



BACK TO  
SCHOOL!

# Welcome BACK



# ENGLISH CONTENTS (I)

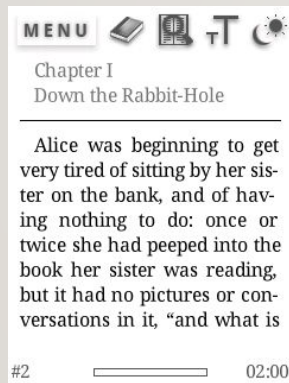
- English contents linked to JIM subject:



*Use of English*



*Listening*



*Reading*



*Speaking*



*Writing*



# ENGLISH CONTENTS (II)

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- **Types of games:** *Educational and simple games for kids, interactive and animated activities, dressing up, cake games, colouring games, face painting games, the haunted house, balloons games, shopping games, memory games for kids, human body games, counting games, Simon says...*
- **Learning and using game-related vocabulary:** *the animal sounds, the letters, the numbers, the shapes, the family, the colours, the body, the feelings, the fruits, the vowels, the farm...*
- **Instructions related to the game and different methodologies:** *Stand up, sit down, let's go round, follow me, hands up, hands down, give me five, make a circle, skip with me, shake your hands, catch me!...*
- **Arts and crafts:** *colouring activities, creating ornaments, decorations, manipulating activities, homemade gifts...*



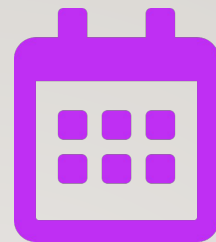
# ENGLISH CONTENTS (III)



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- **TIC:** use of online resources available on the web for learning English as a foreign language in stages 0 to 3: *classroom internet resources, English children's computer games...*
- **Stories:** *picture books, and kindergarten stories.*
- **English songs, nursery rhymes and dances** (*English classics songs*).
- **Children's videos and use of audiovisual resources:** *video stories, cartoons in the English language: English TV shows, famous English cartoons...*
- **Theatrical resources:** *staging and use of puppets of the characters worked with stories songs and cartoons. Theatre stories, dressing up games...*
- **Anglo-Saxon traditions and festivals:** *Halloween, Christmas, Easter, May Day...*

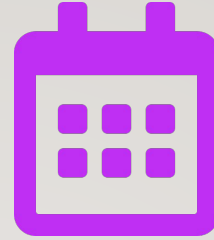


# SCHEDULE (I)



	DILLUNS	DIMARTS	DIMECRES	DIJOUS	DIVENDRES
15:00 - 15:55	JIM			JIM	
15:55 - 16:50	JIM			JIM	
16:50 - 17:45		JIM		JIM	
17:45 - 18:15	PATI				
18:15 - 19:10		JIM 	JIM		
19:10 - 20:05			JIM 		JIM
20:05 - 21:00					

# SCHEDULE (II)



**TOTAL NUMBER OF HOURS  
ACCORDING TO THE LAW:**



2000

120



80



# ENGLISH EVALUATION (I)

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## • KIND OF ASSIGNMENTS:

- Oral self-presentation
- Child games
- Unboxing Montessori's toy
- Invest gender roles in advertisement
- Game songs





# ENGLISH EVALUATION (II)



- **60% INDIVIDUAL OBJECTIVE ESSAY** (individual written/oral essay per quarter).
- **40% PRODUCTIONS** (obligatory to deliver them all within the deadline).

