

DIDACTIC UNIT: THIS IS THE KEY OF THE KINGDOM
(TRADITIONAL RHYME)

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DIDACTIC UNIT: THIS IS THE KEY OF THE KINGDOM (TRADITIONAL RHYME)

1. JUSTIFICATION

1.1. MATERIAL CHOSEN IN CONNECTION WITH THE AGE

Although the Didactic Unit has been designed for 3rd cycle primary school students, it could also be applied to first and second cycle primary school students depending on the difficulty of the activities we propose.

We have chosen particularly this rhyme because it is going to help our children's language, it is short enough for the age-group to remember, it requires active participation of the students, it is quite repetitive, it is an authentic material, it provides examples of 'real' language and help to bring the 'real' world into the classroom, rhymes contribute to encourage learners' interest to study the language, rhymes are useful to establish a warm and relaxing atmosphere in the classroom

The language in traditional rhymes is rich and colourful and extends the children's vocabulary beyond the limited range of their own day-to-day experiences. The use of rhyme encourages children to explore the sounds of words, and the use of imagery enriches their perception of the world and their ability to express what they feel.

One of the linguistic advantages of rhymes is that learners will happily repeat the same structure, even the same words, over and over again without getting bored. Rhymes are particularly useful in a stressed-timed language such as English because the rhythm forces us to put the stress on the right syllables and to observe the strong and weak forms. At the same time pronunciation is improved as the students are concentrating on sound rather than meaning. They are particularly good at copying intonation.

Rhymes also help teachers to establish a friendly atmosphere in the classroom in order to create a feeling of respect and cooperation, and to encourage their self-esteem.

2. FINAL TASK

The students will recite the rhyme *This is the key of the Kingdom* by heart with the help of the pictures they have drawn and coloured. They will be encouraged to act it out as if they were minstrels.

3. OBJECTIVES OF THE DIDACTIC UNIT

- 3.1. The students will be able to understand the oral language related to the rhyme, as used by the teacher and the other classmates.
- 3.2. The students will be able to use oral language fluently and competently, using linguistic and non-linguistic resources, related to the song, showing respect for and interest in understanding and being understood.
- 3.3. The students will be able to read the rhyme at the end of the unit.
- 3.4. The students will be able to use autonomous learning strategies developed from previous language learning experiences, related to other language study methods.
- 3.5. The students will recognise and appreciate the communicative value of foreign languages, and their own capacity to learn and use them, encouraging spontaneity, overcoming their sense of the ridiculous and showing understanding and respect towards other languages, their speakers and their cultures.
- 3.6. The students will be able to establish links between meaning, pronunciation and the spelling of some foreign language words and simple sentences, not forgetting rhythm and intonation.

4. TABLE OF CONTENTS (APPENDIX A))

5. RESOURCES

- 5.1. Flashcards
- 5.2. The blackboard
- 5.3. A photocopy of the chart the students have to fill in for each student
- 5.4. Tape recorder
- 5.5. Video recorder
- 5.6. Computer
- 5.7. A video projector
- 5.8. The programmes: Word 2000, Hot Potatoes, PowerPoint
- 5.9. If we want to record the final task, a TV set, a video recorder and a video tape will be required.

6. TIMING

Three teaching periods will be devoted to completing this Didactic Unit.

7. ASSUMED KNOWLEDGE

- 7.1. The alphabet. Spelling words out
- 7.2. Phonemic transcriptions of vowel and consonant sounds

- 7.3. Demonstrative pronouns THIS and THAT
- 7.4. Definite and indefinite articles
- 7.5. The use of THERE IS/THERE ARE
- 7.6. Regular plurals
- 7.7. The *of* structure
- 7.8. The fifteen European Union countries
- 7.9. Vocabulary related to the topic *the city*
- 7.10. Vocabulary related to the topic *the house*

8. ANTICIPATED PROBLEMS

- 8.1. Difficulty in spelling words out
- 8.2. Difficulty in reading phonetic transcriptions properly

