

Adaptaciones Curriculares Básicas **SERAPIS**

INGLÉS

Equivalente a
6º curso
de Educación Primaria

Autora:

ISABEL CATALÁN SANCHO



PROYECTO

Aadaptaciones

Curriculares

Básicas **SERAPIS**

LENGUA EXTRANJERA: INGLÉS

Equivalente a 6º Curso de Primaria

‘Wisdom is acquired through learning, effort and work’

Autora

ISABEL CATALÁN SANCHO

Coordinador del Programa ACB SERAPIS

JOSÉ LUIS GALVE MANZANO



CIENCIAS DE LA EDUCACIÓN PREESCOLAR Y ESPECIAL
GENERAL PARDIÑAS, 95 - 28006 MADRID

UNITS: 1 TO 8

ACTIVITY INDICATORS. SKILLS:



Listening



Reading



Speaking



Writing

ACTIVITY INDICATORS. CATEGORIES:



Parts of Speech.



Grammar.



Communication.
Oral or Written.



Listening Comprehension.



Reading Comprehension.



Reflecting on my learning process.
I can...



Learning Strategy.



Self-evaluation.
How much do you remember?

Note: The coloured logos of the activity indicators are situated next to each activity proposed as a guide related to what is mainly being worked on in each task.



UNITS	PARTS OF SPEECH 	GRAMMAR 	COMMUNICATION 	
1	Nouns	Verb TO BE: Present and Past	Oral Communication: At the grocery.	
2	Adjectives	Comparatives and superlatives	Written Communication: Comparing 2 characters	
3	Verbs	Present Simple Tense	Oral Communication: At the restaurant.	
4	Determiners	Continuous forms: Past and Present	Oral communication: At the train station.	
REVISION FROM UNITS 1 - 4				
5	Prepositions	Future: going to	Oral communication: At the clothes shop.	
6	Pronouns	Past simple Tense	Written Communication: A postcard.	
7	Adverbs	Past simple Tense (Irregular verbs)	Written Communication: E-mail: What I did at the weekend.	
8	Conjunctions	Modal Verbs	Written Communication: Diary Entry.	
REVISION FROM UNITS 1 - 8				



	Listening comprehension 	Reading comprehension 	Learning Strategy 	UNITS
	DIALOGUE Introducing yourself.	Contents page.	M.I.N.T.S.	1
	MONOLOGUE Comparing my parents.	Poetry: A Haiku poem.	S.W.A.G.	2
	MONOLOGUE Describing friends.	A Personal Profile.	WH- QUESTIONS	3
	DIALOGUE: Telephone conversation: A Birthday Invitation.	A Description: What are the people in the picture doing?	S.U.N.	4
REVISION FROM UNITS 1 - 4				
	MONOLOGUE My plans for the weekend.	A script: The gingerbread man.	SCRIPT WRITING	5
	MONOLOGUE My brother's birthday.	A letter to my parents.	C.U.P.S.	6
	SONG: PAST VERBS	A short story.	Retelling a story.	7
	DIALOGUE: Let's go shopping.	Instructions.	M.O.R.E.	8
REVISION FROM UNITS 1 - 8				

CONTRIBUTION TO THE OBJETIVES AND COMPETENCES

- To acquire the basic communicative competence that lets them communicate in at least one foreign language allowing them to express and understand simple messages and to deal with everyday situations.
- To obtain an appropriate level of oral and written communication.
- To value the foreign language, and languages in general, as a vehicle of communication and understanding among people with diverse origins and cultures.
- To identify phonetic aspects concerning rhythm, stress and intonation, as well as linguistic structures and lexical aspects of the foreign language, being able to use them as basic communicative elements.
- To assimilate an adequate and progressive level of studying techniques and working habits.

CONTENTS

We will work on the four skills through these contents:

- Vocabulary: Understanding and using vocabulary.
- Spelling: Being aware that English is not written in the same way as it is said.
- Phonetics: Being conscious that there are different phonemes in English, recognizing them and using them correctly. Songs and more.
- Grammar: Knowing how to use the grammatical structure of appropriately.
- Communicative functions: Use the grammatical structure in communicative situations.
- Respect and value other customs and traditions.

EVALUATION CRITERIA AND INDICATORS OF ACHIEVEMENT

- Successfully complete at least 85% of the evaluation activities indicated at the end of each block of work, which have been elaborated according to the current learning standards whose purpose is to integrate the different learning, both formal and informal; incorporating them to different areas or curricular subjects, being able to use them in school contexts and everyday life situations. At the same time they should serve as **guidelines for teaching**, allowing the identification of contents and criteria for basic assessment, as well as to help make decisions in the teaching and learning process that should be strengthened, reinforced or complemented by new activities.

TYPE OF STUDENTS

These are adapted activities for students with Specific Educational Support Needs (NEAE), for students with specific learning difficulties, and can also be used as specific activities for Students with Educational Needs (NEE), or with Curricular Adaptations (ACS) to be developed with the classroom teacher, or as a complement by the teaching staff of Therapeutic Pedagogy (PT) and Hearing and Language (AL). Students with Education needs from bilingual centers can also use them.

The main objective is to work the minimum contents that guarantee a student who has acquired the bases / competences / vital contents / learning standards of that level to be able to continue and promote for the acquisition of new contents.

UNIT 1

Date:

Hello! My name is
Liberty.
I'm from the U.S.A.

We are going
to help you
learn English.



Hello! I'm **Harry**.
I'm from England.

You can do this!
Let's start learning!



In this unit
we will
work on:

- ✓ Parts of Speech: Nouns
- ✓ Grammar:
 - Verb TO BE in present and past tense (affirmative, negative and interrogative)
- ✓ Oral Communication:
 - At the Grocery Store.
- ✓ Listening comprehension:
 - Introducing yourself.
- ✓ Reading comprehension:
 - Contents page.





