

**THE TEACHING OF ENGLISH AND SPANISH AS A FOREIGN LANGUAGE IN
BOTH NATIONAL AND FOREIGN PRIMARY SCHOOLS**

de

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**MÁSTER EN ESTUDIOS INGLESES: APLICACIONES PROFESIONALES
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PROFESIONALES.**

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1. INTRODUCTION

The current socio-cultural and educational situation has made learning a foreign language something desirable and necessary. This phenomenon broadens some research to carry out in the field of pedagogical sciences.

Bilingualism is increasingly common in Europe, and this is noticeable in Spain: speaking English is often *a sine qua non condition* for teachers and a motivation for students. These students will, thanks to learning a new language, be more prepared than the previous generations for the 21st century competitive world.

This paper is divided into the following sections. The first section consists of this introduction, the justification, objectives and methodology of this research. Secondly, I will give a brief description of the teaching-learning process of a foreign language. Thirdly, I will introduce the schools of research. The following two sections will illustrate the results and conclusions I have drawn.

1.1. Justification

I have had the privilege of studying the primary education degree at Almería university and this has given me the opportunity to attend a bilingual school in Spain. Teachers are starting to make changes in some aspects of their methodology. Subjects like Science or Music are beginning to be taught in English in schools.

While I was looking for a job as a teacher in primary schools in Spain and in the U.K., I was able to analyze some demands and cultural differences in education between both countries. I then started being motivated to develop a comparative study between Spanish and British schools.

1.2. Objectives

With this research it is my intention to carry out a study of the teaching of English and Spanish as a foreign language in the first cycle of primary education in both national and foreign primary schools. For it, I will lead a contrastive study of teaching strategies, resources, and interaction in two different countries: Spain and the U.K.

My main objective is to find out whether the teaching- learning aspects of a foreign language are similar or different to the ones are used in English and Spanish schools. To this aim, I will present two questionnaires, one to teachers and another to students.

The purpose of the questionnaires given to teachers is to understand the following aspects:

- The level of involvement in their classes.
- If they follow the Stage Curriculum Project.
- If decisions are made with other professionals.
- If motivation and interests of students are an important part of the teaching-learning process.
- How the different levels and pace of students are taken into consideration.
- What would they change in their classes if they had enough time and resources?

In the questionnaires to students my purpose is to know the following aspects:

- If communicative skills are developed in the same way in different schools and in countries.
- To know the favorite aspects of the students of foreign language.
- To know the difficulties in learning a foreign language.
- The reasons why English could be their favourite subject, and, if it is not, what kind of activities the teacher could do so that students can enjoy the English class more.
- If students know some cultural aspects of a foreign language.
- If students practice their foreign language out of the classroom.
- If students are confident in the learning of a foreign language.
- Their attitude to study a foreign language.
- If they have a bilingual experience.
- Percentages of practice of communicative skills in each school.

1.3. Methodology

To carry out this research, four schools will be analyzed:

Name of school:	Location:	Native language of students:	Foreign language:
"28 de Febrero"	Huercal de Almeria, Almeria, Spain.	Spanish.	English.
"Compañia de Maria"	Almeria, Spain.	Spanish.	English.
"St. George School"	Roquetas de Mar, Almeria, Spain.	Spanish.	English.
"Vale School"	Worthing, West Sussex, United Kingdom.	English.	Spanish.

I handed out questionnaires to both students and teachers from each school (see appendix). The questionnaires addressed to teachers were the same for every school, but those addressed to students changed slightly. Question 26 focuses on the knowledge of a foreign culture. Section F evaluates communicative skills by means of different activities depending on nationality of each school. With this purpose in mind, I prepared the material combining questions of previous questionnaires and other questions that I had elaborated.

Some questions were closed ("yes/no questions"), whereas others were based on one of the most popular methods to measure some attitudes, "Likert Scale", according to which an item must be answered by multiple choice options. Answers were kept anonymous to keep confidentiality.

Spanish native students (from "28 de Febrero", "Compañía de María" and "St. George School") were given the questionnaires in their mother tongue so that they could perfectly understand what they were asked. It is interesting to know that the number of participants in this study is 4 teachers and 64 students.

¹ In the questionnaires to teachers, I took the main part of the questions (from 3 to 13) from Castillo Melara, R.G. *Autoreflexión y evaluación de la práctica docente*. Document available in <http://practicaeducativaunefa.wikispaces.com/file/view/pract.docIII.pdf>).

In the questionnaires to students, I took some questions of the section "Academic data" (questions 2 and 3), and of the section "Motivation" (questions 7, 8, 9 and 11) from Van Boxtel, S. J. *Can the late bird catch the worm? Ultimate attainment in L2 syntax*. Other questions of the same section, "Motivation" (question 4, 5 and 6) from the website of C.E.I.P. Indalo: URL: <http://recursos.cepindalo.es/>

2. STATE OF THE ART

Teaching languages to the very young is one of the consequences of the European unification process and also a consequence of globalization and the spread of English across the world.

Learning a foreign language is a process within which individual learner's personal knowledge and skills are adapted according to new information in his/her active, goal oriented and seeking performance.

Both foreign languages, English and Spanish, are very popular in primary education schools. According to Wade, Marshall and O'Donnell (2009), most Spanish schools (99%) offer English as a foreign language. The Common European Framework reflects that the main objective of teaching a foreign language is to incorporate several language skills simultaneously (writing, reading, listening and speaking), and they provide their students with situations that allow for well-rounded development and progress in all areas of language learning.

Vernier, Barbuzza, Del Giusti and Del Moral (2008) also emphasize the relevance of integrating cultural competence into the foreign language classroom. It is important to grasp the full meaning of the word "culture" first. According to Chamberlain (2005: 197), culture represents "the values, norms, and traditions that affect how individuals of a particular group perceive, think, interact, behave, and make judgments about their world". It could be useful for students to reflect on their own since, by exploring their own culture, they will acquire the vocabulary with which to describe values, expectations, behaviors, traditions, customs, rituals, forms of greeting, cultural signs and identity symbols familiar to them.

On the other hand, if skills and culture are relevant in a foreign language classroom, pronunciation should invariably be taught. To this respect, Alcaraz and Moody (1999: 7) maintain that:

“Desde siempre, en la mayoría de los libros dedicados a la enseñanza del inglés se ha prestado más atención a los aspectos léxicos y morfosintácticos, en detrimento de los fonéticos. La pronunciación ha recibido un enfoque aproximativo en el que, por lo general, no se ha dedicado la atención debida a los problemas contrastivos entre el español y el inglés”.

In fact, Madrid and McLaren. (2004: 139-311), manifest that students should be given a lot of pronunciation practice in classroom, so that they acquire good pronunciation habits. For this researcher a lot of students found learning the English alphabet difficult because the names of the letters do not correspond to the sounds of the letters in speech.

As far as Halliwell (1992) is concerned, he thinks that the biggest contribution at primary education is the spoken interaction between students, this makes that students can see that language is something they actually use "for real" situations. In the case of Madrid (1980), he states that most students from Granada (Spain) have difficulties with oral English, so it would be important to pay attention to oral foreign language. Following in the same way, Salaberri Ramiro (1995) gives importance to audio-visual activities to improve the communicative skills of a foreign language. However there are some authors who reflect that the teaching-learning of a foreign language, for example, in the U.K. happens the opposite case. Swarbrick (2002) thinks that many foreign teachers have been profoundly influenced by communicative language teaching. Evans and Fisher (2009: 482-488) said that in this country, the grammar is neglected in the late 90s under communicative-based approach. They

also showed that British students did not know the very basics of foreign grammar so they could never build their own sentences.

As pointed out by Halliwell (1992), many foreign language teachers have to create the whole programme for themselves, and maybe they have not in mind the objectives of methodology of the Common European Framework.

A main difference between Spain and the U.K. could be the teacher training. In Spain there are different specialists (primary education teacher, English or French language teacher, music teacher...) but in the U.K. and according to Duran and Beltran (2006), the teacher training model is generalist rather than specialist; in fact, many teachers teach literature, Spanish and French.

Another important concept is that of motivation. Several authors confirm that motivation is very important in classrooms of foreign language, no matter the country. Madrid (1999: 48-67) points that "Las creencias de los estudiantes sobre la importancia de aprender la segunda lengua ejerce influencia sobre sus resultados". He emphasizes their motivations are to get a job, understanding the movies and music and integrating into a foreign society. Moreover, he adds that the most motivating activities for students are games, videos, dialogues, reading, vocabulary, songs and activities.

With respect to bilingual schools, Lasagabaster and Ruiz de Zarobe (2010: 278) demonstrate that using the second language as a means of instruction yields very positive results and in the case of bilingual schools from Spain it improves the teaching of a foreign language and the mother tongue of students too. A similar study made by Hidalgo (2010) in Spain confirmed that: "El español no sólo no sufre por la enseñanza bilingüe, sino que se beneficia de ella. Los alumnos de colegios que

combinan castellano e inglés obtienen mejores resultados en la primera lengua que aquellos educados exclusivamente en ésta”.

3. SCHOOLS OF RESEARCH

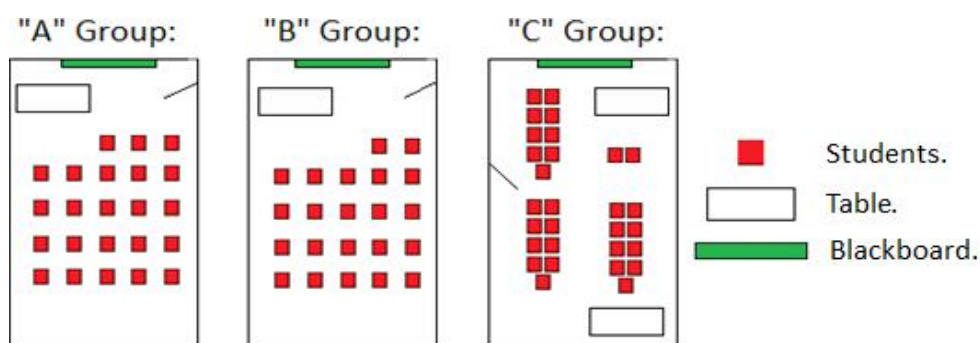
The Primary Education system is different in Spanish and English schools as you can see on the table below:

British System:		Spanish System:		Age:	
Foundation	Nursery	1 st Childhood	2 nd Cycle of Childhood	3 years.	
	Reception	2 nd Childhood		4 years.	
Primary	KS1	Year 1	3 rd Childhood	5 years.	
		Year 2	1 st Primary	6 years.	
	KS2	Year 3	2 nd Primary	1 st Cycle of Primary Education	7 years.
		Year 4	3 rd Primary	2 nd Cycle of Primary Education	8 years.
		Year 5	4 th Primary		9 years.
		Year 6	5 th Primary	3 rd Cycle of Primary Education	10 years.
Year 7	6 th Primary	11 years.			