9. ACTIVITIES

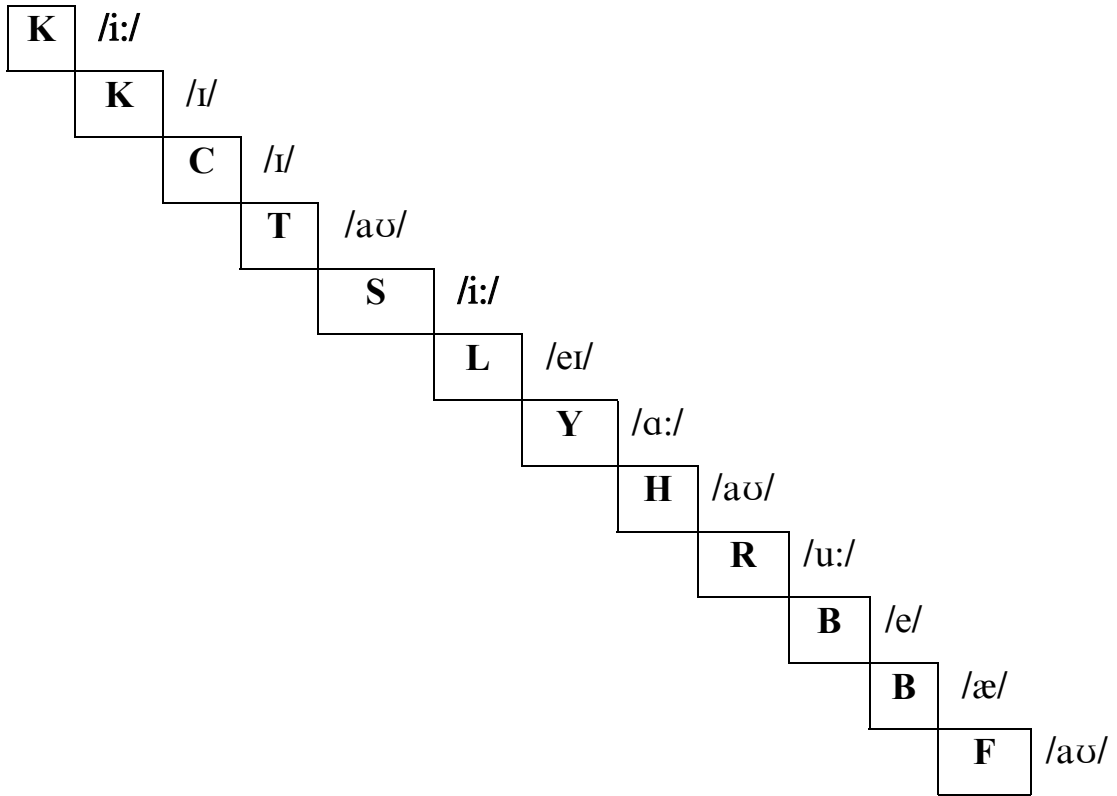
9.1.FIRST SESSION:

As a warming-up activity the students will be shown a map of Europe and they will be asked some questions about the European Union: *What do you know about the European Union? What is the European Union made up of?* in order to revise the fifteen European Union countries, their capital cities, their pronunciation and their location on the map of Europe. What we want our students to pay attention to is to the European Union country *United Kingdom* in order to introduce the most relevant word which the rhyme we are going to present starts with.





The teacher tells them that they are going to be told a tale about a *KINGDOM*. And he/she tells them the definition of *kingdom* **A kingdom is a country or region that is ruled by a king or queen* and he/she shows them *the key of the kingdom* (they might be shown a flashcard representing the KEY). While the tale is being told to the students, simple pictures representing the key words are drawn on the blackboard. As the rhyme presented is so catchy the students will soon become interested in saying the rhyme together with the teacher.















Once the picture representing the whole rhyme has been drawn on the blackboard, the teacher says the rhyme aloud again but now writing the initial of each word next to each picture. We are interested in the correct pronunciation of the vocabulary, so we will tend to exaggerate the pronunciation of the key words till they get familiar with them. The rhyme is recited as many times as necessary and the students are encouraged to participate actively in the performance of the tale.

The will be encouraged to act it out as if they were minstrels. We will also explain to them the importance of oral tradition in the Middle Ages. In order to help them remember and pronounce properly the phonemic transcription of all the key words will be written down next to each initial.



THIS IS THE KEY OF THE KINGDOM

/i:/		/ɪ/	
/ɪ/		/ɪ/	
/ɪ/		/aʊ/	
/aʊ/		/i:/	

/i:/		/eɪ/	
/eɪ/		/ɑ:/	
/ɑ:/		/aʊ/	
/aʊ/		/u:/	
/u:/		/e/	
/e/		/æ/	
/æ/		/aʊ/	

THIS IS THE KEY OF THE KINGDOM

This is the key of the KINGDOM,
 In that kingdom there is a CITY,
 In that city there is a TOWN,
 In that town there is a STREET,
 In that street there is a LANE,
 In that lane there is a YARD,
 In that yard there is a HOUSE,
 In that house there is a ROOM,
 In that room there is a BED,
 On that bed there is a BASKET,
 In that basket there are some FLOWERS.
 Flowers in a basket,

Basket on the bed,
 Bed in the room,
 Room in the house,
 House in the yard,
 Yard in the lane,
 Lane in the street,
 Street in the town,
 Town in the city,
 City in the kingdom.
 Of that kingdom this is the key

9.2. SECOND SESSION

















The first part of the second session will be devoted to revising the rhyme. In order to make them remember the rhyme one picture representing the key words as seen above will be shown to the students. The students might also be distributed in pairs to think about words which rhyme with the words presented, and then as a whole-class-work activity to gather all the words all the groups have thought about together.

