD students will be provided during the whole unit by manipulative materials. The teacher has created flashcards for all the class that are especially helpful for these two students. This material is in <u>annexes 6.2</u> and <u>6.3</u>.

12. Other elements that can be explicit

f. Complementary and extracurricular activities

In the first session, the writer of the book that the unit is going to start with will come and talk us about the book, why she decided to write it and the importance of women in this world. Also, to promote writing creation of short stories, there will be a contest in which students will create their own short story.

g. Reading development

Reading will be developed through reading tasks and the book 'Great women who me history' to support the topic and to introduce the unit. These two resources help learners to be in relation to the real world and so, to connect the content with their experiences.

h. ICT development

Use of Mentimeter to review the content and vocabulary developed in the unit that will help student to review and teachers to evaluate general students' learning. As a final assessment of the unit, there will be a questionnaire that students will have to answer using Google Forms.

i. Values' education

The main value promoted in this unit is the awareness of illnesses, how to keep healthy, how can we prevent illnesses and be aware of the importance of women in our society and the equality of men and women.

j. Key competences

CC.CC.1: Development and promotion of the four main language skills during the whole unit: speaking, reading, writing, listening.

CC.CC.3: Use of ICT to create QR that will be linked to each students' short story for the contest and the use of Google Forms as a final assessment of the unit.

CC.CC.4: This is developed through the all the learning process with all the tasks and students' progressive improvement in their skills thanks to the use of the task-based methodology and developed starting from their experiences and real-life situations.

CC.CC.7: Drama.

UNIT 7: CITY OF STARS

1. **Unit title:** City of stars
2. **Subject and year:** English, 3º E. Primaria
3. **Temporalization**: This unit starts on 3rd April and it finishes on 24th April. It lasts 10 sessions.
4. **Justification for the didactic unit topic:** When travelling, it's necessary to ask for information about somewhere you need to get to know how to **give directions** and the name of different **places in a city** that one might want to go.
5. **Relationship between objectives and key competences**

❖ Adquirir en, al menos una lengua extranjera, la competencia comunicativa básica que les permita expresar y comprender mensajes sencillos y desenvolverse en situaciones cotidianas. (CC.CC.1)

❖ Comprender las fórmulas básicas de relación social (saludos, presentaciones, agradecimientos, disculpas). (CC.CC.1)

❖ Distinguir el inicio y cierre de una conversación. (CC.CC.1)

❖ Hacer presentaciones muy breves y sencillas, previamente preparadas y ensayadas, sobre temas cotidianos o de su interés (presentarse y presentar a otras personas; dar información básica sobre sí mismo) y utilizar estructuras muy sencillas. (CC.CC.3)

❖ Respetar las normas que rigen la interacción oral. (CC.CC.5)

❖ Responder adecuadamente en situaciones de comunicación (saludo, preguntas muy sencillas sobre sí mismo, petición u ofrecimiento de objetos, etc.). (CC.CC.1)

❖ Utilizar diccionarios de imágenes. (CC.CC.3)

6. **Contents**

❖ <u>Conceptual:</u>
   ➢ B2. Vocabulario básico.
   ➢ B3. Introducción a los cuentos, cómics y otros textos narrativos con alto contenido visual.
   ➢ B6. Introducción a la literatura infantil en lengua inglesa (relatos, poesías, rimas y representaciones teatrales sencillas).

❖ Procedimental:

➢ B1. Comprensión de textos breves y sencillos procedentes de distintos soportes, incluidos los audiovisuales e informáticos.

➢ B2. Utilización de expresiones de uso habitual dentro del aula para saludar, dar las gracias, pedir permiso o ayuda, etcétera.

➢ B3. Reconocimiento de los principales sonidos de las letras en lengua inglesa y grupos de sonidos para la lectura de palabras.

➢ B5. Funciones sintáctico-discursivas: Expresión del espacio, expresiones temporales.

➢ B6. Canciones, diálogos y debates.

❖ Actitudinal:

➢ Respeta y se interesa las opiniones de los compañeros al hacer trabajos en grupo.

➢ Se esfuerza por hacer lo mejor posible su trabajo.

➢ Respeta el material de la clase, el de sus compañeros y el suyo propio.

➢ Se esfuerza por hablar inglés en las clases.

➢ Toma conciencia con el tema principal a desarrollar.

7. Assessment criteria and minimum level required

❖ Assessment criteria:

o B3. Conocer y saber aplicar las estrategias básicas más adecuadas para la comprensión del sentido general, la información esencial o los puntos principales del texto.

o B1, B3, B6. Identificar aspectos socioculturales y sociolingüísticos básicos, concretos y significativos, sobre vida cotidiana (hábitos, horarios, actividades, celebraciones), condiciones de vida (vivienda, entorno), relaciones interpersonales (familiares, de amistad, escolares), comportamiento (gestos habituales, uso de la voz, contacto físico) y convenciones sociales (normas de cortesía), y aplicar los conocimientos adquiridos sobre los mismos a una comprensión adecuada del texto.

o B1, B2. Identificar el sentido general, la información esencial y la mayoría de los puntos principales en textos orales muy breves y sencillos, con un gran número de estructuras simples y léxico de uso muy frecuente, articulados con claridad y lentamente y transmitidos de viva voz o por medios técnicos, sobre temas relacionados con las propias

76

experiencias, necesidades e intereses en contextos cotidianos predecibles siempre que se cuente con apoyo visual, posibilidad de repetición o confirmación y con una fuerte referencia contextual.

- o B5. Distinguir la función comunicativa principal (p. e. una demanda de información, una orden, o un ofrecimiento), así como los patrones discursivos básicos (p. e. inicio y cierre conversacional, o los puntos de una narración esquemática).

- o B1, B2, B5. Reconocer los significados más comunes asociados a las estructuras sintácticas básicas propias de la comunicación oral (p. e. estructura interrogativa para demandar información).

- o B1, B3. Reconocer un repertorio limitado de léxico oral de alta frecuencia relativo a situaciones cotidianas y temas habituales y concretos relacionados con las propias experiencias, necesidades e intereses, y utilizar las indicaciones del contexto y de la información contenida en el texto para hacerse una idea de los significados probables de palabras y expresiones que se desconocen.

- o B5. Discriminar patrones sonoros, acentuales, rítmicos y de entonación básicos y reconocer los significados e intenciones comunicativas generales relacionados con los mismos.

❖ <u>Minimum level required</u>

- o To identify the names of the main common places of a city.
- o To pronounce properly the main words and when asking questions.
- o To give directions in the street to help someone to reach a place and to ask how to get to any place in the city.

UNIT 8: RAFAEL NADAL

1. **Unit's title:** Rafael Nadal

2. **Subject and year:** English, 3º E. Primaria

3. **Temporalization:** This unit starts on 26th April and it finishes on 22nd May. It lasts 10 sessions. In the first session, an American and English teacher will do a Storytelling at school.

4. **Justification for the didactic unit topic:** In order to be able to speak about one's own hobbies, it is essential for students to have a notion about different sports and their characteristics. This unit is called *Rafael Nadal* because he is a great example of hard-work, determination and achievement of his goals.

5. **Relationship between objectives and key competences**

❖ 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. (CC.CC.6)

❖ Iniciarse en la utilización de las tecnologías de la información y la comunicación, desarrollando un espíritu crítico ante los mensajes que reciben y elaboran. (CC.CC.2)

❖ Participar en conversaciones cara a cara en las que se establece contacto social (saludar y despedirse, presentarse). (CC.CC.1)

❖ Utilizar diccionarios de imágenes. (CC.CC.3)

❖ Utilizar las Tecnologías de la Información y la Comunicación para iniciarse en la lectura. (CC.CC.2)

❖ Copiar palabras y expresiones sencillas trabajadas oralmente. (CC.CC.1)

❖ Elaborar carteles muy sencillos con un modelo. (CC.CC.3)

6. **Contents**

❖ Conceptual:

➢ B2. Vocabulario básico.

➢ B3. Introducción a los cuentos, cómics y otros textos narrativos con alto contenido visual.

❖ Procedimental:

➢ B3. Lectura de palabras y frases sencillas.

➢ B3. Reconocimiento de palabras de uso frecuente.

➤ B3. Reconocimiento de los principales sonidos de las letras en lengua inglesa y grupos de sonidos para la lectura de palabras.

➤ B4. Uso de diccionarios de imágenes.

➤ B5. Funciones sintáctico-discursivas: Expresión de la modalidad.

➤ B6. Canciones, diálogos y debates.

❖ Actitudinal:

➤ Respeta y se interesa las opiniones de los compañeros al hacer trabajos en grupo.

➤ Se esfuerza por hacer lo mejor posible su trabajo.

➤ Respeta el material de la clase, el de sus compañeros y el suyo propio.

➤ Se esfuerza por hablar inglés en las clases.

➤ Toma conciencia con el tema principal a desarrollar.

7. Assessment criteria and minimum level required

❖ Assessment criteria:

o B3. Conocer y saber aplicar las estrategias básicas más adecuadas para la comprensión del sentido general, la información esencial o los puntos principales del texto.

o B1, B3, B6. Identificar aspectos socioculturales y sociolingüísticos básicos, concretos y significativos, sobre vida cotidiana (hábitos, horarios, actividades, celebraciones), condiciones de vida (vivienda, entorno), relaciones interpersonales (familiares, de amistad, escolares), comportamiento (gestos habituales, uso de la voz, contacto físico) y convenciones sociales (normas de cortesía), y aplicar los conocimientos adquiridos sobre los mismos a una comprensión adecuada del texto.

o B1, B2. Identificar el sentido general, la información esencial y la mayoría de los puntos principales en textos orales muy breves y sencillos, con un gran número de estructuras simples y léxico de uso muy frecuente, articulados con claridad y lentamente y transmitidos de viva voz o por medios técnicos, sobre temas relacionados con las propias experiencias, necesidades e intereses en contextos cotidianos predecibles siempre que se cuente con apoyo visual, posibilidad de repetición o confirmación y con una fuerte referencia contextual.

o B5. Distinguir la función comunicativa principal (p. e. una demanda de información, una orden, o un ofrecimiento), así como los patrones

79

discursivos básicos (p. e. inicio y cierre conversacional, o los puntos de una narración esquemática).

o B1, B2, B5. Reconocer los significados más comunes asociados a las estructuras sintácticas básicas propias de la comunicación oral (p. e. estructura interrogativa para demandar información).

o B1, B3. Reconocer un repertorio limitado de léxico oral de alta frecuencia relativo a situaciones cotidianas y temas habituales y concretos relacionados con las propias experiencias, necesidades e intereses, y utilizar las indicaciones del contexto y de la información contenida en el texto para hacerse una idea de los significados probables de palabras y expresiones que se desconocen.

o B5. Discriminar patrones sonoros, acentuales, rítmicos y de entonación básicos y reconocer los significados e intenciones comunicativas generales relacionados con los mismos.

❖ Minimum level required

o To pronounce properly the main vocabulary developed related to sports.

o To identify the main words worked referred to sports.

o To take the gist of the text and identify the lexis worked in the unit.

UNIT 9: ELISABETH II

1. **Unit title:** Elisabeth II
2. **Subject and year:** English, 3º E. Primaria
3. **Temporalization:** This unit starts on 24th May and it finishes on 14th June. It lasts 10 sessions. In session number 4, a writer will come to school to talk to the students about his/her experience on reading and writing.
4. **Justification for the didactic unit topic:** Due to the fact that students are learning a language from another country, it is important to get to know basic things about the country in which this language was born and is spoken. The unit is called Elisabeth II because she is the main and most important person in the **United Kingdom**.
5. **Relationship between objectives and key competences**

❖ Conocer y utilizar expresiones relacionadas con las celebraciones familiares o culturales. (CC.CC.6)

❖ Utilizar las Tecnologías de la Información y la Comunicación para iniciarse en la lectura. (CC.CC.2)

❖ Escribir cartas o tarjetas en las que felicita a alguien a partir de un modelo, copiar algunas palabras básicas e incluir dibujos o fotografías. (CC.CC.3)

❖ Elaborar carteles muy sencillos con un modelo. (CC.CC.3)

❖ Entender la información esencial en conversaciones muy breves y muy sencillas en las que participa, que traten sobre temas familiares como, por ejemplo, uno mismo, la familia, la clase, sus mascotas, descripción muy básica de objetos, apoyándose en el lenguaje no verbal para mejorar su comprensión. (CC.CC.1)

6. **Target lexis and learning outcomes**

❖ Target lexis:

king (n)	Royal Palace (n)	St. Patricks' day (n)
queen (n)	tea time (n)	Boxing Day (n)
prince (n)	food schedule (n)	Monarchy (n)
princess (n)	Anglican religion (n)	There is/are (vb)
infante/infanta (n)	New Year's Eve (n)	There isn't/aren't (vb)

❖ Learning outcomes
- ➢ Students will be able to recognise expressions linked to family or cultural celebrations.
- ➢ Students will be able to use ICT to get started in reading looking for information about the United Kingdom.
- ➢ Students will be able to use "there is", "there isn't", "there are" and "there aren't".
- ➢ Students will be able to compare British and Spanish cultures.
- ➢ Students will be able to write letters or cards in which congratulates someone from a model, to copy some basic words and to include pictures.
- ➢ Students will be able to create simple posters through a model.

7. Contents

❖ Conceptual:
- ➢ B3. Introducción a los cuentos, cómics y otros textos narrativos con alto contenido visual.
- ➢ B6. Costumbres y tradiciones culturales de los países de habla inglesa.
- ➢ B6. Historia y personajes de los países de habla inglesa.

❖ Procedimental:
- ➢ B1. Comprensión de mensajes emitidos en lengua inglesa con distintos acentos.
- ➢ B3. Reconocimiento de los principales sonidos de las letras en lengua inglesa y grupos de sonidos para la lectura de palabras.
- ➢ B4. Uso de diccionarios de imágenes.
- ➢ B5. Funciones sintáctico-discursivas: Expresión de la existencia.

❖ Actitudinal:
- ➢ Respeta y se interesa las opiniones de los compañeros al hacer trabajos en grupo.
- ➢ Se esfuerza por hacer lo mejor posible su trabajo.
- ➢ Respeta el material de la clase, el de sus compañeros y el suyo propio.
- ➢ Se esfuerza por hablar inglés en las clases.
- ➢ Toma conciencia con la cultura inglesa y se interesa por ella.
- ➢ Respeta las costumbres de otros países y su cultura.

8. Assessment criteria and minimum level required

See rubrics in <u>annex 7.10</u>.

❖ <u>Assessment criteria</u>:

- o B3. Conocer y saber aplicar las estrategias básicas más adecuadas para la comprensión del sentido general, la información esencial o los puntos principales del texto.

- o B1, B3, B6. Identificar aspectos socioculturales y sociolingüísticos básicos, concretos y significativos, sobre vida cotidiana (hábitos, horarios, actividades, celebraciones), condiciones de vida (vivienda, entorno), relaciones interpersonales (familiares, de amistad, escolares), comportamiento (gestos habituales, uso de la voz, contacto físico) y convenciones sociales (normas de cortesía), y aplicar los conocimientos adquiridos sobre los mismos a una comprensión adecuada del texto.

- o B1, B2. Identificar el sentido general, la información esencial y la mayoría de los puntos principales en textos orales muy breves y sencillos, con un gran número de estructuras simples y léxico de uso muy frecuente, articulados con claridad y lentamente y transmitidos de viva voz o por medios técnicos, sobre temas relacionados con las propias experiencias, necesidades e intereses en contextos cotidianos predecibles siempre que se cuente con apoyo visual, posibilidad de repetición o confirmación y con una fuerte referencia contextual.

- o B5. Distinguir la función comunicativa principal (p. e. una demanda de información, una orden, o un ofrecimiento), así como los patrones discursivos básicos (p. e. inicio y cierre conversacional, o los puntos de una narración esquemática).

- o B1, B2, B5. Reconocer los significados más comunes asociados a las estructuras sintácticas básicas propias de la comunicación oral (p. e. estructura interrogativa para demandar información).

- o B1, B3. Reconocer un repertorio limitado de léxico oral de alta frecuencia relativo a situaciones cotidianas y temas habituales y concretos relacionados con las propias experiencias, necesidades e intereses, y utilizar las indicaciones del contexto y de la información contenida en el texto para hacerse una idea de los significados probables de palabras y expresiones que se desconocen.

- o B5. Discriminar patrones sonoros, acentuales, rítmicos y de entonación básicos y reconocer los significados e intenciones comunicativas generales relacionados con los mismos.
- ❖ Minimum level required
  - o To identify the main characters of the UK and its main cultural traditions.
  - o To extract the essential points of the texts.
  - o To pronounce properly the main vocabulary worked during the year.
  - o To identify the main vocabulary linked to British culture.

9. Methodology

SESSION 1: WELCOME TO THE UK!

This unit is the last one of the year, so students will be asked where are they going to go on summer holidays and it will be related to travelling to the United Kingdom. In order to get to know what students know about this country, students will do a brainstorming using Mentimeter.com so the teacher will get a general previous evaluation about their knowledge. Then, it will be done a thinking routine: a K-W-L (what I know about the UK, what I want to know about the UK). In this task, the interest is on the development of communicative skills and on the schemata activation.

First, the principal characters related to the UK will be presented, this is the Royal Family using pictures on the digital whiteboard and it will be compared to the Spanish Royal Family. Using pictures on the whiteboard, Royal family names will be presented and these two families will be compared.

SESSION 2: UK RESEARCHERS

The class will start with a brainstorming to see what they know about characteristic elements of the UK, such as food, habits, celebrations, the Royal family and important cities and monuments. The teacher will not correct them because this brainstorming is used to activate learners' schemata in order to connect it to the next activity.

Students will do a jigsaw reading task which will be done in five different groups (see layout in PGA 5.6). Each group will have a topic about the UK and they

will have to look for information on the internet linked to that topic and do an abstract. When done, students will change groups and share the information. Then, they will go back to the previous group and create in that group a presentation of all information recovered among all the class about the UK. To create the presentation, they have to use ICT and internet. (See the rubric in <u>annex 7.10.1</u>). Feedback will be given when groups are mixed up, so the teacher makes sure that they have correct information and there will be a delayed feedback, which will be given after the presentation of each group and about the content and productive skills.

The UK topics are the ones mentioned below:

* Food in the UK
* British habits
* Festivities in the UK
* The history of the British Royal family
* Cities and monuments

SESSION 3: UK VS. SPAIN

The five groups will present their presentations with the information recovered in the last session. Then, there will be a discussion about the differences that students see between England and Spain. (See rubric in <u>annex 7.10.2</u>)

The teacher will show on the digital whiteboard the Royal Palace in London and in Madrid and explain a little bit of its history and differences. Then, using the information of the presentations made by the students, some festivities will be mentioned and the differences between both countries.