70%

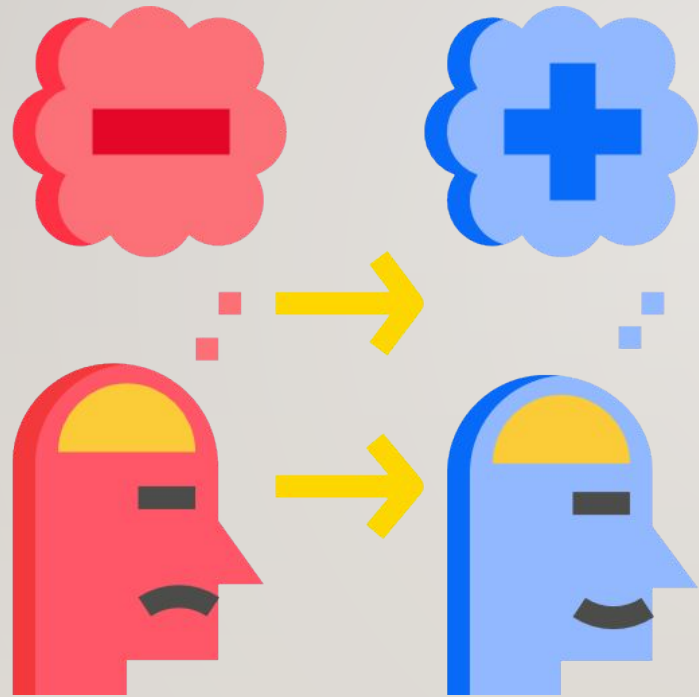


30%



# EVALUATION - CSP (I)

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# EVALUATION - CSP (II)



## Social and Personal Skills

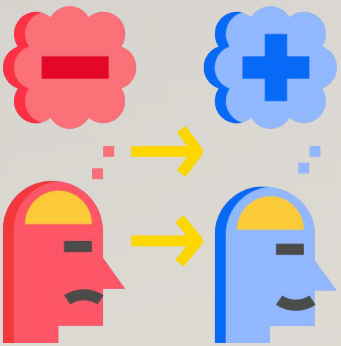
TRANSVERSAL TO ALL  
SUBJECTS



	ITEMS TO EVALUATE	DESCRIPTIVE
1	ABILITY TO ORGANIZE AND PLAN, AS WELL AS ABILITY TO WORK IN A TEAM	SHOWS THE ABILITY TO ORGANIZE AND PLAN ASSIGNED TASKS AND ALSO GROUP OR DYNAMIC ACTIVITIES THAT TAKE PLACE IN CLASS. HE KNOWS HOW TO COLLABORATE AND COOPERATE SO TEAMWORK IS BETTER THAN INDIVIDUAL WORK.
2	MOTIVATION, INTEREST AND PARTICIPATION	DEMONSTRATES A WILLINGNESS TO COLLABORATE AND PARTICIPATE IN ALL ACTIVITIES, EVEN IF THEY ARE NOT TO BE ASSESSED. HE SHOWS AN INTEREST IN GOING DEEPER INTO THE CONTENT AND DOESN'T JUST GO TO THE MINIMUM. DEMONSTRATES INITIATIVE BY ACTIVELY PARTICIPATING IN THE GROUP, MAKING SUGGESTIONS AND CONTRIBUTIONS, AS WELL AS AVOIDING PASSIVE AND/OR DISTORTED ROLES, EXPRESSIONS AND BEHAVIOURS OF APATHY, BOREDOM AND/OR DISINTEREST.
3	RESPECT	THE STUDENT IS RESPECTFUL OF THE TEACHERS, CLASSMATES, FACILITIES, AND MATERIALS. PUNCTUALITY AND UNWARRANTED ATTENDANCE ARE INCLUDED HERE AS A LACK OF RESPECT FOR THE TEACHING STAFF AND FELLOW STUDENTS.
4	MATURITY, SELF-CRITICISM, SELF-CONTROL	THE STUDENTS ARE RECEPTIVE TO THE TEACHERS' GUIDANCE AND ADVICE AND DEMONSTRATE MATURITY AND SELF-CONTROL IN DIFFERENT SITUATIONS. HE/SHE SHOWS THE ABILITY TO SELF-CRITICIZE BY ACCEPTING THEIR MISTAKES AND LOOKING FOR ALTERNATIVES TO IMPROVE, AS MUCH FOR THEMSELVES AS FOR THE GROUP OR THE CLASS.
5	INITIATIVE AND AUTONOMY	THE STUDENT HAS INITIATIVES FOR HIS DEVELOPMENT AND TO ENERGIZE WORK GROUPS. DEMONSTRATES A DECISIVE ATTITUDE, IN CLASSES AND GROUP WORK. WHEN HE MISSES CLASS, HE IS RESPONSIBLE FOR CATCHING UP ON THE SUBJECT, ASSIGNMENTS, DEADLINES...