During this second session we will pay special attention to the difference between THIS/THAT, THERE IS/ARE, A/THE/SOME, IN/ON and the pronunciation of all the linking words inductively.

Once the rhyme has been practiced as much as necessary, they will be given a chart to complete. They are asked to fill in the empty boxes with the pictures which best represent their meaning.

THIS IS THE KEY OF THE KINGDOM

THIS IS THE		OF THE	
IN THAT		THERE IS A	
IN THAT		THERE IS A	

IN THAT		THERE IS A	
IN THAT		THERE IS A	
IN THAT		THERE IS A	
IN THAT		THERE IS A	
IN THAT		THERE IS A	
IN THAT		THERE IS A	
IN THAT		THERE IS A	
IN THAT		THERE ARE SOME	

9.3. THIRD SESSION

All the students are asked to say the rhyme to the teacher with or without the help of the chart they have completed. We will pay special attention to stress, rhythm and intonation.

All the students are going to participate in a contest where the best pictures will be chosen. All the pictures will be displayed on a mural which will be stuck in class. The chart chosen, or the best individual pictures, will be presented in PowerPoint.

10. ASSESSMENT

Apart from evaluating the Didactic Unit as a whole, and above all the final task, it is important to evaluate every single component the didactic unit is based on;

including suitability of the objectives, timing, linguistic and non linguistic resources, presentation of the activities, interaction of the teacher with the SS and among the SS, involvement of the SS, interest in the topic on the part of the SS, etc. We do not have to wait for the end of the didactic unit to evaluate it. In Primary Education it is important to evaluate through direct observation.

Evaluation is going to help us to improve our lessons, and, above all, to help our SS learn individually. Evaluation is a fundamental element in getting information about the way the teaching-learning process is developing. It must provide constant feedback during the whole process of teaching and learning. For effective evaluation must include initial evaluation, to get information about the situation of the students with respect to the topic, a constructive evaluation throughout the process in order to show us how the group works and the relevant difficulties, and finally summative evaluation, to know if the didactic objectives have been achieved

Activities in this context allow the teacher to observe and collect information, enabling him or her to reflect on the learning and teaching process. Therefore, instead of designing activities solely to evaluate, we propose to select activities which, as well as being a part of our didactic units, allow us to observe and collect different information about:

1. using rhythmic patterns
2. quality of pronunciation
3. applying the appropriate socio-communicative rules in specific situations
4. level of oral comprehension
5. level of oral production
6. attitudes (collaboration with the other participants of the group, assessment of student's own learning and attitude to the English language, etc.);

The information collected by means of these activities will allow us to reflect on our students' learning processes and results, and to make decisions about:

The point at which to intervene didactically and how.

Students who require more direct and systematic pedagogic assistance.

Different learning strategies to assure the desired understanding by the whole group.

The planning of new ideas or proposals which include linguistic or formative elements requiring greater attention.

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Students who require more direct and systematic pedagogic assistance.

Different learning strategies to assure the desired understanding by the whole group.

The planning of new ideas or proposals which include linguistic or formative elements requiring greater attention.

Evaluation is not only a question of results. The entire teaching-learning process needs to be continually assessed. The development of classes as a whole, the achievement of objectives, and individual learning progress and attitudes are evaluated. Special emphasis should be placed on acquiring strategies and attitudes to develop self-evaluation as well as mutual evaluation processes on the part of the teacher as well as the pupils. In order to develop our students' self-evaluation I will propose some materials elaborated with the help of the Programme Hot Potatoes. I recommend *Mixed-up sentence exercise*, *Matching exercises*, *Gap-fill exercise*.

Mixed-up sentence exercise

Check Hint Restart

This is the key of the KINGDOM, Yard in the lane, Street in the town,
Basket on the bed, Of that kingdom this is the key, Bed in the room,
In that town there is a STREET, In that lane there is a YARD, Room in the house,
In that yard there is a HOUSE, On that bed there is a BASKET,
In that room there is a BED, Flowers in a basket, In that street there is a LANE,
Lane in the street, In that basket there are some FLOWERS, House in the yard,
Town in the city, In that kingdom there is a CITY, In that house there is a ROOM,
In that city there is a TOWN, City in the kingdom.

Put the parts in order to form a sentence. When you think your answer is correct, click on "Check" to check your answer. If you get stuck, click on "Hint" to find out the next correct part.

Matching exercise

Check

KEY
KINGDOM
CITY
TOWN
STREET
LANE
YARD
HOUSE
ROOM
BED
BASKET

CITY
BED
LANE
ROOM
BASKET
STREET
TOWN
FLOWERS
HOUSE
YARD
KINGDOM

Match the items on the right with the items on the left.

Gap-fill exercise

In that yard there is a .

In that house there is a .