This session will finished filling in a compare and contrast sheet (see <u>annex 7.1</u>), students will have to write on it 'there is' or 'there are' when comparing.

SESSION 4: WRITER

In this session, a writer will come to the school to tell the students how to write, how he writes and to present some books that he has written. This will take place in the school outside the classroom. In this case, the writer will talk about illustrated books, such as the one that students will use in this unit: 'Londres. Busca y encuentra', by Judith Drews.

SESSION 5: BRITISH MAPS AND FLAGS

The UK map will be showed to the students and they will have to place on it the different UK nations: England, Wales, Scotland and North Ireland (see annex 7.2). Students will have to paste the names on its place, and then, guess the flags of each of them Scotland, England, Wales and North Ireland. The UK flag, the Union Jack will have its explanation using the other flags, as shown on the annex 7.3. In pairs, the students will have to investigate the differences between the four nations that form the UK and present the information found in a poster board. Feedback is focused on lexis and content, emphasis on oral communication skills.

SESSION 6: LET'S PARTY!

The teacher will present the main party days in the UK using pictures and explanations about each day. The information is shown in the annex 7.4.

After explaining it maintaining a conversation with the students and having answered learners' doubts, a Kahoot will be done about the festivities in the UK explained (see annex 7.5).

SESSION 7: PLAY AND LEARN

This session is mainly designed to review previous concepts learnt in class and they will assimilate them on their own and with their classmates. The class will start with a quiz of general information learnt about the UK (see annex 7.6) that will be played using ICT.

Later on, students will play Pictionary (see annex 7.7). This last game is played in groups and students are given a letter, in this case we are going to play with the first letter of the name of the four UK nations: an 'S' for Scotland, an 'E' for England, an 'N' for North Ireland and a 'W' for Wales. All the class is given the word at the same time, and they have to think concepts that fit on the table related to food, cities and monuments in that nation, its capital city and some celebration typical from that part of the UK.

SESSION 8: FIRST PICTURES, THEN A STORY

In pairs, students will create a story based on pictures of an illustrated book of London. In this book, there are different drawings of London that will help students to place their story and they will have to mention at least, ten typical items from the British culture that appear in it (see rubric in annex 7.10.3). The book is 'Londres. Busca y Encuentra', (Judith Drews, 2018). It looks like this on its inside:

Book: 'Londres. Busca y encuentra', by Judith Drews.

SESSION 9: PICTURE DICTATION

To finish the formative assessment of the unit, students will participate in a two-way task, in which learners need to take part in the task so that it can be completed successfully. In this task, one student has a picture and has to tell to his classmate what he sees in the picture, so he can draw the same from those indications. It is essential to use 'there is' and 'there are' when describing the picture. This will be assessed through teacher's observation and listening during the process and picture product. (See rubric in annex 7.10.4)

10. Curricular materials and other didactic resources

As human resources, teacher and students are essential in order to achieve al the goals.

ICT are needed to create presentations, to look for information about the UK to do the task-based reading and the digital whiteboard will be used to show pictures of the

UK and to explain the different party days. Students will have a WebQuest (see annex 7.9) which will guide them during this task.

The manipulative resources are the ones linked to the location of the UK nations and the flags. In addition, some have been created for the students that need diversity attention.

11. Diversity attention measures

The ADHD and ASD students will be provided during the whole unit by the manipulative materials used. These will help them through the pictures and small words. To see all the materials, see annex 7.2, 7.3 and 7.8.

12. Other elements that can be explicit

   a. **Complementary and extracurricular activities**

   As a complementary activity, in the fourth session of this unit, a writer will come to the school to talk about illustration book, which learners will use in the eighth sessions. This will take place in the school outside the classroom.

   b. **Reading development**

   Reading is constantly developed through various readings done in class, such as looking for information about the UK and the use of an illustration book that promotes receptive skills (comprehension) and productive skills (writing).

   c. **ICT development**

   ICT is developed through the use of the digital whiteboard and tablets or computers when students look for information on the internet, creating presentations and sharing them to the teacher and their classmates, playing games such as Kahoot and Mentimeter.

   d. **Values' education**

   Cultural awareness is promoted during the whole unit when talking about British habits and culture. There is emphasis on the importance of being tolerant and being curious about other cultures and the principal country where English comes from.

As in every unit, students develop working habits, sharing opinions with their classmates respecting each other and being coherent with their ideas and actions.

e. **Key competences**

CC.CC.1: This competence is constantly developed when the four main skills are promoted speaking, writing, listening and reading. In every session exists the promotion of the speaking and reading, such as the activating games of schemata, the compare and contrast sheet or he jigsaw reading task.

CC.CC.2: This is developed when looking for information on the internet about characteristics of the UK in relation to food, monuments, cities or celebrations.

CC.CC.3: The use of ICT to create projects and presentations, used also to help teacher explanations with visuals on the whiteboard and the use of Kahoot and Mentimeter activities.

CC.CC.6: The development cultural awareness of the British culture, its history, food, habits, celebrations, location and flags with different support materials.

CONCLUSIONS

This project has been a big challenge. It has meant getting over fears and difficulties, learning from my own mistakes and improving them. It has meant starting from zero, remembering, creating and moving forward. Here are projected a lot of the learnings during these four years of educational studies. It has meant a change of mentality, a new way of thinking, of learning and of teaching. There is not a unique way of learning because everybody has his own learning method. Neither exists an infallible method to teach, but there are plenty of techniques that we can use to teach and educate. However, there is a common element: the education begins on the heart. If there is not passion in what teachers do, any of the activities that we do make sense. In addition, we are more of what we do than of what we say; so teachers should educate from the inside of ourselves, giving everything and waiting for nothing.

I consider that I have achieved my goals set up when I started doing this project. I wanted to do my best, show what I have learnt in these four years at university and school placement. I have tried to show that there are many ways to teach, with or without books, using ICT or manipulative items. Learning has to be meaningful, something that I have showed in different and various tasks along the project.

The main strength of this project is the purpose of promoting a meaningful learning from a student-centred methodology and from tasks which are related to students' real-life situations. From that point on, we use different techniques and strategies that promote this type of learning, linked to students' schemata of the contents that are going to be developed in the year. There is an extensive use of the ICT, used to look for information and to encourage meaningful and autonomous reading habits. A lot of tasks are developed through cooperative work, expert groups and all of them promote the four main skills that are needed to master a language. Additionally, there is an encouragement of the extensive reading with reading circles, writers visit and various storytelling during the year. There is also a significant emphasis on speaking, which is developed in all the sessions in daily conversations and in different tasks.

It has not been possible for me to use all the techniques, methodologies or ICT resources. I have not created a flipped classroom, a blog or a list of reading books. I wanted this project to be coherent and realistic, so I tried not to create a mix of elements that would make no sense and confuse the students.

Covadonga Cid Busto   UP Comillas 2017/18

After having finished this project, I have expanded my perspective combining all my learnings that I have acquired at university classes and my teaching experiences at different schools in which I have done my internships. It has been a long process that has changed my mentality and which has made me seen the reality with a teacher sight.

I have had the opportunity to do an Erasmus during the first semester of the third year degree in Birmingham, England, where I became acquainted with the British culture and people from many countries. This experience taught me a different way to see the world in which we live. It was half year listening and speaking only English. I was able to see a different way to teach, from another culture. I had the opportunity to do school placement in a British school and see the differences that exist in education compared to Spain, and other techniques used in the teaching and learning process, such us in Maths. I was able to explain mathematical operations in different ways (always in English) so students could understand them. However, I trully missed affection and closeness between teachers and learners because if we compare that to the Spanish culture it has nothing to do with, we are closer and devoted.

In addition, I have to thank the two schools in which I have done my internships in Madrid: 'Colegio Marista Chamberí' and 'Salesianos Atocha'. Both have provided me opportunities to teach, I felt that I did useful work, from the ones I have learnt. Due to my close relationship to these two religious congregations, I can tell that I could feel as home thanks to all the people involved in that time.

To finish, I would like to confirm my vocation as teacher after these years of studying and learning about education. As Paulo Freire said, 'education does not change the world: it changes the people who are going to change the world.'

BIBLIOGRAPHY

Ausubel, D. (2002). *Adquisición y retención del conocimiento*. Barcelona: Paidós.

Bruner, S. J. (2001). *El proceso mental en el aprendizaje.* Madrid: Narcea.

Caravedo, R. (1990). *Competencia Lingüística*. Madrid: Gredos.

Drews, J. (2016). Londres. Busca y encuentra. Madrid: Grupo Anaya.

Ellis, R. (2003). *Task-based Language Learning and Teaching*. Oxford: Oxford Applied Linguistics.

Fay, H. M. (1953) *El desarrollo del sentido moral en los niños*. Madrid: Stvdivm de Cultura.

García Oholeguy, F. [Federico garcía oholeguy]. (2012, junio 3). *Ken Robinson Changing Paradigms (Spanish).avi* [Archivo de vídeo]. Recuperado de https://www.youtube.com/watch?v=pVYp2_Y6Lgw&t=240s

López Hernández, A. (2009). *Feedback and mistake correction in L2 lessons (I): oral activities.* Educación y Futuro, 20, 65-78.

Padilla Castillo, R. (Enero 2009). *Desarrollo psicoevolutivo en niños de 6-12 años. Innovación y experiencias educativas, 14*. CSIF. Andalucía. Recuperado de

https://archivos.csif.es/archivos/andalucia/ensenanza/revistas/csicsif/revista/pdf/Numero_14/RAFAEL_PADILLA_1.pdf

Pankhurst, K. (2018). *Important women who made history*. Londres: Bloomsbury.

Piaget, J. (1986). Psicología evolutiva. *Madrid, Editorial Paidos, 296.*

Piaget, J., & TEORICOS, A. (1976). *Desarrollo cognitivo*. España: Fontaine.

Roth, G. (1998). *Teaching very young children: Pre-school and Early Primary*. London: Richmond Publishing.

Sawyer, R. K. (2006). Project-based learning. En J. S. Karjcik & P.C. Blumenfeld (University of Michigan), The Cambridge Handbook of the Learning Sciences (p. 317-334). Washington University, St Louis: Cambridge University Press.

Seligson, P. (1997). Helping students to speak. Handbook for teachers. Londres: Richmond.

Skehan, P. (1996). *A framework for implementation of task-based instruction*. Applied Linguistics, 17, pp. 38-62.

Slattery, M., Willis, J. (2016). *English for Primary Teachers*. Oxford, Reino Unido: Oxford.

Vygotsky, L. S. (1978), *Pensamiento y lenguaje*, Madrid: Paidós.

Covadonga Cid Busto   UP Comillas 2017/18

Willis, D., Willis, J. (2007). Doing Task-based Teaching. Oxford: Oxford University Press.

Educational legislation

Casa de Gobierno. (2014). Orden ECD 686-2014. Orden por la que se establece el currículo de la Educación Primaria para el ámbito de gestión del Ministerio de Educación, Cultura y deporte y se regula su implantación, así como la evaluación y determinados aspectos organizativos de la etapa. Publicado en el *Boletín Oficial del Estado* No.106, del 23 de abril de 2014. España.

Casa de Gobierno. (2014). Decreto No. 89-2014. Decreto del Consejo de Gobierno, por el que se establece para la Comunidad de Madrid el Currículo de la Educación Primaria. Publicado por el *Boletín Oficial de la Comunidad de Madrid* No.175, del 24 de julio de 2014. España.

Webgraphy

Anita Poems. Recovered in March 2018 from:
http://www.anitapoems.com/poems-about-family.html

Brandows Animations (2015, september 21). Incredibles dinner scene [Archivo de vídeo]. Recuperado de:

https://www.youtube.com/watch?v=TgzWLsR-6PI

Golden Tales: storytelling company at schools.

Google Forms.

Google Sites.

Martín Vidal, B. – ilustrator Recovered in March 2018 from:
http://beatrizmartinvidal.com/

NieuwsBlad. Pyramid food – Recovered in March 2018 from:
https://www.nieuwsblad.be/cnt/dmf20140904_01250264

Union Jack components. Recover in April from: https://ladylibertyflag.com/wp-content/uploads/2013/03/UK-flag-conponants.png

Rhyme Store. Recovered in March 2018 from:
http://www.rhymestore.com/listing/my-family/

Rubistar.

UK map. Recovered in April from: https://www.viajejet.com/el-gobierno-de-inglaterra/mapa-politico-de-reino-unido-e-irlanda/

UK festivities. Recovered in April from: https://study-uk.britishcouncil.org/living/holidays-festivals-events

Visually. The healthy eating plate – Recovered in March 2018 from:
https://visual.ly/community/infographic/food/healthy-eating-plate

Other sources

Curso Online: Teaching EFL/ESL Reading: A task based Approach. University of London & UCL Institute of Education. Coursera.

Skinner, B.F., "Why Teachers Fail", Conferencia a la sociedad de Filosofía de la Educación. Nueva York, 1965.

95

ANNEXES

ANNEXES

ANNEX 1. ACADEMIC CALENDAR

This calendar has been published on *Orden 2222/2017, de 20 de junio, de la Consejería de Educación, Juventud y Deporte, por la que se establece el **Calendario Escolar** para el curso 2017/2018 en los centros educativos no universitarios sostenidos con fondos públicos de la Comunidad de Madrid.*
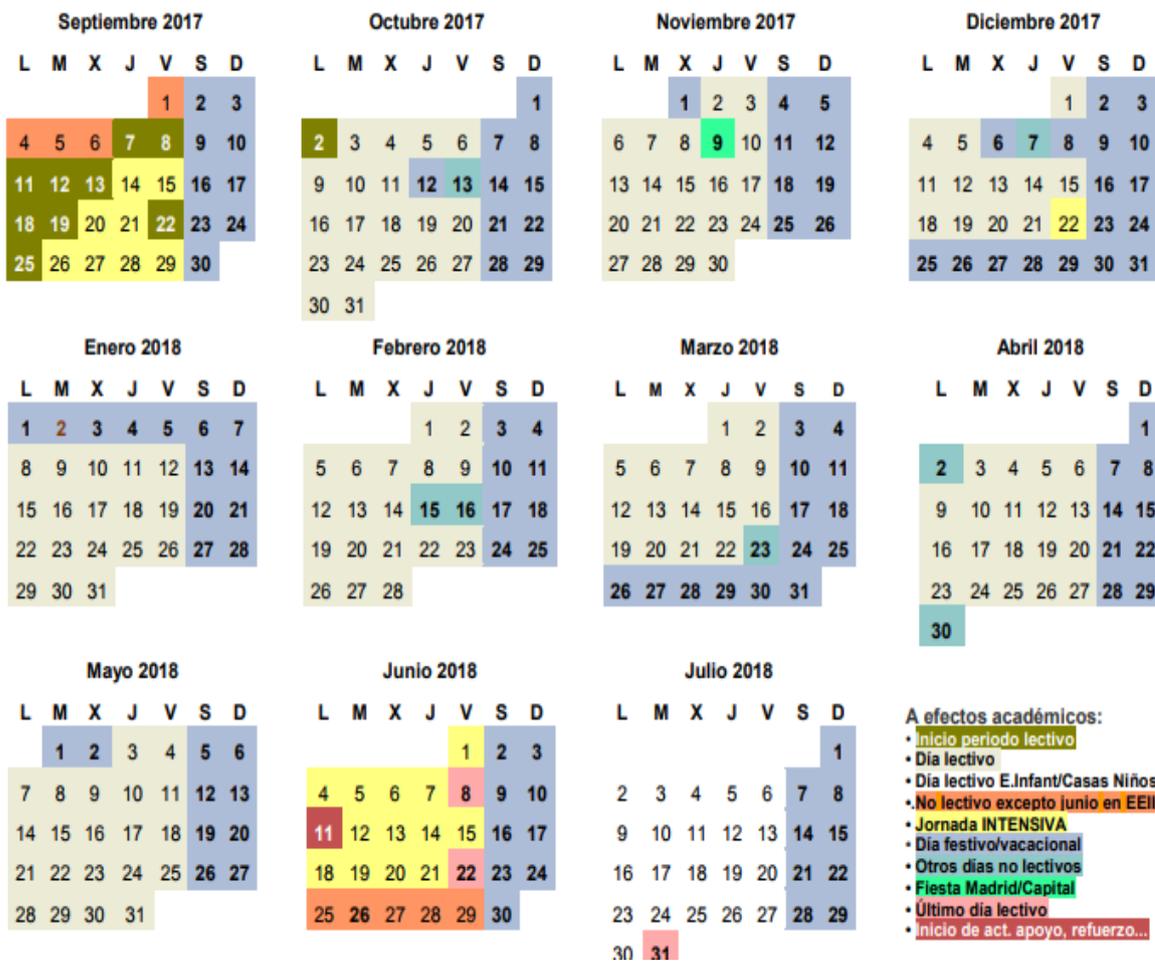
Source: Consejería de Educación, Juventud y Deporte de la Comunidad de Madrid

Annex 1.1. Didactic units temporalization

Here it is presented a table relating dates, units and number of units temporalization. There is an initial evaluation and a final one of four and three sessions. Holidays are not count here, so the number of sessions shown are the real ones in which

Covadonga Cid Busto   UP Comillas 2017/18

there will be class. English classes will take place three days per week: Monday, Tuesday and Thursday.

DATES	UNITS	NUMBER OF SESSIONS
07/09/17 - 12/10/17	Initial evaluation	4 sessions
14/09/17 - 11/10/17	Unit 1: Are you ready to move?	12 sessions
17/09/17 - 13/11/17	Unit 2: Our Hogwarts	12 sessions
20/11/17 - 12/12/17	Unit 3: The Incredibles	12 sessions
14/12/17 - 21/12/17	Christmas sessions	4 sessions
08/01/18 - 30/01/18	Unit 4: Masterfood	11 sessions
01/02/18 - 26/02/18	Unit 5: Umbrellas	11 sessions
01/03/18 - 22/03/18	Unit 6: My paradise corner	10 sessions
03/04/18 - 24/04/18	Unit 7: City of stars	10 sessions
26/04/18 - 22/05/18	Unit 8: Rafael Nadal	10 sessions
24/05/18 - 14/06/18	Unit 9: Elisabeth II	10 sessions
18/06/18 - 21/06/18	Final evaluation	3 sessions

Annex 1.2. Inside school Reading activities

The dates of the reading activities inside school are shown below.