Segons SGQ: DC020101-0



# EVALUATION - CSP (II)

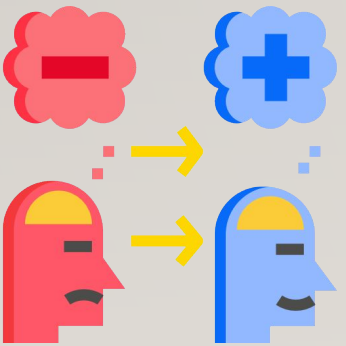


## Competències Socials i Personals

TRANSVERSALS A TOTS  
ELS MÒDULS



ÍTEMS A VALORAR		DESCRIPTOR
1	CAPACITAT D'ORGANITZACIÓ I PLANIFICACIÓ AIXÍ COM CAPACITAT DE FEINA EN EQUIP.	PRESENTA CAPACITAT D'ORGANITZACIÓ I PLANIFICACIÓ DE LES TASQUES ENCOMANADES I TAMBÉ, DE LES ACTIVITATS GRUPALS O DINÀMIQUES QUE ES DUEN A TERME DINS CLASSE. SAP COL-LABORAR I COOPERAR PERQUÈ LA FEINA EN EQUIP SIGUI MILLOR QUE UNA FEINA INDIVIDUAL.
2	MOTIVACIÓ, INTERÈS I PARTICIPACIÓ	DEMONSTRA PREDISPOSICIÓ A COL-LABORAR I PARTICIPAR EN TOTES LES ACTIVITATS, ENCARA QUE NO S'HAGIN D'AVALUAR. MOSTRA INTERÈS PER APROFUNDIR MÉS EN ELS CONTINGUTS I NO SOLS VA ALS MÍNIMS. DEMOSTRA INICIATIVA PARTICIPANT ACTIVAMENT DINS EL GRUP, FENT SUGGERIMENTS I APORTACIONS, AIXÍ COM EVITANT ROLS PASSIUS I/O DISTORSIONATS I EXPRESSIONS I CONDUCTES D'APATIA, AVORRIMENT I/O DESINTERÈS.
3	RESPECTE	L'ALUMNAT ÉS RESPECTUÓS AMB EL PROFESSORAT, COMPANYS/ES, INSTAL·LACIONS I MATERIALS. AQUÍ S'INCLOU LA PUNTUALITAT I L'ASSISTÈNCIA NO JUSTIFICADA COM A FALTA DE RESPECTE CAP AL PROFESSORAT I ELS COMPANYS I LES COMPANYYES.
4	MADURESA, AUTOCRÍTICA, AUTOCONTROL	L'ALUMNAT ÉS RECEPTIU A LES ORIENTACIONS I CONSELLS DEL PROFESSORAT, DEMOSTRA MADURESA I AUTOCONTROL EN LES DIFERENTS SITUACIONS QUE ES DONEN. DEMOSTRA CAPACITAT D'AUTOCRÍTICA ACCEPTANT LES SEVES ERRADES I CERCANT ALTERNATIVES DE MILLORA, TANT PRÒPIES COM PEL GRUP O LA CLASSE.
5	INICIATIVA I AUTONOMIA	TÉ INICIATIVES PER AL PROPÍ DESENVOLUPAMENT I PER DINAMITZAR ELS GRUPS DE FEINA. DEMOSTRA TENIR UNA ACTITUD RESOLUTIVA, A LES CLASSES I ALS TREBALLS EN GRUP. QUAN FALTA A CLASSE ES RESPONSABILITZA DE POSAR-SE AL DIA DE LA MATÈRIA, TREBALLS, TERMINIS.....

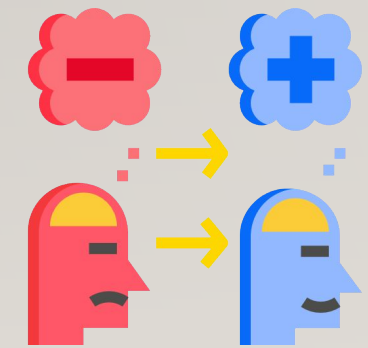


# EVALUATION - CSP (III)



- **VERY IMPORTANT:**

Remember that you cannot pass the subject if you have a **negative assessment** of your **CPS**.