Parts of Speech.

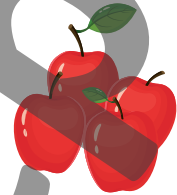
Nouns

- Nouns** are the words we use to name people, places or things. They can be:

Singular:
only one



Plural:
More than one



- To make **PLURAL NOUNS** we need to follow some **RULES**:

Rules	Singular	Plural	
Most nouns just add s	1 cat	2 cats	
Nouns ending with a consonant + y change the y to i and add es	1 baby	2 babies	
Nouns ending with a vowel + y just add s	1 toy	2 toys	
Nouns ending with ch, s, sh, ss, z or x add es	1 bus	2 buses	
Nouns ending with f or fe change this to a v and add es	1 knife	2 knives	
Nouns ending with a vowel + o add s	1 radio	2 radios	
Nouns ending with a consonant + o add es	1 volcano	2 volcanoes	
Irregular Plurals			
Singular	Plural	Singular	Plural
1 man	2 men	1 foot	2 feet
1 woman	2 women	1 tooth	2 teeth
1 child	2 children	1 mouse	2 mice
1 person	2 people	1 fish	2 fish



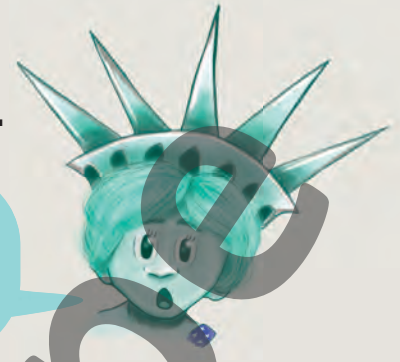
Read these singular **nouns** and **turn them into** plural **nouns** following the rules.

Singular	Plural	Singular	Plural
1 wolf	2	1 dress	2
1 fox	2	1 foot	2
1 ant	2	1 day	2
1 story	2	1 video	2
1 monkey	2	1 house	2



Read these nouns and **circle** the odd one out.

ODD ONE OUT means that it doesn't belong to that group of words. For example, in red, blue, five, green. Five is the odd one out because it isn't a colour.



- | | | | |
|---------------|----------|----------|----------|
| 1. bus | snake | train | bicycle |
| 2. basketball | carrot | tomato | lettuce |
| 3. tennis | baseball | knee | swimming |
| 4. leg | museum | eye | nose |
| 5. hospital | mouse | shop | cinema |
| 6. dog | cat | pen | hamster |
| 7. water | pencil | scissors | markers |
| 8. juice | milk | coffee | car |



Listen and **check** your answers:



Classify the nouns from the previous exercise into the correct category:

Sports	Transports	Drinks	Food Items
Animals	School objects	Body parts	Places in town



Write more nouns into each category.

PROYECTO ACB SERAPIS, está formado por una serie de cuadernos cuyo objetivo es la contribución a **la adquisición de las competencias básicas** en las áreas de **Lengua Castellana y Literatura**, de **Matemáticas**, de **Inglés**, de **Ciencias Sociales** y de **Ciencias de la Naturaleza**. Está dirigido a alumnado que precise **Adaptaciones Curriculares Básicas**, concretamente para **alumnado con necesidades educativas, retraso escolar y/o dificultades de aprendizaje**.

En sí, no es un material para suplir a los libros de texto en los centros educativos, sino que está concebido para un alumnado que acumula un cierto nivel de "retraso escolar en sus aprendizajes" y necesita un programa graduado para adquirir aquellos elementos de niveles previos que les posibilite seguir aprendiendo, al mismo tiempo que conseguir los objetivos y contenidos mínimos de cada nivel educativo en base al currículo. Este material se puede considerar como **adaptaciones no significativas** si el nivel del desfase curricular se sitúa en no más de un curso de desfase curricular, situándose como un **programa de refuerzo**. Cuando el desfase curricular es superior a dos o más cursos estaríamos hablando de **adaptaciones curriculares significativas**, debiendo seleccionar el cuaderno correspondiente al curso cuyas competencias y contenidos tiene aún por adquirir ese alumno/a.

Sistemáticamente se van apoyando estos aprendizajes con técnicas de estudio, refuerzo, modelado, moldeamiento y atenuación de ayudas,...
que propician la generalización de sus aprendizajes.

ACB SERAPIS

The curricular content is organized into five blocks, with ten didactic units, in each one a series of activities are developed according to the following type of content:

1. ACTIVITY INDICATORS. SKILLS: Listening, Speaking, Reading, Writing.
2. ACTIVITY INDICATORS. CATEGORIES: Vocabulary, Grammar, Communicative functions, Songs & more (Phonetics), Social cultural & social linguistic aspects, Complementary & fun activities.

ACB SERAPIS

Los contenidos curriculares se organizan en cinco bloques, con diez unidades didácticas, que desarrollan en cada una de ellas una serie de actividades en base a los siguientes tipos de contenidos:

1. INDICADORES DE ACTIVIDAD. HABILIDADES: Escuchar, hablar, leer y escribir.
2. INDICADORES DE ACTIVIDAD. CATEGORÍAS: Vocabulario, gramática, funciones comunicativas, canciones y más (fonética), aspectos socio culturales y socio lingüísticos, complementarios y actividades divertidas.



CIENCIAS DE LA EDUCACIÓN PREESCOLAR Y ESPECIAL

General Pardiñas, 95 • 28006 Madrid

Telfs.: 91 562 65 24 - 91 564 03 54 • 717 77 95 95

clientes@editorialcepe.es • editorialcepe.es



ISBN 978-84-18044-99-1



9 788418 044991