ask each student to present her or his segment to the group. At the end of the session, I will give a quiz to choose the correct answer after reading some questions related to the job.

And finally, each group will evaluate the other groups with a digital worksheet that they will complete in the digital board in which they will punctuate from 1 to 5. And at home, each child will self-evaluate their learning in a digital worksheet that he/she will send to me by an e-mail.

In relation to the EVALUATION, as I said before, I will make an initial evaluation at the beginning of the course and at the beginning of each didactic unit. I will also carry out a formative and continuous evaluation bearing in mind the instruments of evaluation which I name later, and finally, I will realize a final evaluation at the end of the didactic unit and at the end of the course.

According to the Order of 5/8/2014 which establishes the evaluation and organization in Castilla La Mancha, the EVALUATION CRITERIA and the corresponding STANDARDS OF EVALUATION are developed according to the block of contents. One evaluation criterion is to understand the general sense, in very short and simple oral and written texts about jobs related to the own experiences, necessities and interests; and its corresponding standard of evaluation is that the child understands the main ideas of simple presentations which are accompanied by images about jobs. Another evaluation criterion is to apply the appropriate communicative functions and their more habitual exponents in oral texts: greetings and closings, presentations, questions and answers about jobs and using the classroom language; and its corresponding standard of evaluation is that the child participates in conversations about the jobs.

The INSTRUMENTS OF EVALUATION I will use are the following ones: the techniques of observation using the class diaries; the revision of the students’ tasks through the analysis of the notebooks and worksheets, as well as, the analysis of working; the specific test; the self-evaluation and the co-evaluation according to the Organic law of education LOMCE of 8/2013.

Finally, as a CONCLUSION, I can say that through this practical case I will have demonstrated that the main objective of teaching and learning a foreign language is to achieve communicative competence. Our students must reach a great level on it and be able to communicate their experiences, feelings and opinions in their target language.

After creating this document, I can state I will have shown my professional ability as a teacher including the Communicative Approach in my syllabus, activities and language teaching techniques, making it interesting and motivating to my children’s needs.

Bibliografía
- The current law of education LOMCE of 8/2013.
- RD 126/2014 = curriculum in primary education.
- D54/2014 = curriculum in primary education in Castilla La Mancha.
- D66/2013 = attention to diversity.
- ECD/65/2015 = key competences.
- O. 05/08/2014 = evaluation and organization in primary education in Castilla La Mancha.
- Communication Language Teaching by Littlewood.
- Communicative Methodology in Language Teaching by Brumfit.
- The Primary English teacher’s guide by Ellis and Brewster.
- The Practice of English language teaching by Harmer.
- http://www.educa.jccm.es/
- http://www.wordreference.com/