# ASPECTS TO BE TAKEN INTO ACCOUNT FOR THE EVALUATION

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- **REMEMBER:** failure to continuously attend 10% of the hourly load (23 h) or 15% discontinuously (36 h) is grounds for dismissal from the subject.
- **According to the law**, students **absent for more than 20% of the subjects' teaching load** (46 hours), **lose the right to continuous assessment**. Consequently, the students go directly to the **extraordinary evaluation**.
- **Delivery of all the compulsory productions/projects** to be able to enjoy the assessment, always within the established deadline, and following the criteria published in the teaching programme.
- **IMPORTANT:** all **production delivered, without justification, outside the deadline**, can be qualified with a **maximum of 5!**
- The **minimum mark** for the productions/projects **to be averaged** must be a **4**.
- The **grade** may be **rounded** from **0.75 to the next whole number** whenever the teacher deems it appropriate.
- **CSP will be HIGHLY valued**, both in the classroom and in the preparation of individual/group work.



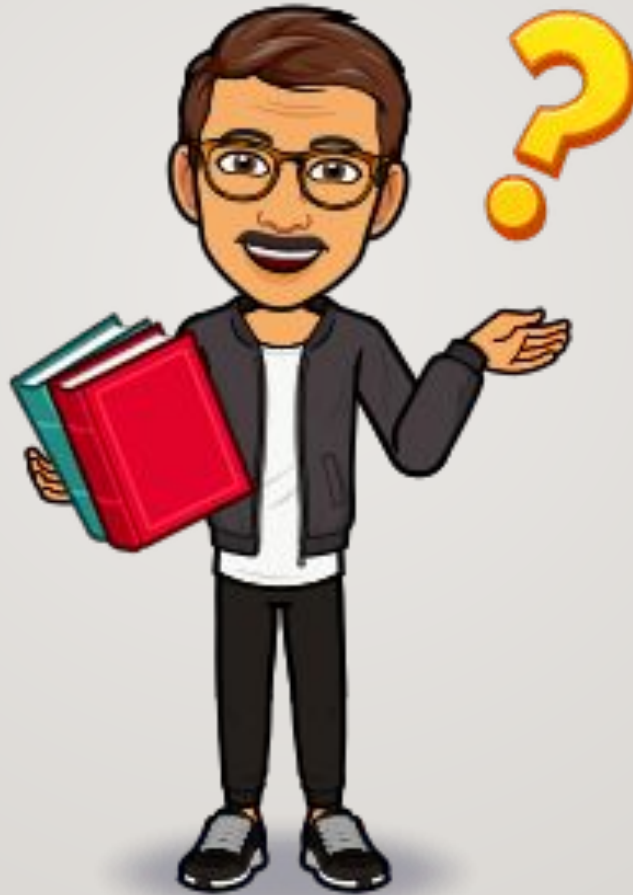


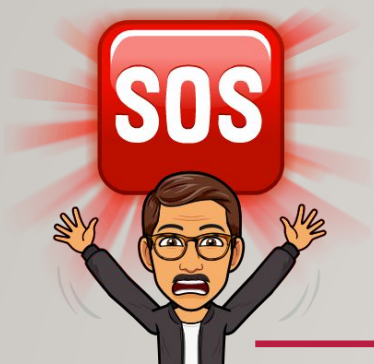
**YES, YOU CAN!!**





# ANY QUESTIONS?





## ATTENTION TO STUDENTS

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Tuesday from 4:50 to 5:45 p.m.,  
**ALWAYS** by appointment. **WHY??**

[marossellob@iessantamargalida.org](mailto:marossellob@iessantamargalida.org)





# ABOUT ME...

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**Socio-cultural animation  
(Vocational Training High level)**