In that room there is a .

On that bed there is a .

In that basket there are some .

in a .

on the .

in the .

in the .

in the .

in the .

in the .

in the .

in the .

in the .

Of that this is the .

Check Hint

Fill in all the gaps, then press "Check" to check your answers. Use the "Hint" button to get a free letter if an answer is giving you trouble. You can also click on the "[?]" button to get a clue. Note that you will lose points if you ask for hints or clues!

11. REINFORCEMENT ACTIVITIES

By means of the information collected we will help SS who require more direct and pedagogic assistance. There will be SS who will be working in groups trying to consolidate what they have learnt by reciting the tale in groups and acting it out, and others who have also achieved the objectives proposed will help other SS with the tale.

The chart chosen is photocopied and given to the students, who are asked to cut the boxes out. All the boxes are mixed up and what they have to do is to rearrange the boxes to form the rhyme. Once the boxes have been rearranged and corrected our students are asked to write the rhyme down in their notebooks.

12. EXTENSION ACTIVITIES

For all SS who haven't achieved the Final Task, new activities will be presented, adapted according to the needs of the SS.

*All the boxes can be cut out and mixed up. Then a competition could be held: READY, STEADY, GO. All the students individually or in groups might be asked to rearrange all the boxes.

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14. APPENDIX A: Table of Contents

It is clear that if we want our SS to learn properly, we as teachers will have to use the appropriate procedures, which will help them acquire concepts and, above all, develop positive attitudes.

Contents depend on the objectives we want to attain. The contents must fulfill a series of requisites. They must be valid (useful to attain the objectives), significant (they must have a logical internal structure), suitable (adapted to the cognitive competence of the students). They may refer to three different fields: conceptual, procedural and attitudinal. Conceptual contents are concepts, events and principles; attitudinal contents include values and rules. They foster favourable attitudes towards learning and facilitate social relationships inside and outside the classroom; procedural contents activate mental strategies and work techniques to develop the learning process. Procedures are the basis of all the activities. The same didactic material can be worked in different levels following different procedure. The activities will vary according to the procedure we use.

	PROCEDURES	CONCEPTS	ATTITUDES
ORAL AND WRITTEN COMPREHENSION	ORAL RECEPTIVE PROCEDURES: 1. PERCEIVE OR PAY ATTENTION TO THE INFORMATION PROVIDED 1.1. RECOGNIZE OR IDENTIFY 1.1.1. linguistic elements	1.1.1. such as vocabulary related to the fifteen European Union countries, to the topic of the city	1.1.1. showing respect and interest in understanding; recognizing the communicative value of foreign