3.1. “28 DE FEBRERO”

It is a Preschool and Primary Education school which was created 30 years ago.

CLASSROOMS AND MATERIALS USED:



This school follows a project entitled “Find out!” (Macmillan, 2012). This project is part of the legislative guidelines of the Area of Foreign Languages and its curricular objective is to teach how to communicate with it through use, as well as the provisions of the Common European Foreign Learning, where by students will be

able to effect progressive communication tasks gradually developing communicative competence in these languages.

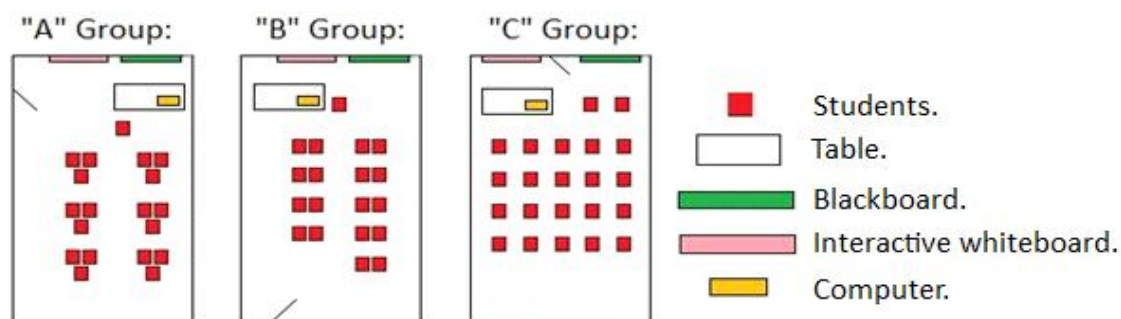
3.2. "COMPAÑIA DE MARIA"

It is a private and catholic school covering three stages: Preschool, Primary and High education. It founded 127 years ago.

This school follows a project entitled "Incredible English Kit" (Oxford University Press, 2012). The objective of this project is for students to acquire communicative skills in English through games and motivating activities, this is both effective and a fun way of learning for the students. In my opinion I think that is important for students to try out different learning approaches.

The English teacher of this school is very close to the students and their parents, and he tells the progress of the students to their parents by e-mail every week. He also looks for videos with songs, dances and other motivating activities to carry out in class with the interactive whiteboard. Every month he buys a magazine called "The teacher's magazine", where there are some posters with vocabulary, activities and games to be used in the classroom.

CLASSROOMS AND MATERIALS USED:



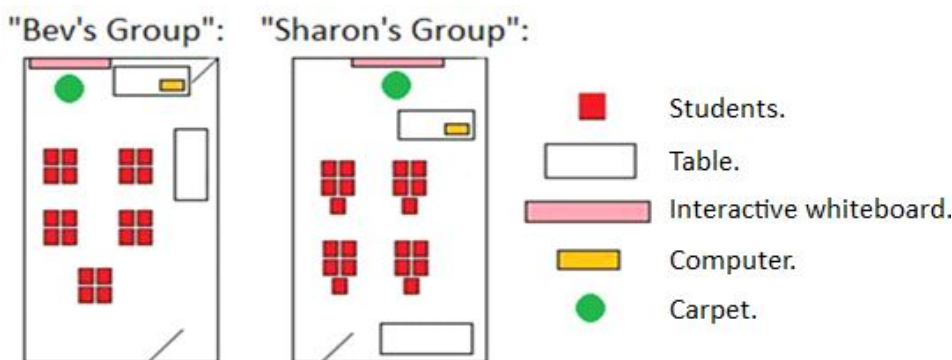
3.3. "ST. GEORGE SCHOOL"

It is a British school created 5 years ago.

This school follows a project named "St. George" (made by the teachers from this school in 2012). This educational proposal goes beyond academic aspects because it deals with the overall development of students. It focuses on the promotion of values to build a better world.

Some teachers who collaborate on this project are willing to share experiences, and open to dialogue, cooperation and guidance.

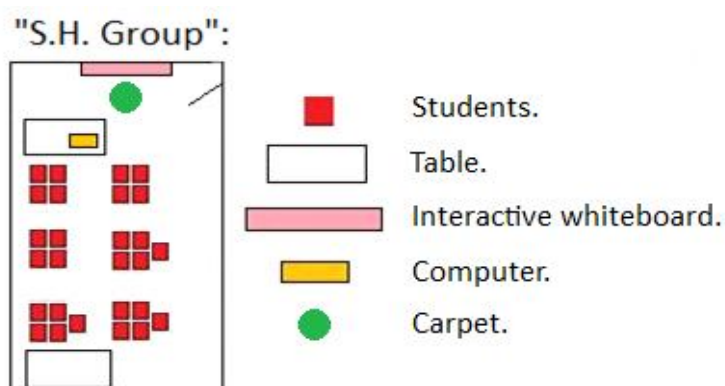
CLASSROOMS AND MATERIALS USED:



3.4. "VALE SCHOOL"

It is a British school. This school follows a project based on a book, called "My birthday". Teachers design vocabulary activities and others for students. The latter complete a dossier where they file the activities given by the foreign language teacher.

CLASSROOMS AND MATERIALS USED:



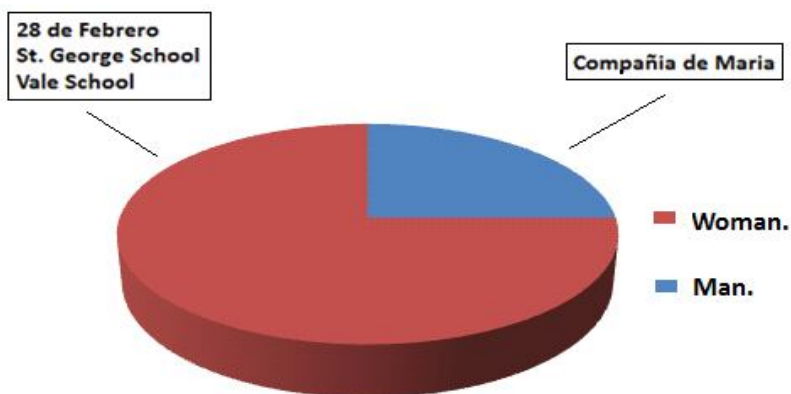
4. RESULTS

TEACHERS QUESTIONNAIRES

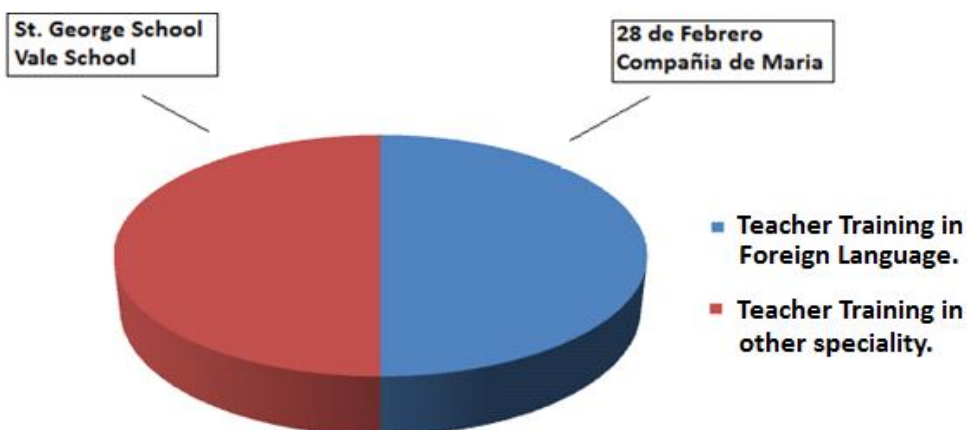
Teacher questions are divided into seven sections: Personal data, syllabus of classes, motivation of students, presentation of content (concepts, procedures and attitudes), monitoring / control of the teaching-learning process, diversity and others (see appendix).

A. PERSONAL DATA

1. GENDER

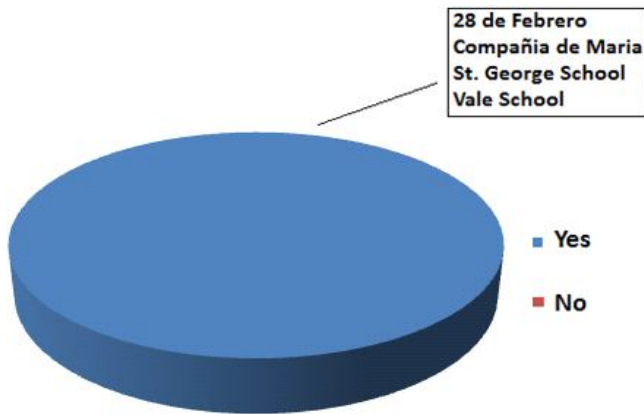


2. STUDIES

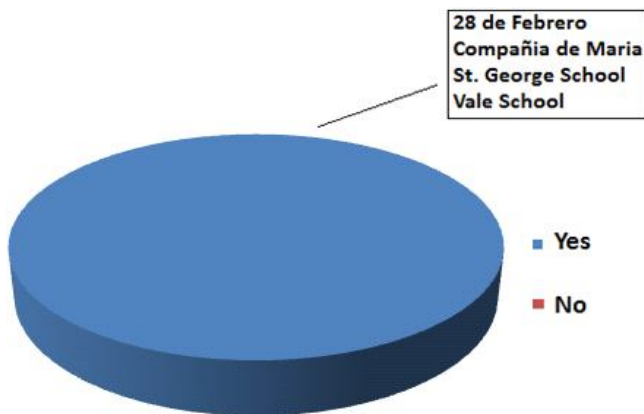


B. SYLLABUS OF CLASSES

3.I PLAN MY LESSONS ACCORDING TO THE CURRICULUM PROJECT BY STAGES.