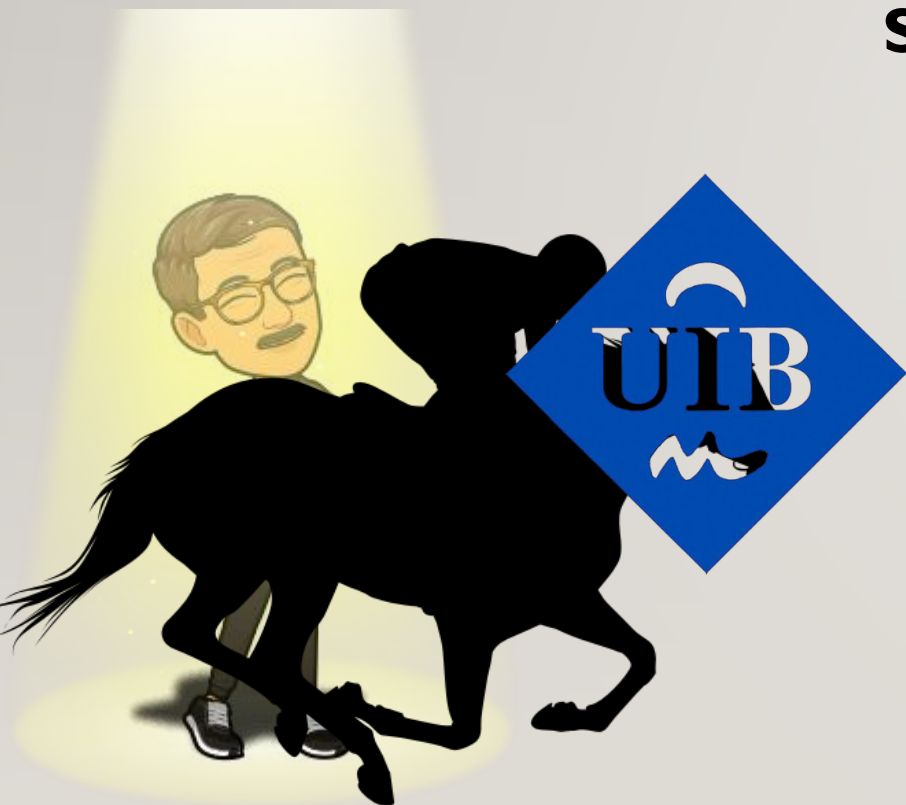


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IES Ramon Llull  
Creant Història

# ABOUT ME...



Social Education Degree



PRIFYSGOL  
BANGOR  
UNIVERSITY

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Universidad  
del País Vasco

Euskal Herriko  
Unibertsitatea

# ABOUT ME...

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- Innovative, encouraging, motivated teacher, in love with education and social/relational dynamics in the classroom.
- I love to travel, nature, culture, sport, family and, above all, food.



# TO LOOK BACK ON... PART I

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# TO LOOK BACK ON... PART II

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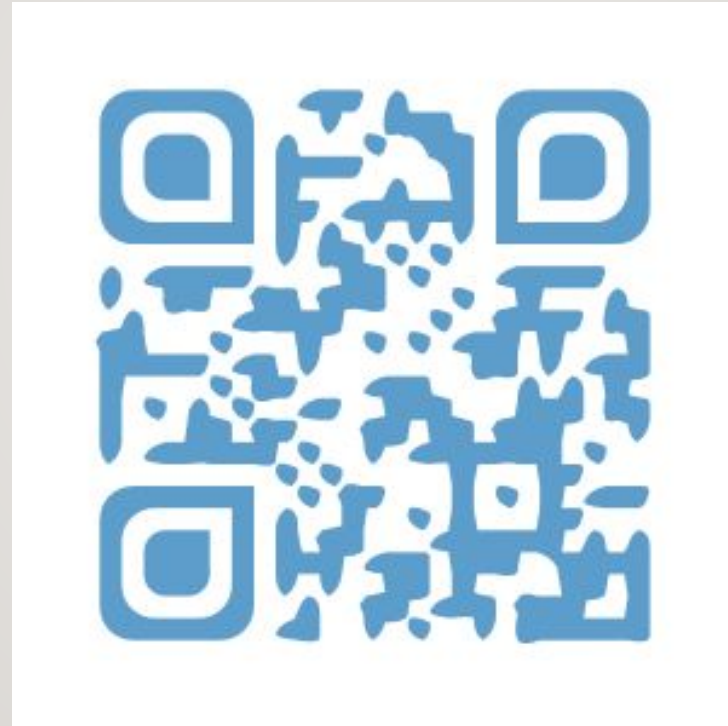
The Kahoot! logo background consists of four quadrants: top-left is red, top-right is blue, bottom-left is yellow, and bottom-right is green. The word "Kahoot!" is written in white, bold, sans-serif font across the center.

**Kahoot!**



**Cambridge Assessment  
English**

<https://kahoot.it/>



- ME HE DEJADO LAS LLAVES.  
NO PUEDO ABRIR.
- ¿Y NO SABES INGLÉS?
- NO, ¿QUÉ MÁS DA?
- DICEN QUE EL INGLÉS  
ABRE MUCHAS PUERTAS.





Have a nice beginning of classes!!

