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TASK-BASED SYLLABUS IN SECOND LANGUAGE TEACHING

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1. INTRODUCTION AND JUSTIFICATION

Planning should not be understood as a meaningless or tedious activity, but as the stage in which we plan the final aim of the teaching learning process. We can resort to the metaphor of the Everest climb: if we want to reach the peak, we need to consider first the conditions, the needs, the ways of approaching it. The more ambitious an objective is, the more necessary an outlined guide it will be. For that reason, and as a guide for accomplishing our own didactic aims and goals, syllabi tend to serve as a path for steering such a process, for reaching the peak of the Everest.

Recent changes and governmental reforms on foreign language teaching have raised even more the importance of this area in the curriculum, as for instance the Action Project, and the inclusion of the area in the educative evaluation tests, both news being pronounced in the present school year.

The syllabus constitutes the third level of curricular design, being the first one the legislative framework, and the second one the School's documents. The most important legal texts to follow are the *Organic Laws on Education*, for Spain and for Andalusia in our case, which settle the basis of the educative system in our schools. Deriving from them, and constituting a progressive specification, the *Crown Decree 1513/2006* establishes the minimum contents of the areas on Primary Education, and the *Order of August, 10th, 2007*, implies a model to follow in Andalusia, providing with more precise methodological orientations for accomplishing the educative aims.

Special comments needs the Common European Framework of Reference for Languages, from the Council of Europe, guide for the development of the already commented decrees. This planning considers the development of the communicative competence, by means of a functional and meaningful use of the foreign language, aspects that will be defined later on in this presentation.

Also from the Council of Europe, the European Language Portfolio is being encouraged: a set of documents as a guide for supporting the pluricultural reality of society. As it is still on an experimental phase of implementation in Spain and is not compulsory to be completely followed, we will just make use of what we believe is more useful for our lessons.

Planning should approach the CONTEXT, which is the basis of our mountain. In our case it is an urban school located in a peripheral neighbourhood, characterized by a mid-low socioeconomic level. The school is immersed in many educative projects, from which we highlight the ICT Project and the Bilingual Plan. This correlates with the fact that the teaching staff is highly enthusiast in innovating and collaborates in a supportive atmosphere.

Students generally present a positive attitude towards learning, and no serious problems of discipline or unattendance are to be highlighted.

The school has the necessary infrastructural conditions and spaces. We emphasize the presence of a specific classroom for Foreign Language, with the necessary resources both for teachers and students.

This planning is addressed to a group of 24 students belonging to the 2nd course of Primary Education, aged 7-8. In Piaget's words, students at this age are immersed in changes with respect the world surrounding them: social relationships, empathy and peer support gain importance, so language turns from an egocentric to a more socialized use. The group of students form a heterogeneous classroom with an average development. There are not students with special needs or immigrants within this group.

Their contact with the English language dates back to their non-compulsory education, which has contributed to a positive attitude and previous knowledge on the

foreign language. They are generally motivated and get involved easily in the lessons.

For keeping those attitudes, the selection of topics responds to the criteria of *meaningfulness and functionality*. We understand as meaningful those contents that are planned considering students' interests and level and which are motivating. Functional tasks are those which can be considered feasible, useful and applicable to real life.

Brainstorming and warming up activities will be helpful tips to reach those centres of interest; as well as it will be an appropriate tool for initial evaluation.

All the elements that compose the present syllabus, are affected by the previously referred contextual issues.

2. OBJECTIVES

General Objectives for Primary Education stage

The general objectives that are established for the stage of Primary Education in our country are found in the LOE and in Decree 1513/2006, of December 7th, and concern the holistic development of the children all through the educative stage. That is why it does not relate to specific objectives of the different areas, but to the aims to be achieved as a responsible citizen, so all areas should contribute to their achievement. From the part of the Foreign Languages Area, we will assume such a responsibility and we will promote their achievement in the following ways.

- We will promote respectful attitudes towards the others, in relation to their ideas, speech... Moreover, attitudes of tolerance will be promoted, in order not to discriminate people, nor for religious, race, ideological, gender or ethnic reasons (a).

- We will encourage students to work together with their classmates, so that they consider it a way of personal enrichment. Motivating students' curiosity and desire to learn will also be a special point to be worked out in the classroom (b).

- Conflicts that may arise in the classroom will be solved peacefully, promoting dialoguing as a way to resolve problems (c).

- The principle of inclusion and tolerance will be an axis for the daily life in the classroom, making students aware of the differences as a positive and enriching fact (d).

- We will contribute to the establishment of connections between the Spanish Language and the English Language. Since reading abilities are not completely developed by the end of the first cycle, we will contribute to it by including tasks in which students have to read words or easy structures related to the topic we are dealing with (e).

- The aim of developing the communicative competence in a foreign language is our central axis. Further explanations are given in the specific objectives of the area (f).

- Activities related to numeracy, problem-solving, reasoning, etc. will also contribute to developing basic mathematical competences (g).

- Environmental education is also a central axis of our lessons, for students to learn about the natural and social world and to act consequently for its preservation (h).

- Activities including ICT will be developed in our lessons, for instance those that enable them to find information (i).

- Arts and crafts will be worked out in our lessons. They will highly contribute to the achievement of this objective (j).

- Learning about one's body and physical characteristics, as well as being aware of the importance of sporty activities, will be also cross-curricular contents dealt with in the lessons (k).

- Specific topics regarding animals will be put in practice. It will let learners to be conscious of animals which are close to them and how to take care of them. (l)
- Affective capacities will be worked out in order to value the relations with the others, without mattering personal ideas or characteristics (m).
- As a cross-curricular content, we will promote road safety in order to make children aware of the prevention of accidents (n).

Apart from those objectives previously said, Primary Education in Andalusia will contribute to the fulfilment of a series of objectives concerning mainly the sociocultural and natural reality of our region, as it is established in Article 4 of Decree 230/2007, of July 31st. From the part of the Foreign Languages Area, an interrelated work among the different languages, realities and cultures will be promoted, for guaranteeing a global understanding of the world surrounding students.

General Objectives for the Area of Foreign Languages

(Annex II of Royal Decree 1513/2006, of December 7th)

1) To listen to and understand messages in varied oral interactions, using the given information for the fulfilment of diverse specific tasks which are related to their own experience.

2) To express and interact orally in easy and habitual situations with an already known content and development, by using verbal and non-verbal procedures and adopting a respectful and cooperative attitude.

In relation with the first two general objectives of the Foreign Languages area, we will work on the understanding and production of simple and easy oral messages (songs, dialogues...), related to topics which are interesting and closed to our students' context, with the help of visual support and non-verbal language.

3) To write diverse texts with varied purposes about topics previously worked in the classroom and with the help of some models.

Since writing is the last skill to be worked out in the natural development of language acquisition, we will focus mainly on starting to develop this ability by writing simple and short messages, with a communicative purpose, providing students with previous models.

4) To read different types of texts comprehensively, related to their experiences and interests, extracting general and specific information according to a previously established purpose.

Reading will be worked out according to students' developmental stage. In this sense, we will promote the reading of words and easy sentences that are related to the topic we deal with, for them to extract some information in order to carry out the different activities.

5) To learn how to use with progressive autonomy all means within their reach, including the new technologies, in order to obtain information and to communicate using the foreign language.

We will work on students' capacity to look for information and to interpret it, by using different means, such as the ICT or visual or physical elements from the classroom.

6) To value the foreign language, and all languages in general, as a means of communication and understanding among people from different origins and cultures and as a learning tool for diverse contents.

Students must be conscious of the purpose of learning a new language, which is mainly to be able to communicate with others. In this sense, we will promote the respect

towards other languages and cultures, and the use of the language as a means to communicate.

7) To show a receptive and confident attitude towards the personal ability to learn and to use the foreign language.

We will work on students' motivation towards learning the foreign language, promoting a comfortable and pleasant learning atmosphere for them, in which they do not feel afraid of making mistakes, and in which their progresses will be specially applauded.

8) To use the previous knowledge and experiences with other languages for the acquisition of the foreign language in a faster, more efficiently and more autonomous way.

Connections between their mother tongue and the foreign language will be established, as well as relations between the two cultures, in order for them to learn more easily.

9) To identify phonetic, rhythm, accent and intonation aspects, as well as linguistic structures and lexical aspects proper to the foreign language, and to use them as basic elements of communication.

3. BASIC COMPETENCES

The LOE includes the concept of competences in the curriculum of basic education (which includes both Primary and Secondary compulsory Education). This idea stands for the integration of all skills, knowledge and attitudes, that enable students to perform real-life activities effectively, in order to join and to participate as responsible citizens within the democratic society, promoting a long-life learning. For that purpose, all the areas which are integrated in the Primary Education stage should contribute and promote the previously-referred skills, attitudes and knowledge. Specific development of these key competences can be seen in Annex I of Crown Decree 1513/2006, of December 7th, following the European Union proposal. In this sense, there can be identified eight basic competences:

- 1) Linguistic competence in communication.
- 2) Mathematical competence.
- 3) Competence in the knowledge about and interaction with the environment.
- 4) Digital information and information processing competence.
- 5) Social and civic competence.
- 6) Cultural and artistic competence.
- 7) Competence in autonomous learning.
- 8) Competence in personal autonomy and initiative.

The study of a second language contributes directly to the development of the linguistic competence, as it is based on learning and developing communicative abilities, just like the process of learning the mother tongue does.

Learning a language always involves facing different social realities and contexts, with cultures that differ from the one of the student. This is why foreign language learning promotes the development of both cultural and artistic competence, and the one concerning the knowledge about and interaction with the environment. In this way, we will contribute to these competences by carrying out tasks that promote artistic designs (colouring, drawing...), the comparison of cultural elements proper to the English and the Spanish languages, and activities regarding environmental topics, such as animals and nature elements. In the sense that language can be considered to be a vehicle of communication and cultural transmitter, it can be said that learning a new language

involves knowledge about other people. Therefore, it contributes to the development of the social and civic competence.

The inclusion of a block of contents regarding students' reflection on language, as we will see in the following section of the syllabus, makes them conscious of their own way of learning and let them decide their most efficient learning strategies, which fosters their autonomy and personal initiative. This is obviously related to the competence that allows them to continue learning in an autonomous way during lifetime.

The mathematical competence is fostered throughout the teaching-learning process of a second language in two ways. On the one hand, when learning contents related to numeracy, time... and, on the other hand, when activities that require problem solving -such as role-plays-, are carried out in the classroom.

Finally, and of great importance nowadays, the digital information and information processing competence is fostered in the area of foreign languages even throughout the development of the rest of the basic competences. The ICT are present at the second language classroom by means of the use of digital resources. This competence is also reinforced by activities that require the search of information and establishing communication with others by using the ICTs.

4. METHODOLOGY

Task Based Learning Approach and Multiple Intelligences Theory

For the development of the present syllabus and didactic units we are going to follow mainly the Task Based Learning approach (TBL). This methodological approach can be considered one of the most innovative and relevant methods for a communicative language teaching and it is commonly used in the foreign languages' classrooms, also proposed by the CEFR. We summarize the main ideas concerning the TBL below:

- The teaching-learning process is understood as the place to use real-life language, with communicative purposes. Students' needs and interests should be at the centre of the lesson planning, in order to provide them with appropriate activities.
- The learning process starts with the establishment of a final task, which is the final aim of the didactic unit.
- The pre-tasks enable students to fulfil the final task successfully, since they give them the necessary linguistic knowledge and practice.
- Planning should be an open and flexible activity, instead of rigid and narrow-minded. Pre-tasks and final tasks must have a meaning and attend diversity and also must be heterogeneous, in order to be carried out properly by all students, regardless their degree of development in the linguistic competence.

