

# Adaptaciones Curriculares Básicas **SERAPIS**

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**INGLÉS**

Equivalente a  
**3<sup>er</sup> curso**  
de Educación Primaria

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# UNITS: 1 TO 10

## ACTIVITY INDICATORS. SKILLS:



**Listening**



**Speaking**



**Reading**



**Writing**

## ACTIVITY INDICATORS. CATEGORIES:



**Vocabulary**



**Grammar**



**Communicative functions**



**Songs & more** (Phonetics)



**Social cultural** & social linguistic aspects



**Complementary** & fun activities

**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.

## CONTRIBUTION TO THE OBJECTIVES 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**

'Back to school'

Date:

Hi, my name is

*Liberty.*

I'm from the U.S.A.



Hi, my name is

is *Harry.*

I'm from the U.K.

We will help you  
in your work.You can do it!  
Let's go for it!In this unit  
we will  
work on:

Vocabulary related to school objects.

- We will revise the numbers and colours.

The grammar structure of:

- There is ...    There are ...

The communicative function of:

- What's this? It's a ...
- What are these? They are ...

Phonetics: The nursery rhyme of

- 'Mary had a little lamb'.

Social cultural &amp; social linguistic aspects:

- Special date, 15th of September – 'Make a Hat Day'.



abc

Let's learn the vocabulary words:



pencil case



pencil



pen



rubber



In the USA  
we say 'eraser'.



sharpener



book



crayons



markers



school bag



ruler



Listen to the words and repeat them:



Listen to them again in a different order and point them:







**Read and copy the words:**

ruler

markers

book

pen

pencil

crayons

sharpener

school bag

eraser

pencil case

### DO YOU REMEMBER THE COLOURS?



yellow



blue



purple



pink



grey



red



green



orange



brown

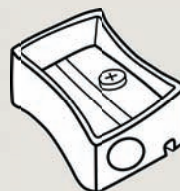
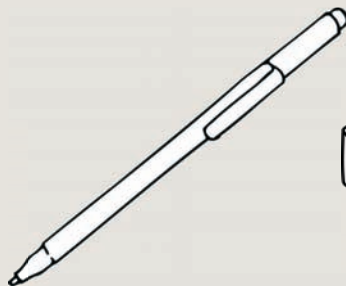
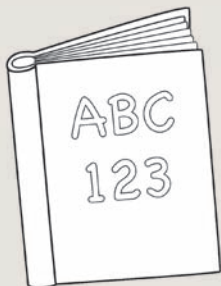


black

In the USA we write **gray**



**Read the sentences and colour the pictures:**



The book is red.

The marker is blue.

The pen is yellow.

The sharpener is pink.

The pencil is purple.

The school bag is grey.

## LET'S LEARN THE GRAMMAR STRUCTURE:

There is ...

for only **one** object.

There are ...

for **more than one** object.

For example:



There is one pencil.

There are two pencils.

- We add **s** at the end of the word.

- ⚠ We can use the word **a** instead of **one**.



