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Universidad
de Granada

**TASK-BASED APPROACH FOR STUDENTS OF THIRD YEAR OF PRIMARY
EDUCATION**

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1. INTRODUCTION AND JUSTIFICATION

This book presents a syllabus which is aimed at students in their third year of Primary Education with an average age of eight. The third grade is the first level of the second cycle of Primary Education and it is a crucial period during which pupils are starting to develop their own personality. Our syllabus serves to aid us in planning and directing the education of our pupils in specific course subject matter. In this programme, we will set the goals we intend to achieve (basic competences and objectives); the knowledge, procedures and behaviour on which we will work (contents); the strategies, methods, activities, instruments and means that will allow us to work on them (methodology); and finally, the way in which we are going to show that the process we have designed serves to achieve what we have planned (evaluation). In the development of this syllabus, we will consider pupils' previous knowledge, backgrounds, interests and needs.

Our school is located in the southern part of Grazalema, a village very near the capital city, Cádiz. The area is in constant expansion with continuous house building and public services. The parks and gardens in the surroundings bring about a pleasant atmosphere. A lot of young people from Cádiz and other parts of Algodonales are moving to this area, so the population is quite young.

As the area is becoming a modern part of the city, which has a middle class population, people are more and more aware of the importance of modern languages, particularly English.

Our school has good access to different public services and is about 20 minutes far from the city centre. It is well-equipped with good facilities for disabled people (ramps, lifts, wide doors, corridors, etc.) It is a public school which counts with Pre-school and Primary Education stages with two groups per level attended by two English teachers who work in a coordinated way together and with the rest of the teachers.

We develop projects like Education for Equality of Sexes or the Reading plan and we belong to the project "SCHOOL ICT 2.0".

As regards the calendar of the 3rd year of PE, the academic year starts around 7th September and finishes around 22nd June.

Lessons last around 45 minutes and we have increased the number of hours a week for English (three hours in total), because it has become an instrumental subject too. Moreover, at the end of the 2nd cycle of Primary Education, there is a diagnostic test in English for the first time. Taking as a referent the results of this test, the English teachers will make improvements to their teaching plans in coordination with the Pedagogical Coordination team.

The timetable is complemented by voluntary extracurricular activities provided by the parents' association and the school. In the afternoon, it is opened to foster leisure, artistic and intellectual activities, or simply to allow use of the library or special classrooms.

The staff consists of the Headmaster, Management team, Director of Studies, Secretary, teachers, caretaker and other professionals.

The school has the following facilities: Classrooms, one Assembly Hall, two computer rooms, a playground, sports pitches, a gym, a library, staff rooms, toilets, etc. It has the following teaching resources and materials: Blackboards, books (dictionaries, reference books, magazines, encyclopaedias, etc.), televisions, CD players/tape recorders, felt boards, VCRs/DVD players, overhead and slide projectors, computers, interactive white boards (IWB), digital cameras, photocopiers, a video camera, one stereo system, speakers, didactic software, etc.

2. OBJECTIVES

General stage objectives

Although the development of the 14 General Stage Objectives, included in the Royal Decree 1513/2006 of 7th December and Decree 230/2007 of 31st July, is carried out through the whole stage Primary Education, from the foreign language area we try to contribute to develop them too. They are listed below:

- a) To know and appreciate the values and norms of co-existence, to learn to behave accordingly, to prepare them for active citizenship and respect human rights and the pluralism of a democratic society.
- b) To develop individual and team-working habits, effort, responsibility for their work, self-confidence, critical awareness, personal initiative, curiosity, interest and creativity.
- c) To acquire habits to prevent and to solve conflicts that will enable them to act autonomously in the domestic and family environment and in their social groups.
- d) To know, understand and respect different cultures and the differences between people, equal rights and opportunities of men and women and non-discrimination towards the disabled people.
- e) To know and use appropriately the Spanish language and, if applicable, the co-official language of the Autonomous Community, and to develop reading habits.
- f) To acquire the basic communicative competence in at least one foreign language to enable them to express and understand simple messages and get by in everyday situations.
- g) To develop basic mathematical competences and begin to solve problems which require elemental arithmetical operations, geometry and calculations and be capable of applying them to situations from their daily lives.
- h) To know and value their natural, social and cultural environments and to learn how to care for them.
- i) To begin to use information and communication technologies and develop critical awareness of the messages sent and received.
- j) To use different artistic representations and expressions and start to create visual designs.
- k) To value hygiene and health, to accept one's body and that of others, respect differences and use physical education and sport as a means for personal and social development.
- l) To know and value the animals which are closest to human life and learn to look after them.
- m) To develop their affective capacities in all aspects of their personality and in their relations with others. To develop an attitude against violence, prejudices of any kind and sexist stereotypes.
- n) To promote road safety and respectful attitudes in order to prevent road accidents.