Among the great amount of advantages of TBL, its contribution to scaffolding is of great importance. The progressive guidance from facilitating to communicative tasks implies a way of providing our students with the necessary knowledge to reach the final task.

Apart from the TBL approach, and in order to attend the different capacities of our students within the classroom, we will resort to Howard Gardner's Multiple Intelligences Theory (MI Theory, 2006). Gardner establishes a connection between intelligences and abilities, stating that every human being develops his/her abilities up to different degrees, which is related to the imposition of some abilities over the others. In this sense, Gardner points out eight different intelligences that our students may have developed up to a higher or to a smaller scale, which are the linguistic, mathematical,

spatial, kinaesthetic, musical, interpersonal and intrapersonal, and naturalistic intelligences.

The consideration of the MI Theory in the development of the didactic units is established by the inclusion of activities that regard the different intelligences that we may find in the classroom. This means that all these intelligences are going to be worked in our didactic units' tasks, in order to cover all the necessities and to raise our students' abilities regarding their personal differences. This also supposes a way to attend diversity in the classroom, giving a chance to learn to every individual pupil.


















Communicative Language Teaching (CLT)

The practical methodology of the CLT emphasizes how to teach and learn the language. It focuses on language functions rather than focusing only on grammar and vocabulary. By these means, CLT fosters the real use of language, that is, in realistic communicative contexts. Specific development of this method is done, for instance, in role-play or simulation activities. This approach seems interesting in order to focus mainly in content, rather than form, very suitable when dealing with beginner learners.

Total Physical Response (TPR)








The TPR is based on the learners' physical response to oral commands. It is quite similar to the natural process of acquisition of the mother tongue, in which children relate messages with the reality surrounding them. We will resort to the TPR to learn basic commands regarding our work at the classroom, such as "Work in pairs", "Take your pencils", in short, for facilitating everyday lessons. Moreover, the appropriate use of the TPR contributes greatly to the development of body control, which is one of the elements that take part in children's physical development and evolution.

5. DIDACTIC UNITS

KEYS TO THE ICONS APPEARING IN THE DIDACTIC UNITS								
Basic Competences	Ling.	Math.	World	Digital	Social Civic	Cultural Artistic	Auton. learning	Personal initiative
								
Types of Groupings	Individual		Pair		Group		Whole-class	
								
Skills	Listening	Speaking	Conversing		Reading		Writing	
								

Didactic Unit 1: <i>Welcome to school!</i>			
TOPIC	Classroom objects, actions and personal introductions.	SESSIONS	4
FINAL TASK	Play “The Classroom” game: materials and actions.		
O B J E C T I V E S	1.To listen to and understand oral messages related to the classroom objects and actions and personal introductions, recognizing basic phonetic patterns. (f,1,9) 2.To express and interact orally for fulfilling tasks, making use of the new vocabulary and of basic phonetic and phonological knowledge. (f,2,9) 3.To read and understand easy words and messages about classroom materials and actions, already known in their oral form. (f,4) 4.To write easy messages and words about the topic, understanding writing activities as means of communication. (f,3) 5.To make use of strategies and all available means, including new technologies, to understand and express in simple communicative situations, including the use of previous knowledge and non-verbal techniques. (f,i,5,8) 6.To value the English language as a way for communicating, showing positive attitudes and interest. (d,f,m,6) 7.To value autonomous and cooperative working habits, showing respectful attitudes and confidence towards self-abilities to learn and use the language. (a,b,c,m,7)		
BASIC COMPETENCES			
BLOCKS OF CONTENTS			
1	<ul style="list-style-type: none"> - Comprehension of oral messages, including the understanding of some basic vocabulary for developing classroom activities. - Production of easy oral messages, for expressing in communicative situations, concerning classroom materials and actions. - Oral interaction to introduce themselves to the others. - Use of non-verbal strategies to reinforce oral comprehension and production, such as body-language, for understanding and being understood in easy communicative situations. 		
2	<ul style="list-style-type: none"> - Reading and understanding easy written messages about the topic. - Writing of some words or simple messages, using a guide or model, about classroom language and personal introductions. 		
3	<ul style="list-style-type: none"> - Use of basic phonetic knowledge for oral production of messages. - Association of spelling and pronunciation of some words related to the topic. - Use of abilities and procedures for acquiring the new vocabulary, such as visual or kinaesthetic elements and other non-verbal techniques. - Self-confidence attitudes and interest towards learning the language, showing respectful and collaborative attitudes. 		
4	<ul style="list-style-type: none"> - Learning of basic ways to communicate personal information (introducing and being introduced). - Positive and respectful attitudes towards the others, accepting and understanding diversity as a means for personal growth and enjoyment. 		
CROSS-CURRICULAR CONTENTS		INTERDISCIPLINARY CONTENTS	
Peaceful cohabitation and gender equality.		Mathematics, Knowledge of the World and Artistic Education.	

EVALUATION CRITERIA	
<p>The student is able to...</p> <ul style="list-style-type: none"> - Express orally in simple communicative situations, making use of some of the new vocabulary. - Listen and understand oral messages concerning the topic and basic commands. - Read and identify simple and easy messages and words related to classroom objects and actions. - Write simple words and messages, using a model, related to the topic, for communicative purposes. - Make use of certain learning and communicative strategies, for understanding and being understood in the use of the foreign language. - Show respectful attitudes and interest towards collaborative work and the foreign language and culture. 	
EVALUATION TOOLS	Final task, self-evaluation sheet, teacher's diary and observations sheet.
ATTENTION TO DIVERSITY	RESOURCES
A selection made from our resources and materials bank concerning this topic have been considered as a way for attending diversity.	<ul style="list-style-type: none"> - Realia (school objects) - Flashcards - Handouts and worksheets - Fungible materials: sheets, crayons... - Computers and Internet connection
LESSONS, TASKS AND ACTIVITIES	
LESSON 1	Warm-up: The spider web game: we meet each other ●
	TASK 1: <i>What is this?</i> ■ ■ ■
	Act. 1: The big bag game ●
	Act. 2: What's in my school bag? ●
	Act. 3: Let's tidy up! ●
LESSON 2	Warm-up: Memory cards game ●
	TASK 2: <i>Many, many things!</i> ■ ■ ■ ■ ■
	Act. 1: Bingo game ●
	Act. 2: Bring it here! ●
	Act. 3: How many are there? ●
	Act. 4: Classroom materials' Quiz. ●
LESSON 3	Warm-up: I spy with my little eye... ●
	TASK 3: <i>Fun with mimics</i> ■ ■ ■ ■
	Act. 1: We use it for... ●
	Act. 2: Guess out the action! ●
	Act. 3: Match and complete ●
LESSON 4	FINAL TASK: <i>The classroom game: materials and actions</i> ■ ■ ■ ■
	Part 1: Explanation of the game and rules. ●
	Part 2: Play the game. ●
	Self-evaluation: fulfilling self-evaluation sheets.

Didactic Unit 2: <i>What's the weather like?</i>							
TOPIC	Weather conditions and Autumn season		SESSIONS	6			
FINAL TASK	Creation of a weather forecast and role-playing						
O	1.To listen to and understand oral messages related to the weather and the autumn, recognizing basic phonetic patterns. (f,h,1,9)						
J	2.To express and interact orally for fulfilling tasks, making use of the new vocabulary and of basic phonetic and phonological knowledge. (f,h,2,9)						
E	3.To read and understand easy words and messages about weather conditions and the season, already learnt in their oral form. (f,h,4)						
C	4.To write easy messages and words about the topic, understanding writing activities as means of communication. (f,h,3)						
T	5.To make use of strategies and all available means, including new technologies, to understand and express in simple communicative situations, including the use of previous knowledge and non-verbal techniques. (f,i,5,8)						
I	6.To value the English language as a way for communicating, and learning about different cultural facts, showing positive attitudes and interest. (d,f,m,6)						
V	7. To value autonomous and cooperative working habits, showing respectful attitudes and confidence towards self-abilities to learn and use the language. (a,b,c,m,7)						
E							
S							
BASIC COMPETENCES							
BLOCKS OF CONTENTS							
1	<ul style="list-style-type: none"> - Comprehension of oral messages, including the understanding of some basic vocabulary about the season of autumn and the weather. - Production of easy oral messages, for expressing in communicative situations, concerning the topic. - Use of non-verbal strategies to reinforce oral comprehension and production, such as body-language, for understanding and being understood in easy communicative situations. 						
2	<ul style="list-style-type: none"> - Reading and understanding easy written messages about the topic. - Writing of some words or simple messages, using a guide or model, about weather conditions and autumn. 						
3	<ul style="list-style-type: none"> - Use of basic phonetic knowledge for oral production of messages. - Association of spelling and pronunciation of some words related to the topic. - Use of abilities and procedures for acquiring the new vocabulary, such as visual or kinaesthetic elements and other non-verbal techniques. - Self-confidence attitudes and interest towards learning the language, showing respectful and collaborative attitudes. 						
4	<ul style="list-style-type: none"> - Recognition of cultural facts and diversity of weather conditions in our country and English-speaking ones. - Positive and respectful attitudes towards the others, accepting and understanding diversity as a means for personal growth and enjoyment. 						
CROSS-CURRICULAR CONTENTS				INTERDISCIPLINARY CONTENTS			
Education on peaceful cohabitation, environmental education and gender equality.				Knowledge of the world. Artistic education.			
EVALUATION CRITERIA							

<ul style="list-style-type: none"> - Make use of certain learning and communicative strategies, for understanding and being understood in the use of the foreign language. - Show respectful attitudes and interest towards collaborative work and the foreign language and culture. - Show respect and interest towards the differences between the weather conditions in our country and in the English-speaking ones. 	
EVALUATION TOOLS	The same as for Didactic Unit 1, except for the self-evaluation tools that, in this case, will be a co-evaluation sheet.
RESOURCES	
ATTENTION TO DIVERSITY	
LESSONS, TASKS AND ACTIVITIES	
LESSON 1	Warm-up: Guess out what I've found! ●
	TASK 1: <i>What's the weather like today?</i> ■ ■ ■ ■
	Act. 1: The weather song' video ●
	Act. 2: What's the weather like today? ●
	Act. 3: The weather cards game ●
LESSON 2	Warm-up: Keep the beat! ●
	TASK 2: <i>You choose!</i> ■ ■ ■ ■ ■
	Act. 1: Listen and number ●
	Act. 2: What do you prefer? ●
	Act. 3: Ask your classmates ●
LESSON 3	Warm-up: What's the weather like today? ●
	TASK 3: <i>It's autumn time</i> ■ ■ ■
	Act. 1: Rainy and windy ●
	Act. 2: Autumn picture ●
	TASK 4: <i>Let's get dressed for autumn!</i> ■ ■ ■
	Act. 1: Crazy Daizy's story cards ●
	Act. 2: Autumn clothes for Daizy ●
LESSON 4	Warm-up: Jog your memory! ●
	TASK 5: <i>I like it - I don't like it</i> ■ ■ ■ ■ ■
	Act. 1: Thumbs up and down ●
	Act. 2: The weather in the UK and Spain ●
	Act. 3: Our likes' chart ●
LESSON 5	Warm-up: TV presenters! ●
	TASK 6: <i>Preparing our forecast</i> ■ ■ ■ ■ ■
	Act. 1: All we need to know ●
	Act. 2: Stand up! ●
	Act. 3: Bingo ●
	Act. 4: The forecast ●
LESSON 6	Warm-up: Check out the weather! ●
	FINAL TASK: <i>The weather forecast</i> ■ ■ ■ ■
	Part 1: Let's get to work ●
	Part 2: Preparing our forecast ●
	Part 3: The weather forecast live ●
Co-evaluation: fulfilling co-evaluation sheets about their classmates' representation.	