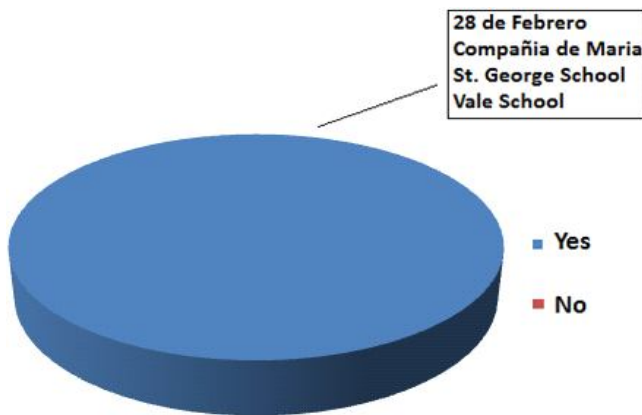


4. I PLAN MY CLASSES TO BE FLEXIBLE AND ADAPTED TO THE CURRICULUM PROJECT.

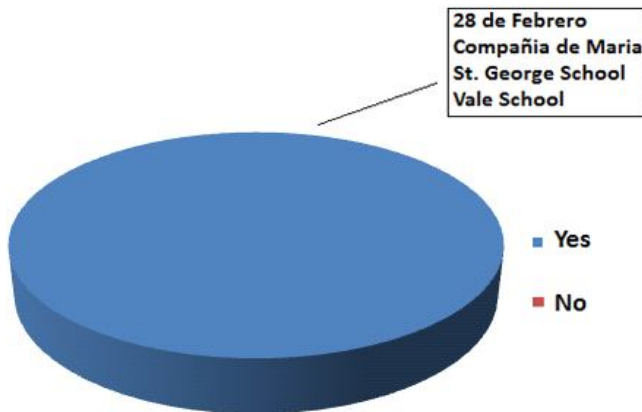


C. MOTIVATION OF STUDENTS

5. I KEEP THE INTEREST OF THE STUDENTS REGARDING THE LEARNING PROCESS TO THEIR EXPERIENCES, WITH A CLEAR AND ADAPTED LANGUAGE.

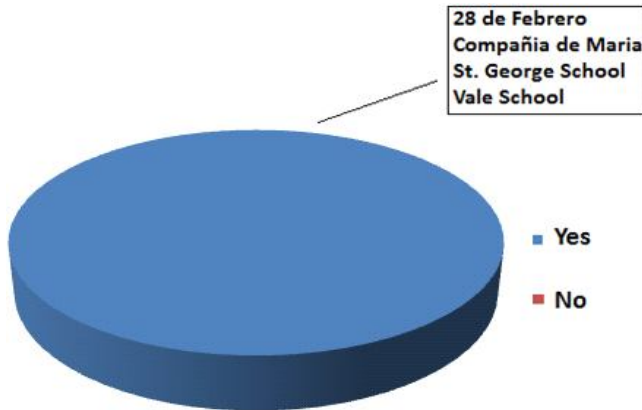


6. I COMMUNICATE THE AIMS OF THE LEARNING PROCESS, ITS IMPORTANCE, USEFULNESS, REAL APPLICATION.

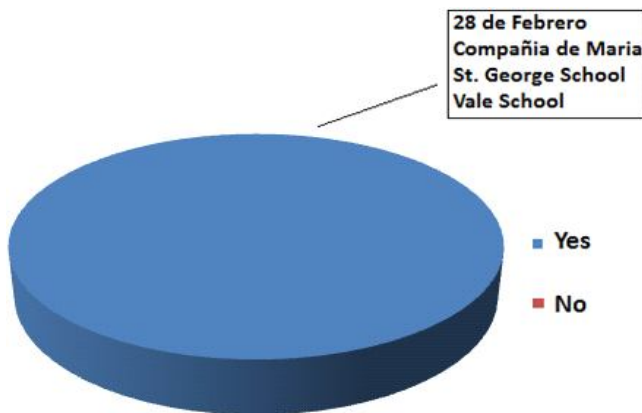


D. PRESENTATION OF CONTENT (CONCEPTS, PROCEDURES AND ATTITUDES)

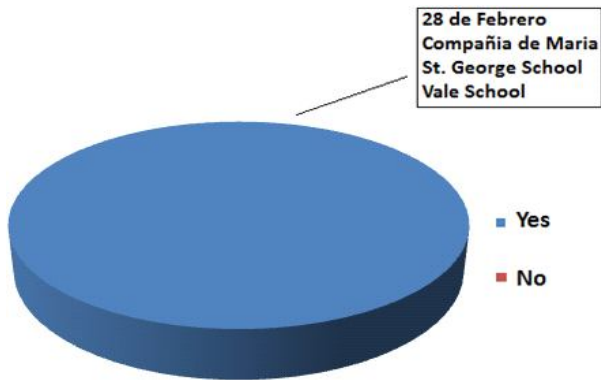
7. I RELATE CONTENTS AND ACTIVITIES WITH THE INTEREST AND PREVIOUS KNOWLEDGE OF MY STUDENTS.



8. I MAKE SURE THAT STUDENTS HAVE UNDERSTOOD THEIR ASSIGNMENT, IN DIFFERENT WAYS, LIKE ASKING QUESTIONS.

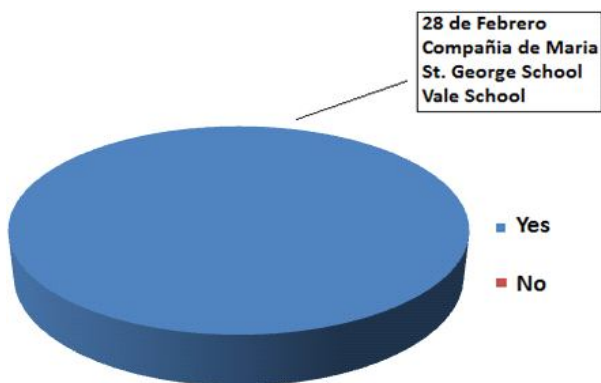


9. I PROVIDE LEARNING STRATEGIES: HOW TO ASK FOR QUESTIONS, HOW TO FIND RELIABLE INFORMATION SOURCES, STEPS TO RESOLVE PROBLEMS

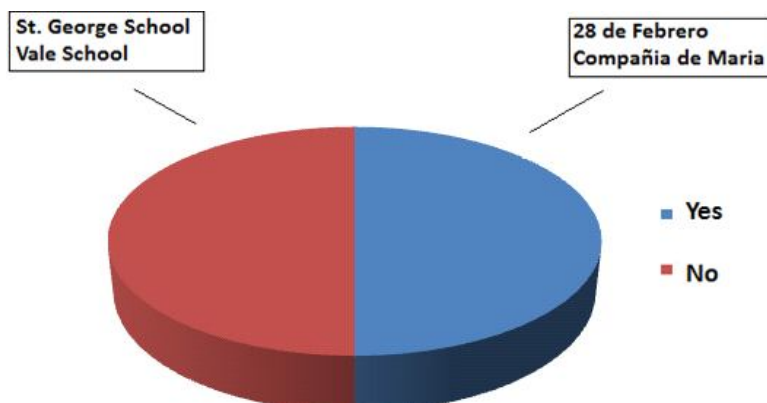


E. MONITORING/CONTROL OF THE TEACHING-LEARNING PROCESS

10. I PROPOSE NEW ACTIVITIES TO FACILITATE THE ACQUISITION OF KNOWLEDGE OF MY STUDENTS.

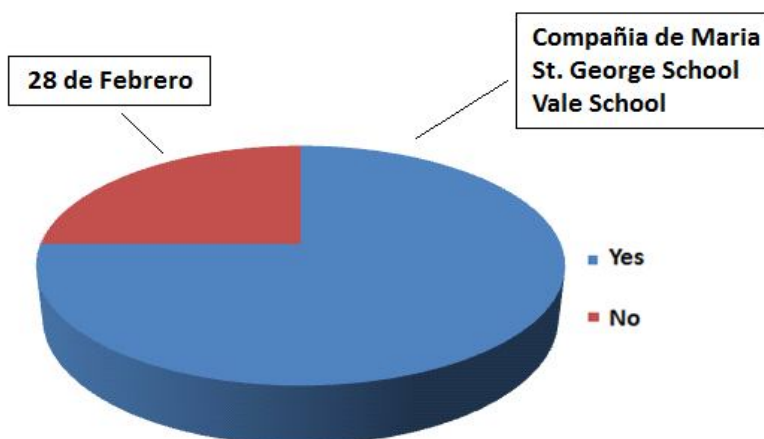


11. IN CASE AN OBJECTIVE HAS NOT BEEN FULLY ACHIEVED, I PROVIDE NEW ACTIVITIES IN ORDER TO IMPROVE THE LANGUAGE ACQUISITION.