In addition, Article 4 in Decree 230/2007 of 31st July, containing the requirements for Primary Education in Andalusia, adds some other objectives aimed at the student's development of the following abilities:

- a) To develop self-confidence, critical awareness, personal initiative, entrepreneurship and the ability to learn, plan, assess risks, take decisions and be responsible.
- b) To know and appreciate the natural and cultural heritage, preserve and improve it actively, to be aware of the cultural and linguistic diversities as valuable characteristics of people and to show interest and respect towards them.
- c) To know and appreciate the features of the different Andalusian ways of speaking.

To know and respect the Andalusian culture by recognising Andalusia as a multicultural community.

General area objectives must be considered as contributions of every area to achieve the general objectives and basic competences for the stage. The General Area Objectives for the English subject in Primary Education are included in the appendix 2 of Royal Decree 1513/2006 of 7th December and are as follows:

- 1.-To listen to and understand messages in varied verbal interactions, using the transmitted information for doing concrete and several tasks related to the students' experience.
- 2.-To express and interact orally in simple and everyday situations within a familiar content and development, using verbal and non-verbal procedures and adopting a respectful and cooperative attitude.
- 3.-To write texts with different purposes about topics previously seen in the classroom and with the help of patterns.
- 4.-To read in a comprehensive way various texts related to the students' experiences and interests, taking general and specific information according to a previous purpose.
- 5.-To learn to use with progressive autonomy all the resources they have, including new technologies to get information and to communicate in the foreign language.
- 6.-To value the English language and all the languages in general as a means of communication and understanding among people of different cultures and nationalities and as a content learning tool.
- 7.-To show a receptive and trustful attitude in their own learning capacity and use the foreign language.
- 8.-To use their previous knowledge and experiences with other languages to get a faster, efficient and autonomous acquisition of the foreign language.
- 9.-To identify phonetic aspects such as rhythm, stress and intonation as well as linguistic structures and lexical aspects of the foreign language and use them as basic elements of communication.

3. BASIC COMPETENCES

One of the innovations that the Organic Law of Education, LOE 2/2006, issued on 3rd May, and the LEA 17/2007 passed on 4th December is the treatment of the basic competences in all the areas of the curriculum according to what the European Education Commission establishes.

Basic Competences are those concepts that students are supposed to have developed as they finish every cycle of education, in order to become responsible citizens and adults and to be able to continue with their future learning.

According to the European Union proposal and the above considerations, the following eight basic competences have been established:

1. Competence in Linguistic Communication (CLC).
2. Mathematical Competence (MC)
3. Competence in Knowledge of and Interaction with the Physical World (CPW).
4. Treatment of Information and Digital Competence (TIDC)
5. Social and Civic Competence (SCC)
6. Cultural and Artistic Competence (CAC)
7. Competence in Learning to Learn (CLL)
8. Competence in Self-sufficiency and Personal Initiative (CSPI)

They have various purposes:

- a) They are aimed at integrating all kinds of learning, formal learning included in the different subjects and informal and non formal learning of life skills.
- b) They allow students to interrelate the contents learnt and put them into practice efficiently when needed.
- c) They are aimed at guiding educational practice, as they permit us to identify contents and assessment criteria and, in general, influence other decisions in the teaching and learning process.


















Each area contribute to achieving certain competences, in the same way as each basic competence will be achieved as a result of the work done in different areas.



4. METHODOLOGY

Task Based Learning Approach and Multiple Intelligences Theory (MI)

For the development of the present syllabus and didactic units we are going to follow mainly the Task Based Learning approach (TBL) and MI. This methodological approach can be considered one of the most innovative and relevant methods for a communicative language teaching and it is commonly used in the foreign languages' classrooms, also proposed by the CEFR.

5. DIDACTIC UNITS

KEYS TO THE ICONS APPEARING IN THE DIDACTIC UNITS								
Basic Competences	Ling.	Math.	World	Digital	Social Civic	Cultural Artistic	Auton. learning	Personal initiative
								
Types of Groupings	Individual		Pair		Group		Whole-class	
								
Skills	Listening	Speaking	Conversing		Reading		Writing	
								

Didactic Unit 5.1: <i>Very funny superheroes</i>			
TOPIC	Carnival time and personal abilities	SESSIONS	4
FINAL TASK	Invent a superhero and describe it		
O	1.To listen to and understand oral messages expressing abilities or capacities, and some vocabulary proper to Carnival, recognizing basic phonetic patterns. (f,h,1,9)		
J	2.To express and interact orally for fulfilling tasks, making use of the new vocabulary and of basic phonetic and phonological knowledge. (f,h,2,9)		
C	3.To read and understand easy words and messages about individual abilities, already learnt in their oral form. (f,h,4)		
I	4.To write easy messages and words about the topic, understanding writing activities as means of communication. (f,h,3)		
E	5.To make use of strategies and all available means, including new technologies, to understand and express in simple communicative situations, including the use of previous knowledge and non-verbal techniques. (f,i,5,8)		
S	6.To value the English language as a way for communicating, and learning about different cultural facts, showing positive attitudes and interest. (d,f,m,6)		
	7.To value autonomous and cooperative working habits, showing respectful attitudes and confidence towards self-abilities to learn and use the language. (a,b,c,m,7)		
BASIC COMPETENCES			
			