LESSON 1

TASK 1: What's the weather like today? ■■■■

Warm Up: Guess out what I've found! Show students a box with flashcards of weather, eliciting their previous knowledge. Teacher says their name and students repeat. ■■■●

- Act. 1: Listening to the weather song and watching the video. ■■■●
- Act. 2: What's the weather like today? The teacher asks students and let them look through the window. They use the cards if necessary to express meanings. Then, the teacher shows pictures of weather conditions. Students have to answer. ■■■●
- Act. 3: The weather cards game: in pairs the teacher gives a weather cards game set. Relate images with sounds/written text. ●

LESSON 2

TASK 2: You choose! ■■■■

Warm Up: Keep the beat! Each student is given a weather card. All stand at the back of the classroom and have to reach the other side when the teacher says that name of weather. ■■■●

- Act. 1: Listen and number. Students are given a worksheet with pictures and text of weather. Listen and number. Then match. ■■■●
- Act. 2: What do you like? Sunny/Cloudy/Windy/Rainy days. Students choose one picture: cut, colour and write "I like sunny days". ■■■●
- Act. 3: Ask your classmate: interviewing a partner. "Do you like ... days?". ■■■●

LESSON 3

TASK 3: It's autumn time ■■■■

Warm Up: What's the weather like today? ■■■●

- Act. 1: Rainy and windy: The teacher shows students pictures about autumn, eliciting colours and other vocabulary they might already know. Then, the teacher shows some pictures from other seasons, asking "Is it warm, like in spring?". By the end of the activity, students will create the sentence "In autumn, it is rainy and windy". ■■■●
- Act. 2: Autumn picture: the teacher will give students a worksheet, in which there is a picture that represents some autumn typical things together with others from different seasons (for instance, a beach umbrella). Students have to colour the corresponding things from autumn. Then the teacher asks "Is a beach umbrella typical from autumn?" for students to give oral yes-no answers. ■■■●

TASK 4: Let's get dressed for autumn! ■■■

- Act. 1: Crazy Daizy story-cards: the teacher presents the character to the classroom. Then she gives a copy to all students, and she reads it aloud. ■■■●
- Act. 2: Autumn clothes for Daizy: help Daizy find autumn clothes. The teacher gives a copy to each student, for them to select the appropriate autumn clothes. ■■■●

LESSON 4

TASK 5: I like/I don't like it. ■■■■■■

Warm Up: Jog your memory!: students are asked to brainstorm all vocabulary about weather and autumn. ■■●

- Act. 1: Thumbs up and down: The teacher will show and say a characteristic of autumn (weather or clothes), students will have to thumb up or down according to their likes, with their big hands (colour hand with stick). ■●
- Act. 2: The weather in UK and the weather in Spain. The teacher shows pictures of weather in Spain and in UK. Also show a map. The teacher elicits comparisons. “Where is it sunny?” “Is it raining here?” etc. ■■■●
- Act. 3: Our likes: students in groups are given a sheet to make a graphic about their likes. Each student will put a heart on what they like. The teacher will then ask them “How many like...?” to each group, etc. ■■■■■●
- Act. 4: What do you prefer? Students are given a sheet with images mixed about weather conditions and autumn things. They have to colour those they prefer, then write “I prefer A, B, and C...” following an example. ■■■●

LESSON 5

TASK 6: Preparing our forecast. ■■■■■■

Warm Up: TV presenters! Students are shown a set of pictures from TV presenters, and the teacher asks students “Do you know this woman/man?” “Where do you see him/her?” etc. ■■■●

- Act. 1: All we need to know: The teacher will show students the objects necessary for a forecast. First, elicit them, in Spanish if necessary. Objects and persons. Then show pictures, translating into English. Students repeat. ■■■●
- Act. 2: Stand up! Students are grouped and given a role (camera, microphone, etc). they have to stand up or sit down as they listen the name of their groups. ■●
- Act. 3: Bingo: Students will be given a sheet with images to play bingo. After colouring them, the game starts. Pictures + text (GRADED) ■●
- Act. 4: The forecast: students are given a sheet with an image of a forecast and have to fill in the blanks of the objects from the list. ■● **GRADED**

LESSON 6

FINAL TASK: The weather forecast ■■■■■■

Warm Up: Check out the weather! ■■■●

- Part 1: Let's get to work: heterogeneous groups of students are formed by the teacher. Roles are assigned to them randomly: cameras 1 and 2, presenter, helper of presenter, and sound tech. The teacher asks students if they know what each role has to do, eliciting, and explaining their jobs: presenter (say the weather), helper (put images on screen), cameras (film the scene) and sound tech (manage sound equipment). ■■■●

- Part 2: Preparing our forecast: each group will be given a sheet with written weather information about UK and Spain to present. They have to choose the necessary pictures to explain the weather on each country. ■■■●
- Part 3: each group will represent their weather forecast to the rest of the groups. The teacher will provide with common cameras, microphone, and maps on screen. ■■■●





Co-evaluation: fulfilling co-evaluation sheets about their mates' representation.

Attention to Diversity: activities


<http://www.theteacherscorner.net/printable-worksheets/make-your-own/word-search/36/Weather/>


<http://www.multimedia-english.com/contenido/ficha/5-h-the-weather/894>


Didactic Unit 3: Trick or treat?			
TOPIC	Halloween	SESSIONS	3
FINAL TASK	Play the game: Who took the candy from the trick-or-treat bag?		
O	1.To listen to and understand oral messages related to Halloween characters and objects, recognizing basic phonetic patterns. (f,h,1,9)		
J	2.To express and interact orally for fulfilling tasks, making use of the new vocabulary and of basic phonetic and phonological knowledge. (f,2,9)		
C	3.To read and understand easy words and messages about the topic of Halloween, already learnt in their oral form. (f,4)		
I	4.To write easy messages and words about the topic, understanding writing activities as means of communication. (f,3)		
V	5.To make use of strategies and all available means, including new technologies, to understand and express in simple communicative situations, including the use of previous knowledge and non-verbal techniques. (f,i,5,8)		
E	6.To value the English language as a way for communicating, and learning about different cultural facts, showing positive attitudes and interest. (d,f,m,6)		
S	7.To value autonomous and cooperative working habits, showing respectful attitudes and confidence towards self-abilities to learn and use the language. (a,b,c,m,7)		
BASIC COMPETENCES			
			
BLOCKS OF CONTENTS			
1	<ul style="list-style-type: none"> - Comprehension of oral messages, including the understanding of some basic vocabulary about Halloween festivity. - Production of easy oral messages, for expressing in communicative situations, concerning the topic. - Use of non-verbal strategies to reinforce oral comprehension and production, such as body-language, for understanding and being understood in easy communicative situations. 		
2	<ul style="list-style-type: none"> - Reading and understanding easy written messages about the topic. - Writing of some words or simple messages, using a guide or model, about Halloween festivity. 		
3	<ul style="list-style-type: none"> - Use of basic phonetic knowledge for oral production of messages. - Association of spelling and pronunciation of some words related to the topic. - Use of abilities and procedures for acquiring the new vocabulary, such as visual or kinaesthetic elements and other non-verbal techniques. - Self-confidence attitudes and interest towards learning the language, showing respectful and collaborative attitudes. 		
4	<ul style="list-style-type: none"> - Recognition of cultural facts concerning English-speaking countries, especially the celebration of Halloween in the United States. - Positive and respectful attitudes towards the others, accepting and understanding diversity as a means for personal growth and enjoyment. 		
CROSS-CURRICULAR CONTENTS		INTERDISCIPLINARY CONTENTS	
Education on peaceful cohabitation and gender equality.		Artistic education. Knowledge of the world.	
EVALUATION CRITERIA			

The student is able to...		
<ul style="list-style-type: none"> - Express orally in simple communicative situations, making use of some of the new vocabulary. - Listen and understand oral messages concerning Halloween and its characters. - Read and understand simple and easy messages and words related to the topic. - Write simple words and messages, using a model, related to the topic of the unit, for communicative purposes. 		
<ul style="list-style-type: none"> - Make use of certain learning and communicative strategies, for understanding and being understood in the use of the foreign language. - Show respectful attitudes and interest towards collaborative work and the foreign language and culture. - Show respect and interest towards learning about the culture of English-speaking countries. 		
EVALUATION TOOLS	The same as for Didactic Unit 1 (except for the co-evaluation sheet, which in this case is a self-evaluation sheet).	
RESOURCES		
ATTENTION TO DIVERSITY		
LESSONS, TASKS AND ACTIVITIES		
LESSON 1	Warm-up: Halloween is coming! ●	
	TASK 1: <i>Are you scared?</i> 	Act. 1: Do you like Halloween? ● Act. 2: Cats, witches, ghosts and monsters! ● Act. 3: Halloween or not Halloween? ●
LESSON 2	Warm-up: Did you know...? ●	
	TASK 2: <i>Go away!</i> 	Act. 1: Watch the video “Go away!” and listen to the song ● ● http://www.youtube.com/watch?v=4coi65CT1G4 Act. 2: Choose the correct answer ●
	TASK 3: <i>Who is what?</i> 	Act. 1: Guess out! ●
LESSON 3	Warm-up: Mime out ●	
	FINAL TASK: <i>Who took the candy from the trick-or-treat bag?</i> 	Part 1: Groups of monsters ● Part 2: What’s in the bag? ● Part 3: Who took the candy? ●
	Self-evaluation: fulfilling self-evaluation sheets.	

LESSON 1

TASK 1: *Are you scared?* 

Warm Up: Halloween is coming! The teacher will present a Halloween character (photo) like a story. It is Draco, a character coming from the USA. The monster has written a letter to the children to explain things about Halloween. The first letter explains the trick-or-treat game in Halloween. The teacher then asks students if they know Draco, and elicit vocabulary trying to describe it. 

- Act. 1: Do you like Halloween? The teacher asks students if they like Halloween, if they get dressed for that festivity or celebrate a party. 
- Act. 2: Cats, witches, ghosts and monsters! Students are divided into 4 groups: cats, witches, ghosts and monsters. Each group is given an image of cats, witches, ghosts and monsters, respectively. They have to mimic the character,

“scaring” the other groups, when they hear the name of their character. To finish up, each group repeats the sentence “We are scary cats, witches, ghosts and monsters!”. ■■●●

- Act. 3: Halloween or not Halloween? A set of pictures of Halloween characters (and other ones) is presented in a sheet to students. They have to read their names and colour the characters from Halloween. Then when correcting, the teacher asks “Is a (pumpkin) typical in Halloween? After they answer, all students say aloud their names. ■■●●■■●●

LESSON 2

TASK 2: Go away!

Warm Up: Did you know...? Draco sends another letter explaining what to do with a bell and a pumpkin in Halloween. ■●

- Act. 1: Listen to the song “Go away!”: first listening, just repeating the chorus part “go away”. Then groups are created according to the characters appearing in the song. Students have to mime out as pulling away the corresponding characters. ■●●●
- Act. 2: Choose the correct answer: a third listening to the song. Students work in pairs, each one is given a sheet in which some sentences express the adjectives of the characters. They have to tick the correct answers. ■■●■■●

TASK 3: Who is what? ■■■■

- Act. 1: Guess out!: The teacher presents a picture to the students, in which the already learnt Halloween characters appear. Each one is of a different colour, so that they can be differentiated. The teacher asks students “Who is green?”, so that students have to answer “The monster (is green)”. ■■■■●

LESSON 3


Warm Up: Mime out! Students stand up and listen to the teacher. The teacher says the name of a Halloween character and students have to mime it: i.e. a bat = waving arms. ■●

FINAL TASK: Who took the candy from the trick-or-treat bag? ■■■■

- Part 1: Groups of monsters: Each student takes from the trick-or-treat bag a card. Cards contain a name of a Halloween character, those that have been dealt with in the two previous lessons. Each student will have then a role. Then they have to group with those with the same name, asking “Are you a spider?”. They colour and cut their characters’ masks. ■■■■●
- Part 2: What’s in the bag? Chairs are placed forming a circle, the teacher part of it. Students will sit down, maintaining their groups. The teacher will have previously hidden in the bag a candy. The teacher asks students to close their eyes and pass the bag all through the circle, touching what is inside, in silence! Then the teacher will ask “What was that? A pencil? A banana?”, etc, using mimics. Students will guess out and, if necessary, the teacher will translate. Then she will ask all students to close their eyes again, and she puts the candy under a student’s chair. When the teacher is back on her seat, she asks students

to open their eyes again and asks. “Oh no! Where is the candy? Who took it?”.