30/11/17. Storytelling

14/12/17. Writer

19/12/17. Short-stories contest

05/02/18. Storytelling

01/03/18. Writer

20/03/18. Short-stories contest

26/04/18. Storytelling

31/05/18. Writer

18/06/18. Short-stories contest

ANNEX 2. OBJECTIVES[4]

A continuación, se presentan los objetivos generales de etapa, los objetivos didácticos y del área del curso.

Annex 2.1. Objetivos generales de etapa (Real Decreto 126/2014)

A lo largo de la etapa de Educación Primaria, todas las asignaturas permitirán el desarrollo en los alumnos de diversas capacidades que al finalizar esta etapa les permitirán:

*a) 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.

*b) 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.

---

[4] Written in Spanish because they are taken from the Spanish law.

Covadonga Cid Busto   UP Comillas 2017/18

*c) 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.

*d) 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.

*e) 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.

*f) Adquirir en, al menos una lengua extranjera, la competencia comunicativa básica que les permita expresar y comprender mensajes sencillos y desenvolverse en situaciones cotidianas.

*g) 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.

*h) Conocer los aspectos fundamentales de las Ciencias de la Naturaleza, las Ciencias Sociales, la Geografía, la Historia y la Cultura.

*i) Iniciarse en la utilización de las tecnologías de la información y la comunicación, desarrollando un espíritu crítico ante los mensajes que reciben y elaboran.

*j) Utilizar diferentes representaciones y expresiones artísticas e iniciarse en la construcción de propuestas visuales y audiovisuales.

*k) 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.

*l) Conocer y valorar los animales y plantas y adoptar modos de comportamiento que favorezcan su cuidado.

Covadonga Cid Busto   UP Comillas 2017/18

*m) 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.

n) Fomentar la educación vial y el respeto a las normas para evitar accidentes de tráfico.

Annex 2.2. Didactic objectives of the course

Los objetivos didácticos son las intenciones educativas y metas que los docentes pretenden alcanzar tras el proceso de enseñanza-aprendizaje. Estos objetivos están señalados con un asterisco en el apartado de los objetivos generales de etapa.

Annex 2.3. Area objectives (Orden ECD/686/2014)

Los objetivos del área para este curso están formulados a partir de los criterios de evaluación que se presentan para el curso 3º de Primaria en la asignatura de Inglés. Estos objetivos son el producto que se debe de lograr al finalizar este curso en los alumnos como resultado de la intervención docente y pedagógica de la primera lengua extranjera: Inglés.

1. Comprender lo esencial de los mensajes e instrucciones del docente referidos a la actividad habitual del aula.
2. Participar en las rutinas diarias (día de la semana, mes, tiempo atmosférico, etc.) y comprende el vocabulario asociado.
3. Entender la información esencial en conversaciones muy breves y muy sencillas en las que participa, que traten sobre temas familiares como, por ejemplo, uno mismo, la familia, la clase, sus mascotas, descripción muy básica de objetos, apoyándose en el lenguaje no verbal para mejorar su comprensión.
4. Comprender las fórmulas básicas de relación social (saludos, presentaciones, agradecimientos, disculpas).
5. Comprender las preguntas del docente sobre sus datos básicos (nombre, edad), su cuerpo, objetos, mascotas y animales, su familia y en general sobre los temas trabajados en el aula.
6. Distinguir el inicio y cierre de una conversación.
7. Imitar y repetir las expresiones del docente utilizadas en el aula.
8. Hacer presentaciones muy breves y sencillas, previamente preparadas y ensayadas, sobre temas cotidianos o de su interés (presentarse y presentar a otras

personas; dar información básica sobre sí mismo) y utilizar estructuras muy sencillas.

9. Respetar las normas que rigen la interacción oral.

10. Responder adecuadamente en situaciones de comunicación (saludo, preguntas muy sencillas sobre sí mismo, petición u ofrecimiento de objetos, etc.).

11. Conocer y utilizar expresiones relacionadas con las celebraciones familiares o culturales.

12. Participar en conversaciones cara a cara en las que se establece contacto social (saludar y despedirse, presentarse).

13. Localizar palabras conocidas en el material visual utilizado para las rutinas (calendario, expresiones sobre el tiempo atmosférico) o en los libros de la clase (título, paginación etc.).

14. Utilizar diccionarios de imágenes.

15. Relacionar correctamente palabras escritas con la imagen correspondiente.

16. Utilizar las Tecnologías de la Información y la Comunicación para iniciarse en la lectura.

17. Copiar palabras y expresiones sencillas trabajadas oralmente.

18. Escribir cartas o tarjetas en las que felicita a alguien a partir de un modelo, copiar algunas palabras básicas e incluir dibujos o fotografías.

19. Elaborar carteles muy sencillos con un modelo.

Covadonga Cid Busto   UP Comillas 2017/18

ANNEX 3. CONTENTS

Annex 3.1. Contents

Área: INGLÉS

Tercer curso

Comprensión oral

- Comprensión de palabras clave, oraciones 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 breves con una pronunciación, acentuación, entonación y ritmo correctos.
- Utilización del vocabulario de uso habitual y necesario en el aula.
- Vocabulario básico.
- Uso de estructuras básicas y oraciones construidas para el intercambio de información básica.
- Estrategias de apoyo a la expresión oral (lenguaje no verbal, transferencias de la lengua materna, repeticiones, etcétera).

Comprensión lectora

- Lectura correcta y comprensión de vocabulario clave y de uso frecuente.
- Conocimiento de los signos ortográficos básicos.
- Lectura y comprensión de mensajes y textos sencillos y variados.
- Lectura de cuentos, cómics y otros tipos de libros o textos.
- Aplicación de estrategias básicas de lectura: contexto, conocimiento previo e identificación de información básica.
- Lectura de textos.
- Uso de diccionarios y de las tecnologías de la información y la comunicación como medio de consulta y aprendizaje.

Expresión escrita

- Uso de mayúsculas y otros signos de puntuación.
- Escritura de palabras cortas y usuales con relativa corrección fonética.
- Escritura dirigida de diferentes tipos de textos sencillos.
- Cuidado en la elaboración y presentación de los textos.
- Revisión y autocorrección de los textos producidos de manera guiada
- Uso de diccionarios 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).

2. Afirmación: affirmative sentences; Yes (+tag).

3. Exclamación: exclamatory sentences (e.g. I love salad!); How + Adj. (e.g. How nice!); Help! Sorry!).

4. Negación: negative sentences with not, never; no (Adj.), No (+negative tag).

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]).

8. Expresión de la modalidad: factualidad (declarative sentences); capacidad (can); obligación (have [got] to; imperative); permiso (can).

9. Expresión de la existencia (to be; there is/there are); la entidad (nouns, pronouns, articles, demonstratives); la cualidad ([very+] Adj.).

10. Expresión de la cantidad: (singular/plural; cardinal numbers up to two digits; ordinal numbers up to two digits. Quantity: all, many, some, a lot, more, a piece, a bottle, half. Degree: very).

11. Expresión del espacio: (prepositions and adverbs of location, position, motion/direction).

12. Expresiones temporales: points (e.g. quarter past five), and indications (e.g. now, tomorrow [morning]) of time; sequence (first, then...); frequency (e.g. sometimes, on Sundays); prepositions 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.

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.

Annex 3.2. Contents in blocks

Principalmente, los contenidos que aparecen en la ley en el área de Inglés son procedimentales y no se expone ningún contenido actitudinal. Por tanto, estos aparecerán en cada una de las unidades didácticas.

Bloque 1: Comprensión oral

- Procedimentales:
    - Sonidos característicos en lengua inglesa. El sonido y nombre de las letras del alfabeto.
    - Comprensión de palabras clave y mensajes sencillos.
    - Comprensión de textos breves y sencillos procedentes de distintos soportes, incluidos los audiovisuales e informáticos.
    - Comprensión de mensajes emitidos en lengua inglesa con distintos acentos.

Bloque 2: Expresión oral

- Conceptuales:

- Conocimiento de diferencias fonéticas básicas de la lengua inglesa a través de palabras y oraciones sencillas.
- Vocabulario básico.

- Procedimentales:

- Emisión de palabras y mensajes breves y sencillos con una pronunciación, entonación, acentuación y ritmo correctos. Uso de rutinas, canciones y rimas.
- Utilización de expresiones de uso habitual dentro del aula para saludar, dar las gracias, pedir permiso o ayuda, etcétera.

Bloque 3: Comprensión lectora

- Conceptuales:

- Introducción a los cuentos, cómics y otros textos narrativos con alto contenido visual.

- Procedimentales:

- Reconocimiento de los principales sonidos de las letras en lengua inglesa y grupos de sonidos para la lectura de palabras.
- Lectura de palabras y frases sencillas.
- Reconocimiento de palabras de uso frecuente.
- Uso de diccionarios de imágenes.

Bloque 4: Expresión escrita

- Conceptuales:

- Mayúsculas y punto.

- Procedimentales:

- Copia y escritura de vocabulario básico.
- Uso de diccionarios de imágenes.

Bloque 5: Contenidos sintáctico-discursivos

- Procedimentales:

- Expresión de relaciones lógicas: Conjunción (and); disyunción (or); oposición (but).
- Afirmación: affirmative sentences; Yes (+tag).
- Exclamación: exclamatory sentences (e.g. I love salad!); How + Adj. (e.g. How nice!); Help! Sorry!).

105

- Negación: negative sentences with not, never; no (Adj.), No (+negative tag).

- Interrogación: Wh- questions; Aux. verbs in questions: to do, to be, to have.

- Expresión del tiempo: presente (simple present; present continuous).

- Expresión del aspecto: puntual (simple tenses); durativo (present continuous); habitual (simple tenses [+Adv. eg. always, everyday]).

- Expresión de la modalidad: factualidad (declarative sentences); capacidad (can); obligación (have [got] to; imperative); permiso (can).

- Expresión de la existencia (to be; there is/there are); la entidad (nouns, pronouns, articles, demonstratives); la cualidad ([very+] Adj.).

- Expresión de la cantidad: (singular/plural; cardinal numbers up to two digits; ordinal numbers up to two digits. Quantity: all, many, some, a lot, more, a piece, a bottle, half. Degree: very).

- Expresión del espacio: (prepositions and adverbs of location, position, motion/direction).

- Expresiones temporales: points (e.g. quarter past five), and indications (e.g. now, tomorrow [morning]) of time; sequence (first, then...); frequency (e.g. sometimes, on Sundays); prepositions and adverbs of time.

- Expresión del modo: Adv. of manner (e.g. slowly, well, quickly, carefully).

- Expresión de la posesión: I have got (I've got); preposición of; genitivo sajón ('s); possessives.

- Expresión de gustos y preferencias: I like/I don't like; I like V –ing.

Bloque 6: Cultura inglesa

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

- Procedimentales:
  - Canciones, diálogos y debates.

Annex 3.3. Contents by term

Contenidos conceptuales	Contenidos procedimentales	Contenidos actitudinales

UNIDADES DIDÁCTICAS	PRIMER TRIMESTRE								
UNIDAD 1	Parts of the body	B2. Vocabulario básico	B3. Textos con contenidos visuales	B1. Alfabeto	B1. Comprensión palabras clave y textos sencillos orales	B2. Producción mensajes sencillos.	B4. Diccionarios de imágenes	B5. Relaciones lógicas, afirmación, aspecto.	Respeto compañeros, material y tema. Esfuerzo trabajo e inglés.
UNIDAD 2	School	B2. Vocabulario básico	B3. Textos con contenidos visuales	B3. Lectura de palabras y frases sencillas.	B3. Reconocimiento de palabras de uso frecuente.		B5. Negación, gustos y preferencias.	B6. Canciones, diálogos y debates.	Respeto compañeros, material y tema. Esfuerzo trabajo e inglés.
UNIDAD 3	Family	B2. Vocabulario básico.	B3. Textos con contenidos visuales	B4. Uso de diccionarios de imágenes.	B5. Posesión.	B6. Canciones, diálogos y debates		Respeto compañeros, material y tema. Esfuerzo trabajo e inglés.	

Covadonga Cid Busto   UP Comillas 2017/18

UNIDADES DIDÁCTICAS	SEGUNDO TRIMESTRE								
UNIDAD 4	Food	B2. Fonética: palabras sencillas	B2. Vocabulario básico	B3. Textos con contenidos visuales	B2. Expresiones uso habitual	B3. Lectura palabras y frases sencillas	B3. Reconocimiento palabras uso frecuente	B4. Diccionarios de imágenes	B5. Exclamación y cantidad	Respeto compañeros, material y tema. Esfuerzo trabajo e inglés.
UNIDAD 5	Home	B2. Vocabulario básico	B3. Textos con contenidos visuales	B3. Lectura palabras y frases sencillas	B3. Reconocimiento palabras uso frecuente	B4. Diccionarios de imágenes	B5. Tiempo e interrogación	B6. Canciones, diálogos y debates.	Respeto compañeros, material y tema. Esfuerzo trabajo e inglés.
UNIDAD 6	Illnesses	B2. Vocabulario básico	B3. Textos con contenidos visuales	B2. Expresiones uso habitual	B4. Diccionarios de imágenes	B5. Modo	Respeto compañeros, material y tema. Esfuerzo trabajo e inglés.

Covadonga Cid Busto   UP Comillas 2017/18

UNIDADES DIDÁCTICAS	TERCER TRIMESTRE							
UNIDAD 7	City	B2. Vocabulario básico	B3. Textos con contenidos visuales	B6. Literatura infantil	B1. Comprensión palabras clave y textos sencillos orales	B2. Expresiones uso habitual	B5. Espacio, temporales	B6. Canciones, diálogos y debates	Respeto compañeros, material y tema. Esfuerzo trabajo e inglés.
UNIDAD 8	Sports	B2. Vocabulario básico	B3. Textos con contenidos visuales	B3. Lectura palabras y frases sencillas	B3. Reconocimiento palabras uso frecuente	B4. Diccionarios de imágenes	B5. Modalidad	B6. Canciones, diálogos y debates	Respeto compañeros, material y tema. Esfuerzo trabajo e inglés.
UNIDAD 9	The UK	B3. Textos con contenidos visuales	B6. Costumbres y tradiciones inglesas	B6. Historia y personajes ingleses	B1. Comprensión mensajes con diversos acentos	B3. Reconocimiento sonidos de palabras para la lectura	B4. Diccionarios de imágenes	B5. Existencia	Respeto compañeros, material y tema. Esfuerzo trabajo e inglés.

Covadonga Cid Busto   UP Comillas 2017/18

UNIT 1: ARE YOU READY TO MOVE?

- ❖ Contenidos conceptuales:
  - o B2. Vocabulario básico.
  - o B3. Introducción a los cuentos, cómics y otros textos narrativos con alto contenido visual.
- ❖ Contenidos procedimentales:
  - o B1. Sonidos característicos en lengua inglesa. El sonido y nombre de las letras del alfabeto.
  - o B1. Comprensión de palabras clave y mensajes sencillos.
  - o B2. Emisión de palabras y mensajes breves y sencillos con una pronunciación, entonación, acentuación y ritmo correctos. Uso de rutinas, canciones y rimas.
  - o B4. Uso de diccionarios de imágenes.
  - o B5. Funciones sintáctico-discursivas: Expresión de relaciones lógicas, afirmación, expresión del aspecto.

UNIT 2: OUR HOGWARTS

- ❖ Contenidos conceptuales:
  - o B2. Vocabulario básico.
  - o B3. Introducción a los cuentos, cómics y otros textos narrativos con alto contenido visual.
- ❖ Contenidos procedimentales:
  - o B3. Lectura de palabras y frases sencillas.
  - o B3. Reconocimiento de palabras de uso frecuente.
  - o B4. Uso de diccionarios de imágenes.
  - o B5. Funciones sintáctico-discursivas: Negación, expresión de gustos y preferencias.
  - o B6. Canciones, diálogos y debates.

UNIT 3: THE INCREDIBLES

- ❖ Contenidos conceptuales:
  - o B2. Vocabulario básico.
  - o B3. Introducción a los cuentos, cómics y otros textos narrativos con alto contenido visual.
  - O B6. Introducción a la literatura infantil en lengua inglesa (relatos, poesías, rimas y representaciones teatrales sencillas).
- ❖ Contenidos procedimentales:
  - o B4. Uso de diccionarios de imágenes.
  - o B5. Funciones sintáctico-discursivas: Expresión de la posesión.
  - o B6. Canciones, diálogos y debates.

UNIT 4: MASTERFOOD

- ❖ Contenidos conceptuales:
  - o B2. Conocimiento de diferencias fonéticas básicas de la lengua inglesa a través de palabras y oraciones sencillas.
  - o B2. Vocabulario básico.
  - o B3. Introducción a los cuentos, cómics y otros textos narrativos con alto contenido visual.
- ❖ Contenidos procedimentales:
  - o B2. Utilización de expresiones de uso habitual dentro del aula para saludar, dar las gracias, pedir permiso o ayuda, etcétera.
  - o B3. Lectura de palabras y frases sencillas.
  - o B3. Reconocimiento de palabras de uso frecuente.
  - o B4. Uso de diccionarios de imágenes.
  - o B5. Funciones sintáctico-discursivas: Expresión de la cantidad, exclamación.

UNIT 5: MY PARADISE CORNER

- ❖ Contenidos conceptuales:
  - o B2. Vocabulario básico.
  - o B3. Introducción a los cuentos, cómics y otros textos narrativos con alto contenido visual.

❖ Contenidos procedimentales:

   o B2. Utilización de expresiones de uso habitual dentro del aula para saludar, dar las gracias, pedir permiso o ayuda, etcétera.

   o B4. Uso de diccionarios de imágenes.

   o B5. Funciones sintáctico-discursivas: Expresión del modo.

UNIT 6: MY PARADISE CORNER

❖ Contenidos conceptuales:

   o B2. Vocabulario básico.

   o B3. Introducción a los cuentos, cómics y otros textos narrativos con alto contenido visual.

❖ Contenidos procedimentales:

   o B3. Lectura de palabras y frases sencillas.

   o B3. Reconocimiento de palabras de uso frecuente.

   o B4. Uso de diccionarios de imágenes.

   o B5. Funciones sintáctico-discursivas: Expresión del tiempo, interrogación.

   o B6. Canciones, diálogos y debates.

UNIT 7: UMBRELLAS

❖ Contenidos conceptuales:

   o B2. Vocabulario básico.

   o B3. Introducción a los cuentos, cómics y otros textos narrativos con alto contenido visual.

   o B6. Introducción a la literatura infantil en lengua inglesa (relatos, poesías, rimas y representaciones teatrales sencillas).