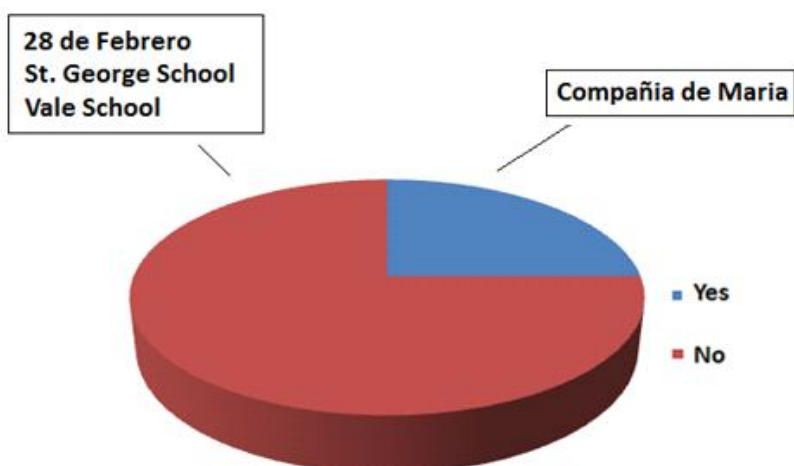


F. DIVERSITY

12. I CONSIDER THE LEVEL OF MY STUDENT'S ABILITIES, THEIR LEARNING PACE, THEIR ABILITIES TO CONCENTRATE AND ACCORDING TO THOSE, I ADAPT THE TEACHING-LEARNING STRATEGIES (MOTIVATION, CONTENTS, ACTIVITIES...).

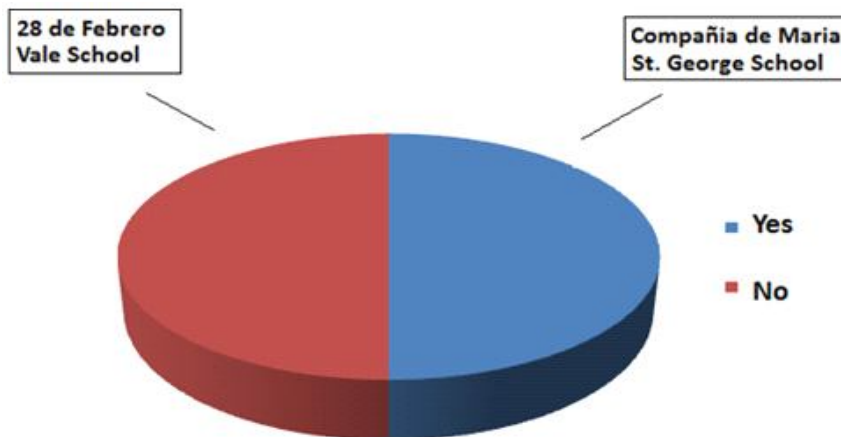


13. I COORDINATE WITH OTHER PROFESSIONALS IN THE FIELD (TEACHER ASSISTANTS, EDUCATIONAL PSYCHOLOGY ORIENTATION AND EDUCATIONAL GUIDANCE TEAMS, ORIENTATION DEPARTMENTS...) , IN ORDER TO MODIFY AND/OR ADAPT CONTENTS, ACTIVITIES, METHODS RESOURCES...



G. OTHERS

14. I USUALLY SPEAK IN FOREIGN LANGUAGE DURING MY CLASS.



15. WHAT ELSE WOULD I ADD IN MY CLASSES IF I HAD MORE TIME AND THE NECESSARY RESOURCES?

“28 de Febrero”: I would reinforce activities and employ more attention to motivation and content.

“Compañía de Maria”: I would develop the speaking skill.

“St. George School”: I would employ support staff to give individual attention.

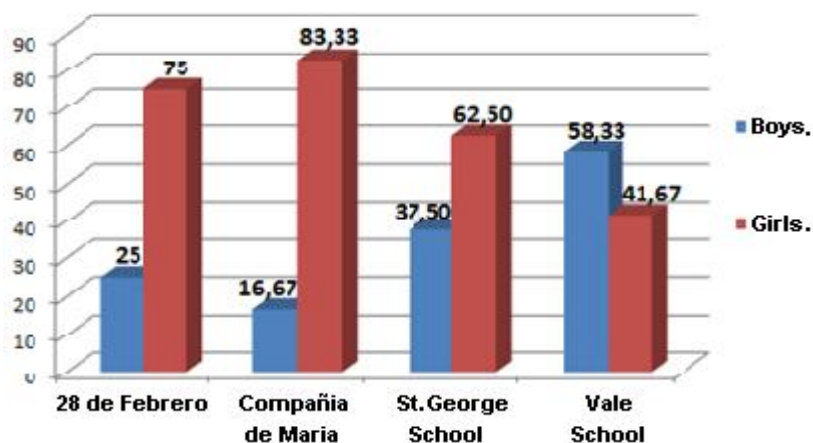
“Vale School”: I would provide more educational games in Spanish.

STUDENTS QUESTIONNAIRES

Students questions are divided into six sections: Personal data, academic data, motivation, attitude, bilingual experience and communicative skills (see appendix).

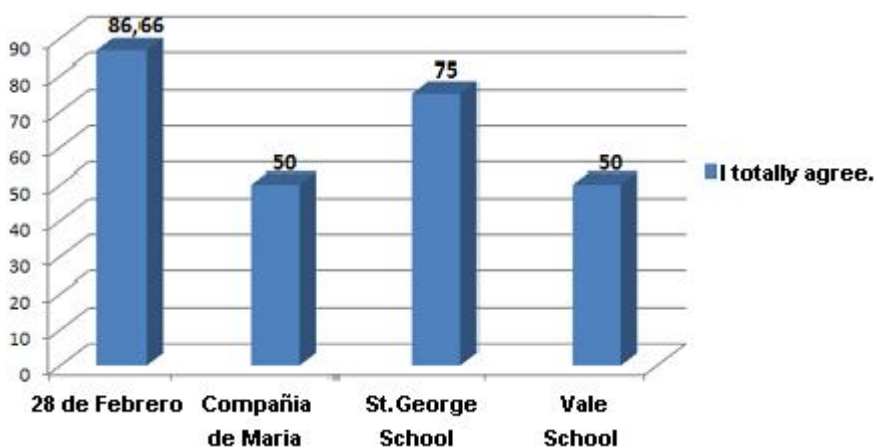
A. PERSONAL DATA (OF RESPONDENTS)