**Listen and repeat** the sentences. Then **match** the pictures to the sentences:



There are two pens



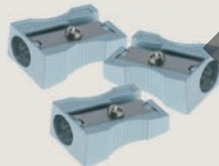
There is a school bag



There are six pencils



There is one ruler



There are three sharpeners



## DO YOU REMEMBER THE NUMBERS?

1

one

2

two

3

three

4

four

5

five

6

six

7

seven

8

eight

9

nine

10

ten





**Write** the words in the correct order to make a sentence:

are There pens. four

crayon. a is There

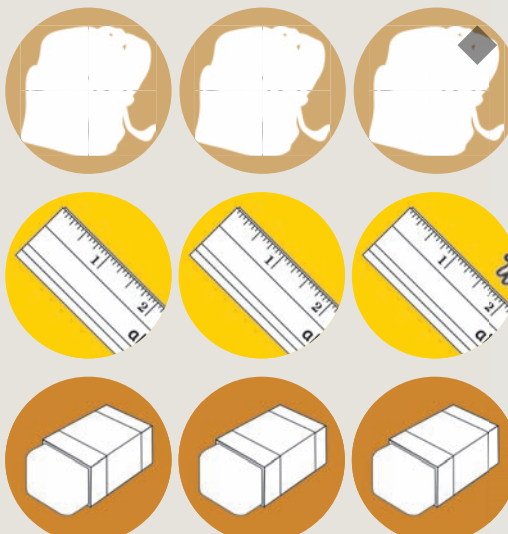
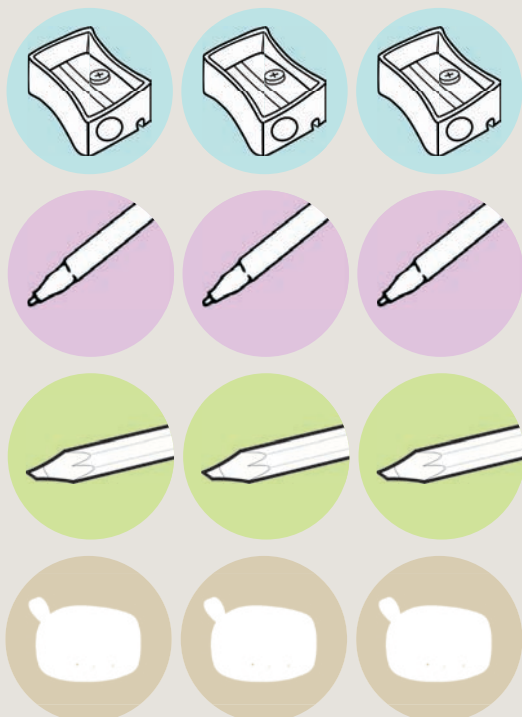
one is There book.



**Listen and colour:**



You can listen to it  
lots of times.







**Listen to the dialogue:**



**LET'S COMMUNICATE:**



What's this?



It's a ruler.

What are these?



They are crayons.



**Listen and write the words:**



these

are

ruler

What

They

It's

is

pencils

is this?

a book.

What are ?

They are .

What these?

are crayons.

What this?

It's a .



**Listen to the song and sing along:**

Let's sing  
the nursery  
rhyme and dance.



## Mary Had a Little Lamb

had a little , little , little .  
 had a little it's fleece was as .  
 Everywhere that went, went, went.  
 Everywhere that went the was sure to go.  
 It followed her to 1 day, 1 day, 1 day.  
 It followed her to 1 day, which was against the rules.  
 It made the and play, and play, and play.  
 It made the and play to see a at .



Colour the lamb  
with your  
favourite colour.



Key:



Mary



lamb



white



snow



school



one



children



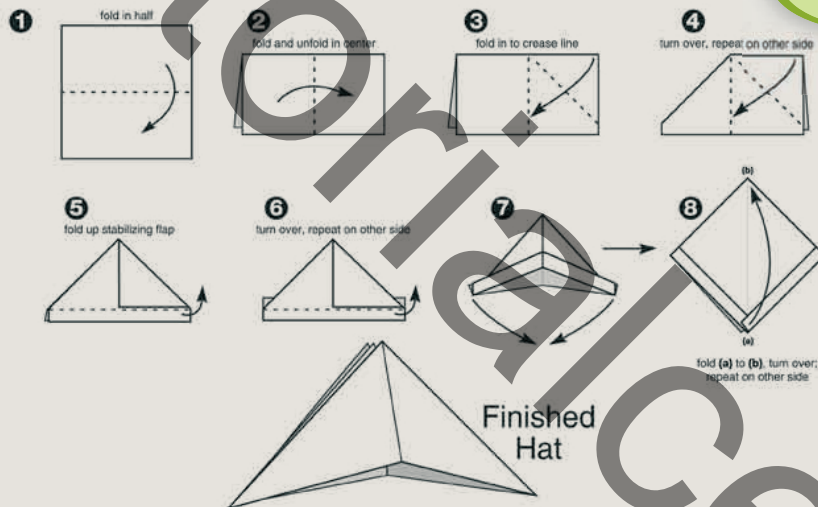
laugh

## LET'S SEE:

Let's see: *National Make a Hat Day*  
(15th of September)



**Read and follow** the instructions to **make** a Paper Hat Craft :



Wear the hat you have made all day!