			
BLOCKS OF CONTENTS			
1	<ul style="list-style-type: none"> - Comprehension of oral messages, including the understanding of some basic vocabulary about personal capacities and some Carnival issues. - Production of easy oral messages, for expressing in communicative situations, concerning the topic. - Use of non-verbal strategies to reinforce oral comprehension and production, such as body-language, for understanding and being understood in easy communicative situations. 		
2	<ul style="list-style-type: none"> - Reading and understanding easy written messages about vocabulary and expressions from the topic. - Writing of some words or simple messages, using a guide or model, about the topic. 		
3	<ul style="list-style-type: none"> - Use of basic phonetic knowledge for oral production of messages. - Association of spelling and pronunciation of some words related to the topic of the unit. - Use of abilities and procedures for acquiring the new vocabulary, such as visual or kinaesthetic elements and other non-verbal techniques. - Self-confidence attitudes and interest towards learning the language, showing respectful and collaborative attitudes. 		
4	<ul style="list-style-type: none"> - Positive and respectful attitudes towards the others, accepting and understanding diversity as a means for personal growth and enjoyment. 		
CROSS-CURRICULAR CONTENTS		INTERDISCIPLINARY CONTENTS	
Education on peaceful cohabitation and gender equality.		Knowledge of the world. Artistic education. Physical education.	
EVALUATION CRITERIA			
<p>The student is able to...</p> <ul style="list-style-type: none"> - Express orally in simple communicative situations, making use of some of the new vocabulary. - Listen and understand oral messages concerning the topic. - Read and understand simple and easy messages and words related to individual capacities and abilities, as well as some vocabulary about Carnival issues (costumes). - Write simple words and messages, using a model, related to the topic, for communicative 			

purposes.		
<p>- Make use of certain learning and communicative strategies, for understanding and being understood in the use of the foreign language.</p> <p>- Show respectful attitudes and interest towards collaborative work and the foreign language and culture.</p>		
EVALUATION TOOLS	The same as for Didactic Unit 1.	
RESOURCES		
ATTENTION TO DIVERSITY		
LESSONS, TASKS AND ACTIVITIES		
LESSON 1	Warm-up: Do you know what are they? ●	
	TASK 1: <i>Very funny superheroes</i> 	Act. 1: Superpowers ●
		Act. 2: Jumpers, stretchers, fliers and hidiers ●
		Act. 3: Sing a song ●
LESSON 2	Warm-up: Superheroes song ●	
	TASK 2: <i>It's carnival time!</i> 	Act. 1: What are they wearing? ●
		Act. 2: We share our results ●
		Act. 3: Carnival time ●
		Act. 4: Carnival cross-word ●
LESSON 3	Warm-up: What can I do? ●	
	TASK 3: <i>I can, I can't</i> 	Act. 1: I can, I can't ●
		Act. 2: Listen and circle ●
		Act. 3: What can you do? ●
		Act. 4: What can't you do? ●
LESSON 4	Warm-up: Can you? ●	
	FINAL TASK: <i>I am a superhero too!</i> 	Part 1: We all wonder... ●
		Part 2: Draw and colour your superhero ●
		Part 3: What can your superhero do? ●
		Part 4: We all are superheroes! ●
	Self-evaluation: fulfilling the self-evaluation sheets.	

LESSON 1

TASK 1: Very funny superheroes

Warm Up: Do you know what are they? The teacher will present the characters of the unit: they are four animals dressed up as heroes. The teacher will ask: "what are they? Are they teachers? Are they secretaries?" as she simulates actions such as pointing to herself or typing on a typewriter. The teacher will try that pupils give varied answers, concerning that they are animals, and that they have in common being all superheroes.



- Act. 1: Superpowers: the teacher will explain students which are the superpowers that these four curious heroes have. She will start saying "Do you know their super powers? Do you know what they can do?" and then all

characters will be introduced. “Jumpy kangaroo can jump so high!”... For each animal, the teacher will also make use of non-verbal and body language, to reinforce comprehension. The teacher will ask students to repeat the heroes’ abilities. Then students will carry out the actions of those heroes. ■■■●

- Act. 2: Jumpers, stretchers, fliers and hidiers: the students will be divided into four groups, one of each having one of the previous superpowers. Therefore, a group will be the jumpers, a second group the stretchers, a third group the fliers, and the last one the hidiers. Each group will carry out its superpower, saying at the same time “We can fly!”. ■■■●
- Act. 3: Classify the superheroes: what a mess! Each group receives a worksheet with a set of pictures of their superhero. They cut them out and put them all around the classroom. Groups will have to find out other groups’ cards and, one by one, they will have to put them under their corresponding names, which are put by the teacher on the blackboard. By the end of the activity, they have to count them all in unison. ■■■●
- Act. 4: Sing a song: students will sing an adapted version of the song “Can a flea climb a tree”. The teacher will play that song without lyrics, and she will start singing the song with the lyrics we provide. ■■■●