❖ Contenidos procedimentales:

   o B1. Comprensión de textos breves y sencillos procedentes de distintos soportes, incluidos los audiovisuales e informáticos.

   o B2. Utilización de expresiones de uso habitual dentro del aula para saludar, dar las gracias, pedir permiso o ayuda, etcétera.

   o B3. Reconocimiento de los principales sonidos de las letras en lengua inglesa y grupos de sonidos para la lectura de palabras.

112

UNIT 8: RAFAEL NADAL

- ❖ Contenidos conceptuales:
    - o B2. Vocabulario básico.
    - o B3. Introducción a los cuentos, cómics y otros textos narrativos con alto contenido visual.
- ❖ Contenidos procedimentales:
    - o B3. Lectura de palabras y frases sencillas.
    - o B3. Reconocimiento de palabras de uso frecuente.
    - o B3. Reconocimiento de los principales sonidos de las letras en lengua inglesa y grupos de sonidos para la lectura de palabras.
    - o B4. Uso de diccionarios de imágenes.
    - o B5. Funciones sintáctico-discursivas: Expresión de la modalidad.
    - o B6. Canciones, diálogos y debates.

UNIT 9: ELISABETH II

- ❖ Contenidos conceptuales:
    - o B3. Introducción a los cuentos, cómics y otros textos narrativos con alto contenido visual.
    - o B6. Costumbres y tradiciones culturales de los países de habla inglesa.
    - o B6. Historia y personajes de los países de habla inglesa.

- ❖ Contenidos procedimentales:
    - o B1. Comprensión de mensajes emitidos en lengua inglesa con distintos acentos.
    - o B3. Reconocimiento de los principales sonidos de las letras en lengua inglesa y grupos de sonidos para la lectura de palabras.
    - o B4. Uso de diccionarios de imágenes.
    - o B5. Funciones sintáctico-discursivas: Expresión de la existencia.

ANNEX 4. UNIT 3 MATERIALS

Annex 4.1. Family tree example (Session 2)
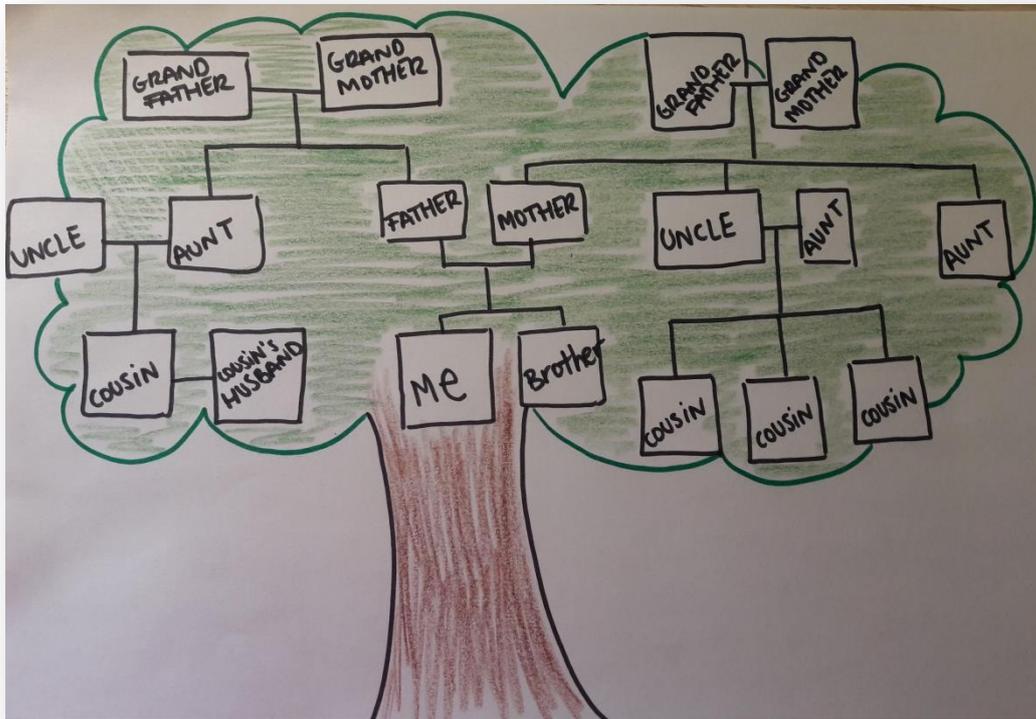
Annex 4.2. Cards for the out-put based task (Session 2)

Grandfather or grandmother	Mother
Father	Sister or brother

Cousin

Uncle or aunt

Playing sports

Playing board games

Cooking

Watching films

Going to the cinema

Going shopping

Annex 4.3. Task-based reading about families (Session 3)

Bob Parr and his wife Helen are the world's greatest famous crime-fighting superheroes in Metroville. Always saving lives and battling evils every day.

Fifteen years later, they are forced to adopt civilian identities and go to the suburbs of the city to retire as superheroes to live a "normal life" with their three children: Violet, Dash and Jack-Jack. They also have superpowers and it's very difficult for them to control them.

The Addam's Family is a gothic and scary family that is danger of losing all their money.

This family is formed by the couple of Morticia and Gomez, their children Wednesday and Pugsley, uncle Fester, the grandma and their servants. They live in a terrifying mansion in New England, in USA. The man that wants to take all their money is an evil lawyer and he wants to ruin the family. They will make plans to keep their money and the mansion.

The Simpsons are a usual family from Springfield, an invented city in the USA. Homer is the father, he is a security inspector in an atomic energy factory and he married Marge. She is a housewife and they have three children: Bart, a problematic kid of 10 years old; Lisa, an intelligent girl of 8 years old and Maggie, a baby.

Also, they have a dog called Santa's Little Helper and a cat called Snowball.

The Simpson don't grow and the always have the same age.

Fred Flintstone and Barney Rubble are the principal roles, who are friends and they have their own families. Wilma is Fred's wife and they have a daughter, Pebbles and a pet dinosaur, Dino; Betty is the wife of Barney and they have an adopted son, Bamm-Bamm.

They live in a village during the Stone Age in America.

Fred and Barney are usual men that do daily things that a usual family does, like doing barbecues or riding their famous and strange car.

The Royal Spanish family is formed by the king Felipe VI, the queen Letizia, the princess Leonor and her sister Sofía.

They live in the Zarzuela Palace, in Madrid and they represent the Monarchy in Spain. Felipe is the Head of State and he is in charge of keeping good relations between the politic parties and with other countries.

Felipe's parents are also king and queen, Juan Carlos 1 and Sofía. He has two older sisters who are married and have children.

Annex 4.4. Rhymes (Session 5)

<u>I LOVE MY FAMILY</u> (By Anita Poems)

I love my family because
they're filled with love
I picture them as angels
from heaven above

I know they love me
and I know they care
our love is so big
but there's enough to share

We're never alone
it will be like that forever
I love my family
we will always be together

<u>MY FAMILY</u> (By Rhyme Store)

This is the father good and kid.

This is the mother with gentle mind.

This is the brother grown so tall.

This is the sister always with a doll.

This is the baby still to grow.

This is the whole family

Standing in a row.

Annex 4.5. Family members' classification table (Session 6)

MALE	FEMALE	BOTH
Father	Mother	Cousin
Husband	Wife	
Son	Sister	
Brother	Daughter	
Grandfather	Grandmother	
Uncle	Aunt	
Nephew	Niece	
Grandson	Granddaughter	

Annex 4.6. Song about family (Session 6)

HEY, BROTHER - Avicii

Hey brother! There's an endless road to rediscover

Hey (1)_____! Know the water's sweet but blood is thicker

Oh, if the sky comes falling down, for (2)_____

There's nothing in this world I wouldn't do

Hey (3) _____! Do you still believe in one another?

Hey sister! Do you still believe in love? I wonder

Oh, if the sky comes falling down, for you

There's nothing in this world I wouldn't do

What if I'm far from (4)_____?

Oh brother, I will hear you call!

What if I lose it all?

Oh (5)_____, I will help you out!

Oh, if the sky comes falling down, for you

There's nothing in this world I wouldn't do

Hey brother! There's an endless road to rediscover

Hey sister! Do you still believe in (6) _____? I wonder

Oh, if the sky comes falling down, for you

There's nothing in this world I wouldn't do

What if I'm far from home?

Oh (7)_____, I will hear you call!

What if I lose it all?

Oh sister, I will help you out!

Oh, if the sky comes falling down, for you

There's nothing in this (8)_____ I wouldn't do

Answers:

1. Sister   5. Sister

2. You   6. Love

3. Brother   7. Brother

4. Home   8. World

Annex 4.7. Reflexive dictation (Session 9)

> I have two sisters and one brother. We live in a big house with my parents and my grandma and I'm the little one.
>
> Last summer we went to Paris and the staff in the hotel didn't believe we were so many people in the family. Also, our uncle, our aunt and their two children went the next day to be with us.

Annex 4.8. Question sheet (Session 9)

Find someone who…

- has two brothers _____

- is only child _____

- lives with his mother and father _____

- lives with his grandmother _____

- has a pet _____

- has seven cousins or more _____

- has a niece or a nephew _____

Annex 4.9. Pictures to create a story (Session 10)

Illustrations by Beatriz Martín Vidal.

Annex 4.10. Rubrics Module 3

Annex 4.10.1. Family tree rubric

CATEGORY	4	3	2	1
Graphics: Clarity	Graphics are all in focus and the content easily viewed.	Most graphics are in focus and the content easily viewed.	Some graphics are in focus and the content easily viewed.	The graphics are not clear or not easily viewed.
Knowledge gained	Student can accurately answer all questions related to facts in the poster.	Student can accurately answer most questions related to facts in the poster.	Student can accurately answer about 60% of the questions related to facts in the poster.	Student appears to have insufficient knowledge about the facts or processes used in the poster.
Required elements	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	Some of the required elements are missing on the poster.	Several required elements are missing on the poster.

Annex 4.10.2. Reading-task rubric

CATEGORY	4	3	2	1
Identifies important information	Students lists all the main points of the reading without having it in front of him/her.	The student lists all the main points, but with uses the article for reference.	The student lists some of the main points using the reading as reference.	The student cannot list important information with accuracy.
Identifies details	Student recalls several details for each main point without referring to the reading.	Student recalls several details for each main points but needs to refer to the reading.	Student is able to locate most of the details when looking that he reading.	Student cannot locate details with accuracy
Summarization	Student uses 3-4 sentences to describe clearly, what the reading is about.	Student uses 1-2 sentences to accurately describe what the article is about.	Student summarized most of the article accurately, but has some slight misunderstanding.	Student has great difficulty summarizing the article.

Annex 4.10.3. Story creation rubric

CATEGORY	4	3	2	1
Point of view: purpose	Establishes a purpose early on and maintains a clear focus throughout.	Established a purpose early on and maintains focus for most of the presentation.	There are a few lapses in focus, but the purpose is clear.	It is difficult to figure out the purpose of the presentation.
Grammar	Grammar and usage are correct and contributed to clarity, style and character development.	Grammar and usage are typically correct and error does not detract from the story.	Grammar and usage are typically correct but errors detracted from story.	Repeated errors in grammar and usage distracted greatly from the story.
Images	Images create a distinct atmosphere or tone that matches different parts of the story.	Images create an atmosphere or tone that matches some parts of the story.	An attempt is made to use images to create an atmosphere/tone but it needs more work.	Little or no attempt to use images to create an appropriate atmosphere/tone.
Consistency of the voice	Voice quality is clear and consistently audible throughout the presentation.	Voice quality is clear and consistently audible throughout the majority of the presentation.	Voice quality is clear and consistently audible through the 60% of the presentation.	Voice quality needs more attention.

Annex 4.10.4. Rubric of the open-task story creation from pictures

CATEGORY	4	3	2	1
Focus on assigned topic	The entire story is related to the assigned topic and allows the reader to understand much more about the topic.	Most of the story is related to the assigned topic.	Some of the story is related to the assigned topic, but a reader does not learn much about the topic.	No attempt has been made to relate the story to the assigned.
Organization	The story is very well organized. One idea or scene follows another in a logical sequence with clear transitions.	The story is pretty well organized. One idea or scene may seem out of place- Clear transitions are used.	The story is a little hard to follow. The transitions are sometimes not clear.	Ideas and scenes seem to be randomly arranged.
Spelling and punctuation	There are no spelling or punctuation errors in the final draft. Character and place names that the author invented are well spelled.	There is some spelling punctuation error in the final draft.	There are between 3-5 spelling and punctuation errors in the final draft.	The final draft has more than 5 punctuations and spelling errors.
Creativity	The story contains many creative details and/or descriptions that contribute to the reader/'s enjoyment. The author has really used his imagination.	The story contains a few creative details and/or descriptions that contribute to the reader/'s enjoyment. The author has used his imagination.	The story contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his imagination.	There is little evidence of creativity in the story. The author does not seem to have used much imagination.
Characters	The main characters are named and clearly described in text as well as pictures. Most readers could describe the characters accurately.	The main characters are named and described. Most reader would have some idea of what the characters looked like.	The main characters are named. The reader knows very little about the characters.	It is hard to tell who the main characters are.

Annex 4.10.4. Rubric of the open-task story creation from pictures

Annex 4.10.5. General rubric of the unit

CATEGORY	4	3	2	1
Working with others	Usually 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. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of other, 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 tasks.	Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the tasks.	Occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task.	Often is publicly critical of the project or the work of other member of the group. Often has a negative attitude about the task.
Problem-solving	Actively looks for and suggest 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.
Contributions	Routinely proves useful ideas when participating in the group and in classroom discussion. Definitely contributes a lot of effort.	Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard.	Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.	Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.
Quality of work	Provides work of the highest quality.	Provides high quality work.	Provides work that occasionally needs to be checked/redone by other group members to ensure quality.	Provides work that usually needs to be checked/redone by others to ensure quality.
Grammar and spelling	Writer makes no errors in grammar or spelling.	Writer makes 1-3 errors in grammar and/or spelling.	Writer makes 3-5 errors in grammar and/or selling.	Writer makes more than 5 errors in grammar an/or spelling.

Annex 4.10.5. General rubric of the unit

Annex 4.10.6. Bullseye self-evaluation
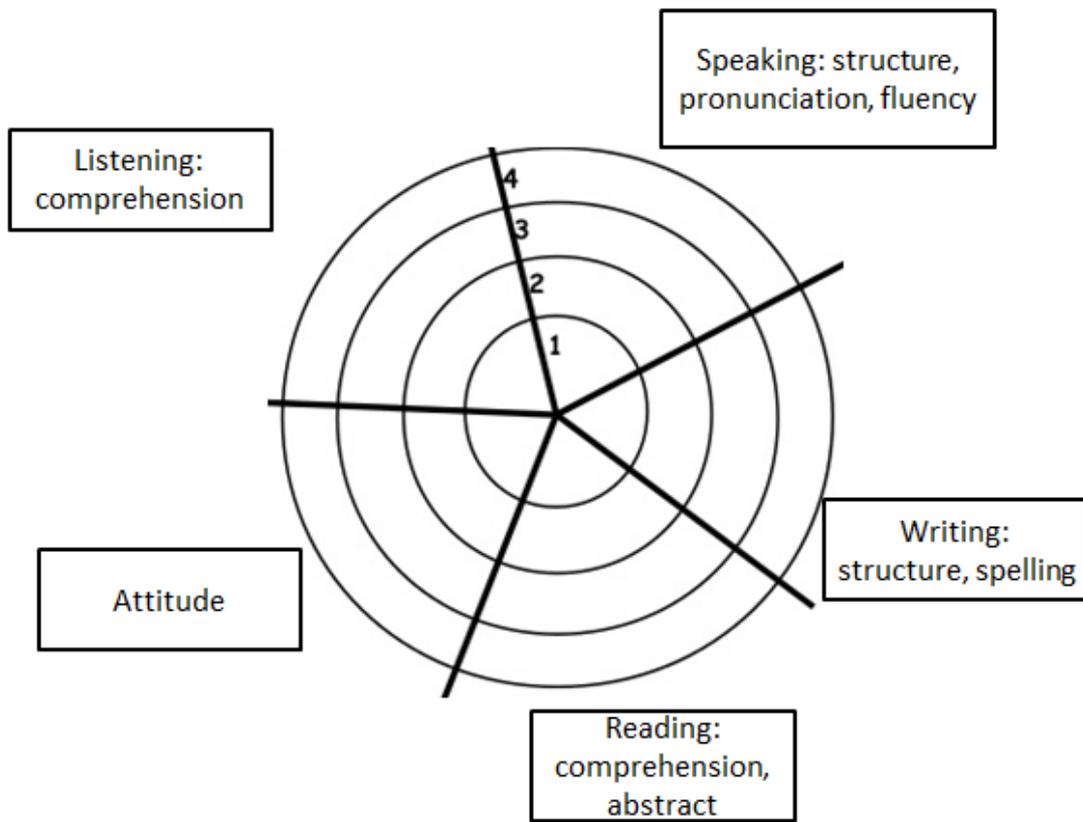
ANNEX 5. UNIT 4 MATERIALS

Annex 5.1. Food for the breakfast (Session 1)

Food for breakfast.

Covadonga Cid Busto   UP Comillas 17/18
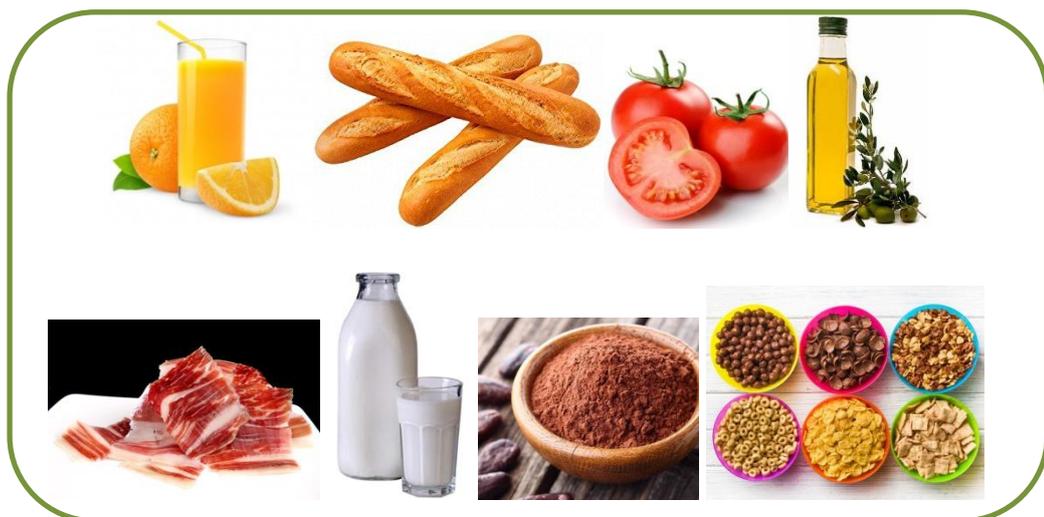
Annex 5.2. Facts about food (Session 3)

1. Some food make us lose weight.

2. The centre of the bread puts on weight, not its outside.

3. Nothing happens if you don't have breakfast.

4. Not having lunch one day makes you lose weight.

5. We have to eat five times a day.

6. Oil is unhealthy.

Solutions:

1. False. Every food has calories. We have to find the balance between the consumption and the energetic consume.

2. False. Both parts have the same ingredients and so, have the same calories. The only difference is that the outside has less water because it has been baked.