1. GENDER



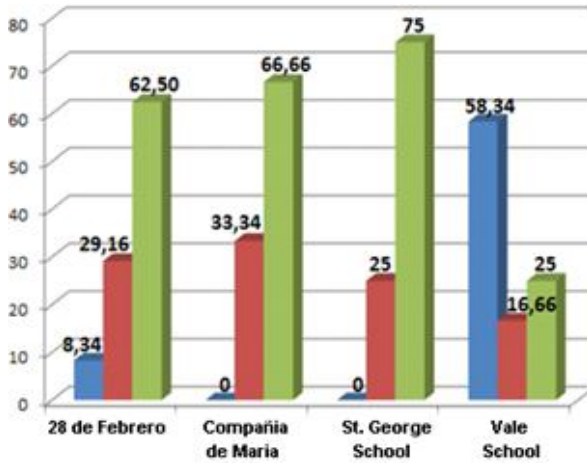
B. ACADEMIC DATA

2. I FEEL MORE CONFIDENT IN MY NATIVE LANGUAGE THAN IN A FOREIGN LANGUAGE.

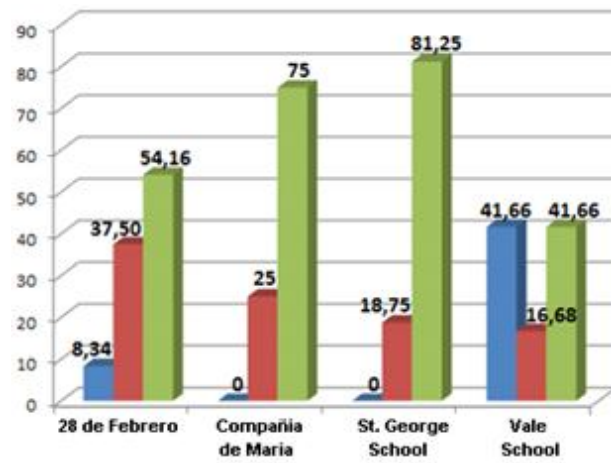


3. HOW GOOD IS YOUR PROFICIENCY IN THE FOREIGN LANGUAGE AT THE MOMENT?

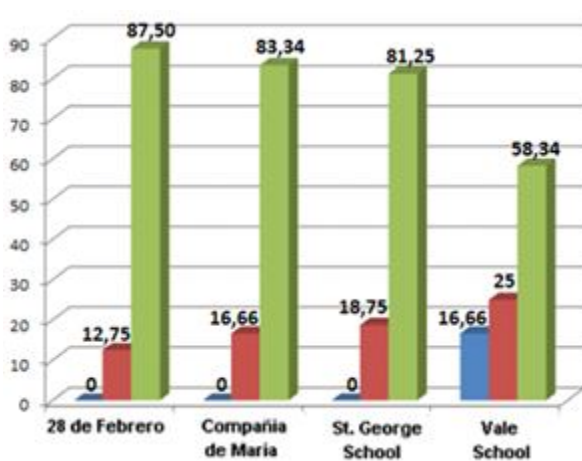
WRITING



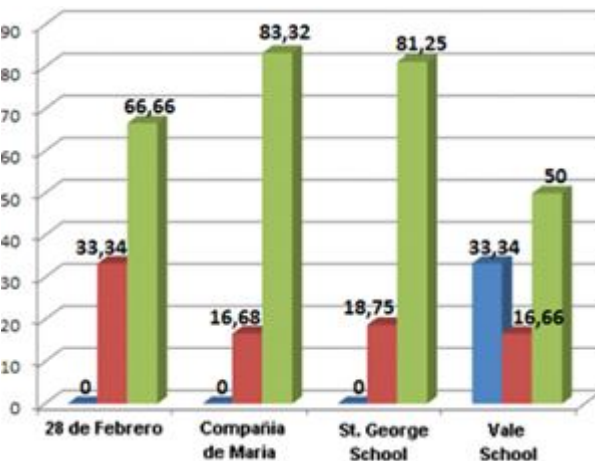
READING



LISTENING



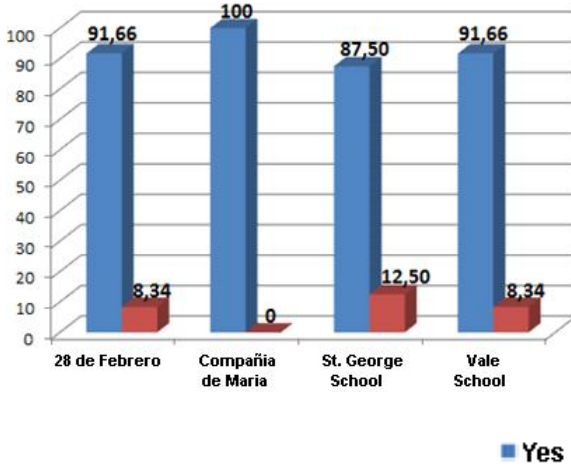
SPEAKING



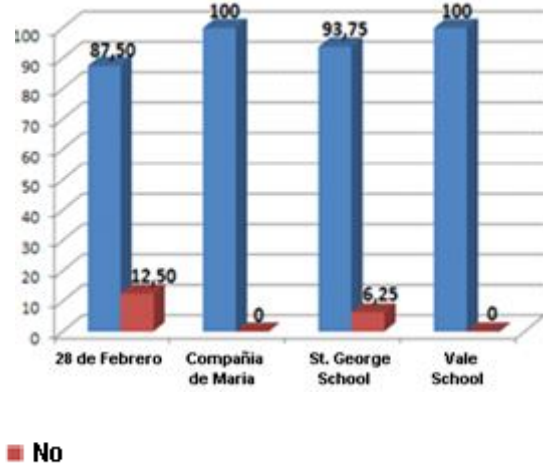
■ Bad or very bad.
 ■ Regular.
 ■ Good or very good.

C. MOTIVATION

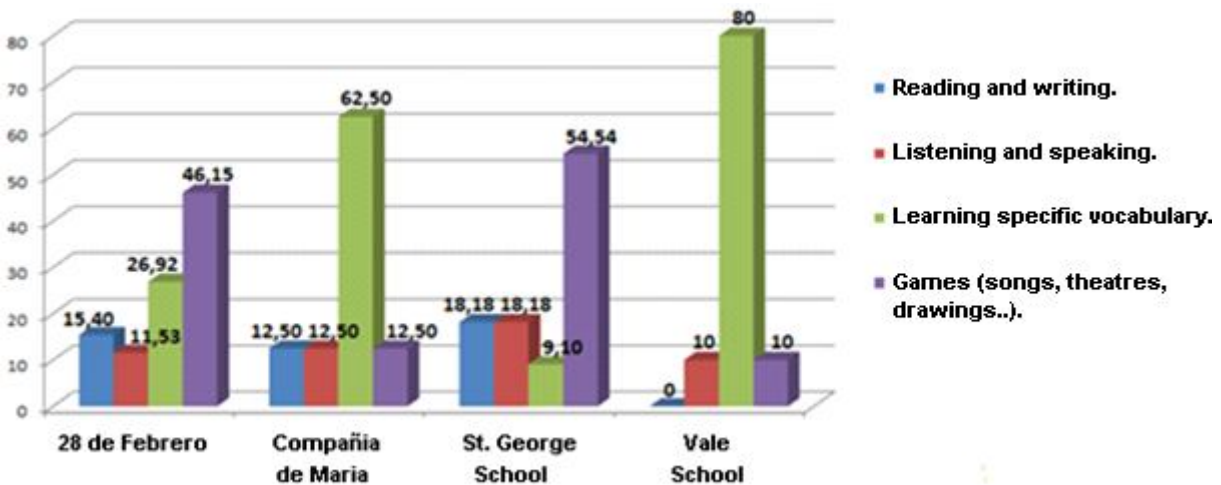
4. DO YOU LIKE GOING TO SCHOOL?



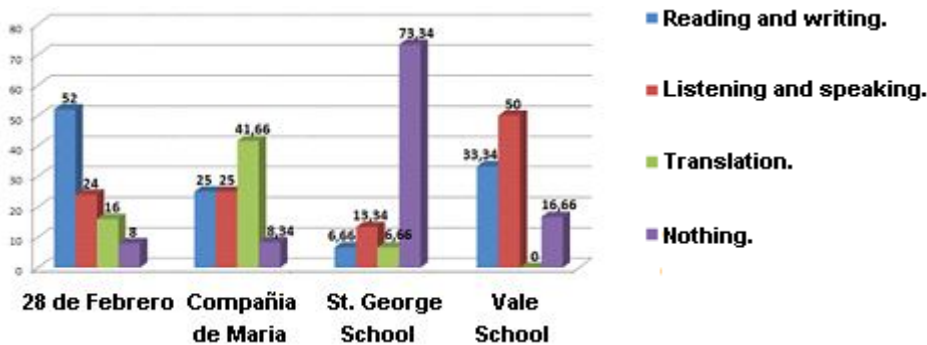
5. DO YOU LIKE LEARNING A FOREIGN LANGUAGE?



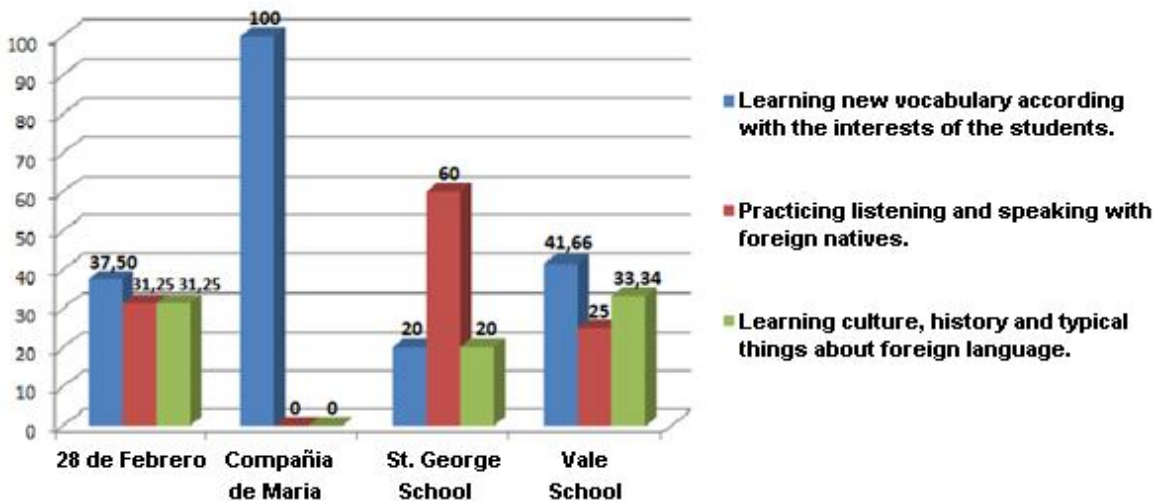
6. WHAT DO YOU LIKE MOST ABOUT LEARNING A FOREIGN LANGUAGE?



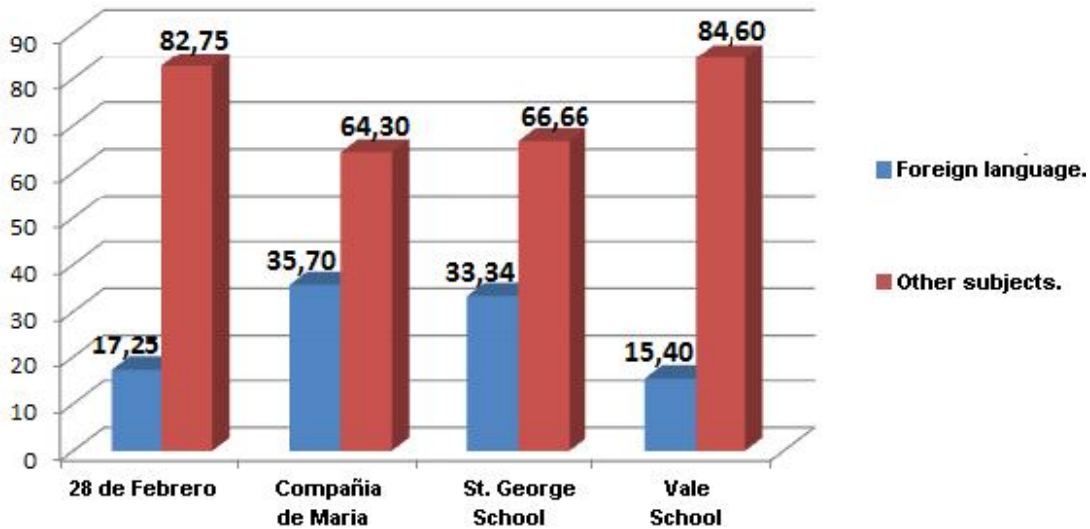
7. WHAT IS THE MOST DIFFICULT ASPECT TO LEARN A FOREIGN LANGUAGE?



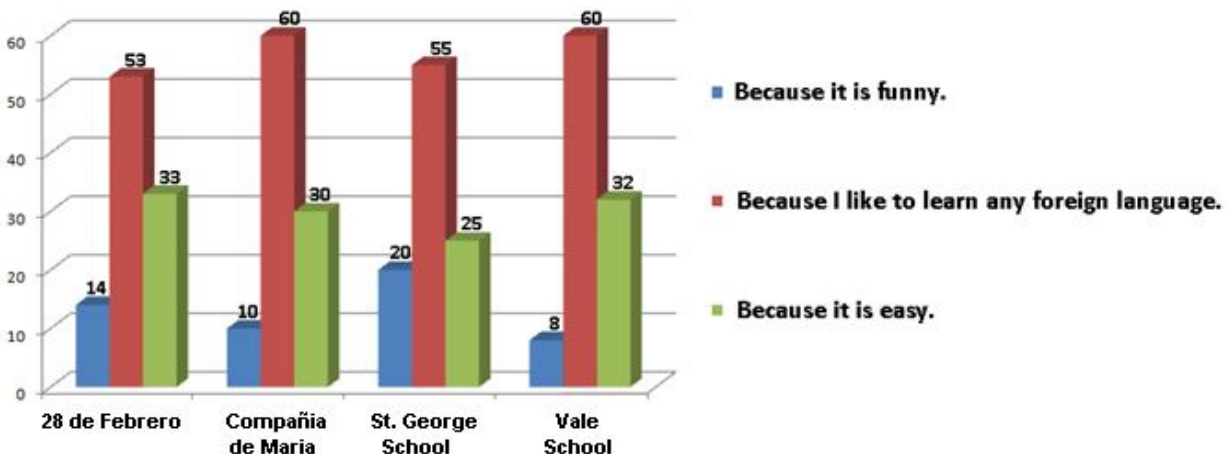
8. WHAT WOULD YOU LIKE TO STUDY IN CLASS?