- Part 3: Who took the candy? The teacher will ask students if they know the song similar to this one in English from the classical children songs in Spanish “Quién roba pan de la casa de San Juan”. The teacher sings the first verses... when she says “the witches”, the group of students within that group are the ones who answer “who, me?” 

Self-evaluation: fulfilling self-evaluation sheets.

Attention to Diversity: <http://www.theteacherscorner.net/printable-worksheets/make-your-own/word-search/50/Halloween-Wordsearch/>

Didactic Unit 4: <i>Every morning</i>			
TOPIC	Daily routines in the morning	SESSIONS	4
FINAL TASK	Play a game: staging morning routines		
O	1.To listen to and understand oral messages related to usual morning routines, recognizing basic phonetic patterns. (f,1,9)		
J	2.To express and interact orally for fulfilling tasks, making use of the new vocabulary and of basic phonetic and phonological knowledge. (f,2,9)		
E	3.To read and understand easy words and messages about morning activities, already learnt in their oral form. (f,4)		
C	4.To write easy messages and words about the topic, understanding writing activities as means of communication. (f,3)		
T	5.To make use of strategies and all available means, including new technologies, to understand and express in simple communicative situations, including the use of previous knowledge and non-verbal techniques. (f,i,5,8)		
I	6.To value the English language as a way for communicating, and learning about different cultural facts, showing positive attitudes and interest. (d,f,m,6)		
V	7.To value autonomous and cooperative working habits, showing respectful attitudes and confidence towards self-abilities to learn and use the language. (a,b,c,m,7)		
S			
BASIC COMPETENCES			
			
			
BLOCKS OF CONTENTS			
1	<ul style="list-style-type: none"> - Comprehension of oral messages, including the understanding of some basic vocabulary about every day morning activities. - Production of easy oral messages, for expressing in communicative situations, concerning morning routines. - Use of non-verbal strategies to reinforce oral comprehension and production, such as body-language, for understanding and being understood in easy communicative situations. 		
2	<ul style="list-style-type: none"> - Reading and understanding easy written messages about the topic. - Writing of some words or simple messages, using a guide or model, about common routines in the morning. 		
3	<ul style="list-style-type: none"> - Use of basic phonetic knowledge for oral production of messages. - Association of spelling and pronunciation of some words related to the topic. - Use of abilities and procedures for acquiring the new vocabulary, such as visual or kinaesthetic elements and other non-verbal techniques. - Self-confidence attitudes and interest towards learning the language, showing respectful and collaborative attitudes. 		
4	<ul style="list-style-type: none"> - Positive and respectful attitudes towards the others, accepting and understanding diversity as a means for personal growth and enjoyment. 		
CROSS-CURRICULAR CONTENTS		INTERDISCIPLINARY CONTENTS	
Education on peaceful cohabitation and gender equality.		Knowledge of the world. Artistic education.	
EVALUATION CRITERIA			
<p>The student is able to...</p> <ul style="list-style-type: none"> - Express orally in simple communicative situations, making use of some of the new vocabulary. - Listen and understand oral messages concerning the topic. - Read and understand simple and easy messages and words related to daily routines and usual morning activities. - Write simple words and messages, using a model, related to the topic, for communicative purposes. 			

- Make use of certain learning and communicative strategies, for understanding and being understood in the use of the foreign language.	
- Show respectful attitudes and interest towards collaborative work and the foreign language and culture.	
EVALUATION TOOLS	The same as for Didactic Unit 1.
RESOURCES	
ATTENTION TO DIVERSITY	
LESSONS, TASKS AND ACTIVITIES	
LESSON 1	Warm-up: Do you remember? ●
	TASK 1: <i>Andy's daily routines</i> ■ ■ ■ ■
	Act. 1: The week game ●
	Act. 2: Andy's morning ●
	Act. 3: Does he...? ●
LESSON 2	Warm-up: Guess out the action ●
	TASK 2: <i>Every morning</i> ■ ■ ■ ■ ■
	Act. 1: Listen and do ●
	Act. 2: Simon says... ●
	Act. 3: Read and match ●
	Act. 4: Colour and write ●
LESSON 3	Warm-up: Brainstorm ●
	TASK 3: <i>All we use!</i> ■ ■ ■ ■ ■
	Act. 1: Link them all ●
	Act. 2: On your own ●
	Act. 3: Run, run! ●
	TASK 4: <i>All we do!</i> ■ ■ ■
	Act. 1: What's the correct order? ●
	Act. 2: Let's play hopscotch! ●
LESSON 4	Warm-up: Sing along! ●
	FINAL TASK: <i>Our morning routines</i> ■ ■ ■ ■ ■
	Part 1: What do I do? ● ●
	Part 2: In groups! ●
	Part 3: On stage! ●
Co-evaluation: fulfilling co-evaluation sheets about their classmates' representation.	

LESSON 1

TASK 1: Andy's routines ■ ■ ■ ■

Warm Up: Do you remember? The teacher will elicit students' previous knowledge of the days of the week, for reviewing them. ■ ■ ■ ●

- Act. 1: The week game: an online game will be played for revision of the days of the week. ■ ■ ●

<http://www.eslgamesworld.com/members/games/vocabulary/memoryaudio/days%20and%20actions/index.html>

- Act. 2: This is Andy: The teacher will present the character, Andy, to the students. The teacher will ask in Spanish if necessary what a routine is. Once students know it, the teacher will ask students to say one thing they do in the day. Then shorting, the teacher will ask some students to say typical routines in the morning. ■ ■ ■ ●

- Act. 3: Andy's morning: The teacher will show students Andy's story, in which morning routines are presented. She will read the story to students, using non-verbal language to reinforce understanding of expressions. ■ ●
- Act. 4: Does he...? Students will be grouped and a game will take place. The teacher will note down the numbers of groups on the blackboard as a scoreboard. Then she will make yes-no questions such as "Does Andy wake up in the morning?". Students will have to pulse an imaginary button for giving their answers. ■ ■ ■ ●

LESSON 2

TASK 2: Every morning ■ ■ ■ ■ ■

Warm Up: Guess out the action. The teacher reviews the actions in the morning, such as comb one's hair, have breakfast... first, showing flashcards and saying the actions. Then the teacher represents some actions in silence, for students to guess out the name. Then students can do it too. ■ ■ ●

- Act. 1: Listen and do: The song "This is the way" will be played. First, students will listen to the song. The teacher will sing and stage the actions, while students repeat. Then the teacher will elicit students if they understood how was the weather like, with questions such as "Is it a cold and frosty morning?; Is it warm?", etc. ■ ■ ■ ●
- Act. 2: Simon says: The teacher will say actions and students have to perform them when it corresponds. ■ ●
- Act. 3: Read and match: Students will be given a worksheet in which a series of pieces of text appear in a column, and a set of images correlated to these pieces of text appear in another column. In pairs, students will have to read and match the corresponding images and texts. ■ ■ ●
- Act. 4: Colour and write: The teacher will give a worksheet with a set of images representing actions. Students will have to colour those actions that they usually carry out in the mornings. Then, using a model (flashcards held on the blackboard, for instance) they will have to write the actions under the coloured ones. ■ ■ ●

LESSON 3

TASK 3: All we use! ■ ■ ■ ■ ■

Warm Up: Brainstorm: students will be asked to say quickly a morning routine they remember. They will stand on a queue and in order, as they say the routine they can sit down. ■ ■ ●

- Act. 1: Link them all: students are given a set of cards in which objects related to morning routines appear. Another set of cards includes the names of those objects. In groups, they have to link object and name as they listen to the teacher. They will have time to observe them all, and then the activity will take place. ■ ■ ■ ■ ●
- Act. 2: On your own: students will do an online multimedia activity very similar to the previous one, but on their own. The aim is to ensure they understood the vocabulary and to be ready to play the following game. ■ ■ ●

<http://learnenglishkids.britishcouncil.org/en/songs/the-way>

- Act. 3: Run, run! Each student is given a card with a picture and its name, concerning objects related to morning routines. They stand at the back of the class and they have to run to the other side, and remain under the “routine” to which each object is related. For instance, the student with a “toothpaste” card will stand under the routine “brush your teeth”. ■■■●

TASK 4: All we do! ■■■■

- Act. 1: What’s the correct order? Students in groups will listen to the “This is the way” song. The set of pictures they have, they will have to put them in the correct order. They will listen twice. After listening one, they discuss the order. After the second time, they put cards in order. ■■■●
- Act. 2: Let’s play hopscotch! The class is divided into four groups. Each group will have a game set of the traditional game hopscotch (squares and picture cards presenting morning routines). They will have to put the images in the correct order (according to the order established in the song), and then they will play. ■■■●

LESSON 4

FINAL TASK: Our morning routines ■■■■

Warm Up: Sing along! Students will listen and sing the song “This is the way”, also doing mimics. ■■■●

- Part 1: What do I do? Students receive a sheet and have to follow the model and write “I wake up”, etc. For correcting, students will play in pairs. They will cut out that sheet and make their own cards game. They will have to create pairs. ■■■●
- Part 2: In groups! Students are grouped to carry out the final task. Each student will take a different card from the previous game, that is, each student will be assigned a “routine” to stage. They will be given some time to discuss and practice the sentences “I wake up”, etc. ■■■●
- Part 3: On stage! Students will represent their morning routines. Each student will represent with mimics the action (wake up, get dressed, etc.) as the rest of the members of the group say the action “I wake up; I get dressed...). ■■■●

Self-evaluation: fulfilling self-evaluation sheets.