	<p>1.1.2. non-linguistic elements</p> <p>1.1.3. socio-cultural elements</p> <p>2. TO DEVELOP STRATEGIES OF MEANINGFUL CONCEPTUALIZATION AND MEMORIZATION</p> <p>2.1. To associate</p> <p>2.2. to classify</p> <p>2.3. to build up</p>	<p>and of the <i>house</i>; grammatical items such as demonstrative pronouns THIS and THAT, definite and indefinite articles, the use of THERE IS/THERE ARE, regular plurals, the <i>of</i> structure; consonant and vowel sounds, communicative functions, etc.</p> <p>1.1.2. such as pictures, gestures, postures, stress, rhythm, intonation, etc.;</p> <p>1.1.3. involved in the rhyme</p> <p>2.1. mental images with sounds, words, phrases, expressions and linguistic patterns</p> <p>2.2.lexical elements;</p> <p>2.3.lexical fields.</p>	<p>languages to communicate with people from different cultures, and to participate in different international contexts; recognizing the richness offered by different languages for the understanding of our experience and interpersonal relationships.</p>
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	<p>3. TO ANALYZE</p> <p>3.1. To extract global oral information.</p> <p>3.1.1. To activate</p> <p>3.1.2. to listen globally to</p> <p>3.1.3. to associate</p> <p>3.1.4. to infer</p> <p>3.1.5. to activate</p> <p>3.2. To extract specific oral information.</p> <p>3.2.1. To identify</p>	<p>3.1.1. previous knowledge through linguistic and non-linguistic elements, helping our students to predict the contents;</p> <p>3.1.2. the rhyme to familiarize them with it; identifying linguistic and non-linguistic elements;</p> <p>3.1.3. mental images with sounds, words, phrases, expressions and linguistic patterns, taking context as a point of reference;</p> <p>3.1.4. the global information of the song from the context and socio-cultural elements;</p> <p>3.1.5. previously learnt linguistic patterns.</p> <p>3.2.1. the sort of text and information to be taken from the text;</p> <p>3.2.2. in the text the information required;</p>	
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	<p>3.2.2. to locate</p> <p>3.3. To identify the topic of an oral text.</p> <p>3.3.1. To identify</p> <p>3.3.2. to associate</p> <p>WRITTEN RECEPTIVE PROCEDURES</p> <p>1. TO PERCEIVE OR PAY ATTENTION TO WRITTEN INFORMATION PROVIDED</p> <p>1.1. TO RECOGNIZE OR IDENTIFY</p> <p>1.1.1. linguistic elements</p>	<p>3.3.1. key words;</p> <p>3.3.2. meaning with the information identified, taking the context as a point of reference;</p> <p>1.1.1. such as vocabulary related to the fifteen European Union countries, to the topic of the city and of the <i>house</i>; grammatical items such as demonstrative pronouns THIS and THAT, definite and indefinite articles, the use of THERE IS/THERE ARE, regular plurals, the <i>of</i> structure, etc.</p> <p>1.1.2. elements involved in the</p>	<p>1.1.1. recognizing the importance of reading as a source of information, enjoyment and leisure, and as a means of access to other cultures.</p>
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	<p>1.1.2. socio-cultural</p> <p>2.TO DEVELOP STRATEGIES OF MEANINGFUL CONCEPTUALIZATION AND MEMORIZATION</p> <p>2.1. to classify</p> <p>2.2. to build up</p> <p>2.3.To use the dictionary.</p> <p>2.4.To identify</p> <p>2.5 to infer</p>	<p>rhyme.</p> <p>2.1. lexical elements;</p> <p>2.2. lexical fields related to the house and to the city.</p> <p>2.4. the spelling of words;</p> <p>2.5. the appropriate meaning of the word according to the context.</p>	
<p>ORAL AND WRITTEN PRODUCTION</p>	<p>ORAL PRODUCTIVE PROCEDURES:</p> <p>1.TO REPRODUCE</p>	<p>1.1. sounds, rhythmic and linguistic patterns;</p>	<p>1.1. showing respect and interest in understanding and being understood,</p>