3. False. We need energy to start the day, so our body needs food's energy. If you do not have breakfast, you can get dizzy because of that lack of energy.

4. False. It bad for our body not having lunch and then eating a lot during the dinner because is not the same energy that our body needs for the different times of the day.

5. True. Our body needs energy during different times of the day, so we have to eat food depending on the time of the day and the amount of energy that we need for later.

6. False. Olive oil is healthy if is eaten raw, because it has a lot of healthy nutrients from the olives, but it is unhealthy if we use it to fry food more fats are created.

Annex 5.3. Pyramid food (Session 3)

FATS: Not every day, just eat weekly.

- ❖ Olive oil: 4-6 spoons per day (not fried)

PROTEINS:

- ❖ Dairy (Milk, cheese, yogurt): 2-3 portions every day
- ❖ Meat, fish, eggs: 2 portions a day

VEGETABLES AND FRUITS:

- ❖ Vegetables: 2 or more portions every day
- ❖ Fruits: 3-5 portions every day

CARBOHYDRTES (bread, cereals, potatoes…): 4 or more portions every day.

WATER: 8 cups every day

Pyramid food. Source: NieuwsBlad

130

Annex 5.4. Healthy eating plate (Session 3)

The healthy eating plate. Source: Visually.

Annex 5.5. Much/Many mural (Session 4)

Annex 5.6. Closed tasks (Session 5)

Closed task quiz done with mentimeter.com
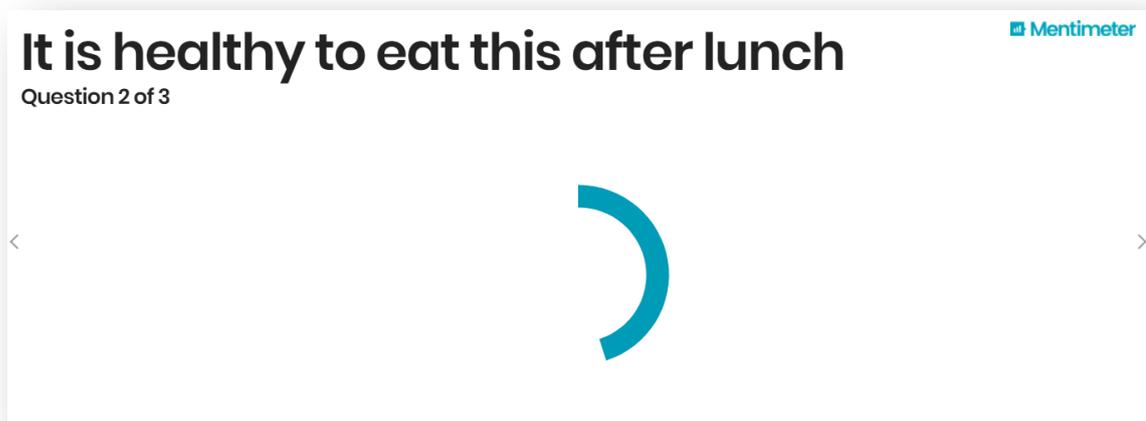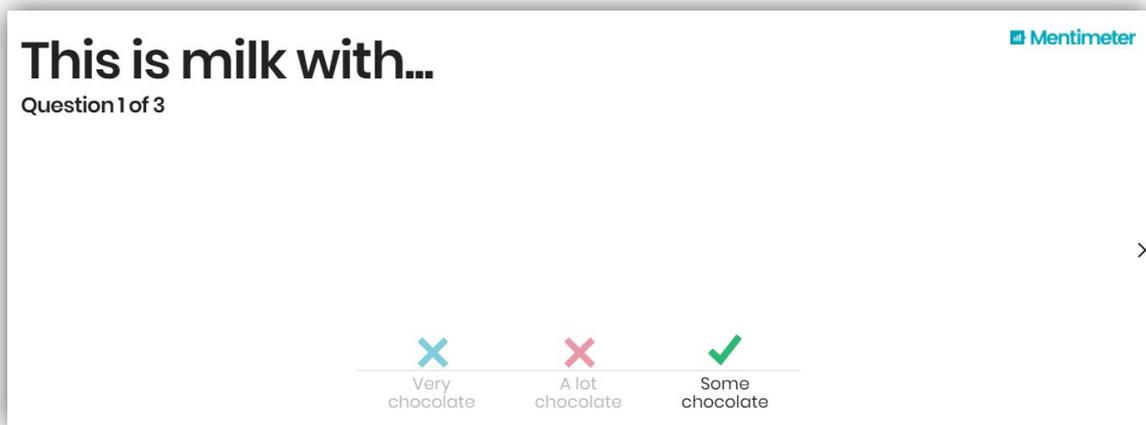
Covadonga Cid Busto   UP Comillas 17/18

How many pieces of fruit do we have to eat every day?
Question 2 of 5

✔ Between 3 and 5   ✘ 2 pieces are fine   ✘ 4 pieces of fruit

Milk and eggs are proteins
Question 3 of 5

Milk and eggs are proteins
Question 3 of 5

✔ True   ✘ False   ✘ Sometimes

Times we have to eat everyday
Question 4 of 5

Mentimeter

Times we have to eat everyday
Question 4 of 5

Mentimeter

✗	✗	✓
3	4	5

This is a...
Question 5 of 5

Mentimeter

Covadonga Cid Busto   UP Comillas 17/18

This is a...
Question 5 of 5

Mentimeter

✕   ✕   ✓
A milk   Glass of   A cup of
bottle   milk   milk
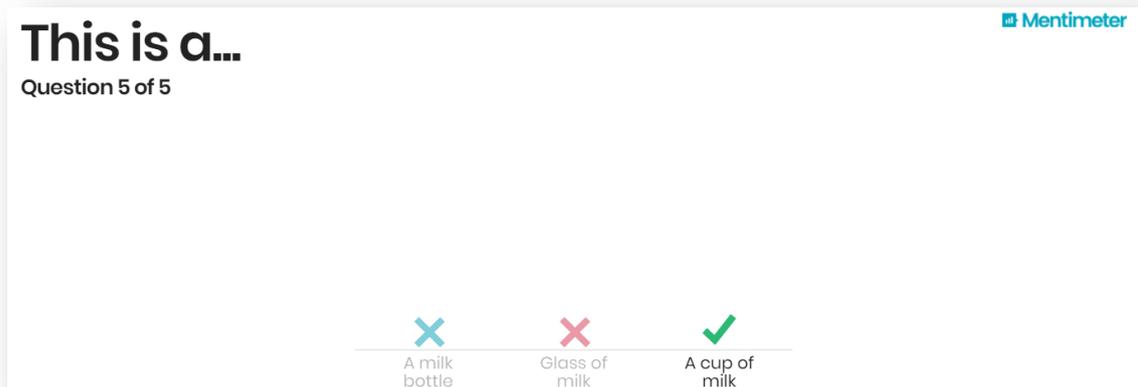
Annex 5.7. Reviewing games (Session 5)

Game 1: Information gap. This is an output-based task that requires learners to produce language, to engage in speaking. One student will go to the front of the class and will be given a card that he/she can't see. This card will be put in the forehead so the rest of the class can see the word. Students will have to describe the word and the student with the card has to guess what is it. The cards provided are showed below.

A CUP OF MILK	SOME BREAD

BREAKFAST	LUNCH	A LOT OF ICE CREAM

A PIECE OF FRUIT	SOME NUTS

DINNER	DAIRY	FRUIT
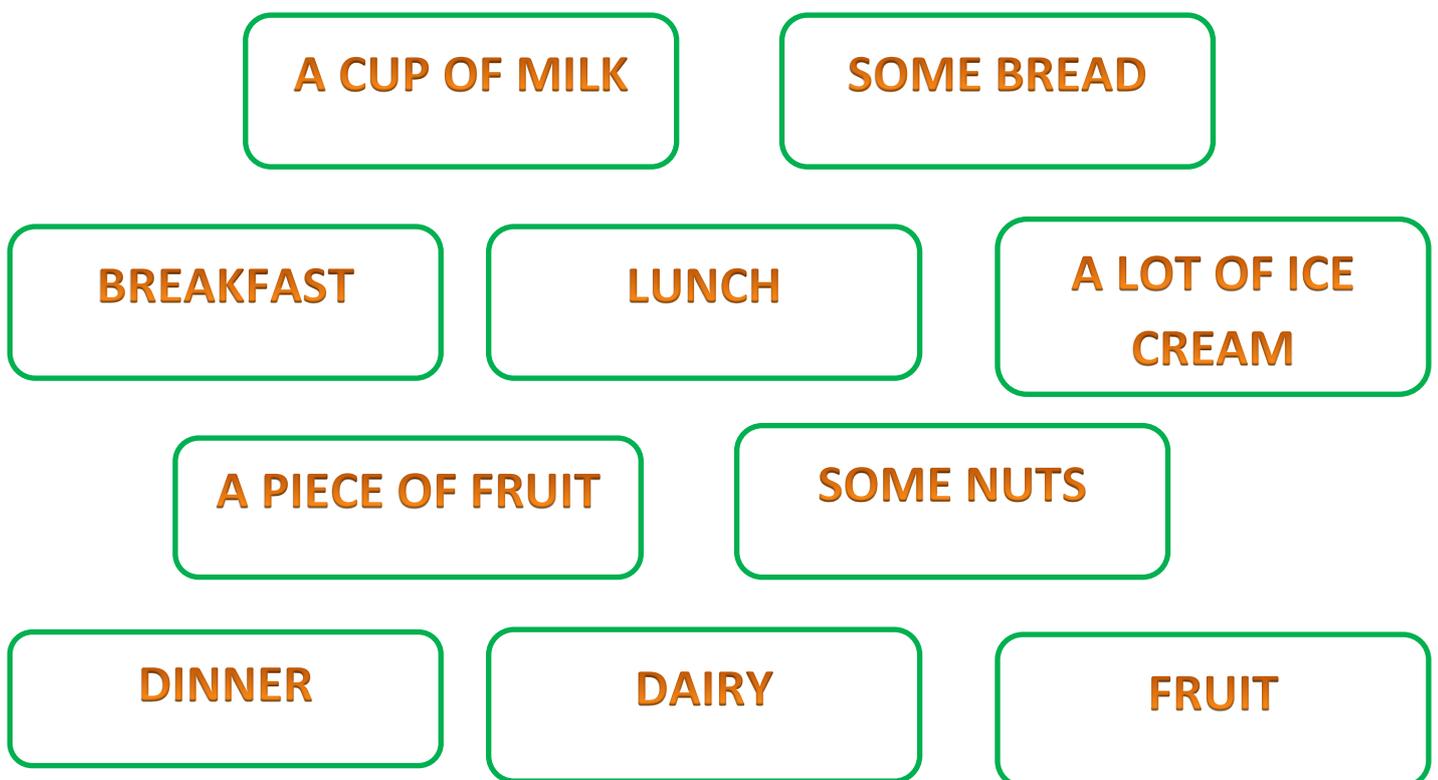
A LOT OF STRAWBERRIES	PROTEINS

WATER	FATS	OIL

Game 2. True or false. This game doesn't need any material. Students need to stand up and line up, so they are next to each other. This would be done in groups of ten while the rest of the class obsevates their classmates. The teacher will say an statement about the unit topic and if true, students will have to step forward and if false, step backwards.

Annex 5.8. Dialogue model (Session 8)

SHOP ASSISTANT: Good morning.

CUSTOMER: Good morning. I want to buy tomatoes.

SHOP ASSISTANT: How many tomatoes?

CUSTOMER: A lot of tomatoes, about 2 kilos. All my family is coming today to my house!

SHOP ASSISTANT: That's great. What else do you want to buy?

CUSTOMER: I want 10 pieces of fruit, 4 apples, 4 bananas and 2 oranges.

SHOP ASSISTANT: Ok, anything else?

CUSTOMER: Yes, please. Finally, I don't want many nuts, but I need some. Can you give me half kilo of nuts?

SHOP ASSISTANT: Of course. Here you have. It's 9, 55€.

CUSTOMER: Thank you very much.

Annex 5.9. Pictograms for the ADHD and ASD students

In order to difference the groups of food:

Covadonga Cid Busto   UP Comillas 17/18
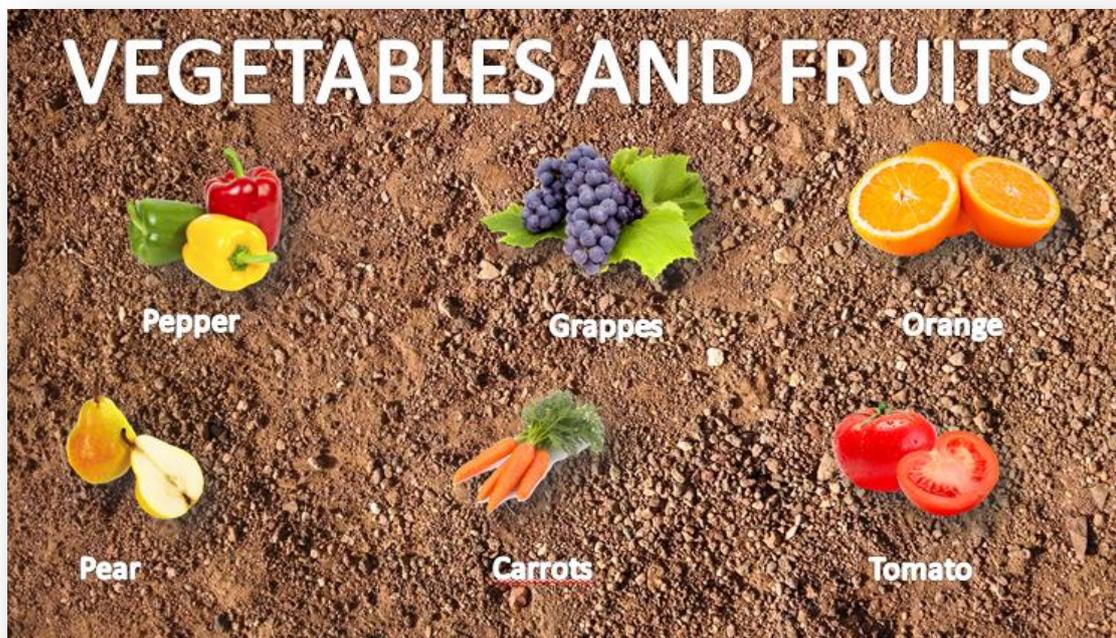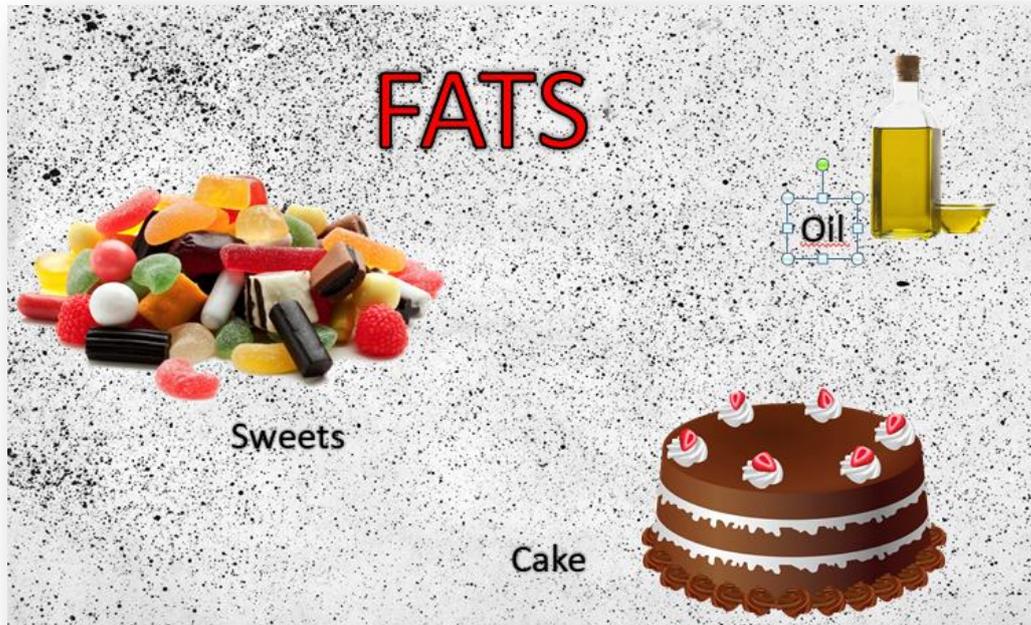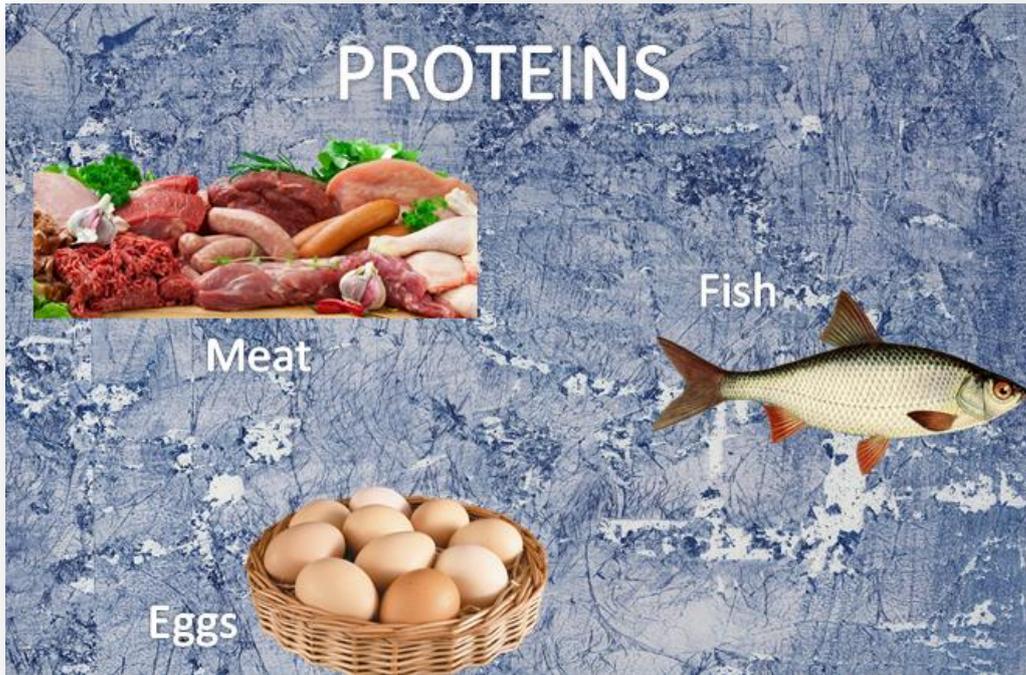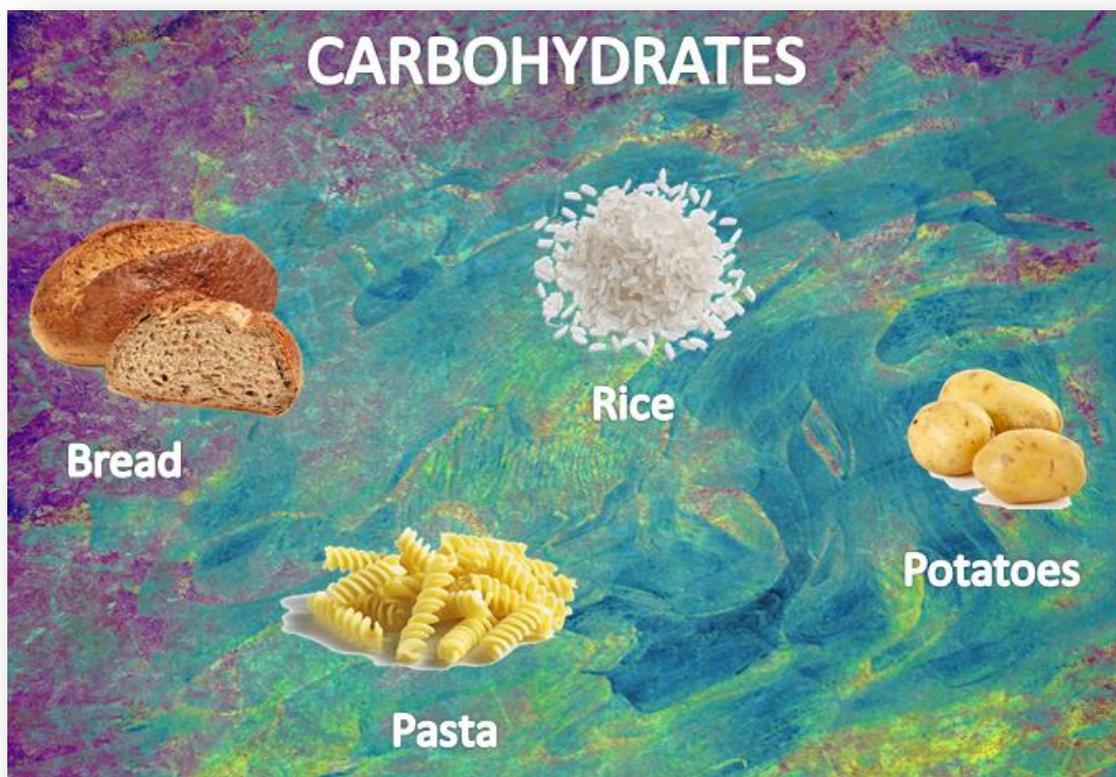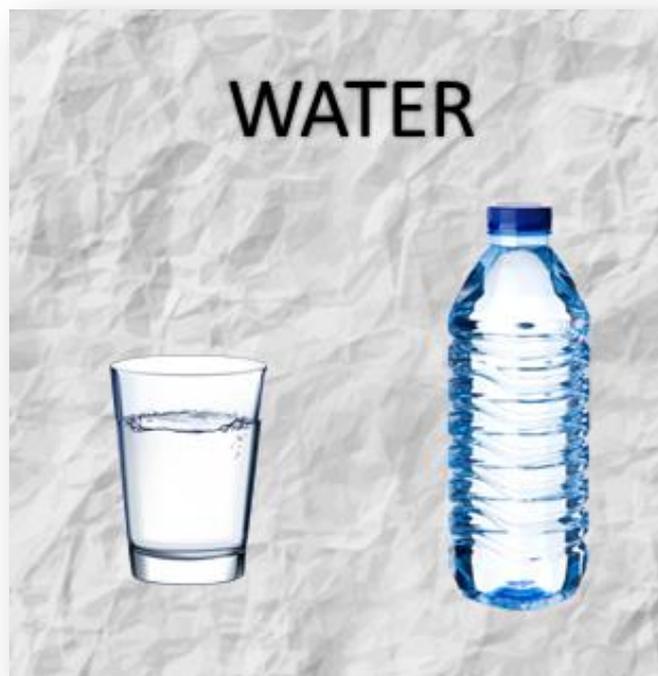
The three main meals:

BREAKFAST

LUNCH

14:00 h
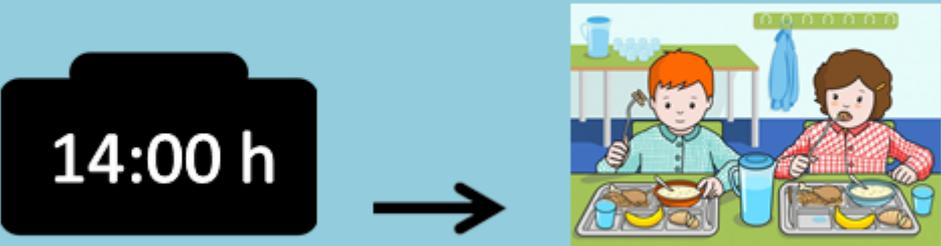
DINNER
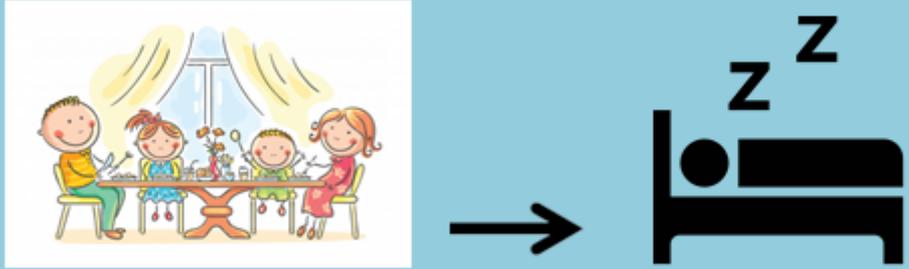
The difference between "a lot of" and "a piece of".

Annex 5.10. Rubrics Module 4

Annex 5.10.1. Task-based reading rubric (session 2)

CATEGORY	4	3	2	1
Identifies important information	Students lists all the main points of the reading without having it in front of him/her.	The student lists all the main points, but with uses the article for reference.	The student lists some of the main points using the reading as reference.	The student cannot list important information with accuracy.
Identifies details	Student recalls several details for each main point without referring to the reading.	Student recalls several details for each main points but needs to refer to the reading.	Student is able to locate most of the details when looking that he reading.	Student cannot locate details with accuracy
Identifies facts	Student accurately locates at least 5 facts in the article and gives a clear explanation of why these are facts, rather than opinions.	Student accurately locates 4 facts in the article and gives a reasonable explanation of why they are facts, rather than opinions.	Student accurately locates 4 facts in the article. Explanation is weak.	Student has difficulty locating facts in an article
Summarization	Student uses 3-4 sentences to describe clearly, what the reading is about.	Student uses 1-2 sentences to accurately describe what the article is about.	Student summarized most of the article accurately, but has some slight misunderstanding.	Student has great difficulty summarizing the article.

Annex 5.10.2. Rubric for the creation of picture dictionaries (Session 6)

CATEGORY	4	3	2	1
Organization	Content is well organized using headings or bulleted lists to group related material.	Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed.	Content is logically organized for the most part.	There was no clear or logical organizational structure, just lots of facts.
Sources	Source information collected for all graphics, facts and quotes. All documented in desired format.	Source information collected for all graphics, facts and quotes. Most documented in desired format.	Source information collected for graphics, facts and quotes, but not documented in desired format.	Very little or no source information was collected.
Attractiveness	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.	Makes good use of font, color, graphics, effects, etc. to enhance to presentation.	Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content.	Use of font, color, graphics, effects etc. but these often distract from the presentaion content.
Content	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal OR there are several factual errors.

Annex 5.10.3. Rubric for the dialogue and drama (Session 8)

CATEGORY	4	3	2	1
Speaking fluency	Speaks clearly and distinctly all of the time and mispronounces no words.	Speaks clearly and distinctly all of the time but mispronounces 1 or more words.	Speaks clearly and distinctly most of the time and mispronounces no words.	Does NOT speak clearly and distinctly most of the time AND/OR mispronounces more than 1 word.
Lexis and grammar	Use of all the vocabulary and grammar asked to use in the dialogue. It is also correctly used.	Use of the vocabulary and grammar asked to use in the dialogue. Sometimes, it is not used correctly.	There's just a little use of the grammar and lexis used and it is used correctly.	There's no use of any of the vocabulary and grammar asked to use in the dialogue.
Creativity	The story contains many creative details and/or descriptions that contribute to the public's enjoyment. The student has really used his imagination.	The story contains a few creative details and/or descriptions that contribute to the public's enjoyment. The student has used his imagination	The story contains a few creative details and/or descriptions, but they distract from the story. The student has tried to use his imagination.	There is little evidence of creativity in the story. The student does not seem to have used much imagination.

Annex 5.10.4. Meals menu (Session 10)

CATEGORY	4	3	2	1
Process of improvement	The student has taken into account all the mistakes that made at the beginning of the process and has resolved them perfectly.	The student has taken into account the teacher's feedback to create the new plates. Has not corrected some mistakes done during the process.	The student has corrected some of the mistakes during the process and didn't get into account teacher's feedback.	The student has not corrected his mistakes during the process and never listened to teacher's feedback.
Content accuracy	At least 7 accurate facts are displayed on the menu.	5-6 accurate facts are displayed on the menu.	3-4 accurate facts are displayed on the menu.	Less than 3 accurate facts are displayed on the menu.
Grammar and lexis used to explain the menu	Makes no errors in grammar or lexis.	Makes 1-2 errors in grammar and/or lexis.	Makes 3-4 errors in grammar and/or lexis.	Makes more than 4 errors in grammar and/or lexis.
Group work	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. Does not cause "waves" in the group.	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.

Annex 4.10.5. General rubric of the unit

CATEGORY	4	3	2	1
Working with others	Usually 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. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of other, 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 tasks.	Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the tasks.	Occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task.	Often is publicly critical of the project or the work of other member of the group. Often has a negative attitude about the task.
Problem-solving	Actively looks for and suggest 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.
Contributions	Routinely proves useful ideas when participating in the group and in classroom discussion. Definitely contributes a lot of effort.	Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard.	Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.	Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.
Quality of work	Provides work of the highest quality.	Provides high quality work.	Provides work that occasionally needs to be checked/redone by other group members to ensure quality.	Provides work that usually needs to be checked/redone by others to ensure quality.
Grammar and spelling	Writer makes no errors in grammar or spelling.	Writer makes 1-3 errors in grammar and/or spelling.	Writer makes 3-5 errors in grammar and/or selling.	Writer makes more than 5 errors in grammar an/or spelling.

Annex 4.10.5. General rubric of the unit

Annex 5.10.6. Bullseye self-evaluation
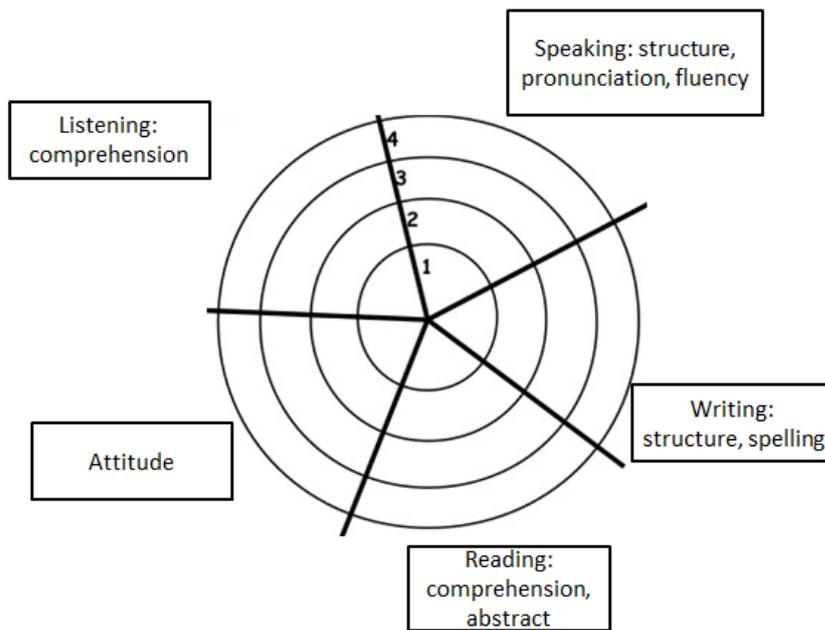
ANNEX 6. UNIT 6 MATERIALS

Annex 6.1. First woman doctor biography (Session 2)

148

Annex 6.2. Illnesses flashcards (Session 3)

A BACKACHE

A COLD

A COUGH

A TEMPERATURE

A HEADACHE

A TOOTHACHE

A STOMACHACHE

AN EARACHE

A SPRAIN

A FLU

Covadonga Cid Busto   UP Comillas 17/18
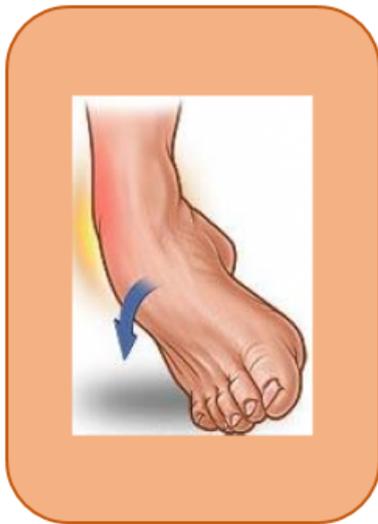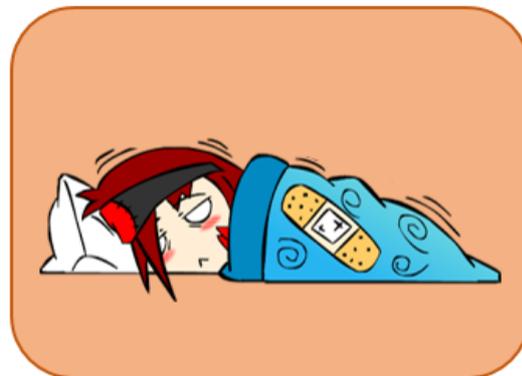
TO THROW UP

A SYRUP

Annex 6.3. Clothes to prevent illnesses (Session 4)

A COAT

A HAT

A SCARF

A SWEATER

Annex 6.4. Task-based reading. Illnesses symptoms (Session 5)

Case 1:

Anna goes to the doctor consultation, Dr. Smith. Yesterday, after eating eggs and sausages, she felt sick. She started to have pain, she needed to throw up and all her body was feeling sick.

Solution (Case 1): Stomachache

Case 2:

Mike run London's marathon and before reaching the end of the run, he twisted his ankle. There was a nurse working at the marathon, she saw that it was injured and she bandaged it.

Solution (Case 2): Sprain

Case 3:

Mathew, John's son, got sick at school. The teacher called his parents to take him home because he had 39°C of fever and a lot of pain in his muscles, but he was feeling cold. The nurse at the school told him to take syrup for three days.

Solution (Case 3): Flu

Case 4:

Today, Elisabeth woke up sneezing and with a lot of mucus. She felt her throat irritated and it was hard for her to swallow the food. The doctor told her to eat hot food and stay in bed for a few days.

Solution (Case 4): Cough

Case 5:

Luisa was studying for the exam that she has tomorrow. After many hours studying, her left eye started to hurt and she felt pressure in her head. She had to stop studying and feel the air in the nature to recover from her pains.

Solution (Case 5): Headache

Annex 6.5. Dialogue example in a doctor consultation (Session 6)

PATIENT: Good morning! May I come in please?

DOCTOR: Yes, of course. Come in!

PATIENT: Thank you very much.

DOCTOR: Well, what's wrong? How do you feel?

PATIENT: Mmm... Yesterday I threw up three times and I'm going to the bathroom all the day.
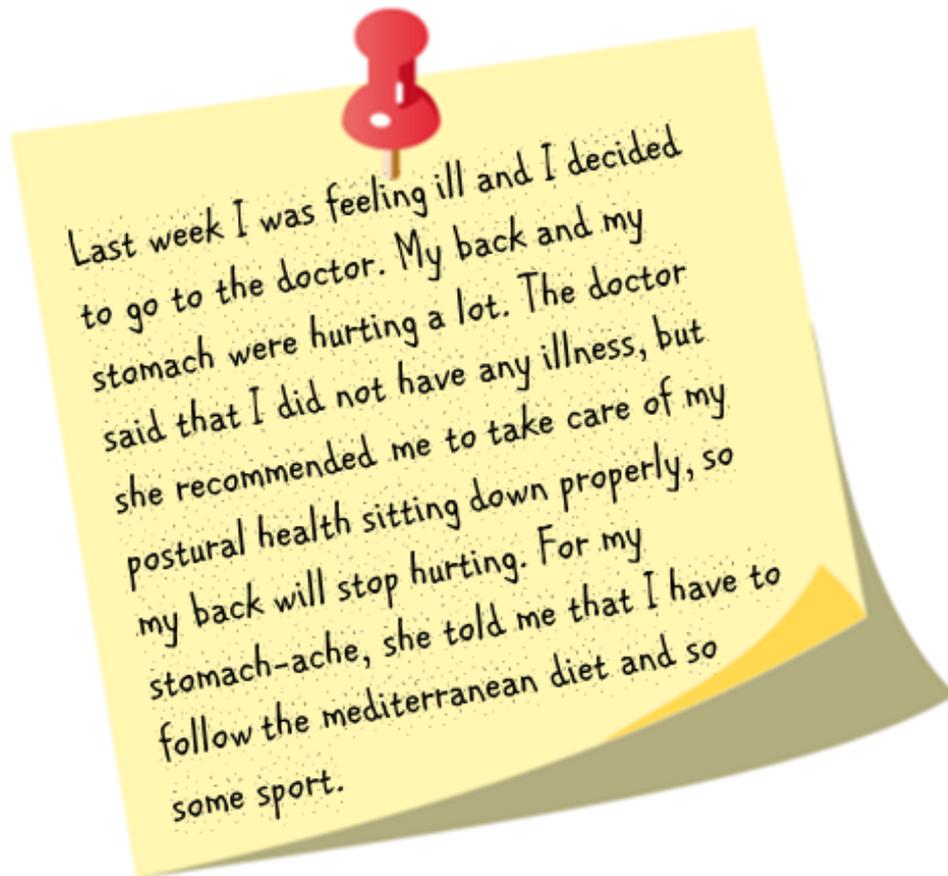
DOCTOR: Did you have breakfast this morning?