Didactic Unit 5: <i>Rock your body!</i>			
TOPIC	Human body parts	SESSIONS	4
FINAL TASK	Creation of a big body poster		
O	1.To listen to and understand oral messages related to the main parts of the body, recognizing basic phonetic patterns. (f,1,9)		
J	2.To express and interact orally for fulfilling tasks, making use of the new vocabulary and of basic phonetic and phonological knowledge. (f,2,9)		
E	3.To read and understand easy words and messages about the topic, already learnt in their oral form. (f,4)		
C	4.To write easy messages and words about the parts of the body, understanding writing activities as means of communication. (f,3)		
T	5.To make use of strategies and all available means, including new technologies, to understand and express in simple communicative situations, including the use of previous knowledge and non-verbal techniques. (f,i,5,8)		
I	6.To value the English language as a way for communicating, and learning about different cultural facts, showing positive attitudes and interest. (d,f,m,6)		
V	7.To value autonomous and cooperative working habits, showing respectful attitudes and confidence towards self-abilities to learn and use the language. (a,b,c,m,7)		
S			
BASIC COMPETENCES			
			
			
BLOCKS OF CONTENTS			
1	<ul style="list-style-type: none"> - Comprehension of oral messages, including the understanding of some basic vocabulary about the parts of the human body. - Production of easy oral messages, for expressing in communicative situations, concerning body parts. - Use of non-verbal strategies to reinforce oral comprehension and production, such as body-language, for understanding and being understood in easy communicative situations. 		
2	<ul style="list-style-type: none"> - Reading and understanding easy written messages about the topic. - Writing of some words or simple messages, using a guide or model, about the main parts of the body. 		
3	<ul style="list-style-type: none"> - Use of basic phonetic knowledge for oral production of messages. - Association of spelling and pronunciation of some words related to the topic. - Use of abilities and procedures for acquiring the new vocabulary, such as visual or kinaesthetic elements and other non-verbal techniques. - Self-confidence attitudes and interest towards learning the language, showing respectful and collaborative attitudes. 		
4	<ul style="list-style-type: none"> - Positive and respectful attitudes towards the others, accepting and understanding diversity as a means for personal growth and enjoyment. 		
CROSS-CURRICULAR CONTENTS		INTERDISCIPLINARY CONTENTS	
Education on peaceful cohabitation and gender equality.		Knowledge of the world. Artistic education. Physical education. Mathematics.	
EVALUATION CRITERIA			

The student is able to...	
<ul style="list-style-type: none"> - Express orally in simple communicative situations, making use of some of the new vocabulary. - Listen and understand oral messages concerning the topic. - Read and understand simple and easy messages and words related to the main parts of the human body. - Write simple words and messages, using a model, related to the topic, for communicative purposes. 	
<ul style="list-style-type: none"> - Make use of certain learning and communicative strategies, for understanding and being understood in the use of the foreign language. - Show respectful attitudes and interest towards collaborative work and the foreign language and culture. 	
EVALUATION TOOLS	The same as for Didactic Unit 1.
RESOURCES	
ATTENTION TO DIVERSITY	
LESSONS, TASKS AND ACTIVITIES	
LESSON 1	Warm-up: Head and shoulders! ●
	TASK 1: <i>Do you remember?</i> ■ ■ ■ ■
	Act. 1: Patch, the clown ●
	Act. 2: The statue ●
	Act. 3: Listen, circle, match ●
LESSON 2	Warm-up: What's that? ●
	TASK 2: <i>Monstrous bodies</i> ■ ■ ■ ■ ■
	Act. 1: Monsters! ●
	Act. 2: What colour is it? ●
	Act. 3: Look and write ●
	Act. 4: Body word search ●
LESSON 3	Warm-up: What's missing? ●
	TASK 3: <i>A day with Alex</i> ■ ■ ■ ■ ■
	Act. 1: Listen and match ●
	Act. 2: Making pairs ●
	Act. 3: I have got... ●
	Act. 4: How many? ●
	Act. 5: Let's review! ●
LESSON 4	Warm-up: Rock your body! ●
	FINAL TASK: <i>Big bodies</i> ■ ■ ■ ■ ■
	Part 1: Creation of the bodies ●
	Part 2: Presentation of our tasks ●
Co-evaluation: fulfilling co-evaluation sheets about their classmates' representation.	

LESSON 1

TASK 1: Do you remember? ■ ■ ■ ■

Warm Up: Head and shoulders! The teacher will elicit students' previous knowledge of the parts of the body they know, by using a karaoke version of the song "Head and Shoulders", for reviewing them. ■ ■ ■ ●

- Act. 1: Patch, the clown: the teacher will show a big figure, representing the body of a clown. The teacher will start pointing and saying those parts that students already know, and then will introduce the new vocabulary. ■ ■ ●

- Act. 2: The statue: students will play the game in pairs. One of them has to remain quiet, while the other pays attention to the part of the body that the teacher says. Then, that student will have to touch his/her classmate's corresponding part of the body. Afterwards, roles are interchanged. ■ ●
- Act. 3: Listen, circle, match: Students will be given a worksheet in which a set of words related to parts of the body are presented, together with some other words that students know but which have no relation with the topic. Below, there are a set of pictures about those parts of the body. The teacher will say the parts of the body and students will have to circle them. Then, and as a self-assessing, students will match the circled words with the images below. ■ ■ ●

LESSON 2

TASK 2: Monstrous bodies! ■ ■ ■ ■ ■

Warm Up: What's that?: the teacher will use the figure of the clown, and she will ask what is that part of the body to which she is pointing. ■ ■ ■ ●

- Act. 1: Monsters! Students will be given a worksheet with a black and white picture of a monster. Under the image, there is a written description of it. Students will have to read the text and colour the image according to what is written. ■ ●
- Act. 2: What colour is it? Following the previous activity and as a way for correcting it, the teacher says one part of the body, and the group has to agree on what colour it is. ■ ■ ■ ●
- Act. 3: Look and write: GRADED. Students are given a worksheet with pictures of the parts of the body. They have to write the names below. The graded version includes spaces for letters on each word and maybe some letters are given as guidance. ■ ● ■ ■ ■
- Act. 4: Body word search: GRADED. Following activity 3, students will be given a word search in which they have to found the parts of the body they wrote before. ■ ■ ■ ●

LESSON 3

TASK 3: Funny bodies ■ ■ ■ ■ ■

Warm Up: What's missing? The teacher will show a set of flashcards representing the body, with some parts missing, for students to guess them out. ■ ■ ■ ●

Task 3 will be devoted to fulfilling the activities and games from: http://concurso.cnice.mec.es/cnice2005/132_English_for_Little_children/presentacion/presentacion.html (activities 1-4).

- Act. 1: Listen and match: Students first listen to the parts of the body and then have to match the missing parts as they hear them. ■ ●
- Act. 2: Making pairs: students have to find the pairs of the parts of the body, with the help of the sound and text. ■ ■ ■ ●
- Act. 3: I have got...: some funny characters are presented with unusual number of parts of the body (two heads, three hands...). As each character says "I have got..." students have to select and click on the correct one. ■ ●

- Act. 4: How many?: students have to count and click on the correct number of parts of the body they listen to. ■■■●
- Act. 5: Let's review! As an activity for assuring the global comprehension of the games, and for promoting oral production in this lesson, the teacher will prepare some questions about those games and activities. For that purpose, she will take some pictures, such as those appearing in the games, for students to respond orally. ■■■●

LESSON 4

FINAL TASK: Big bodies ■■■■■

Warm Up: Rock your body! Each student, in turns, will say a part of the body and the rest of the classmates have to move it and repeat it, as quickly as possible. ■■●

- Part 1: students will be grouped for creating a big body. Some instructions will be given: they have to draw their silhouette on paper, colouring and writing the parts of the body they all remember. ■■■■■●
- Part 2: once finished, students will present their task to the rest of the classroom, saying the parts of the body and the name of their character. ■●

Co-evaluation: fulfilling co-evaluation sheets about their classmates' representation

Didactic Unit 6: Rudolph, the red-nosed reindeer								
TOPIC		Christmas and winter	SESSIONS	5				
FINAL TASK		Play a game: Put on Rudolph's red nose!						
O	1.To listen to and understand oral messages related to Christmas festivity, and winter time and its main characters, recognizing basic phonetic patterns. (f,h,1,9)							
J	2.To express and interact orally for fulfilling tasks, making use of the new vocabulary and of basic phonetic and phonological knowledge. (f,h,2,9)							
C	3.To read and understand easy words and messages about Christmas and winter, already learnt in their oral form. (f,h,4)							
I	4.To write easy messages and words about the topic, understanding writing activities as means of communication. (f,h,3)							
V	5.To make use of strategies and all available means, including new technologies, to understand and express in simple communicative situations, including the use of previous knowledge and non-verbal techniques. (f,i,5,8)							
E	6.To value the English language as a way for communicating, and learning about different cultural facts, showing positive attitudes and interest. (d,f,m,6)							
S	7.To value autonomous and cooperative working habits, showing respectful attitudes and confidence towards self-abilities to learn and use the language. (a,b,c,m,7)							
BASIC COMPETENCES								
BLOCKS OF CONTENTS								
1	<ul style="list-style-type: none"> - Comprehension of oral messages, including the understanding of some basic vocabulary about the topic. - Production of easy oral messages, for expressing in communicative situations, concerning Christmas time and its main characters, as well as common words and messages related to winter. - Use of non-verbal strategies to reinforce oral comprehension and production, such as body-language, for understanding and being understood in easy communicative situations. 							
2	<ul style="list-style-type: none"> - Reading and understanding easy written messages about the topic. - Writing of some words or simple messages, using a guide or model, about Christmas and winter. 							
3	<ul style="list-style-type: none"> - Use of basic phonetic knowledge for oral production of messages. - Association of spelling and pronunciation of some words related to the topic. - Use of abilities and procedures for acquiring the new vocabulary, such as visual or kinaesthetic elements and other non-verbal techniques. - Self-confidence attitudes and interest towards learning the language, showing respectful and collaborative attitudes. 							
4	<ul style="list-style-type: none"> - Positive and respectful attitudes towards the others, accepting and understanding diversity as a means for personal growth and enjoyment. - Respectful behaviour in facing individual differences. 							
CROSS-CURRICULAR CONTENTS					INTERDISCIPLINARY CONTENTS			
Education on peaceful cohabitation, gender equality and non-discriminative attitudes.					Knowledge of the world. Artistic education. Physical education (laterality)			
EVALUATION CRITERIA								
<p>The student is able to...</p> <ul style="list-style-type: none"> - Express orally in simple communicative situations, making use of some of the new vocabulary. - Listen and understand oral messages concerning Christmas and winter time. - Read and understand simple and easy messages and words related to the topic. 								

<ul style="list-style-type: none"> - Write simple words and messages, using a model, related to the topic of the unit, for communicative purposes. - Make use of certain learning and communicative strategies, for understanding and being understood in the use of the foreign language. - Show respectful attitudes and interest towards collaborative work and the foreign language and culture. 		
EVALUATION TOOLS	The same as for Didactic Unit 1.	
RESOURCES		
ATTENTION TO DIVERSITY		
LESSONS, TASKS AND ACTIVITIES		
LESSON 1	Warm-up: Santa's big bag ●	
	TASK 1: <i>It must be Christmas time</i> ■ ■ ■ ■ ■	Act. 1: Three, two, one, run! ●
		Act. 2: Let's practice ●
		Act. 3: It must be Christmas ●
		Act. 4: Christmas bingo ●
LESSON 2	Warm-up: Santa goes by... ●	
	TASK 2: <i>Santa's sleigh and reindeer</i> ■ ■ ■ ■ ■	Act. 1: Rudolph, the red-nosed reindeer ●
		Act. 2: Rudolph's song ●
		Act. 3: Quiz game: true or false? ●
LESSON 3	Warm-up: Rudolph's dance ●	
	TASK 3: <i>Move up and down, left and right</i> ■ ■ ■ ■ ■	Act. 1: Let's dance ●
		Act. 2: Christmas maze ●
		Act. 3: Fill in the gaps ●
LESSON 4	Warm-up: What's the weather like today? ●	
	TASK 4: <i>It's winter time</i> ■ ■ ■	Act. 1: Cold and snowy ●
		Act. 2: Winter picture ●
	TASK 5: <i>Let's get dressed for winter!</i> ■ ■ ■	Act. 1: Crazy Daizy's story cards ●
		Act. 1: Winter clothes for Daizy ●
LESSON 5	Warm-up: Simon says game ●	
	TASK 6: <i>Let's review it all</i> ■ ■ ■	Act. 1: Picture dictation ●
	FINAL TASK: <i>Oh no! Rudolph's red nose is lost!</i> ■ ■ ■	Part 1: Where is it? ●
		Part 2: Let's put on Rudolph's red nose! ● ●
	Self-evaluation: fulfilling self-evaluation sheets.	