	<p>1.1. to reproduce</p> <p>2. TO PRACTISE</p> <p>2.1. To interact meaningfully in a controlled and semi-controlled way;</p> <p>WRITTEN PRODUCTIVE PROCEDURES</p> <p>1. TO REPRODUCE</p> <p>1.1. To reproduce</p> <p>2. TO PRACTISE</p> <p>2.1. To interact meaningfully in a controlled and semi-controlled way;</p>	<p>patterns;</p> <p>1.1. linguistic patterns;</p>	<p>understanding and being understood, recognizing the communicative value of foreign languages to communicate with people from different cultures, and to participate in different international contexts.</p> <p>1.1. recognizing the importance of writing as a source of information; recognizing the richness offered by different languages for the understanding of our experience and interpersonal relationships; showing curiosity and respect for the other members of the Community, and recognizing the communicative value of foreign languages to communicate with people from different cultures, and to participate in different international contexts.</p>
<p>SOCIOCULTURAL ASPECTS</p>	<p>1. TO ANALYZE</p>	<p>1. the differences between a British and a Spanish house.</p>	<p>1. Showing curiosity and respect for other ways of life.</p>

15. APPENDIX B: DEGREE OF CONNECTION WITH THE THEMES

	1	2	3	4	5
1. LA LENGUA COMO COMUNICACIÓN: LENGUAJE ORAL Y LENGUAJE ESCRITO. FACTORES QUE DEFINEN UNA SITUACIÓN COMUNICATIVA: EMISOR, RECEPTOR, FUNCIONALIDAD Y CONTEXTO.					X
2. LA COMUNICACIÓN EN LA CLASE DE LENGUA EXTRANJERA: COMUNICACIÓN VERBAL Y NO VERBAL. ESTRATEGIAS EXTRALINGÜÍSTICAS: REACCIONES NO VERBALES A MENSAJES EN DIFERENTES CONTEXTOS.					X
3. DESARROLLO DE LAS DESTREZAS LINGÜÍSTICAS: COMPRENSIÓN Y EXPRESIÓN ORAL, COMPRENSIÓN Y EXPRESIÓN ESCRITA. LA COMPETENCIA COMUNICATIVA EN INGLÉS.					X
4. VALORACIÓN DEL CONOCIMIENTO DE LAS LENGUAS EXTRANJERAS COMO INSTRUMENTO DE COMUNICACIÓN ENTRE LAS PERSONAS Y LOS PUEBLOS. INTERÉS POR LA DIVERSIDAD LINGÜÍSTICA A TRAVÉS DEL CONOCIMIENTO DE UNA NUEVA LENGUA Y SU CULTURA.					X
5. MARCO GEOGRÁFICO, HISTÓRICO Y CULTURAL DE LOS PAÍSES DE HABLA INGLESA. APLICACIÓN DIDÁCTICA DE LOS ASPECTOS GEOGRÁFICOS, HISTÓRICOS Y CULTURALES MÁS SIGNIFICATIVOS.			X		
6. APORTACIONES DE LA LINGÜÍSTICA A LA ENSEÑANZA DE LAS LENGUAS EXTRANJERAS. EL PROCESO DE APRENDIZAJE LINGÜÍSTICO: SEMEJANZAS Y DIFERENCIAS ENTRE LA ADQUISICIÓN DE LA PRIMERA LENGUA ESCOLAR Y DE LA LENGUA EXTRANJERA.					X
7. LA LENGUA EXTRANJERA ORAL. LA COMPLEJIDAD DE LA COMPRENSIÓN DEL SENTIDO GLOBAL EN LA INTERACCIÓN ORAL: DE LA AUDICIÓN A LA ESCUCHA ACTIVA Y SELECTIVA. LA TOMA DE PALABRA: DE LA REPRODUCCIÓN IMITATIVA A LA PRODUCCIÓN AUTÓNOMA.					X
8. LA LENGUA EXTRANJERA ESCRITA. APROXIMACIÓN, MADURACIÓN Y PERFECCIONAMIENTO DEL PROCESO LECTOESCRITOR. LA COMPRENSIÓN LECTORA: TÉCNICAS DE COMPRENSIÓN GLOBAL Y ESPECÍFICA DE TEXTOS. LA EXPRESIÓN ESCRITA: DE LA INTERPRETACIÓN A LA PRODUCCIÓN DE TEXTOS.					X
9. DESCRIPCIÓN DEL SISTEMA FONOLÓGICO DE LA LENGUA INGLESA. MODELOS Y TÉCNICAS DE APRENDIZAJE. PERCEPCIÓN, DISCRIMINACIÓN Y EMISIÓN DE SONIDOS, ENTONACIONES, RITMOS Y ACENTOS. LA CORRECCIÓN FONÉTICA.					X
10. LOS CÓDIGOS ORTOGRÁFICOS DE LA LENGUA INGLESA. RELACIÓN SONIDO-GRAFÍA. PROPUESTAS PARA LA DIDÁCTICA DEL CÓDIGO ESCRITO. APLICACIONES DE LA ORTOGRAFÍA EN LAS PRODUCCIONES ESCRITAS.					X
11. CAMPOS LÉXICOS Y SEMÁNTICOS EN LENGUA INGLESA. LÉXICO NECESARIO PARA LA SOCIALIZACIÓN, LA INFORMACIÓN Y LA EXPRESIÓN DE ACTITUDES. TIPOLOGÍA DE ACTIVIDADES LIGADAS A LA ENSEÑANZA Y EL APRENDIZAJE DEL LÉXICO EN LA CLASE DE LENGUA EXTRANJERA.					X
12. ELEMENTOS ESENCIALES DE MORFOSINTAXIS DE LA LENGUA INGLESA. ESTRUCTURAS COMUNICATIVAS ELEMENTALES. USO PROGRESIVO DE LAS CATEGORÍAS GRAMATICALES EN LAS PRODUCCIONES ORALES Y ESCRITAS PARA MEJORAR LA COMUNICACIÓN.					X
13. HISTORIA DE LA EVOLUCIÓN DE LA DIDÁCTICA DE LAS LENGUAS EXTRANJERAS: DE LOS MÉTODOS DE GRAMÁTICA-TRADUCCIÓN A LOS ENFOQUES ACTUALES.					X
14. MÉTODOS Y TÉCNICAS ENFOCADAS A LA ADQUISICIÓN DE COMPETENCIAS COMUNICATIVAS. FUNDAMENTOS METODOLÓGICOS ESPECÍFICOS EN LA ENSEÑANZA DEL INGLÉS.					X