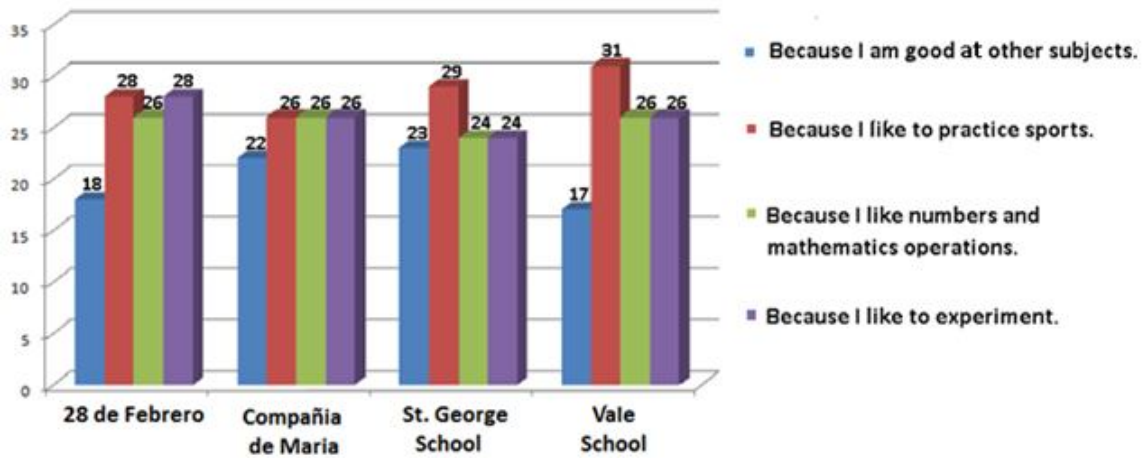
9. IS THE FOREIGN LANGUAGE YOUR FAVOURITE SUBJECT?



10 . ACCORDING TO THE PREVIOUS ANSWER, WHY IS IT YOUR FAVOURITE SUBJECT?

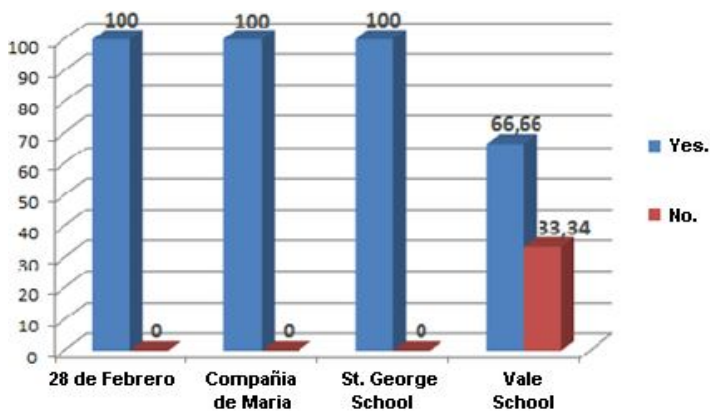


11. ACCORDING TO THE PREVIOUS ANSWER, WHY IS IT NOT YOUR FAVOURITE SUBJECT?

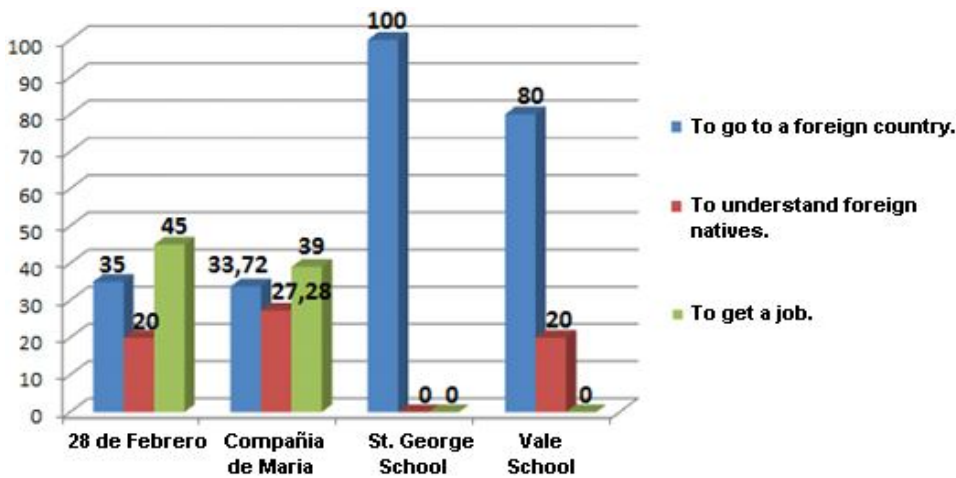


D. ATTITUDE

12. DO YOU THINK THAT IT IS IMPORTANT TO LEARN A FOREIGN LANGUAGE?



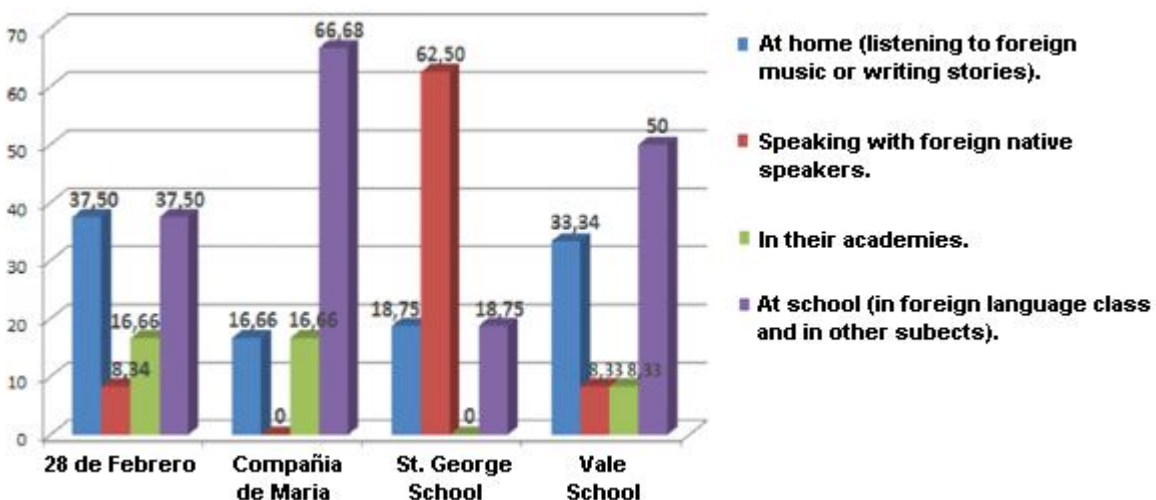
13. ACCORDING TO THE PREVIOUS ANSWER, WHY DO YOU THINK THAT IT IS IMPORTANT?



14. ACCORDING TO THE PREVIOUS ANSWER, WHY DO YOU THINK THAT IT IS NOT IMPORTANT?

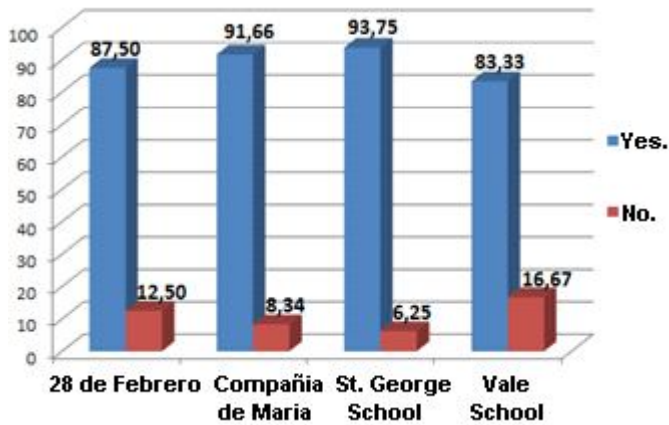
- I live in a country where I do not need to learn a foreign language.
- Not everyone goes to a foreign country on holidays.

15. WHERE DO YOU APPLY WHAT YOU HAVE LEARNED IN CLASS?



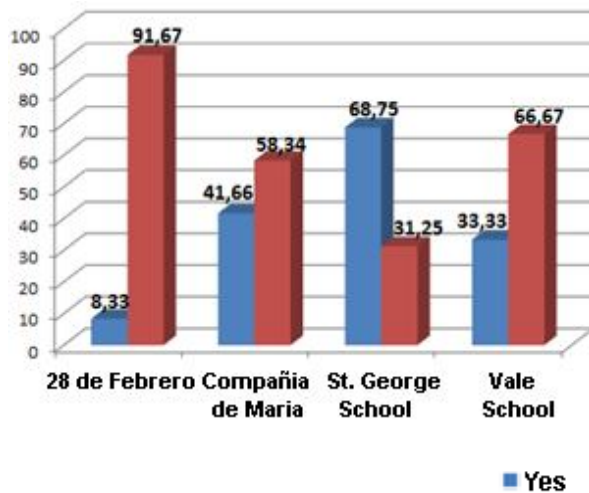
E. BILINGUAL EXPERIENCE

16. DO YOU LISTEN TO MUSIC IN A FOREIGN LANGUAGE?



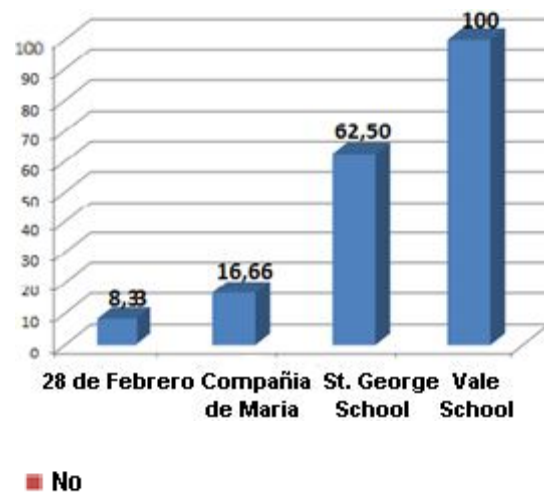
17. DO YOU WATCH MOVIES

IN A FOREIGN LANGUAGE?