PATIENT: I ate a little today because I wasn't hungry. I wasn't feeling well.

DOCTOR: You might have eaten something in a bad conditions and you have a stomach-ache. Now, you have to drink this syrup and eat soup, fish and vegetables, not a lot of meat.

PATIENT: Thank you! Bye!

Annex 6.6. Reflexive dictation (Session 8)

Last week I was feeling ill and I decided to go to the doctor. My back and my stomach were hurting a lot. The doctor said that I did not have any illness, but she recommended me to take care of my postural health sitting down properly, so my back will stop hurting. For my stomach-ache, she told me that I have to follow the mediterranean diet and do some sport.

Annex 6.7. Final content sheet in Google Forms (Session 10)

ILLNESSES

Answer all these questions.

*Obligatorio

Spell this illness well and write the symptoms. HUCOG *

Tu respuesta

Spell this illness well and write the symptoms: RHACEEA *

Tu respuesta

Spell this illness well and write the symptoms: LUF *

Tu respuesta

Spell this illness well and write the symptoms: EPRTMEAUER *

Tu respuesta

How can we prevent a backache? *

Tu respuesta

How can we prevent a stomachache? *

Tu respuesta

Medical Case: Peter was playing basketball yesterday. When he took the ball, an oponent gave him a slap and his hand started to hurt. When the match finished, his hand hurted more. What did he have? *

Tu respuesta

ENVIAR

Nunca envíes contraseñas a través de Formularios de Google.

Annex 6.8. Rubrics Module 6

Annex 6.8.1. Task-based reading: medical cases (Session 5)

CATEGORY	4	3	2	1
Identifies important information	Students lists all the main points of the reading without having it in front of him/her.	The student lists all the main points, but with uses the article for reference.	The student lists some of the main points using the reading as reference.	The student cannot list important information with accuracy.
Identifies details	Student recalls several details for each main point without referring to the reading.	Student recalls several details for each main points but needs to refer to the reading.	Student is able to locate most of the details when looking that he reading.	Student cannot locate details with accuracy
Identifies facts	Student accurately locates at least 5 facts in the article and gives a clear explanation of why these are facts, rather than opinions.	Student accurately locates 4 facts in the article and gives a reasonable explanation of why they are facts, rather than opinions.	Student accurately locates 4 facts in the article. Explanation is weak.	Student has difficulty locating facts in an article
Summarization	Student uses 3-4 sentences to describe clearly, what the reading is about.	Student uses 1-2 sentences to accurately describe what the article is about.	Student summarized most of the article accurately, but has some slight misunderstanding.	Student has great difficulty summarizing the article.

Annex 6.8.2. Dialogue and drama (Session 8)

| CATEGORY	4	3	2	1
Speaking fluency	Speaks clearly and distinctly all of the time and mispronounces no words.	Speaks clearly and distinctly all of the time but mispronounces 1 or more words.	Speaks clearly and distinctly most of the time and mispronounces no words.	Does NOT speak clearly and distinctly most of the time AND/OR mispronounces more than 1 word.
Lexis and grammar	Use of all the vocabulary and grammar asked to use in the dialogue. It is also correctly used.	Use of the vocabulary and grammar asked to use in the dialogue. Sometimes, it is not used correctly.	There's just a little use of the grammar and lexis used and it is used correctly.	There's no use of any of the vocabulary and grammar asked to use in the dialogue.
Creativity	The story contains many creative details and/or descriptions that contribute to the public's enjoyment. The student has really used his imagination.	The story contains a few creative details and/or descriptions that contribute to the public's enjoyment. The student has used his imagination	The story contains a few creative details and/or descriptions, but they distract from the story. The student has tried to use his imagination.	There is little evidence of creativity in the story. The student does not seem to have used much imagination.

Annex 6.8.3. Reflexive dictation

CATEGORY	4	3	2	1
Grammar and spelling	Writer makes no errors in grammar or spelling.	Writer makes 1-2 errors in grammar and/or spelling.	Writer makes 3-4 errors in grammar and/or spelling.	Writer makes more than 4 errors in grammar and/or spelling.
Punctuation	Writer makes no errors in capitalization and punctuation.	Writer makes 1-2 errors in capitalization and punctuation.	Writer makes 3-4 errors in capitalization and punctuation.	Writer makes more than 4 errors in capitalization and punctuation.
Neatness	Letter is typed, clean, not wrinkled, and is easy to read with no distracting error corrections. It was done with pride.	Letter is neatly hand-written, clean, not wrinkled, and is easy to read with no distracting error corrections. It was done with care.	Letter is typed and is crumpled or slightly stained. It may have 1-2 distracting error corrections. It was done with some care.	Letter is typed and looks like it had been shoved in a pocket or locker. It may have several distracting error corrections. It looks like it was done in a hurry or stored improperly.

Annex 6.8.4. General rubric of the unit

CATEGORY	4	3	2	1
Working with others	Usually 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. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of other, 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 tasks.	Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the tasks.	Occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task.	Often is publicly critical of the project or the work of other member of the group. Often has a negative attitude about the task.
Problem-solving	Actively looks for and suggest 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.
Contributions	Routinely proves useful ideas when participating in the group and in classroom discussion. Definitely contributes a lot of effort.	Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard.	Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.	Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.
Quality of work	Provides work of the highest quality.	Provides high quality work.	Provides work that occasionally needs to be checked/redone by other group members to ensure quality.	Provides work that usually needs to be checked/redone by others to ensure quality.
Grammar and spelling	Writer makes no errors in grammar or spelling.	Writer makes 1-3 errors in grammar and/or spelling.	Writer makes 3-5 errors in grammar and/or selling.	Writer makes more than 5 errors in grammar an/or spelling.

Annex 6.8.4. General rubric of the unit
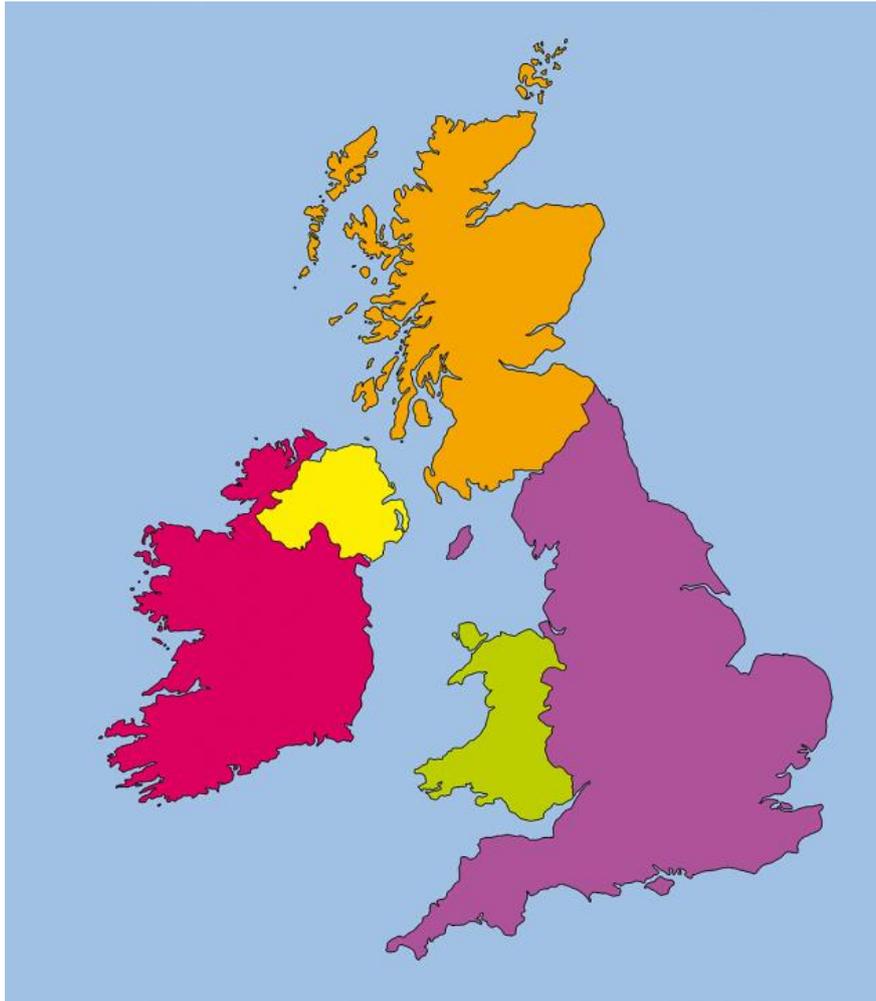
Annex 6.8.5. Bullseye self-evaluation
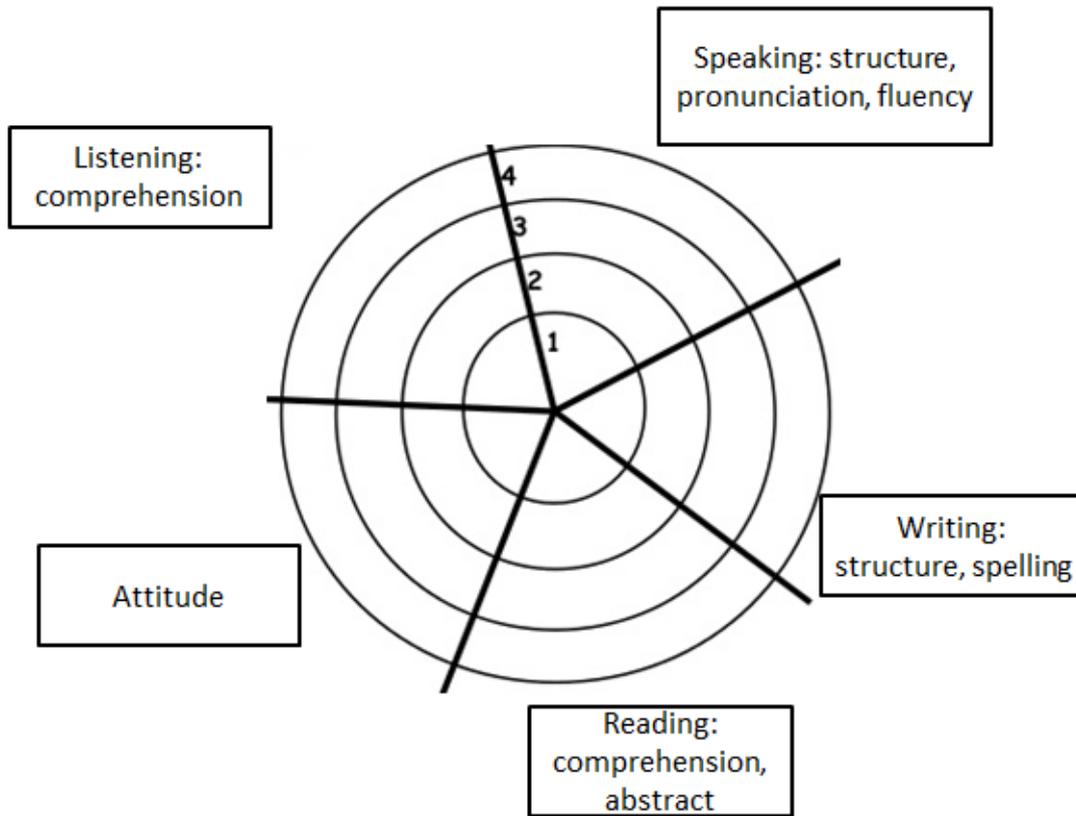
ANNEX 7. UNIT 9 MATERIALS

Annex 7.1. Compare and contrast sheet. England vs Spain (Session 3)

ENGLAND		SPAIN
	FOOD	
	HABITS	
	CALEBRATIONS	
	ROYAL FAMILY HISTORY	
	CITIES AND MONUMENTS	

Covadonga Cid Busto   UP Comillas 17/18

Annex 7.2. UK map (Session 5)

SCOTLAND	NORTH IRELAND	GREAT BRITAIN

WALES	THE UNITED KINGDOM	ENGLAND

UK Map. Source: viajejet.com

Annex 7.2. UK map (Session 5)

Annex 7.3. Union Jack components (Session 5)
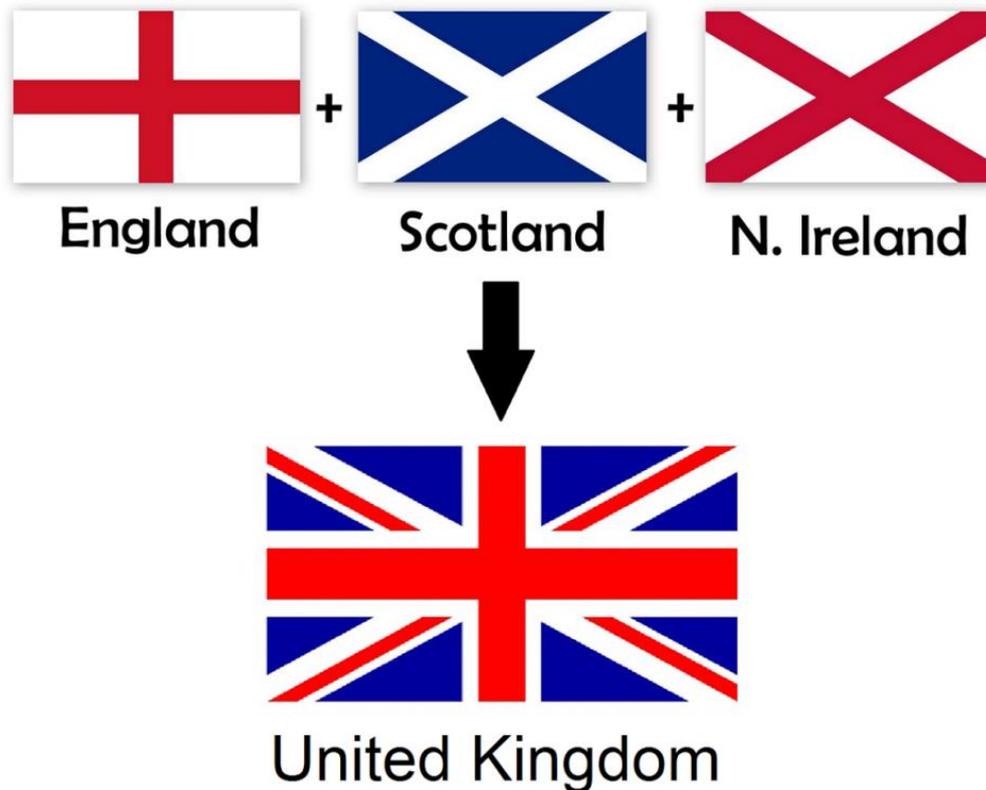
The Union Jack. Source: Lady Liberty Flag

Annex 7.4. Festivities in the UK (Session 6)

NEW YEAR'S EVE

The first day of the year, 1st January is a party day in this country as it is in every country. The main point of the day is the Big Ben, in London, where there is a clock and a lot of people meet there to welcome the New Year. In Scotland, the 2nd January is also a party day, called 'bank holidays'.

GOOD FRIDAY AND EASTER MONDAY

Good Friday commemorates the crucifixion of Jesus Christ and is a public holiday in the United Kingdom. It falls just before Easter Sunday. People who regularly attend church will probably attend a special church service on Good Friday. For other people, it is a day off work in the spring. (Source: Time and date)

EARLY MAY BANK HOLYDAY

The first Monday of May is a bank holiday in the United Kingdom. It is called May Day in England, Wales and Northern Ireland. It is known as the Early May Bank Holiday in Scotland. It probably originated as a Roman festival honoring the beginning of the summer season (in the northern hemisphere). In more recent times, it has been as a day to campaign for and celebrate workers' rights. (Source: Time and date)

ST. PATRICKS DAY

St Patrick's Day occurs on March 17. It is a national holiday in Ireland and commemorates one of its patron saints, St Patrick. In the United Kingdom, it is celebrated in Irish pubs and in cities, such as Nottingham and London where many people with an Irish background live.

March 17 is just a normal day for many people in England, Scotland and Wales. They go to school or work as normal, and do not hold or attend any special events. Some may go for a drink in their local Irish pub at lunch time, after work or in the evening. However, in some towns and cities, particularly those with large Irish populations, parades and other large scale events are organized. (Source: Time and date)

CHRISTMAS DAY

Christmas Day is celebrated in the United Kingdom on December 25. It traditionally celebrates Jesus Christ's birth. Many people spend Christmas Day with family members, with whom they exchange gifts and cards. Many children wake up to find a sock or stocking filled with small gifts on their bed or somewhere else in the house. 'Father Christmas' or 'Santa Claus', who lives for most of the year at the North Pole, has brought these. He travels in a sleigh pulled by reindeer and enters houses by climbing down the chimney. He hopes to enjoy a small snack of mince pies and brandy at each house. He travels so fast that he can deliver presents to all children in one night, although some elves help him with his work. (Source: Time and date)

ST. STEPHEN / BOXING DAY

Boxing Day in the United Kingdom is the day after Christmas Day and falls on December 26. Traditionally, it was a day when employers distributed money, food, cloth (material) or other valuable goods to their employees. In modern times, it is an important day for sporting events and the start of the post-Christmas sales. It is an opportunity to spend time with family, friends, and neighbours. Some people choose to go for a walk in the countryside, while others flock to the post-Christmas sales that often begin on Boxing Day. (Source: Time and date)

POPPY DAY / REMEMBRANCE DAY

Poppies are worn by millions of people as a symbol to remember all of the people who have given their lives for their country in war. It marks the day World War One ended, at 11am on the 11th day of the 11th month, in 1918. A two-minute silence is held at 11am to remember the people who have died in wars. There is also Remembrance Sunday every year, which falls on the second Sunday in November.