LESSON 2

TASK 2: It’s Carnival time! ■■■■■■

Warm Up: Superheroes song: students will sing again the previous lesson’s song, for refreshing memory. ■■■●

- Act. 1: What are they wearing? Students will form groups, and each group will receive a picture of a hero. They have to discuss and comment on which clothes the hero is wearing: colours, etc. If necessary, they will have the PC ready for looking for translation in online dictionaries. They will complete the text given in a worksheet, explaining what the hero is wearing. ■■■■■■●
- Act. 2: We share our results: each group will stand up and share their results to the rest of the classroom, explaining what each hero is wearing, as they point to those clothes. ■■■●
- Act. 3: Carnival time: the teacher will explain that those clothes are costumes, and that they are used for carnival. She will ask students some questions about carnival: “Do you like Carnival? Do you dress up?”, etc. ■■■●
- Act. 4: Carnival cross-word: GRADED! The teacher will give students a worksheet with a cross-word about carnival clothes. There are the pictures given (hat, wig, mask, cape, costume). They have to guess the secret word (carnival). The graded version includes some letters given. ■■■●

LESSON 3

TASK 3: I can, I can’t ■■■■■■

Warm Up: What can it do?: The teacher will show the pictures of the superheroes from the previous day, and she will ask students “What is this? What can it do?” for refreshing ideas. ■ ■ ■ ●

- Act. 1: I can, I can't: the teacher gives each student a worksheet in which there appear pictures of our heroes carrying out actions (their superpowers) and also some actions that they cannot do. The teacher reads aloud as students read silently. After the examples, students have to draw and write something that one of the heroes can do, and some other thing that he cannot do. ■ ■ ■ ●
- Act. 2: Listen and circle: the teacher will give a sheet in which pictures representing a series of actions appear. They have to listen and circle what they hear. But they have to circle the things that a character can do. The teacher will say “She can eat an apple” “She can't swim”, emphasizing the pronunciation. ■ ■ ●
- Act. 3: What can you do? Students will work in pairs. They have to talk and decide of one thing they can do. Then, when all pairs have decided their “can-do” action, each pair will say it aloud (standing up) and represent that action: for instance, “We can ride a bike”. ■ ■ ■ ●
- Act. 4: What can't you do? Activity 3 will be repeated, but in this case students have to think of something they cannot do. When representing the action, they have to specify that they cannot do it (rejecting with hand or head), example: “We can't drive a car”. ■ ■ ■ ●

LESSON 4

FINAL TASK: I am a superhero too!

Warm Up: Can you? The teacher will ask individually students about something, and they have to answer, for instance: “Can you play the guitar? – No, I can't”. ■ ■ ■ ●

- Part 1: We all wonder...: the teacher will introduce the final task, commenting that we all wonder to be a superhero sometimes. She will ask students to think of themselves as being superheroes, individually, saying “Close your eyes, and think...If I were a superhero... Think of your superhero name...Have you got superpowers? What can you do?” ■ ●
- Part 2: Draw and colour your superhero: students will be given a blank sheet of paper, for them to draw and colour themselves as superheroes. First, the teacher will show a model, the teacher's superhero, and she will explain the clothes she is wearing as superhero. ■ ●
- Part 3: What can your superhero do? The teacher will comment on what her personal hero can do, as an example for students. Each student has to reflect on what he/she can do as superhero, and write it down. They can use online dictionaries to look for translations. ■ ■ ■ ●
- Part 4: We all are superheroes! Students will stand up and comment to the rest of the classroom their superhero: for instance “I am Super Cat and I can see in the dark”, as he/she shows the picture to the classmates. ■ ■ ● ●

Didactic Unit 5.2: <i>The three little pigs</i>			
TOPIC	Parts of the house	SESSIONS	5
FINAL TASK	Play the game “Hide-and-seek”		
O	1.To listen to and understand oral messages related to the parts of the house and the story of		
B	<i>The three little pigs</i> , recognizing basic phonetic patterns. (f,h,l,9)		
J	2.To express and interact orally for fulfilling tasks, making use of the new vocabulary and of		
E	basic phonetic and phonological knowledge. (f,h,l,2,9)		
C	3.To read and understand easy words and messages about parts of the house, and the story of		
T	<i>The three little pigs</i> , already learnt in their oral form. (f,h,l,4)		
I	4.To write easy messages and words about the topic, understanding writing activities as		
V	means of communication. (f,h,l,3)		
E	5.To make use of strategies and all available means, including new technologies, to		
S	understand and express in simple communicative situations, including the use of previous		
	knowledge and non-verbal techniques. (f,i,5,8)		
	6.To value the English language as a way for communicating, and learning about different		
	cultural facts, showing positive attitudes and interest. (d,f,m,6)		
	7.To value autonomous and cooperative working habits, showing respectful attitudes and		
	confidence towards self-abilities to learn and use the language. (a,b,c,m,7)		
BASIC COMPETENCES			
			