LESSON 1

TASK 1: It must be Christmas time ■■■■■

Warm Up: Santa's big bag: the teacher will use a Christmas bag with realia related to the festivity inside. Students will form a queue and each one will take out an object. The teacher says its name and students repeat it. Students keep their object with them. ■■■●

- Act. 1: Three, two, one, run! Students stand at the back of the class. The teacher says the name of an object, and students that are hanging it will have to run to the front of the class. Then students will be grouped according to their objects, creating groups such as "The lights", "The presents", etc. ■■■●
- Act. 2: Let's practice: students will sit down in desks, acc. to their groups. The teacher will hang on the blackboard different pictures of Christmas objects, with their names written beside. All students will repeat their names in unison. When all words are practiced, the teacher will point to random pictures for students to say the name of the objects. ■■■■■●
- Act. 3: It must be Christmas: a worksheet with this title will be given to students, in which they have to draw and write down names of Christmas objects, under the title "I can see". The teacher will encourage students to say other typical elements from the festivity in Spain. ■■■●
- Act. 4: Christmas bingo: students will play bingo in groups. The teacher will give a bingo card-board to each group, being the teacher the teller of the names of the objects taken out from the bag. Each worksheet has 9 diff. pictures. The first group to complete the entire card will win. After playing, the named objects will be revised with all students. ■■■●

LESSON 2

TASK 2: Santa's sleigh and reindeer ■■■■■

Warm Up: Santa goes by...: the teacher shows a picture of Santa, and elicit its name. then she tries to elicit his way of transport, asking "Does he go by car? On foot?", representing the actions physically. When students guess it out (predictably in Spanish), the teacher congratulates them and shows a picture of a sleigh. Then she will elicit the name of the animals in the sleigh, asking "Dogs? Elephants?", representing animals' features. Then she asks "How many? One, two...?". In the same way, when students guess it out, the teacher shows a picture of the nine reindeer. The teacher will raise their enthusiasm asking if they want to know a story about the reindeer. ■■■■■●

- Act. 1: Rudolph, the red-nosed reindeer: the teacher reads the poem in the form of a story, showing students the illustrations, on the screen, using a power point presentation. As she tells the story, she points to the pictures to ensure general understanding. Once finished, the teacher asks students general questions, such as "What's the name of the most famous reindeer? What colour is its nose? "Why is Rudolph sad?...". Questions will be asked using non-verbal strategies for students to understand them better. Students will express freely, trying to use the FL, but if necessary, resorting to L1 and then the teacher reformulates their answers in English. ■■■■■●
- Act. 2: Rudolph's song: the song deriving from this story will be played. As it sounds, the teacher will show students the pictures from the story. ■■■●

- Act. 3: Quiz game: true or false? Each group chooses a name (selected from names of Christmas objects). Each group receives a handout with a chart, including some statements about the story, for which they have to write a tick or a cross. Examples “The name of the reindeer is Dancer; At the beginning, Rudolph was very sad”, etc. For each statement, the teacher will give time to debate in groups and write the answer. Then, the blackboard will serve as scoreboard, for correcting the statements of all groups. Students will count the results of the game to know who the winner is. ■■■■■●

LESSON 3

TASK 3: Move up and down, left and right ■■■■■●

Warm Up: Rudolph’s dance: the teacher will ask some questions about Rudolph, if students remember who it is, his story and the song, etc. Then she will propose students the first activity, which is the organization of a dance for the song. ■■■●

- Act. 1: Let’s dance: the teacher plays the song once for students to remember the rhythm of it. The song is played a second time, quietly, while the teacher starts giving instructions about the sequence of movements, which is:
 - Stanza 1: students make a big circle and take their hands.
 - Stanza 2: students repeat the sequence “crouch down and stand up” twice.
 - Stanza 3: students wave arms to left and right for four times.
 - Stanza 4: as stanza 2.
 - Stanza 5: as stanza 3.

The teacher acts as a participant to demonstrate the movements and sequences. The song and dancing are repeated for a second time, reducing progressively teachers’ instructions, so that she just mentions the prepositional adverbs up, down, left or right when it corresponds. ■●

- Act. 2: Christmas maze: GRADED. Students are given a worksheet with a maze to be solved, making Santa get the Christmas presents. On the maze there appear the instructions to follow, as “Go up, go down, go left or go right”. A graded version of the activity is included. ■● ↗
- Act. 3: Fill in the gaps: students are given a worksheet with pictures and sentences, in which they have to fill in the gaps with the corresponding prepositional adverb. A second page of the worksheet includes a big arrow, for students to cut it and use it for correcting the activity. In this sense, the teacher will correct by saying a statement, and students putting their arrows pointing to the correct place as they say it aloud. ■■■■●

LESSON 4

TASK 4: It’s winter time ■■■

Warm Up: What’s the weather like today? The teacher uses this routine as the warm-up activity for this lesson, asking students the weather and making use of the weather forecast from Unit 2. ■■■●

- Act. 1: Cold and snowy: The teacher shows students pictures about winter, eliciting colours and other vocabulary they might already know. Then, the teacher shows some pictures from other seasons, asking “Is it warm, like in spring?”. By the end of the activity, students will create the sentence “In winter, it is cold and snowy”. ■■■●

Didactic Unit 7: <i>Let's play recycling!</i>				
TOPIC	Toys and recycling		SESSIONS	4
FINAL TASK	Create a toy with recycled materials and describe it			
O	1.To listen to and understand oral messages about recycling and recycled toys, recognizing basic phonetic patterns. (f,h,1,9)			
B	2.To express and interact orally for fulfilling tasks, making use of the new vocabulary and of basic phonetic and phonological knowledge. (f,h,2,9)			
J	3.To read and understand easy words and messages about individual abilities, already learnt in their oral form. (f,h,4)			
E	4.To write easy messages and words about the topic, understanding writing activities as means of communication. (f,h,3)			
C	5.To make use of strategies and all available means, including new technologies, to understand and express in simple communicative situations, including the use of previous knowledge and non-verbal techniques. (f,i,5,8)			
T	6.To value the English language as a way for communicating, and learning about different cultural facts, showing positive attitudes and interest. (d,f,m,6)			
I	7.To value autonomous and cooperative working habits, showing respectful attitudes and confidence towards self-abilities to learn and use the language. (a,b,c,m,7)			
V				
E				
S				
BASIC COMPETENCES	◆ ◆ ◆ ◆ ◆ ◆ ◆			
BLOCKS OF CONTENTS				
1	<ul style="list-style-type: none"> - Comprehension of oral messages, including the understanding of some basic vocabulary about recycling, and some toys. - Production of easy oral messages, for expressing in communicative situations, concerning the topic. - Use of non-verbal strategies to reinforce oral comprehension and production, such as body-language, for understanding and being understood in easy communicative situations. 			
2	<ul style="list-style-type: none"> - Reading and understanding easy written messages about vocabulary and expressions from the topic. - Writing of some words or simple messages, using a guide or model, about the topic. 			
3	<ul style="list-style-type: none"> - Use of basic phonetic knowledge for oral production of messages. - Association of spelling and pronunciation of some words related to the topic of the unit. - Use of abilities and procedures for acquiring the new vocabulary, such as visual or kinaesthetic elements and other non-verbal techniques. - Self-confidence attitudes and interest towards learning the language, showing respectful and collaborative attitudes. 			
4	<ul style="list-style-type: none"> - Positive and respectful attitudes towards the others, accepting and understanding diversity as a means for personal growth and enjoyment. - Positive attitudes and behaviours towards cooperative and autonomous ways of working. 			
CROSS-CURRICULAR CONTENTS		INTERDISCIPLINARY CONTENTS		
Education on peaceful cohabitation, gender equality, environmental education.		Knowledge of the world. Artistic education.		
EVALUATION CRITERIA				
<p>The student is able to...</p> <ul style="list-style-type: none"> - Express orally in simple communicative situations, making use of some of the new vocabulary. - Listen and understand oral messages concerning the topic. - Read and understand simple and easy messages and words related to the process of recycling and toys that can be made up from recycled materials. - Write simple words and messages, using a model, related to the topic, for communicative purposes. 				

- Make use of certain learning and communicative strategies, for understanding and being understood in the use of the foreign language.	
- Show respectful attitudes and interest towards collaborative work and the foreign language and culture.	
EVALUATION TOOLS	The same as for Didactic Unit 1.
RESOURCES	
ATTENTION TO DIVERSITY	
LESSONS, TASKS AND ACTIVITIES	
LESSON 1	Warm-up: Correct or incorrect? ●
	TASK 1: <i>What do we recycle?</i> ■ ■ ■ ■ ■
	Act. 1: What do we recycle? ●
	Act. 2: Yellow, blue and green ●
	Act. 3: This goes to... ●
LESSON 2	Warm-up: What is this for? ●
	TASK 2: <i>We are all recyclers</i> ■ ■ ■ ■
	Act. 1: Messy classroom! ●
	Act. 2: The recycling song ●
	Act. 3: Jump and get it! ●
LESSON 3	Warm-up: Let's review ●
	TASK 3: <i>Different ways of recycling</i> ■ ■ ■ ■ ■
	Act. 1: Can you guess? ●
	Act. 2: Imagine different ways ●
	Act. 3: The robot ●
LESSON 4	Warm-up: Recyclable rubbish ●
	FINAL TASK: <i>Our recycled robots</i> ■ ■ ■ ■
	Part 1: Plan your robot ●
	Part 2: Let's get to work! ●
	Part 3: Describe your toy ●
Co-evaluation: fulfilling the co-evaluation sheets.	

By the beginning of this unit, the teacher will ask students to bring to school the plastic or paper cans, boxes or tins they use until the end of the unit, already washed up at home.

LESSON 1

TASK 1: What do we recycle? ■ ■ ■ ■ ■

Warm Up: Correct or incorrect? The teacher shows students three pictures, in each of them appears a boy throwing a paper (first, on the floor; second, on a bin; and third, on a plastic recycling bin). The teacher explains that this boy has just eaten a sandwich (as she uses mimics to make it more comprehensible). She explains that he is going to throw the plastic bag of the sandwich (also representing the action of throwing away). Then, the teacher asks students if what the boy is doing is correct or not. The teacher then asks which the best action is. If any student guesses out that the third one, then she will comment that it is ok because it is recycling. ■ ■ ■ ●

- Act. 1: What do we recycle? The teacher will ask students in general if they know what objects we can recycle, and if they do it at home. Then, she will show a poster of the three containers for recycling paper, plastic and glass. Once students recognize those containers, the teacher will ask what elements we throw

on them. If students do not know, then the teacher will explain it to them. The teacher will hang on the wall the three posters with the materials they accept written beside. ■■■●

- Act. 2: Yellow, blue and green: The teacher will give students a worksheet in which there appear some images of rubbish of varied type, and the three containers below. Students have to match rubbish with the corresponding container. ■■■●
- Act. 3: This goes to...: the students will correct the previous activity all together. The teacher will point to the images of rubbish of the worksheet and she will say “The plastic bag goes to...” and students have to say “the yellow container”, and so on. ■■■●

LESSON 2

TASK 2: We are all recyclers ■■■■

Warm Up: What is this for? The teacher will review previous day’s vocabulary. She will point to the container and say “Is this a box? Is this a tin?” and when students guess it out, then the teacher asks “What is this container for? Is it for plastic?...”. ■■■●