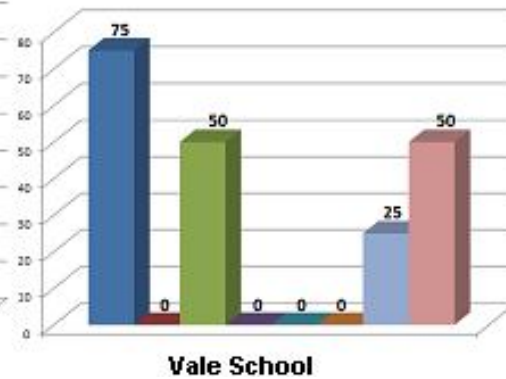
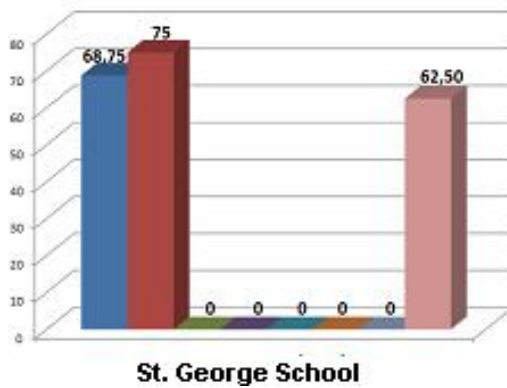


18. HAVE YOU EVER SPOKEN

WITH A PEN PAL FRIEND?



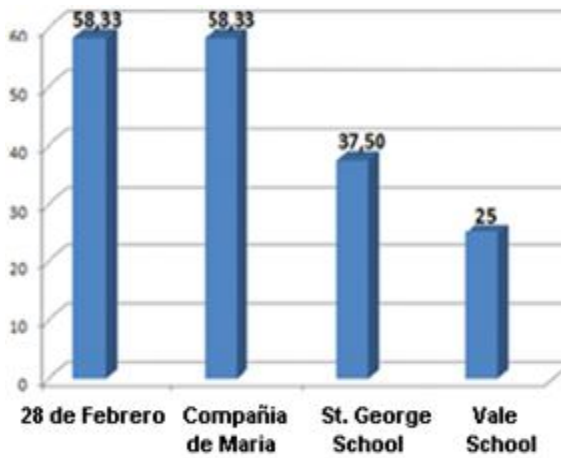
19. CIRCLE THE DRAWINGS WHICH ARE RELATED TO THE ENGLISH/SPANISH CULTURE. WHAT DO YOU KNOW ABOUT THE FOREIGN LANGUAGE CULTURE?



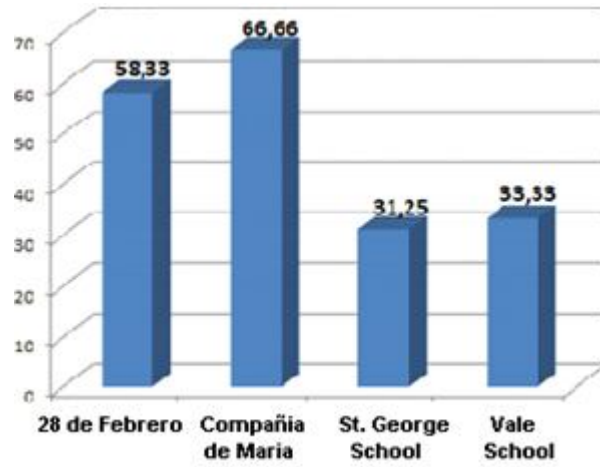
- Flag.
- Monuments: Big Ben, Cibeles...
- Typical food and traditional clothing.
- Celebrations.
- Music, literacy, movies and sports.
- Celebraties.
- Stereotypes.
- Representative stuff: Currency, red buses and telephone boxes, bullfighters...