15. ÉPOCAS, AUTORES Y GÉNEROS LITERARIOS MÁS ADECUADOS PARA SU APLICACIÓN DIDÁCTICA EN LA CLASE DE INGLÉS. TIPOLOGÍA DE TEXTOS.			X		
16. LA LITERATURA INFANTIL EN LENGUA INGLESA. TÉCNICAS DE APLICACIÓN DIDÁCTICA PARA ACCEDER A LA COMPRENSIÓN ORAL, INICIAR Y POTENCIAR LOS HÁBITOS LECTORES Y SENSIBILIZAR EN LA FUNCIÓN POÉTICA DEL LENGUAJE.			X		
17. LA CANCIÓN COMO VEHÍCULO POÉTICO Y COMO CREACIÓN LITERARIA EN CLASE DE INGLÉS. TIPOLOGÍA DE CANCIONES. TÉCNICAS DEL USO DE LA CANCIÓN PARA EL APRENDIZAJE FONÉTICO, LÉXICO Y CULTURAL.					X
18. FUNCIONES DEL JUEGO Y DE LA CREATIVIDAD EN EL APRENDIZAJE DE LAS LENGUAS EXTRANJERAS. DEFINICIÓN Y TIPOLOGÍA DE JUEGOS PARA EL APRENDIZAJE Y PERFECCIONAMIENTO LINGÜÍSTICO. EL JUEGO COMO TÉCNICA LÚDICO-CREATIVA DE ACCESO A LA COMPETENCIA COMUNICATIVA EN LENGUA EXTRANJERA.				X	
19. TÉCNICAS DE ANIMACIÓN Y EXPRESIÓN COMO RECURSO PARA EL APRENDIZAJE DE LAS LENGUAS EXTRANJERAS. LA DRAMATIZACIÓN DE SITUACIONES DE LA VIDA COTIDIANA Y LA REPRESENTACIÓN DE CUENTOS, PERSONAJES, CHISTES, ETC. EL TRABAJO EN GRUPOS PARA ACTIVIDADES CREATIVAS. PAPEL DEL PROFESOR.				X	
20. EL ÁREA DE LENGUAS EXTRANJERAS EN EL CURRÍCULO. CRITERIOS A REFLEJAR EN EL P.E.C. Y EN EL P.C.C.					X
21. LA PROGRAMACIÓN DEL ÁREA DE LENGUAS EXTRANJERAS: UNIDADES DE PROGRAMACIÓN. CRITERIOS PARA LA SECUENCIA Y TEMPORALIZACIÓN DE CONTENIDOS Y OBJETIVOS. SELECCIÓN DE LA METODOLOGÍA A EMPLEAR EN LAS ACTIVIDADES DE APRENDIZAJE Y DE EVALUACIÓN.					X
22. VARIABLES A TENER EN CUENTA EN LA ORGANIZACIÓN DE LA CLASE DE LENGUA INGLESA: AGRUPACIÓN DEL ALUMNADO, DISTRIBUCIÓN DEL ESPACIO Y TIEMPO, SELECCIÓN DE METODOLOGÍAS, PAPEL DEL PROFESOR, ETC.					X
23. LA ELABORACIÓN DE MATERIALES CURRICULARES PARA LA CLASE DE INGLÉS. CRITERIOS PARA LA SELECCIÓN Y USO DE LOS LIBROS DE TEXTO. DOCUMENTOS AUTÉNTICOS Y DOCUMENTOS ADAPTADOS. LIMITACIONES DE SU USO. LA COLABORACIÓN DE LOS ALUMNOS EN EL DISEÑO DE MATERIALES.					X
24. ASPECTOS TECNOLÓGICOS Y PEDAGÓGICOS DE LA UTILIZACIÓN DE LOS MATERIALES AUDIOVISUALES (EL PERIÓDICO, LA TV, EL MAGNETÓFONO, EL VIDEO, ETC.) EL ORDENADOR COMO RECURSO AUXILIAR PARA EL APRENDIZAJE Y PERFECCIONAMIENTO DE LAS LENGUAS EXTRANJERAS.					X
25. EL PROCESO DE ENSEÑANZA Y APRENDIZAJE EN LA LENGUA EXTRANJERA CENTRADO EN EL ALUMNO: FUNDAMENTOS Y APLICACIONES. LA IDENTIFICACIÓN DE LAS MOTIVACIONES Y ACTITUDES ANTE LA LENGUA INGLESA. APLICACIONES PRÁCTICAS.					X

16. APPENDIX C: ASSESSMENT REPORTS

DIDACTIC UNIT ASSESSMENT REPORT

	1 (-)	2	3	4	5 (+)
1. MOTIVATING					
2. SUITABILITY OF THE DISTRIBUTION OF TIME					
3. ADEQUACY OF THE ROLE OF THE TEACHER					
4. ADEQUACY OF THE ROLE OF STUDENTS					
5. CLASSROOM ATMOSPHERE					
6. SUITABILITY OF OBJECTIVES					
7. SUITABILITY OF THE FINAL TASK					
8. INTERACTION TEACHER - STUDENTS					
9. INTERACTION STUDENTS - STUDENTS					
10. ADEQUACY OF RESOURCES					
11. INTEREST IN THE TOPIC ON PART OF STUDENTS					
12. INVOLVEMENT OF STUDENTS					
13. APPROPRIATENESS OF ACTIVITIES					