- Act. 1: Messy classroom! Before the lesson starts, the teacher will have put some pictures and realia about different types of rubbish: plastic, some tins, paper, carton, and pictures of glass bottles. Students will be grouped in 3 big groups, and the teacher will give each one a role: yellow, green, blue. They all stand up and have to pick up their rubbish according to their container. When all is over, each group counts and comments on what elements they have, if they all agree that they belong to their container; then, they count the objects and share it with the rest of the classmates. ■■■●
- Act. 2: The recycling song: students will listen to a song from which they already know the rhythm, since this song is sung as “If you’re happy and you know it” and it is very familiar for them. The lyrics concern recycling plastic, paper and glass. The song will be listened to as the teacher shows
- Act. 3: Jump and get it!: students will play hopscotch in groups of 3. Each group will receive, then, a set of the game, including the squares and pictures of recyclable rubbish. Each student will play a role, as in the previous activity. They will have to jump turn by turn until they get all the rubbish from their container. Once they finished, the group has to sit down and discuss if they were correct or not, and then write down all the rubbish in the corresponding list. ■■■■●

LESSON 3

TASK 3: Different ways of recycling

Warm Up: Let’s review: the teacher will show several pictures of recyclable materials, and students have to say whether they belong to the yellow, green or blue container. ■■■●

- Act. 1: Can you guess? The teacher will comment that there are other ways of recycling, first asking students if they know any. She will comment that reusing

things is also a way of recycling. She will give an example, showing a empty tin and then putting pencils inside, as a pencil bottle. ■■■●

- Act. 2: Imagine different ways: the teacher will tell students to wonder about different ways of reusing recyclable materials and objects, as in the example. Students have to draw it on a blank sheet of paper, and then write (searching for the words in the online dictionary) the name, such as: washing powder = paper bin. ■■■●
- Act. 3: The robot: As a continuation of the previous activity, the teacher will comment on another possible use (if it has not been said before). Then she will show students the figure of the robot, commenting “Yes, that is! We can create toys!”. Students will be grouped. She will ask students to guess out what the robot is made of: milk bottle, plastic glasses, carton, etc. they have to write ■■■●
- Act. 4: Other toys: the teacher will ask students if they can wonder how many toys can be made of recycled materials: a drum with a carton box, a telephone with yoghurt cups and string, etc. She will ask students to think of some other examples of recycled toys. ■■■●







LESSON 4

FINAL TASK: Our recycled robots ■■■■

Warm Up: Recyclable rubbish: since this is the day in which students have to bring to the classroom the empty, clean plastic and paper recipients, the warming-up activity will be devoted to review their names and their container. ■■■●

- Part 1: Plan your robot: students will form groups, and they will have to think about an easy robot to do with recycled materials. They all have to agree on something. ■■■●
- Part 2: Let’s get to work! Students have to use the materials they brought as well as they can use some paper and other fungible material from the classroom. As they create the toy, they need to speak in English. ■■■●
- Part 3: Describe your toy: groups select a name for their toy. After writing its name and main pieces, the teacher will ask each group what its name is, and what it is composed by. They have to present their robot to the rest of the classroom. ■■■■●

Co-evaluation: fulfilling the co-evaluation sheets.

Didactic Unit 8: <i>My best friend</i>						
TOPIC	Friendship and the celebration of St. Valentine's Day		SESSIONS	5		
FINAL TASK	Write a St. Valentine's card to a friend					
O	1.To listen to and understand oral messages about friendship, and the celebration of Saint					
B	Valentine's Day, recognizing basic phonetic patterns. (f,h,1,9)					
J	2.To express and interact orally for fulfilling tasks, making use of the new vocabulary and of					
E	basic phonetic and phonological knowledge. (f,h,2,9)					
C	3.To read and understand easy words and messages about individual abilities, already learnt in					
T	their oral form. (f,h,4)					
I	4.To write easy messages and words about the topic, understanding writing activities as					
V	means of communication. (f,h,3)					
E	5.To make use of strategies and all available means, including new technologies, to					
S	understand and express in simple communicative situations, including the use of previous					
	knowledge and non-verbal techniques. (f,i,5,8)					
	6.To value the English language as a way for communicating, and learning about different					
	cultural facts, showing positive attitudes and interest. (d,f,m,6)					
	7.To value autonomous and cooperative working habits, showing respectful attitudes and					
	confidence towards self-abilities to learn and use the language. (a,b,c,m,7)					
BASIC COMPETENCES						
BLOCKS OF CONTENTS						
1	<ul style="list-style-type: none"> - Comprehension of oral messages, including the understanding of some basic vocabulary about Saint Valentine's celebration and vocabulary related to friendship. - Production of easy oral messages, for expressing in communicative situations, concerning the topic. - Use of non-verbal strategies to reinforce oral comprehension and production, such as body-language, for understanding and being understood in easy communicative situations. 					
2	<ul style="list-style-type: none"> - Reading and understanding easy written messages about vocabulary and expressions from the topic. - Writing of some words or simple messages, using a guide or model, about the topic. 					
3	<ul style="list-style-type: none"> - Use of basic phonetic knowledge for oral production of messages. - Association of spelling and pronunciation of some words related to the topic of the unit. - Use of abilities and procedures for acquiring the new vocabulary, such as visual or kinaesthetic elements and other non-verbal techniques. - Self-confidence attitudes and interest towards learning the language, showing respectful and collaborative attitudes. 					
4	<ul style="list-style-type: none"> - Positive and respectful attitudes towards the others, accepting and understanding diversity as a means for personal growth and enjoyment. - Positive attitudes and behaviours towards cooperative and autonomous ways of working. 					
CROSS-CURRICULAR CONTENTS			INTERDISCIPLINARY CONTENTS			
Education on peaceful cohabitation, gender equality.			Artistic education.			
EVALUATION CRITERIA						
<p>The student is able to...</p> <ul style="list-style-type: none"> - Express orally in simple communicative situations, making use of some of the new vocabulary. - Listen and understand oral messages concerning the topic. - Read and understand simple and easy messages and words related to the celebration of Saint Valentine and friendship. - Write simple words and messages, using a model, related to the topic, for communicative 						

purposes.	
<ul style="list-style-type: none"> - Make use of certain learning and communicative strategies, for understanding and being understood in the use of the foreign language. - Show respectful attitudes and interest towards collaborative work and the foreign language and culture. 	
EVALUATION TOOLS	The same as for Didactic Unit 1.
RESOURCES	
ATTENTION TO DIVERSITY	
LESSONS, TASKS AND ACTIVITIES	
LESSON 1	Warm-up: Who is your best friend? ●
	TASK 1: <i>Who is your best friend?</i> ■ ■ ■
	Act. 1: What's a friend? ●
	Act. 2: Boys and girls, all together ●
	Act. 3: Who is who? ●
LESSON 2	Warm-up: I spy with my little eye... ●
	TASK 2: <i>Big friend, small friend, good friends!</i> ■ ■ ■ ■
	Act. 1: Listen to the story ●
	Act. 2: Big and small friends ●
	Act. 3: Read and match ●
LESSON 3	Warm-up: Big or small? ●
	TASK 3: <i>Saint Valentine</i> ■ ■ ■
	Act. 1: The story of Valentine ●
	Act. 2: Love and friendship ●
LESSON 4	Warm-up: My best friend is... ●
	TASK 4: <i>How is your best friend?</i> ■ ■ ■ ■
	Act. 1: We share ●
	Act. 2: We play ●
	Act. 3: We care ●
LESSON 5	Warm-up: Do you remember? ●
	FINAL TASK: <i>Writing our cards</i> ■ ■ ■ ■ ■
	Part 1: Planning our cards ●
	Part 2: Write, draw and colour ●
	Part 3: We present our cards ●
Self-evaluation: fulfilling the self-evaluation sheets.	

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References for the Didactic Units' materials and activities

Most **images**, those for creating worksheets, flashcards, etc. have been searched and taken from Google Images. Other images are of self-creation.

Songs, videos and some related materials, such as flashcards or sample activities, have been taken from the following pedagogical websites:

- ~ <http://www.supersimplesongs.com>
- ~ <http://www.wearebusybeavers.com/>
- ~ <http://www.englishsongsforkids.com/>
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APPENDIX

Section 1: Comments on the Didactic Units section: The didactic units include the following aspects: title, topic, number of sessions, final task, objectives, contribution to the development of basic competences, contents on which the unit will work, including interdisciplinary and cross-curricular ones, evaluation criteria and tools, attention to diversity, and tasks and activities for each lesson. We also provide a general outline of the expected periods of the school year for their fulfilment:

GENERAL PLANNING OF THE DIDACTIC UNITS									
Weeks	1 st		2 nd		3 rd		4 th		
Lessons	1 st	2 nd	1 st	2 nd	1 st	2 nd	1 st	2 nd	
September	Summer				D.U. 1				
October	D.U. 2					D.U. 3			
November	D.U. 4				D.U. 5				
December	D.U. 6					Christmas			
January	D.U. 7				D.U. 8				
<i>Didactic units appear sequenced in lessons. Grey squares represent school's periods of holidays, for guidance only.</i>									

Section 2: Examples of **activities and tasks** that work on the different **basic competences** and for working on **interdisciplinary and cross-curricular contents**. There is no specific example for the linguistic competence since it is understood that all activities of each didactic unit will work on it in a direct way. At the same time, we do not give specific example for working on the Spanish Language and Literature, since it is supposed that all tasks will deal with linguistic contents that are proper to the field of Spanish and Foreign Languages (as established in the Order of August, 10th, 2007, which develops the curriculum of Andalusia).

Basic Competences	Example	Brief description
Mathematical competence	Unit 1, task 2, activity 1	Using numbers, sequencing and ordering bingo cards.
Competence in the knowledge about and interaction with the environment	Unit 2, task 1, activity 2	Expressing weather conditions.
Digital information and information processing competence	Unit 5, task 3, activities 1 and 2	Using PC equipments for fulfilling the activities.
Social and civic competence	Unit 4, final task	Cooperating and working together for carrying out the task.
Cultural and artistic competence	Unit 4, task 4	Learning about the Easter celebration in English speaking countries.
Competence in autonomous learning	Unit 3, task 2, activity 1	Using technological resources to get information.
Competence in personal autonomy and initiative	All units	The use of self and co-evaluation sheets for reflecting upon personal and peer learning.
Interdisciplinary Contents	Example	Brief description
Mathematics	Unit 7, task 4	Numbering and size ordering.
Knowledge of the natural, social and cultural environment	Unit 6, task 4	Learning about the season of winter.
Art education	Unit 3, final task	Creating and decorating a Halloween mask.

Physical Education	Unit 4	Body movement' control for playing games that imply physical exercise.
Cross-curricular Contents	Example	Brief description
Peace education	Unit 1, task 1, warm-up	Meeting each other and taking turns to speak.
Education in gender equality	Unit 8, task 1, activity 2	Taking the others' place and working together girls and boys.
Environmental education	Unit 7, task 1, activity 1	Learning about recyclable materials.

Section 3: Examples of the different types of **tasks and activities:** facilitating and communicative tasks, open and graded activities.

Types of tasks and activities	Brief description
Facilitating task	Discriminating similar sounds for recognising them.
Communicative task	Expressing personal ideas about the celebration of Easter.
Open activity	Creating and describing a superhero.
Graded activity	Explaining items in the suitcase.

Section 4: Examples of **reminder posters**, taken from units 1, 6 and 8.

Unit 1:

WE MEET EACH OTHER...

... AND WE ARE FRIENDLY AND POLITE

CLASSROOM ACTIONS

Unit 6:

Santa goes...

Unit 8:




I LOVE my friends

Section 5: Examples on the different **evaluation tools** that will be used for the evaluating process of each didactic unit are presented below:

- A model of **teacher's diary** for daily classroom observation: an observation sheet will be developed for each individual student in the classroom.

<i>Teacher's Diary</i>		
STUDENTS' PERSONAL AND ACADEMIC DATA		
Name and Surnames:		<i>Student's photograph</i>
Age:		
Grade and Group:		
Other relevant personal information:		
DATE	OBSERVATION	TEACHER'S ACTION

- Also an example of a sheet for reflecting on some general criteria for evaluating the teaching-learning process is provided. This **observation sheet for process-evaluation** is intended to be fulfilled in each of the didactic units. A progressive reflection on the annotated results may offer us a general overview of the students' process of learning, progress and achievements.