Annex 7.5. Kahoot: party days in the UK (Session 6)

Party days in the UK

7 questions
Are you ready?

The main point of the New Year's Eve in the UK is...

Full Screen

13

Skip

0
Answers

△ The Buckingham Palace

◆ London Eye

● The Big Ben

■ Manchester

△ The Buckingham Palace

◆ London Eye

● The Big Ben ✔

■ Manchester

What is it celebrated on the Good friday?

Full Screen

19

Skip

0
Answers

△ The New Year

◆ The crucifixion of Christ

● The weekend

■ The resurrection of Christ

△ The New Year

◆ The crucifixion of Christ ✔

● The weekend

■ The resurrection of Christ

165

What is it celebrated on the Early May bank holiday?

Full Screen

19

Skip

0
Answers

▲ Virgin Mary birthday	◆ The end of May
● Beginning of May	■ Beginning of the summer and worker's rights

▲ Virgin Mary birthday	◆ The end of May
● Beginning of May	■ Beginning of the summer and worker's rights ✔

Where is it celebrated St Patrick's Day?

Full Screen

20

Skip

0
Answers

▲ In Northen Ireland	◆ In Scotland
● In England	■ In Great Britain

▲ In Northen Ireland ✔	◆ In Scotland
● In England	■ In Great Britain

Which character is related to Christmas in the UK and leaves gifts in people's socks?

Full Screen

19

Skip

0
Answers

| ▲ Father James | ◆ Queen Elisabeth |
| ● Santa Claus | ■ The princess of the UK |

| ▲ Father James | ◆ Queen Elisabeth |
| ● Santa Claus ✔ | ■ The princess of the UK |

Who is remembered in the Poppy Day?

Full Screen

18

Skip

0
Answers

| ▲ The happiness | ◆ The flower day |
| ● Peaple who died in wars | ■ The mothers' day |

| ▲ The happiness | ◆ The flower day |
| ● Peaple who died in wars ✔ | ■ The mothers' day |

When is it the Boxing Day?

Full Screen

20

Skip

0
Answers

▲ December 26	◆ January 1
● May 12	■ September 4

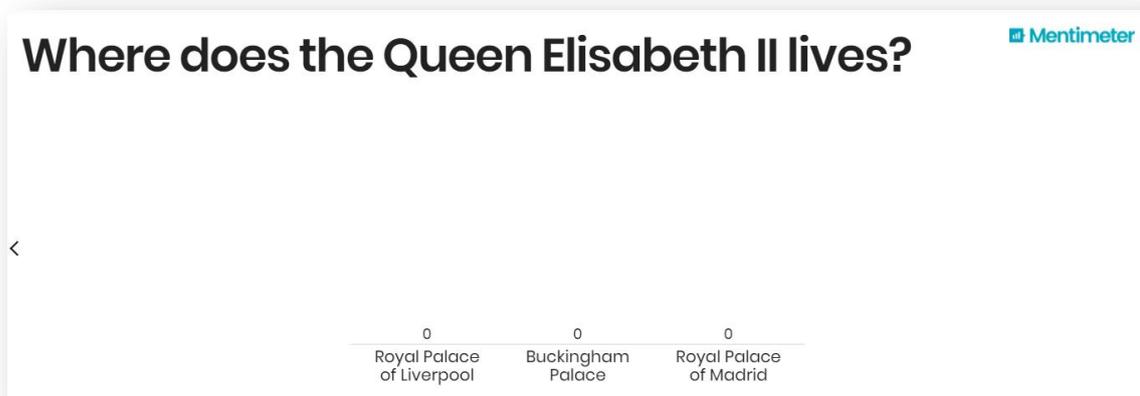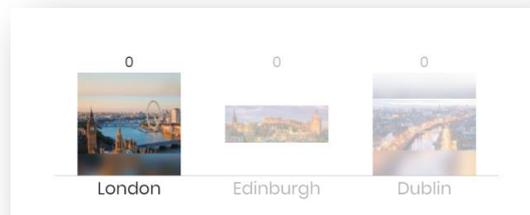|	
▲ December 26 ✔	◆ January 1
● May 12	■ September 4

Annex 7.6. British quiz (Session 7)

Who his the queen of the UK?

Mentimeter

0   0

William   Elisabeth II

0   0

William   Elisabeth II

168

The capital city of the UK is...

London   Edinburgh   Dublin

London   Edinburgh   Dublin

Where does the Queen Elisabeth II lives?

Royal Palace of Liverpool   Buckingham Palace   Royal Palace of Madrid

Royal Palace of Liverpool   Buckingham Palace   Royal Palace of Madrid

What's the name of the party celebrated the 26th December?

0	0	0
Boxing Day	New Year's Eve	Christmas Day

0	0	0
Boxing Day	New Year's Eve	Christmas Day

Great Britain is...

0	0	0
An isle	A country	A patrty day

0	0	0
An isle	A country	A patrty day
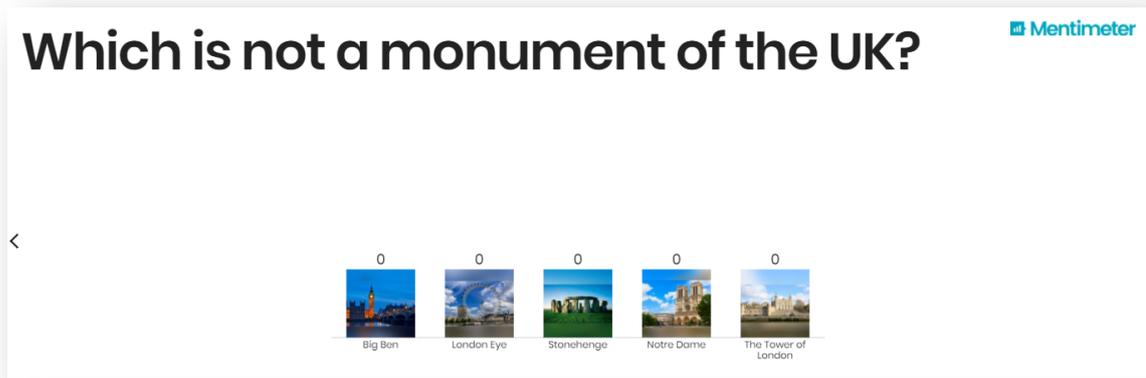
Annex 7.7. Pictionary table (Session 7)

	FOOD	MONUMENT	CITY	CELEBRATION	CAPITAL CITY
E…					
S…					
W…					
N…					

Annex 7.8. UK materials for students with diversity assistance

		NEW YEAR'S EVE
		BOXING DAY
		POPPY DAY
		ST. PATRICK'S DAY
		EARLY MAY BANK HOLIDAY
		CHRISTMAS DAY
		GOOD FRIDAY

Annex 7.8. UK materials for students with diversity assistance

	UK FLAG: THE UNION JACK
	SCTOLAND FLAG
	WALES FLAG
	ENGLAND FLAG
	NORTH IRELAND FLAG

Annex 7.9. The UK Webquest

Own creation WebQuest for the reading task in this link: https://sites.google.com/view/the-uk-webquest/p%C3%A1gina-principal

The WebQuest is presented below:
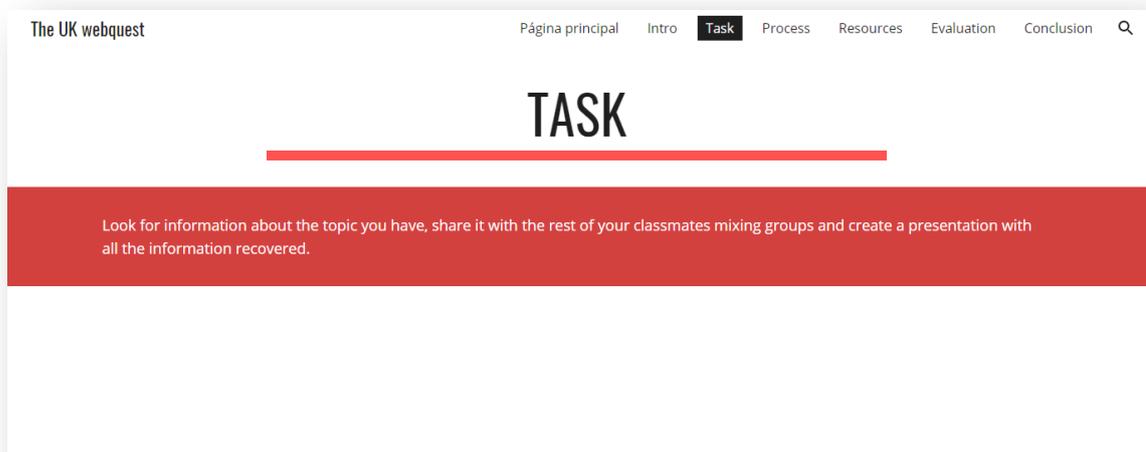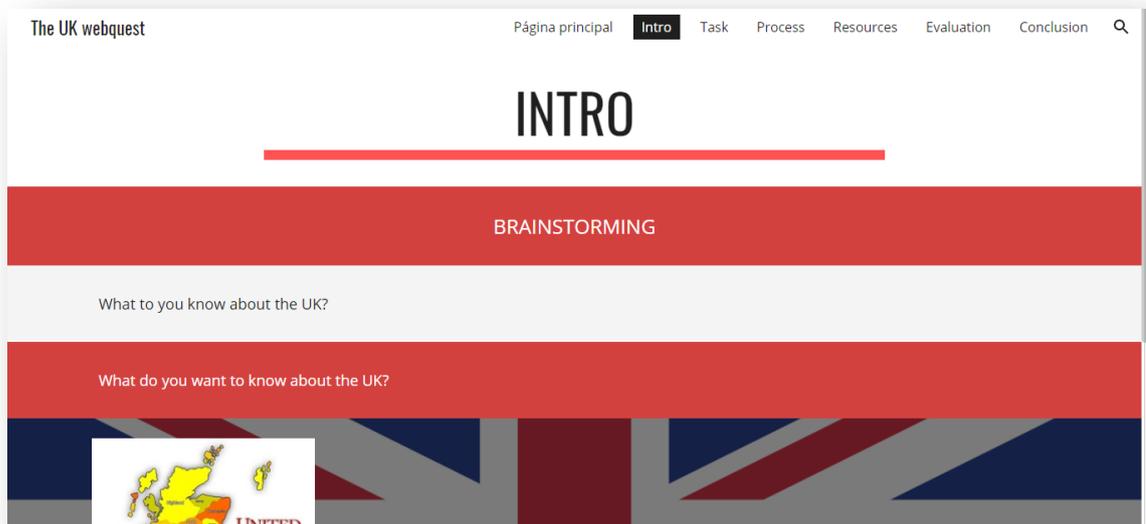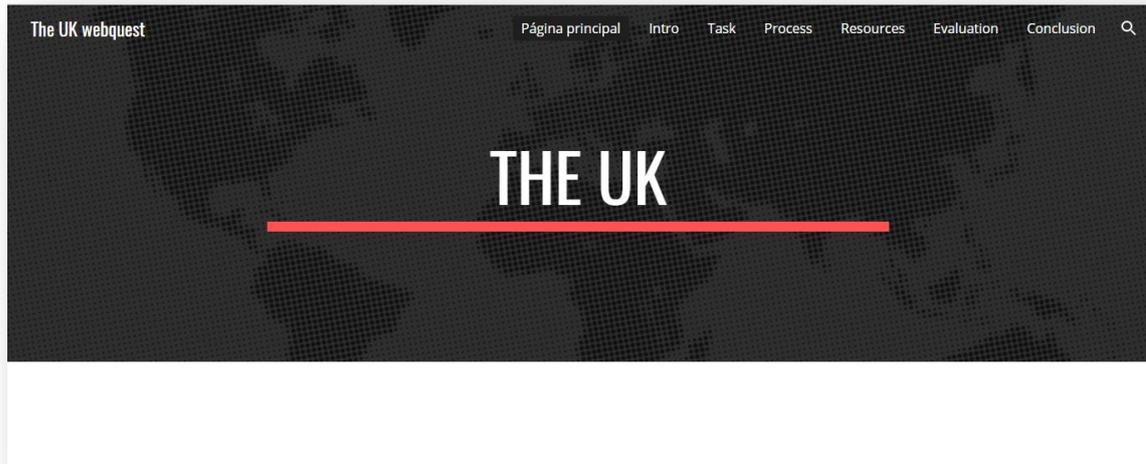
175

The UK webquest   Página principal   Intro   Task   Process   **Resources**   Evaluation   Conclusion   🔍

FESTIVITIES

List of British (UK) Holidays and Celebrations

There are many kinds of celebrations in Britain - from royal to religious and from traditional to more modern. This great country has been around for almost 1,000 years and has had

study-uk.britishcouncil.org/living/holidays-festivals-events

The UK webquest   Página principal   Intro   Task   Process   **Resources**   Evaluation   Conclusion   🔍

CITIES AND MONUMENTS

Top 20 Most Popular Cities in the UK for International Visitors

7 Most Famous Landmarks in England

An ancient land inhabited by Stone Age peoples, Romans,

The UK webquest   Página principal   Intro   Task   Process   **Resources**   Evaluation   Conclusion   🔍

BRITISH HABITS

25 British Habits I Lost When I Moved To France

I just stopped queueing. Sorry, Britain.

These are the top 10 things that make you truly British, apparently

We hold our hands up to 7 out of 10. You?

The UK webquest   Página principal   Intro   Task   Process   **Resources**   Evaluation   Conclusion   🔍

ROYAL FAMILY

The UK webquest   Página principal   Intro   Task   Process   Resources   **Evaluation**   Conclusion   🔍

EVALUATION

Identify important information

Identify details

Identify facts

Summarise

Group work

Oral presentation: language, vocabulary

The UK webquest   Página principal   Intro   Task   Process   Resources   Evaluation   **Conclusion**   🔍

CONCLUSION

What did you learn?
Speaking in class with the teacher.

Annex 7.10. Rubrics Module 9

Annex 7.10.1. Reading task (Session 2)

CATEGORY	4	3	2	1
Identifies important information	Students lists all the main points of the reading without having it in front of him/her.	The student lists all the main points, but with uses the article for reference.	The student lists some of the main points using the reading as reference.	The student cannot list important information with accuracy.
Identifies details	Student recalls several details for each main point without referring to the reading.	Student recalls several details for each main points but needs to refer to the reading.	Student is able to locate most of the details when looking that he reading.	Student cannot locate details with accuracy
Identifies facts	Student accurately locates at least 5 facts in the article and gives a clear explanation of why these are facts, rather than opinions.	Student accurately locates 4 facts in the article and gives a reasonable explanation of why they are facts, rather than opinions.	Student accurately locates 4 facts in the article. Explanation is weak.	Student has difficulty locating facts in an article
Summarization	Student uses 3-4 sentences to describe clearly, what the reading is about.	Student uses 1-2 sentences to accurately describe what the article is about.	Student summarized most of the article accurately, but has some slight misunderstanding.	Student has great difficulty summarizing the article.

Annex 7.10.2. Speaking presentation (Session 3)

CATEGORY	4	3	2	1
Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented
Clear speaking	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.
Lexis	Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience.	Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them.	Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.	Uses several (5 or more) words or phrases that are not understood by the audience.
Voice volume	Volume is loud enough to be heard by all audience members throughout the presentation.	Volume is loud enough to be heard by all audience members at least 80% of the time.	Volume is loud enough to be heard by all audience members at least 60% of the time.	Volume often too soft to be heard by all audience members.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of some parts of the topic.	Does not seem to understand the topic very well.
Stays on topic	Stays on topic all (100%) of the time.	Stays on topic most (90-80%) of the time.	Stays on topic some (60%-80%) of the time	It was hard to tell what the topic was.

Annex 7.10.3. Story creation from pictures (Session 8)

CATEGORY	4	3	2	1
Focus on assigned topic	The entire story is related to the assigned topic and allows the reader to understand much more about the topic.	Most of the story is related to the assigned topic.	Some of the story is related to the assigned topic, but a reader does not learn much about the topic.	No attempt has been made to relate the story to the assigned.
Organization	The story is very well organized. One idea or scene follows another in a logical sequence with clear transitions.	The story is pretty well organized. One idea or scene may seem out of place- Clear transitions are used.	The story is a little hard to follow. The transitions are sometimes not clear.	Ideas and scenes seem to be randomly arranged.
Spelling and punctuation	There are no spelling or punctuation errors in the final draft. Character and place names that the author invented are well spelled.	There is some spelling punctuation error in the final draft.	There are between 3-5 spelling and punctuation errors in the final draft.	The final draft has more than 5 punctuations and spelling errors.
Creativity	The story contains many creative details and/or descriptions that contribute to the reader/'s enjoyment. The author has really used his imagination.	The story contains a few creative details and/or descriptions that contribute to the reader/'s enjoyment. The author has used his imagination.	The story contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his imagination.	There is little evidence of creativity in the story. The author does not seem to have used much imagination.
Characters	The main characters are named and clearly described in text as well as pictures. Most readers could describe the characters accurately.	The main characters are named and described. Most reader would have some idea of what the characters looked like.	The main characters are named. The reader knows very little about the characters.	It is hard to tell who the main characters are.

Annex 7.10.3. Story creation from pictures (Session 8)

Covadonga Cid Busto   UP Comillas 17/18

Annex 7.10.4. General rubric of the unit

CATEGORY	4	3	2	1
Working with others	Usually 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. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of other, 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 tasks.	Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the tasks.	Occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task.	Often is publicly critical of the project or the work of other member of the group. Often has a negative attitude about the task.
Problem-solving	Actively looks for and suggest 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.
Contributions	Routinely proves useful ideas when participating in the group and in classroom discussion. Definitely contributes a lot of effort.	Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard.	Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.	Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.
Quality of work	Provides work of the highest quality.	Provides high quality work.	Provides work that occasionally needs to be checked/redone by other group members to ensure quality.	Provides work that usually needs to be checked/redone by others to ensure quality.
Grammar and spelling	Writer makes no errors in grammar or spelling.	Writer makes 1-3 errors in grammar and/or spelling.	Writer makes 3-5 errors in grammar and/or selling.	Writer makes more than 5 errors in grammar an/or spelling.

Annex 7.10.4. General rubric of the unit

Covadonga Cid Busto   UP Comillas 17/18

Annex 7.10.5. Bullseye self-evaluation

Speaking: structure,
pronunciation, fluency

Listening:
comprehension

4
3
2
1

Writing:
structure, spelling

Attitude

Reading:
comprehension,
abstract

Annex 7.10.5. Bullseye self-evaluation

Covadonga Cid Busto   UP Comillas 17/18