**Read and colour** the flags:



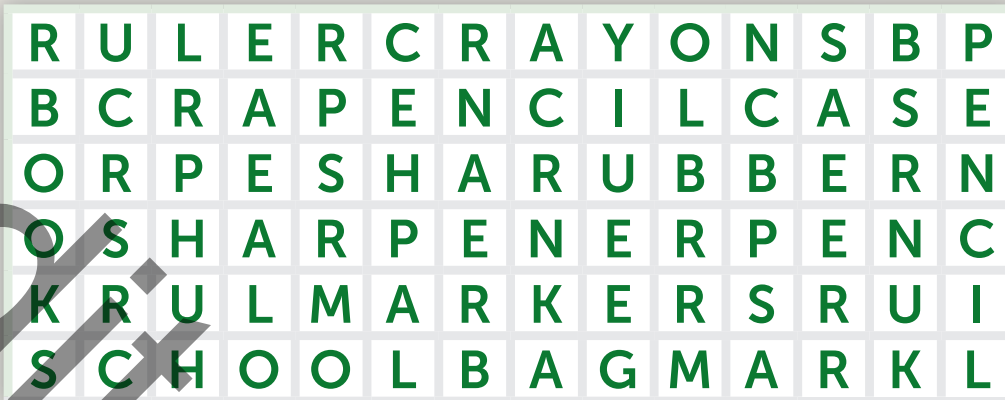
1 red

2 white

3 blue



**Find** the vocabulary words:



**Try to guess** the riddle:

You write with it.

You cannot rub it out with a rubber.

Your teacher uses it red.

It is a...



Answer: pen



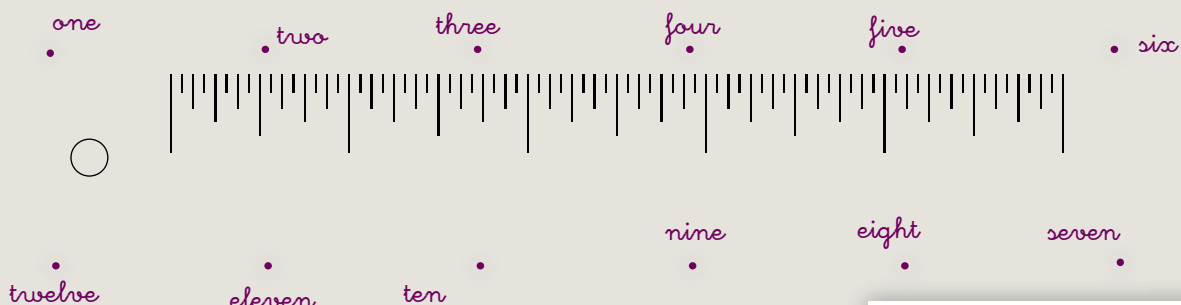
**Listen to** the tongue twister and **try to say** it:



The big fat cat sat on the rat.



**Join** the dots to know what it is:



What is it? It's a



## UNIT 1 - 'Back to school'. SELF-EVALUATION

### 1. Listen and circle:



a.   

b.   

c.   

### 2. Read and colour:

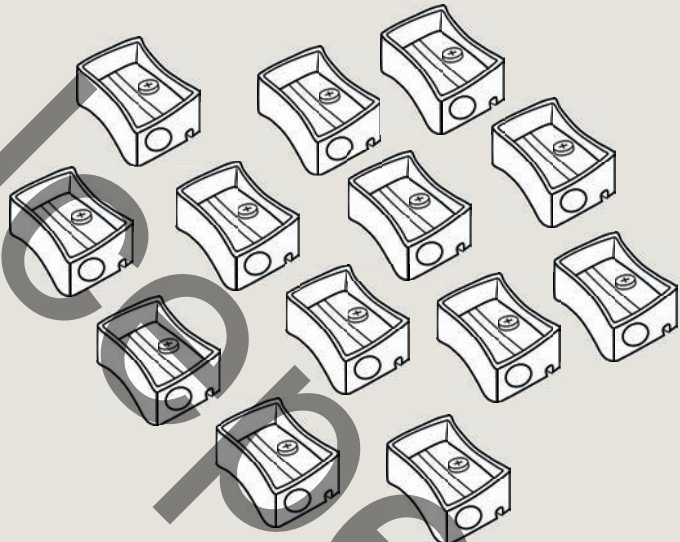
There are two yellow sharpeners.

There are five green sharpeners.

There are four pink sharpeners.

There is one red sharpeners.

There is a blue sharpeners.



### 3. Read and complete:



What's this? It's a

p



What are these? They are

r



Well done  
and good job!





**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.



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ISBN: 978-84-1694-193-3



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**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.