<i>Process Evaluation: Observation sheet</i>		Names of the students	
Didactic Unit:		<i>Student A</i>	<i>Student B...</i>
Formal aspects of the language	Oral skills	Speaking	
		Listening	
		Conversing	
	Written skills	Reading	
		Writing	
	Recognition and production of sounds, accent, intonation and rhythm		
Values and attitudes towards learning	Use of learning strategies		
	Interest and respectful attitudes towards learning the Foreign Language and culture		
	Participation	Individual work	
		Cooperative work	
Other aspects to consider:			
For each square, the following colours will be used to represent the degree of development:			
 Positive or over-average development.			
 Normal or average development, with possible actions for its improvement.			
 Under-average development, actions should be taken for its improvement.			

- Examples of **self-evaluation and co-evaluation sheets** from units 3 and 5, respectively. Both of them are presented in English and in Spanish. The reason for doing so is that the intention of these sheets is for students to be able to reflect upon their own processes of learning, at the same time we promote the use of the foreign language.

The image displays four self-evaluation sheets for Unit 3, 'Trick or treat?'. Each sheet is designed for students to reflect on their learning process and personal experiences during the unit.

Top-left sheet (English): 'UNIT 3 Trick or treat? SELF evaluation'. It includes a name entry field and a 'Click to start' button.

Top-right sheet (Spanish): 'UNIT 3 Trick or treat? SELF evaluation'. It features a 3-point Likert scale for the following items:

Item	Very good / Muy bien	Well / Bien	I can improve / Puedo mejorar
Understand easy messages and words about Halloween. / Entender mensajes y palabras sencillas sobre Halloween.	●	●	●
Use these words and messages for expressing myself. / Usar esas palabras y mensajes para expresarme.	●	●	●
Read and understand these words and messages. / Leer y comprender esas palabras y mensajes.	●	●	●
Write easy words and messages about Halloween. / Escribir palabras y mensajes sencillos sobre Halloween.	●	●	●

Bottom-left sheet (Spanish): 'UNIT 3 Trick or treat? SELF evaluation'. It includes a 3-point Likert scale for the following items:

Item	Very good / Muy bien	Well / Bien	I can improve / Puedo mejorar
Write easy words and messages about Halloween. / Escribir palabras y mensajes sencillos sobre Halloween.	●	●	●
Moreover... / Además... I worked cooperatively with my classmates. / Me he trabajado de manera cooperativa con mis compañeros.	●	●	●
I have been respectful and interested in the lessons. / He sido respetuoso y me he interesado por las clases.	●	●	●

Bottom-right sheet (English): 'UNIT 3 Trick or treat? SELF evaluation'. It features a 3-point Likert scale for the following items:

Item	A lot / Mucho	Not very much / No mucho	Nothing / Nada
I liked the final task. / Me ha gustado la tarea final.	●	●	●
I liked the rest of the activities. / Me han gustado las demás actividades.	●	●	●
I didn't like... / No me ha gustado... (with a text input field)			
What I liked the most was... / Lo que más me ha gustado ha sido... (with a text input field)			

The items refer to the linguistic skills' development, to personal abilities for cooperative work, and for personal likes and dislikes of the fulfilled activities.

UNIT 5
Rock your body!

CO
evaluation

ENTER YOUR NAME

UNIT 5
Rock your body!

CO
evaluation

GROUP 1 We evaluate our classmates
Evaluamos a nuestros compañeros

	Very good Muy bien	Well Bien	They can improve Pueden mejorar
They used the language correctly. Usaron la lengua de manera correcta.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They worked well and did their best. Han trabajado bien y lo han hecho lo mejor posible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I liked their work! ¡Me ha gustado su trabajo!	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Click to start

Click to continue

The same sheet is fulfilled for each of the participating groups in the classroom.

Section 6: Relevant **materials** extracted from some of the **didactic units**, and examples of **final tasks** (that imply product creation).

UNIT 2: What's the weather like?

The Weather song

It's rainy.
It's rainy outside today.
It's sunny.
It's sunny outside today.
It's windy.
It's windy outside today.
It's cloudy.
It's cloudy outside today.

It's sunny.

Task 1, activity 1

Task 1, activity 3

Listen and number. Then match.

It's rainy

It's cloudy

It's sunny

It's windy

Task 2, activity 1

✓ What's your favourite weather?
 ✓ Colour, cut and stick.
 ✓ Write the sentence.

I like sunny days

Task 2, activity 2

AN INTERVIEW TO:

Do you like sunny days?

Do you like.....?

Task 2, activity 3

It's Autumn

Crazy Daisy is wearing shorts, gloves and sandals!

Task 3, activity 2

OUR LIKES AND DISLIKES CHART

Task 5, activity 3

microphone

presenter

camera

TV

Task 5, activity 1

Blind!

UNIT 2

Blind!

microphone

camera

sunny

rainy

windy

cloudy

UNIT 2

Task 5, activity 3 (includes graded version)

Fill in the blanks!

presenter

helper

cards

camera technician

sound technician

microphone

map

camera

UNIT 2

Task 5, activity 4 (includes graded version)

UNIT 3: Trick or treat?

Halloween bells
Bells scare monsters!
If you see a Halloween monster, ring a bell.
It will go away!

Halloween pumpkins
In Halloween, pumpkins are used as lanterns!
Children hollow out a pumpkin and put a candle inside.

Trick or Treat!

In Halloween, children dress up like monsters!
They go house by house with a paper bag.
They say: Trick or treat?
They ask for candies and sweets.
If they don't receive candies, they trick their neighbour!

Draco's Halloween letters

HALLOWEEN OR NOT HALLOWEEN?
Read and colour the characters from Halloween.

A monster A pumpkin A witch A fish

Frankenstein A clown A ghost A dancer

A ladybird

UNIT 3

Task 1, activity 3

Go away!

Go away, big green monster,
Go away!
Go away, scary witch,
Go away!
Go away, black cat,
Go away!
Go away, white ghost,
Go away!

<http://www.youtube.com/watch?v=wUzVpYMuEio&feature=related>

UNIT 3

Task 2, activity 1

TRUE OR FALSE?

The ghost is white.

The cat is black.

The monster is green.

The witch is scary.

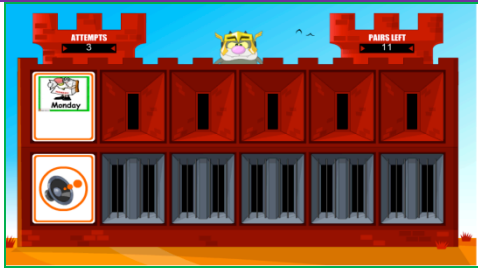
The monster is small.

UNIT 3

Task 2, activity 2

Final task's materials

UNIT 4: Every morning



Task 1, activity 1



Task 1, activity 2

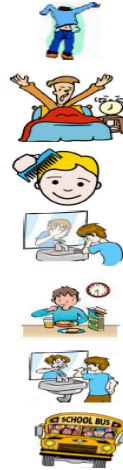
This is the way



This is the way we brush our teeth
Brush our teeth, brush our teeth
This is the way we brush our teeth
On a warm and sunny morning.

Task 2, activity 1

Look, read and match!



- I wake up
- I wash my face
- I have breakfast
- I comb my hair
- I brush my teeth
- I go to school
- I get dressed

Task 2, activity 3

What do you usually do in the morning?

Colour and write your morning routines.



Task 2, activity 4



Task 3, activity 1



Task 3, activity 2



Task 4, activity 1



Task 4, activity 2



Final task, example of part 1

UNIT 5: Rock your body!



Patch, the clown

Listen, circle and match.

nose eye mouth
ear arm
hair leg hand

What is the extra word?

Task 1, activity 3

Read and colour the monster's body

His head is pink.
 His body is green.
 His arms are blue.
 His eyes are orange.
 His hands are yellow.
 His tail is purple.

Task 2, activity 1

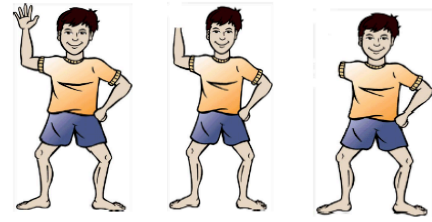
Write the names of the parts of the body:

Task 2, activity 3 (includes graded version)

WORDSEARCH



Task 2, activity 4 (includes graded version)



Review cards for warm up activities



Task 3

BIG bodies!



Template for the final task

UNIT 6: Rudolph, the red-nosed reindeer



Christmas' realia



Task 1, activity 3



Task 1, activity 4



Task 2, activity 1

Rudolph, the red-nosed reindeer

QUIZ GAME

NAME OF YOUR GROUP: _____

TRUE OR FALSE?

Listen, think and answer in groups!

	TRUE	FALSE
Question 1		
Question 2		
Question 3		
Question 4		
Question 5		

Task 2, activity 3

Can you help Santa?

Follow the instructions!

Task 3, activity 2 (includes graded version)

Fill in the gaps!

Santa walks left.

Rudolph flies _____.

The present is on the _____.

Santa goes _____ the chimney.

The Christmas tree is on the _____.

Task 3, activity 3



Task 4, activity 2



Task 5, activity 1

Cut the pictures to play the game!



Task 6, activity 1



Final task

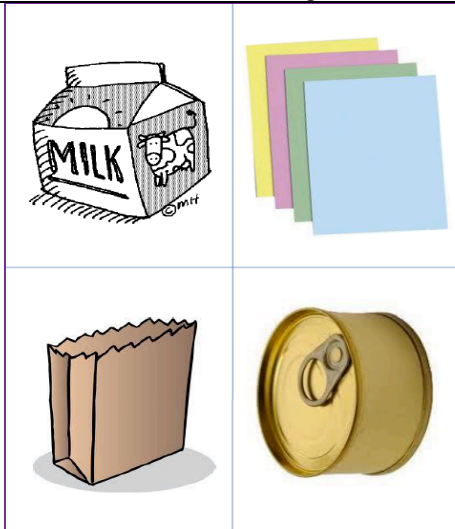
UNIT 7: Let's play recycling!



Task 1, warm up



Task 1, activity 1



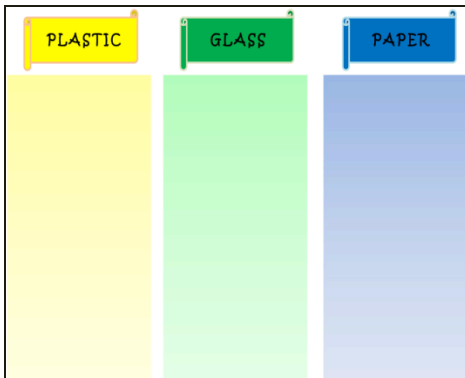
Task 2, activity 1

If you have a plastic bag, recycle it!
 If you have a plastic bag, recycle it!
 If you have a plastic bag, plastic bag, plastic bag
 If you have a plastic bag, recycle it!

If you have a carton box, recycle it!
 If you have a carton box, recycle it!
 If you have a carton box, carton box, carton box
 If you have a carton box, recycle it!

If you have a glass bottle, recycle it!
 If you have a glass bottle, recycle it!
 If you have a glass bottle, glass bottle, glass bottle
 If you have a glass bottle, recycle it!

Task 2, activity 2



Task 2, activity 3

REUSING THINGS

Before... <hr/> <hr/>	After... <hr/> <hr/>
--------------------------------------	-------------------------------------

Task 3, activity 2



Task 3, activity 4



Final task: Recycled robot