			
BLOCKS OF CONTENTS			
1	<ul style="list-style-type: none"> - Comprehension of oral messages, including the understanding of some basic vocabulary about the rooms in a house, and the story of <i>The three little pigs</i>. - Production of easy oral messages, for expressing in communicative situations, concerning the topic. - Use of non-verbal strategies to reinforce oral comprehension and production, such as body-language, for understanding and being understood in easy communicative situations. 		
2	<ul style="list-style-type: none"> - Reading and understanding easy written messages about the topic. - Writing of some words or simple messages, using a guide or model, about the topic of the unit. 		
3	<ul style="list-style-type: none"> - Use of basic phonetic knowledge for oral production of messages. - Association of spelling and pronunciation of some words related to the topic. - Use of abilities and procedures for acquiring the new vocabulary, such as visual or kinaesthetic elements and other non-verbal techniques. - Self-confidence attitudes and interest towards learning the language, showing respectful and collaborative attitudes. 		
4	<ul style="list-style-type: none"> - Positive and respectful attitudes towards the others, accepting and understanding diversity as a means for personal growth and enjoyment. 		
CROSS-CURRICULAR CONTENTS		INTERDISCIPLINARY CONTENTS	
Education on peaceful cohabitation and gender equality.		Knowledge of the world. Artistic education.	
EVALUATION CRITERIA			
The student is able to...			
<ul style="list-style-type: none"> - Express orally in simple communicative situations, making use of some of the new vocabulary from the story and the rest of the unit. - Listen and understand oral messages concerning the topic. - Read and understand simple and easy messages and words related to the parts of a house. - Write simple words and messages, using a model, related to the topic, for communicative 			

purposes.	
<ul style="list-style-type: none"> - Make use of certain learning and communicative strategies, for understanding and being understood in the use of the foreign language. - Show respectful attitudes and interest towards collaborative work and the foreign language and culture. 	
EVALUATION TOOLS	The same as for Didactic Unit 1.
RESOURCES	
ATTENTION TO DIVERSITY	
LESSONS, TASKS AND ACTIVITIES	
LESSON 1	Warm-up: Do you know it? ●
	TASK 1: <i>The story of the three little pigs</i> ■ ■ ■ ■ ■
	Act. 1: The little pigs and the big bad wolf ●
	Act. 2: Storytelling time ●
	Act. 3: Did you understand? ●
	Act. 4: TV-show ●
LESSON 2	Warm-up: Back to the story ●
	TASK 2: <i>The house of straw</i> ■ ■ ■ ■ ■
	Act. 1: The first little pig's home ●
	Act. 2: What's inside? ●
	Act. 3: Bedrooms and kitchens ●
	Act. 4: There is / There are... ● ●
LESSON 3	Warm-up: Reviewing the house of straw' rooms ●
	TASK 3: <i>The house of sticks</i> ■ ■ ■ ■ ■
	Act. 1: What's inside? ●
	Act. 2: Yes or no? ● ●
	Act. 3: Bedroom or bathroom? ●
	Act. 4: What a mess! ●
LESSON 4	Warm-up: Reviewing the house of sticks' rooms ●
	TASK 4: <i>The house of bricks</i> ■ ■ ■ ■ ■
	Act. 1: What's outside? ●
	Act. 2: Colour the parts ●
	Act. 3: The house quiz game ●
	Act. 4: The house hopscotch ●
LESSON 5	Warm-up: Is there a...? ●
	FINAL TASK: <i>Play the game "Hide-and-seek"</i> ■ ■ ■ ■ ■
	Part 1: Preparing our game-set ●
	Part 2: Hide-and-seek ●
Self-evaluation: fulfilling the self-evaluation sheets.	

LESSON 1

TASK 1: The story of the three little pigs ■■■■■■

Warm Up: Do you know it? The teacher will elicit students' previous knowledge about the story of the three little pigs and the big bad wolf, showing them the book and asking them questions "Do you know this story? Have you read it?"... This warm-up activity will catch students' attention as well as it may serve as a pre-reading activity. ■■■●

- Act. 1: The little pigs and the big bad wolf: The teacher will show students pictures of the characters of the story, and she will say their names, so that they understand better the story. Students will repeat them and prepare to listen to the story. ■■■●
- Act. 2: Storytelling time: the teacher will play the audio file in which the story is told by a native female speaker, for them to be closer to real language. By the time, the teacher will make use of the puppets to represent the story and the actions that the characters carry out (blow, bring down...). Also scenarios will be necessary, representing the houses of the three pigs. ■●
- Act. 3: Did you understand?: The teacher will ask students if they enjoyed the storytelling and how much, and she will also ask some general questions about the story, making use of the circle flashcards, asking for instance "How many pigs are there? Is the wolf good or bad?", etc. ■■■●
- Act. 4: TV-Show: Students will be grouped for answering a set of questions orally. These questions are about general comprehension of the story, widening the previous activity. These questions appear in a power point presentation for students to have the chance of reading as the teacher asks the questions), with a TV-show-format, offering a multiple choice answer key. Students will have to discuss in groups silently and agree on the answer to those questions. They will then have to note down the answer (a, b, c...) and once all groups have finished, it will be corrected among all students and teacher. ■■■■■●●