INDIVIDUAL ASSESSMENT REPORT

	1 (-)	2	3	4	5 (+)
1. ACHIEVEMENT OF FINAL TASK					
2. LEVEL OF ORAL COMPREHENSION					
2.1. RECOGNIZES THE PHONEMES, RHYTHMS AND PATTERNS OF ENGLISH					
2.2. CAN GRASP THE OVERALL SENSE OF SIMPLE MESSAGES IN CONTEXT					
2.3. CAN FOLLOW SIMPLE ORAL INSTRUCTIONS IN CONTEXT					
2.4. CAN IDENTIFY SIMPLE DETAILS IN ORAL TEXTS					
2.5. CAN GRASP THE OVERALL SENSE OF LESS CONTEXTUALIZED MESSAGES					
3. LEVEL OF ORAL PRODUCTION					
3.1. CAN REPRODUCE BRIEF MESSAGES WITH APPROPRIATE PRONUNCIATION AND INTONATION					
3.2. CAN USE SIMPLE SOCIAL EXPRESSIONS					
3.3. CAN REPRODUCE SHORT, MODELLED ORAL MESSAGES AND DESCRIPTIONS					
3.4. CAN PRODUCE ORIGINAL ORAL MESSAGES					
4. LEVEL OF READING COMPREHENSION AND WRITTEN PRODUCTION					
4.1. CAN INTERPRET THE WRITTEN CODE 1) AT WORD LEVEL, AND 2) AT SIMPLE PHRASE/SENTENCE LEVEL					
4.2. CAN GRASP THE OVERALL SENSE OF BRIEF WRITTEN TEXTS					
4.3. CAN EXTRACT SPECIFIC INFORMATION FROM BRIEF WRITTEN TEXTS					
4.4. CAN FOLLOW SIMPLE WRITTEN INSTRUCTIONS					

4.5. CAN PRODUCE MODELLED WRITTEN INFORMATION 1) AT WORD LEVEL, AND 2) AT PHRASE/SENTENCE LEVEL					
4.6. CAN PRODUCE ORIGINAL WRITTEN TEXTS					
5. SOCIO-AFFECTIVE SKILLS					
5.1. GETS INVOLVED IN THE CLASS DYNAMICS					
5.2. SHOWS POSITIVE ATTITUDE TOWARDS THE TOPIC					
5.3. PARTICIPATES ACTIVELY					
5.4. COLLABORATES					
5.5. SHOWS POSITIVE ATTITUDE TOWARDS THE ENGLISH LANGUAGE					
5.6. SHOWS RESPECT FOR HIS/HER CLASSMATES					
5.7. SHOWS RESPECT FOR OTHER LIFESTYLES					
5.8. SHOWS INTEREST IN OTHER LIFESTYLES					

ATTAINMENT TARGETS

	1 (-)	2	3	4	5 (+)
1. LEARNING SKILLS					
1.1. CAN WORK INDEPENDENTLY OF THE TEACHER					
1.2. CAN REFLECT ON AND ASSESS OWN PERFORMANCE AND PROGRESS					
1.3. CAN MAKE USE OF REFERENCE SOURCES					
2. SOCIAL SKILLS					
2.1. PARTICIPATES ACTIVELY					
2.2. COLLABORATES					
2.3. SHOWS RESPECT FOR OTHER LIFESTYLES					
2.4. SHOWS INTEREST IN OTHER LIFESTYLES					
2.5. SHOWS RESPECT FOR HIS/HER CLASSMATES					
2.6. SHOWS POSITIVE ATTITUDE TOWARDS THE ENGLISH LANGUAGE					
3. LEVEL OF ORAL COMPREHENSION					
3.1. RECOGNIZES THE PHONEMES, RHYTHMS AND PATTERNS OF ENGLISH					
3.2. CAN GRASP THE OVERALL SENSE OF SIMPLE MESSAGES IN CONTEXT					
3.3. CAN FOLLOW SIMPLE ORAL INSTRUCTIONS IN CONTEXT					

3.4. CAN IDENTIFY SIMPLE DETAILS IN ORAL TEXTS					
3.5. CAN GRASP THE OVERALL SENSE OF LESS CONTEXTUALIZED MESSAGES					
4. LEVEL OF ORAL PRODUCTION					
4.1. CAN REPRODUCE BRIEF MESSAGES WITH APPROPRIATE PRONUNCIATION AND INTONATION					
4.2. CAN USE SIMPLE SOCIAL EXPRESSIONS					
4.3. CAN REPRODUCE SHORT, MODELLED ORAL MESSAGES AND DESCRIPTIONS					
4.4. CAN PRODUCE ORIGINAL ORAL MESSAGES					
5. LEVEL OF READING COMPREHENSION AND WRITTEN PRODUCTION					
5.1. CAN INTERPRET THE WRITTEN CODE 1) AT WORD LEVEL, AND 2) AT SIMPLE PHRASE/SENTENCE LEVEL					
5.2. CAN GRASP THE OVERALL SENSE OF BRIEF WRITTEN TEXTS					
5.3. CAN EXTRACT SPECIFIC INFORMATION FROM BRIEF WRITTEN TEXTS					
5.4. CAN FOLLOW SIMPLE WRITTEN INSTRUCTIONS					
5.5. CAN PRODUCE MODELLED WRITTEN INFORMATION 1) AT WORD LEVEL, AND 2) AT PHRASE/SENTENCE LEVEL					
5.6. CAN PRODUCE ORIGINAL WRITTEN TEXTS					