F. COMMUNICATIVE SKILLS

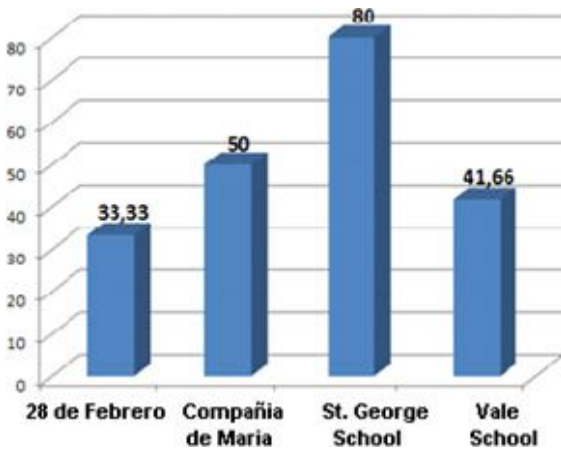
EXERCISES OF WRITING



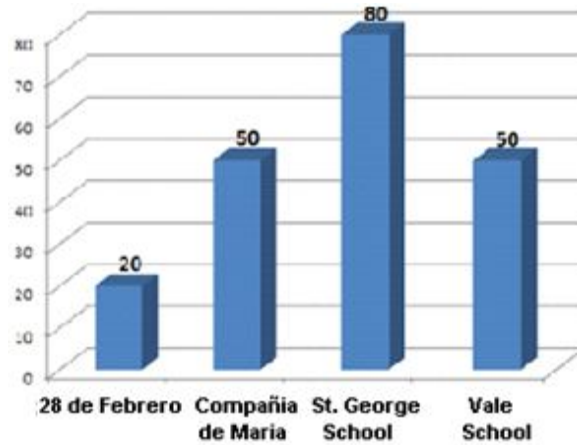
EXERCISES OF READING



EXERCISES OF LISTENING

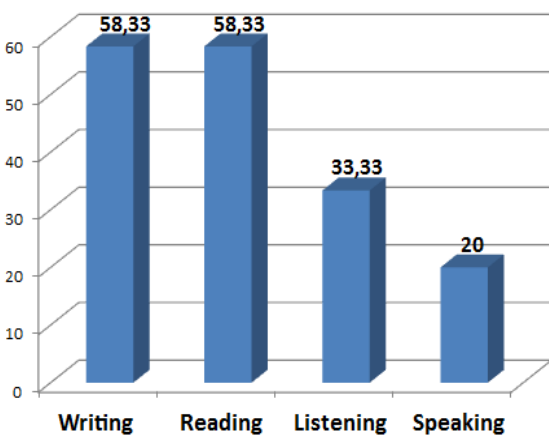


EXERCISES OF SPEAKING

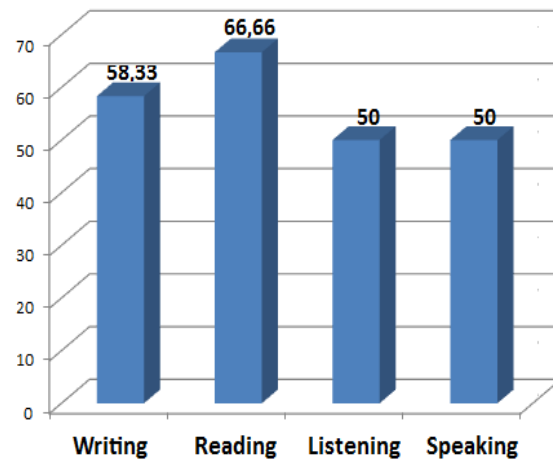


PRACTICE OF COMMUNICATIVE SKILLS IN EACH SCHOOL

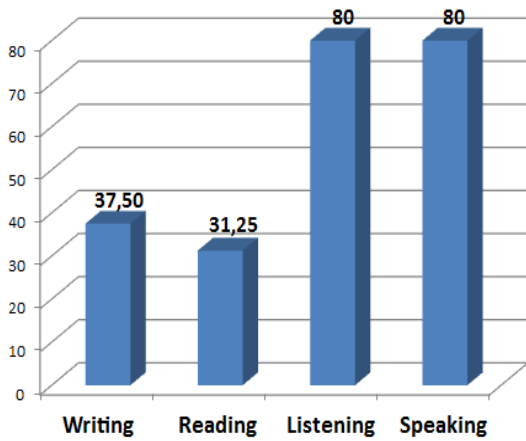
28 DE FEBRERO



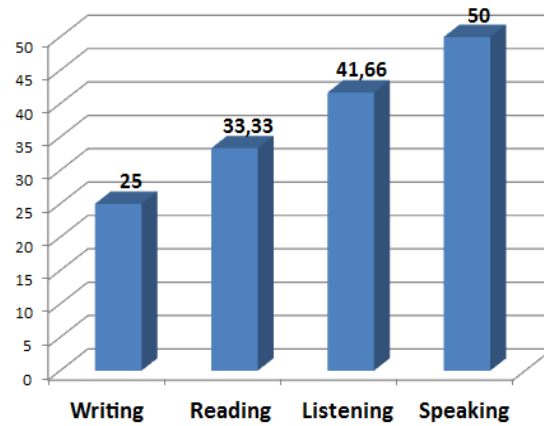
COMPAÑÍA DE MARÍA



ST. GEORGE SCHOOL

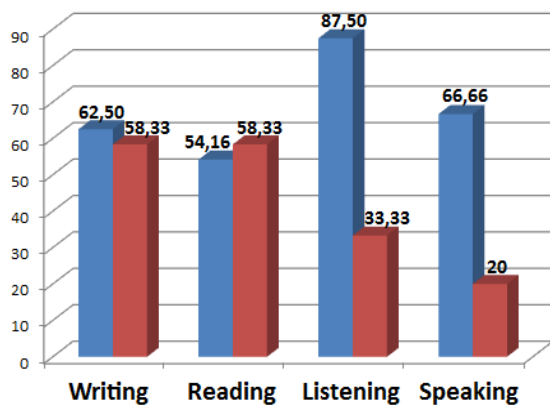


VALE SCHOOL

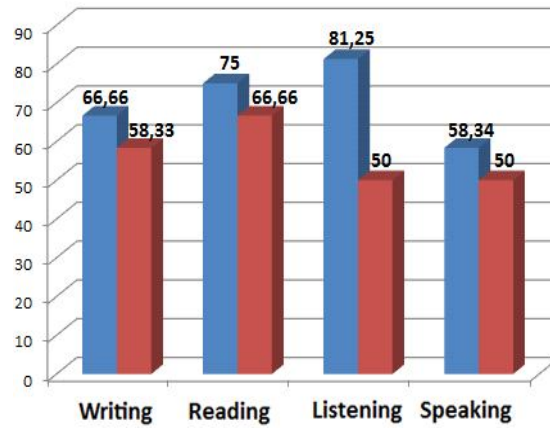


According to the questionnaires

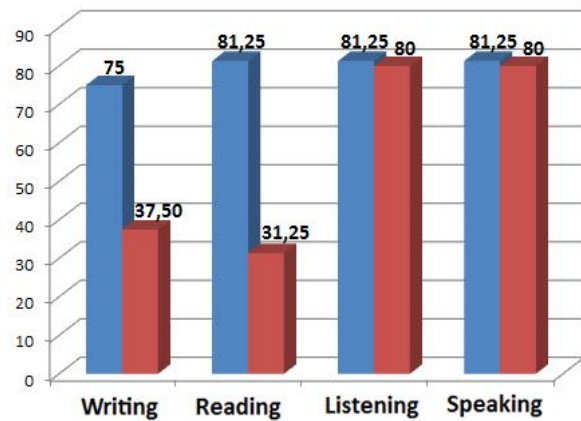
28 DE FEBRERO



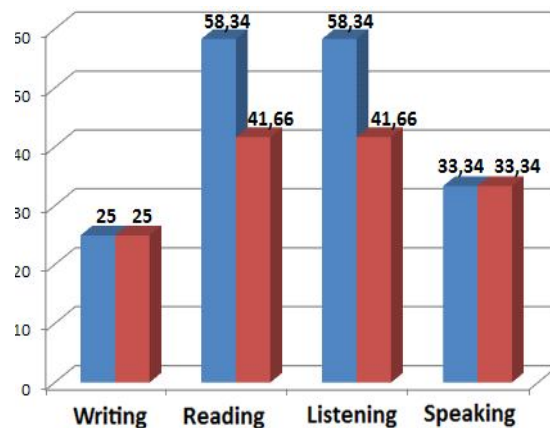
COMPAÑIA DE MARIA



ST. GEORGE SCHOOL



VALE SCHOOL



■ Students who think that their level of foreign language is good or very good.

■ Students who answered mostly of exercises correctly.

5. CONCLUSIONS

Having carried out this research I can make the following conclusions. Spanish students tend to prefer learning a foreign language through reading and writing skills but they are also interested in English conversation. UK students tend to demonstrate an opposite preference, that is, they put more emphasis on speaking and listening skills.

Most students, Spanish and English, like learning foreign languages and it is usually one of their favourite subjects. They also share the belief that learning a new language will help them in their future. They have a positive feeling about their level of foreign language acquisition which they describe it as good or very good.

On the other hand, there are some differences between Spanish and English schools. Teaching methods vary in terms of content and material for the class. As to teachers, we can see that in English schools, they can teach a modern foreign language without being a specialist in the field, while teachers in Spanish schools are specialists. Regarding students, we can see most of Spanish schools get better results in writing and reading exercises, whereas in English schools, most students have better results in listening and speaking exercises. However, most students from Spanish schools have a deeper knowledge on foreign culture than students from English schools (where students do not know Spanish films, writers...). Spanish teachers give more importance to foreign culture elements such as food or traditional celebrations: Halloween, Boxing Day, Guy Fawkes Night, Pancake Day, Burns Night...

Most students from English schools think that learning a foreign language is important in order to go to a foreign country, but for most students from Spanish schools their motivation is to find a job.

According to materials, teachers in Spanish schools follow a student book and teachers in English schools use their own materials .

I think that this topic could be more developed increasing the number of foreign schools, teachers and students.

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APPENDIX

QUESTIONNAIRES

TEACHERS

A. Personal data

1. Gender:

Woman Man.

2. Studies:

B. Syllabus of classes

3. I plan my lessons according to the Curriculum Project by stages

Yes No

4. I plan my classes to be flexible and adapted to the curriculum project.

Yes No

C. Motivation of students

5. I keep the interest of students regarding the learning process to their experiences, with a clear and adapted language.

Yes No

6. I communicate the aims of the learning process, its importance, usefulness, real application.

Yes No

D. Presentation of content (concepts, procedures and attitudes)

7. I relate contents and activities with the interest and previous knowledge of my students.

Yes No

8. I make sure that students have understood their assignment, in different ways, like asking questions.

Yes No

9. I provide learning strategies: how to ask questions, how to find reliable information sources, steps to resolve problems.

Yes No

E. Monitoring / control of the teaching-learning process

10. I propose new activities to facilitate the acquisition of knowledge of my students.

Yes No

11. In case an objective has not been fully achieved, I provide new activities in order to improve the language acquisition.

Yes No

F. Diversity

12. I consider the level of my student's abilities, their learning pace, their abilities to concentrate and according to those, I adapt the teaching - learning strategies (motivation, contents, activities...)

Yes No

13. I coordinate with other professionals in the field (teacher assistants, Educational Psychology Orientation and Educational Guidance teams, Orientation departments), in order to modify and/or adapt contents, activities, methods, resources...

Yes No

G. Others

14. I usually speak in foreign language during my class.

Yes No

15. What else would I add to my classes if I had more time and the necessary resources?

Thank you very much for completing this questionnaire.

STUDENTS

A. Personal data

1. Gender

Girl Boy

B. Academic data

2. I feel more confident in my native language than in a foreign language:

I totally

I totally

agree

disagree

3. How good is your proficiency in the foreign language at the moment?

Very poor

Very good

Writing

Reading

Listening

Speaking

C. Motivation

4. Do you like going to school?

Yes No

5. Do you like learning a foreign language?

Yes No

6. What do you like most about foreign language?

7. What is the most difficult aspect to learn a foreign language?

8. What would you like to study in class?

9. Is the foreign language your favourite subject?

10. According to the previous answer, why is it your favourite subject?

11. According to the previous answer, why is it not your favourite subject?

D. Attitude

12. Do you think that it is important to learn a foreign language?

13. According to the previous answer, why do you think that it is important?

14. According to the previous answer, why do you think that it is not important?

15. Where do you apply what you have learned in class?

E. Bilingual experience

16. Do you listen to music in a foreign language?

Yes No

17. Do you watch movies in a foreign language?

Yes No

18. Have you ever spoken with a pen pal friend?

Yes No

19. Circle the drawings which are related to the English/Spanish culture: (to students from “28 de Febrero”). What else do you know about the foreign language (English/Spanish) culture?



To students from “Compañía de Maria” and “St. George School”:



F. Communicative skills:

To students from “28 de Febrero” school:

Exercise of writing:

Answer the following question:

“Do you want to travel to Italy?” _____

Exercise of reading:

Read the following sentence and translate into Spanish:

“I play the guitar on Sundays”. _____

Exercise of listening:

Listen and write the following words

which teacher is going to tell you:

“Anteater-Run-Speak-Europe-Toy-Ball-Doll”.

Exercises of speaking:

Answer the questions which teacher is going to ask you:

“What’s your name?”

“How are you?”

“Do you like English classes?”

To students from “Compañía de Maria” school:

Exercise of writing:

Translate the following sentences into English:

“Mira, canicas”. _____

“Cinco, por favor”. _____

Exercise of reading:

Choose the correct words of the box:

“I’ve got blue ____”. *“I’ve got ____ hair”.* *“I’ve got a big ____”.*

<i>blonde</i>	<i>mouth</i>	<i>eyes</i>
---------------	--------------	-------------

Exercise of listening:

Listen and write the following words which the teacher is going to tell you:

“Figures-Dinosaur-Doll-Ball-Badge-Sharpener-Blackboard-Write”.

Exercises of speaking:

Answer the questions which teacher is going to ask you:

“What’s your name?”

“How are you?”

“Do you like English classes?”

To students from “St. George” school:

Exercise of writing:

Write a message to whoever you want (in English):

Exercise of reading:

Read the following note and translate into Spanish and the second one into English:

“Lucy, I’m going to the cinema with John”.

“Mamá, me voy al colegio con Mary”.

Exercise of listening:

Listen and write the following that the teacher is going to tell you:

“Miss Bev teaches mathematics in English”.

Exercises of speaking:

Answer the questions which teacher is going to ask you:

“What’s your name?”

“How are you?”

“Where are you from?”

“Do you like English classes?”

“And Spanish classes?”

To students from “Vale” school:

Exercise of writing:

Write your answers of the following questions:

“¿Cuántos años tienes?” _____

“¿Cómo te llamas?” _____

Exercise of reading:

Read and join the routines with the correct drawing:

<i>Me visto.</i>	<i>Me levanto.</i>	<i>Voy al colegio.</i>
		

Exercises of listening:

Listen and write the following sentence which teacher is going to tell you:

“¿Cómo te llamas?”

Exercises of speaking:

Answer the questions which teacher is going to ask you:

“¿Cómo te llamas?”

“¿Cómo estás?”

“¿Te gustan las clases de español?”

Thank you very much for completing this questionnaire.