LESSON 2

TASK 2: The house of straw ■■■■■■

Warm Up: Back to the story. The teacher will stick on the blackboard some flashcards about the story of the three little pigs they dealt with in lesson 1, and she will ask students some questions about the pictures: "Who are they?", "What is this?", etc. ■■■●

- Act. 1: The first little pig's home: The teacher will use the previous day images of the house of the first pig (straw house) and show it to the students. She will elicit vocabulary about colours, shapes and some other words they already know (window, door, etc.). ■■■●
- Act. 2: What's inside? The teacher will reveal the inner part of the house, unfolding it. She will comment on the two rooms that are inside: a bedroom and a kitchen, making students repeat their names. The teacher will move from one to another desk so that all pupils can see it well. Then, she will use a little figure

of the pig and the wolf, to be stuck on the rooms of the house. She will ask pupils: “Where is the little pig? Where is the big bad wolf?”. ■■■●

- Act. 3: Bedrooms and kitchens: Each student will receive a card with the name and little picture of one of these two rooms of the house. They will stand up and group according to the room. Then, each half of the classroom will be divided again, forming little groups of 4. Each group member will receive a corresponding worksheet, with a picture of the room empty. Groups will agree on two elements proper to that room, and they will draw them. ■■■●
- Act. 4: There is / There are...: For correcting the previous activity, the teacher will ask students to raise hands and start commenting on things proper to a bedroom and to a kitchen (predictably in Spanish). She will note down all those things, in English, adding a picture or flashcard already prepared (if possible) and creating a list for each room. Then, each student will stand up and go to his/her list to look for their objects and write them down on their personal drawings. Once all students have finished, each group will stand up and say what is inside their kitchen or bedroom, for instance: “In the bedroom, there is a bed, there are books” or “In the kitchen, there is a table, there are fruits”. ■■■■■●●

LESSON 3

TASK 3: The house of sticks ■■■■■■

Warm Up: Reviewing the house of straw’ rooms: the teacher will ask some questions, to get students attention and review the rooms they learnt the previous lesson, making use of the house of the first little pig and its flashcards. ■■■●

- Act. 1: What’s inside? As in Task 2, act. 1, the teacher will use the house of sticks and reveal the inside of it, showing students two new rooms of the house: the bathroom and the sitting-room. Using the same little figures of the characters of the story, she will go desk by desk asking all pupils “What is this? Where is the first little pig? Where is the second little pig? And the wolf?”, etc. ■■■●
- Act. 2: Yes or no? The teacher will show students flashcards of objects of the house, some that can be found in the bathroom or in the sitting-room. Having a big picture of these two rooms stuck on the blackboard, as reference for students, she will ask them some questions referring to those rooms, such as “Is there a fridge? Are there chairs and table?”, etc. First questions will be asked to all the students, for all of them to answer at the same time. Then, the teacher will ask specific students. ■■■●●
- Act. 3: Bedroom or bathroom? PHONETICS. The teacher asks students to repeat the words: bedroom, bathroom, emphasizing the phonetic differences. She gives a half of the classroom a role (bedroom/bathroom), so that when she says that room, those students have to stand up. ■●
- Act. 4: What a mess!: students will be given a worksheet, in which there are four lists (the four rooms: bedroom, kitchen, bathroom and sitting-room). The second page includes little pictures with their names about objects of the house. They

have to read them and try to classify them all in the corresponding rooms.



LESSON 4

TASK 4: The house of bricks

Warm Up: Reviewing the house of sticks' rooms: the teacher will ask some questions, to get students attention and review the rooms they learnt the previous lesson, making use of the house of the first little pig and its flashcards.

- Act. 1: What's outside? As in Tasks 2 and 3, act. 1, the teacher will use the house of bricks from the first lesson. However, in this case the teacher will comment on what is outside the house: the roof and the garden. Using the same little figures of the characters of the story, she will go desk by desk asking all pupils "What is this? Where is the first little pig? Where is the second little pig? And the wolf?", etc.
- Act. 2: Colour the parts: Students will be given a black and white picture of the outside of a house. They have to listen and colour each part as the teacher says.
- Act. 3: The house quiz game: Students will make use of the PC equipments and internet connection to play the game. It has been developed by us with Hot-potatoes software, and it includes several questions and visual support about the parts of the house and main objects inside them. It recurs to the story of the three little pigs to contextualize the activity in all its forms. As students will work in pairs, they will have to read and write answers (clicking) after discussing the possible solutions.
- Act. 4: The house hopscotch: Students will play hopscotch in groups. Each game-set includes the squares of the hopscotch and a set of flashcards representing the rooms in a house and a number on it. Each student in his/her turn will throw the dice to a square, from the 1st to the 7th square, step by step, and jump to it. Once in the square, the student has to say the name of the room or part of the house on which he/she is standing. Then the turn goes to the second member of the group, and so on.

