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FOREWORD

This work is addressed to guide candidates in the design of their own syllabus. For this reason, we have included all the legislative information that may be necessary in order to take informed decisions. We have included, as well, bibliography related to the different aspects to deal with, for example, the methodological approach or the teaching materials that examinees can use in order to make their own didactic units.

However, it goes without saying that this syllabus cannot be considered as the model to be copied word by word and given in to the examining board, or accepted as the syllabus prescribed in the announcement (convocatoria) because such a thing does not exist. On the contrary, every candidate is expected to create his/her own syllabus, to be as creative as possible, following the current legal prescriptions, of course.

On the other hand, in the sequencing of the 15 didactic units that each candidate must present at least, we have accorded some extra time for exams and to cater for the diversity which exists in every single class in state schools, so there should not be enough lesson plans for all the teaching hours.

In order to keep our INDEX within a logical length we are going to describe the contents of the first unit simply. The rest of the units have the same divisions, so it is not necessary to list them.
CHAPTER ONE
GUIDELINES TO ELABORATE THE PROGRAMME FOR ENGLISH

1. LEGAL FRAMEWORK: GENERAL PRINCIPLES

The new Organic Law of Education, to which we will refer hereafter with the Spanish acronym LOE, establishes that schools should have an active role in the organization of the curriculum, according to what was established by the LOE on 3rd May 2006, in order to meet the specific needs derived of the characteristics and of the reality of each school.

These basic competences, which are included for the first time, make it possible to identify those learning aspects that are considered basic from an integrative point of view because they will enable students to become active members of society, developing their own personality and growing into adults who are able to develop constant learning processes throughout life. Students must begin to develop them in Primary Education and get their command by the end of Secondary Education.

With regards to the aims of Primary Education, they are defined for the stage as a whole. According to the LOE, we must describe the way in which our area contributes to the development of the basic competences, its general aims, its contents and its evaluation criteria. And all of them should be organized in cycles. As far as the achievement of the competences, the evaluation criteria, besides allowing us to assess the kind and degree of knowledge acquired, enable us to assess the development of the basic competences.

According to the regulations of the Council of Europe, the Local Education Authorities must include in their norms and regulations the basic competences, as well as the aims, contents and evaluation criteria. So the Royal Decree of Friday 8th December 2008 establishes, at a national level, the organization in content blocks for each cycle in order to present learning objectives in a coherent way.

Finally the above-mentioned Royal Decree establishes that there should be a diagnostic evaluation at the end of the Second Cycle of Primary Education. This evaluation is viewed as formative and orientating and its aim is to contribute to the analysis of the learning processes of each student as well as of the teaching process in each school in order to enable the Spanish Government to take measures to improve the teaching/learning process when necessary.

We cannot finish without highlighting that an important aspect of the Royal Decree is to establish that the improvement of reading comprehension, oral and written
expression, audiovisual communication, the technologies of information and communication (CITs) and the education in values should be fostered in all the areas of the curriculum.

As far as evaluation is concerned the Royal Decree establishes in Article 9 the following:

Evaluation must be global and continuous and it will take into account the progress of the student in all the areas of the curriculum. That is, evaluation will take into account the different elements of the curriculum. On the other hand, the evaluation criteria in each subject area will be fundamental to assess the degree of acquisition of the basic competences.

It is also stated that the process of continuous evaluation should make it possible to discover when the progress of a pupil is not suitable, and will enable the teacher to provide reinforcement measures. These measures can be adopted at any moment of the cycle, as soon as the difficulties are detected and will be addressed to guarantee the acquisition of those learning aims which are essential for the student to continue the educative process.

An important aspect of the new LOE is that teachers should assess both students learning and their teaching practice. For this reason we will include the necessary tools to carry out both kinds of evaluation.

Finally, and according to article 10, parents or tutors will take part in the education process of their children and they will know the decisions regarding evaluation and advancement taken by schools and will cooperate in the support measures taken to facilitate the pupil's progress in the education process.

1.1. LOE

The LOE establishes the specific aims of the area of foreign languages for Primary Education in the Royal Decree of 8th December 2006. according to it, the aims of this stage as follows:

The essential improvement experienced both by the mass media and the ICT have favoured international relations to an extent never reached before. Thus, the 21st century requires students who are ready to live in a more and more international, multicultural and multilingual world. Besides, our country, as a member of the European Union, must favour the knowledge of other languages spoken in the Union. On its part, the Council of Europe has established a Common European Frame of Reference for Languages: learning, teaching and evaluation. This Frame has established regulations both for the leaning of languages and for
assessing the competence in the different languages spoken by a speaker, which are basic in the curriculum of the area.

The subject area of foreign language aims at forming persons who are able to use the target language to understand, speak and talk, read and write in it. According to this, use must be the starting point for the teaching/learning of the language from the very beginning. In Primary Education we start from a very elementary competence in the foreign language, so during all the stage the knowledge, skills and experiences that the children have of their mother tongue will be essential when they take part in communication events.

The limited access to the foreign language in their environment conditions students who very often have their learning opportunities limited to the school environment. So it is necessary to include contents which include communication situations which are appropriate to different settings, particularly those related to social relations, mass media and literature, all of them according to the different learning stages.

According to the directions of the European Reference Frame students in Primary Education should be able to take part in exchanges in different situations suitable to their age. This requires the use of communication skills and strategies both linguistic and non-linguistic. Among the suitable situations we can mention family relations, habitual social events and school situations. Related to these situations, we should deal with topics which concern the area of foreign language and other areas of the curriculum as well. Besides, the learning of a foreign language must contribute to developing positive attitudes to other languages and cultures and to appreciate and understand their own language.

The contents have been grouped in four blocks: oral language; written language; linguistic elements and their relations and functions; the social and cultural dimension of the foreign language.

1.2. KEY COMPETENCES FOR LIFELONG LEARNING

The definition of competence given by Wikipedia is that it is “the ability to perform a specific task, action or function successfully”.

In order to develop the learner fully as a person who will be able to join working life in a successful way, the LOE has included the eight competences established according to the proposal of the Council of Europe in the Curriculum for Compulsory Education, both Primary and Secondary. The aim of these competences is to integrate the learning of different areas and subjects and to relate different types of knowledge the ones to the others so that citizens can...
SAMPLE DIDACTIC UNIT

UNIT 1: "HELLO AGAIN KIDS"
SAMPLE DIDACTIC UNIT FOR PRIMARY 4

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UNIT 1. HELLO AGAIN KIDS

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