LESSON 5

FINAL TASK: Play the game "Hide-and-seek"

Warm Up: Is there a...? The teacher will show students pictures of rooms of the house, with typical objects inside. She will show them to the pupils, and then she will ask "Is there a fridge in the kitchen? Is there a bed in the sitting-room?" so that students have to give yes-no answers. This game will train students with the necessary linguistic structures to carry out the final task.

- Part 1: Preparing our game-set: Students will play in pairs in this final task. They will prepare their own game set with the worksheet they are given. That worksheet represents a house. They have to agree on the colours to colour it and stick it on card paper. That card paper will be folded, creating a sort of "screen" that prevents the student see their partner's game-set. They will write the name









of each part of the house, using a model if necessary. Each student puts a cross on a room of the house: that is the place in which he/she is. ■■■■●

- Part 2: Hide-and-seek: The game will start. Students take turns. One asks the other “Is there a blue bed?”, and the mate answers. Then the turn changes. The objective is for both of them to discover in which room of the house his/her classmate is. ■■■■●

Self-evaluation: fulfilling the self-evaluation sheets.

Attention to diversity:

- Parts of the house word-search
- Parts of the house crossword
- The three little pigs’ houses worksheet: joining with arrows the pigs, the materials and the houses.

Didactic Unit 5.3: <i>Old Macdonald's farm</i>			
TOPIC	Farm animals and place prepositions	SESSIONS	5
FINAL TASK	Playing a game: complete a farm setting with animals		
O	1.To listen to and understand oral messages related to farm animals and place prepositions, including the song of the unit, recognizing basic phonetic patterns. (f,h,1,9)		
J	2.To express and interact orally for fulfilling tasks, making use of the new vocabulary and of basic phonetic and phonological knowledge. (f,h,1,2,9)		
E	3.To read and understand easy words and messages about the topic of the unit, already learnt in their oral form. (f,h,1,4)		
C	4.To write easy messages and words about the present topic, understanding writing activities as means of communication. (f,h,1,3)		
T	5.To make use of strategies and all available means, including new technologies, to understand and express in simple communicative situations, including the use of previous knowledge and non-verbal techniques. (f,i,5,8)		
I	6.To value the English language as a way for communicating, and learning about different cultural facts, showing positive attitudes and interest. (d,f,m,6)		
V	7.To value autonomous and cooperative working habits, showing respectful attitudes and confidence towards self-abilities to learn and use the language. (a,b,c,m,7)		
S			
BASIC COMPETENCES	       		
BLOCKS OF CONTENTS			
1	<ul style="list-style-type: none"> - Comprehension of oral messages, including the understanding of some basic vocabulary about some farm animals and their characteristics, as well as indications of place. - Production of easy oral messages, for expressing in communicative situations, concerning the topic. - Use of non-verbal strategies to reinforce oral comprehension and production, such as body-language, for understanding and being understood in easy communicative situations. 		
2	<ul style="list-style-type: none"> - Reading and understanding easy written messages about farm animals and their characteristics, and of prepositions of place. - Writing of some words or simple messages, using a guide or model, about the topic of the unit. 		
3	<ul style="list-style-type: none"> - Use of basic phonetic knowledge for oral production of messages. - Association of spelling and pronunciation of some words related to the topic. - Use of abilities and procedures for acquiring the new vocabulary, such as visual or kinaesthetic elements and other non-verbal techniques. - Self-confidence attitudes and interest towards learning the language, showing respectful and collaborative attitudes. 		
4	<ul style="list-style-type: none"> - Positive and respectful attitudes towards the others, accepting and understanding diversity as a means for personal growth and enjoyment. 		
CROSS-CURRICULAR CONTENTS		INTERDISCIPLINARY CONTENTS	
Education on peaceful cohabitation, gender equality and respect towards animals.		Mathematics. Knowledge of the world. Artistic education.	
EVALUATION CRITERIA			
<p>The student is able to...</p> <ul style="list-style-type: none"> - Express orally in simple communicative situations, making use of some of the new vocabulary from the story and the rest of the unit. 			

<ul style="list-style-type: none"> - Listen and understand oral messages concerning the topic. - Read and understand simple and easy messages and words related to farm animals and some of their characteristics, as well as place prepositions. - Write simple words and messages, using a model, related to the topic, for communicative purposes. 	
<ul style="list-style-type: none"> - Make use of certain learning and communicative strategies, for understanding and being understood in the use of the foreign language. - Show respectful attitudes and interest towards collaborative work and the foreign language and culture. 	
EVALUATION TOOLS	The same as for Didactic Unit 1.
RESOURCES	
ATTENTION TO DIVERSITY	
LESSONS, TASKS AND ACTIVITIES	
LESSON 1	Warm-up: Animals you know ●
	TASK 1: <i>Old MacDonald had a farm</i> ■ ■ ■ ■ ■
	Act. 1: What is this? ●
	Act. 2: Old Macdonald's song ●
	Act. 3: Animals in the song ●
	Act. 4: Which one do you like most? ●
LESSON 2	Warm-up: Who is who? ●
	TASK 2: <i>Farm animals</i> ■ ■ ■
	Act. 1: Coloured animals ●
	Act. 2: Farm bingo ●
	TASK 3: <i>What can they do?</i> ■ ■ ■ ■ ■
	Act. 1: This classroom is a farm! ● ●
	Act. 2: Which animal says this? ●
LESSON 3	Warm-up: Animal quiz ●
	TASK 4: <i>What's bigger?</i> ■ ■ ■ ■ ■
	Act. 1: How many? ●
	Act. 2: Size ordering ● ●
	TASK 5: <i>Where are they?</i> ■ ■ ■ ■
	Act. 1: Look out! ●
	Act. 2: Let's help Old Macdonald ●
LESSON 4	Warm-up: Playing with our chair ●
	TASK 6: <i>Missing!</i> ■ ■ ■ ■ ■
	Act. 1: Find out ●
	Act. 2: Where was it? ●
	Act. 3: Look and complete ●
LESSON 5	Warm-up: Where am I? ●
	FINAL TASK: <i>Our farms</i> ■ ■ ■
	Part 1: Observe your farm ● ●
	Part 2: Where is it? ●
	Part 3: Check it out! ●
Self-evaluation: fulfilling the self-evaluation sheets.	

LESSON 1

TASK 1: Old Macdonald had a farm ■■■■■

Warm Up: Animals you know: The teacher will elicit students' previous knowledge about animals they already know, such as dog or cat, she will show some random pictures of other animals and elicit their names (in Spanish, predictably), so she will translate those names. ■■■●

- Act. 1: What is this?: The teacher will show students pictures of animals appearing in the song, typical farm animals. She will ask students "Have you ever visited a farm? How was the farm? Did you like it?", etc. ■■■●
- Act. 2: Old Macdonald's song: the teacher will play the song twice, for students to repeat words or sounds they catch. The first time, she will do it with the video on the internet, in which there appear pictures of the animals and so on. The second time the song is played, the teacher will show students pictures of the animals and repeat their sounds. ■■●
- Act. 3: Animals in the song: students will be given a worksheet with a set of pictures of animals, some of them appearing in the song. They have to read and write their answers individually, for checking it out all together. ■■■●
- Act. 4: Which one do you like most? Students will be asked which farm animal they prefer. After answering orally, they will have to answer it on a worksheet and draw a picture of their animal. ■■■■■●

LESSON 2

TASK 2: Farm animals ■■■■

Warm Up: Who is who? The teacher will show the flashcards of the animals and a picture of Old Macdonald for students to remember their names. ■■■●

- Act. 1: Coloured animals: students will be given a worksheet with a set of pictures of animals and a list of colours. They will have to listen to the teacher, who will say "The cow is blue" etc. ■●
- Act. 2: Farm bingo: students will play in groups a bingo game with animals in a farm. Each group will receive a bingo card, and before starting the game, they will have to discuss what the pictures represent. ■■■●

TASK 3: What can they do? ■■■■

- Act. 1: This classroom is a farm! The teacher will play the song again, stopping when animals reproduce their sounds. All students will be asked to repeat them. Then, they will form groups, and each group will be an animal. As the song is played for the second time, each group has to reproduce the animal's sound. ■■●●
- Act. 2: Which animal says this? As a second version of act. 1, students will receive a sheet for joining with arrows the names, pictures and sounds of each farm animal. ■■■●

LESSON 3

TASK 4: What's bigger? ■■■■

Warm Up: Animal quiz: the teacher will reproduce the sound of an animal and students will have to say which animal it was. Then, students will take the role of the teacher. ■■■●

- Act. 1: How many? Students will be asked to count and write the number of animals that appear in the picture of the worksheet. Then they will all count them to check it out, saying “there are four cows”, etc. ■■■●
- Act. 2: Size ordering: the teacher will show students a picture of two animals, one of them being bigger than the other. She will say “Look! The cow is bigger than the sheep!” She will repeat the technique with other pictures. Then, she will demonstrate it taking other objects from the classroom, also using mimics, etc. then, the teacher will ask students “What’s bigger? This or that?” And after some time of practice, students will be asked to order the farm animals according to size. ■■■●●

TASK 5: Where are they? ■■■■

- Act. 1: Look out! The teacher will show students the farm in which animals appear. The purpose is to show them the positions of the animals, attending to prepositions of place (behind, under, in). She will comment “hey look! The sheep is in the barn!” and so on. Flashcards with such prepositions will be put on the blackboard. Students will be asked to repeat. ■■■●
- Act. 2: Let’s help Old Macdonald: the teacher will give students a worksheet in which pictures of animals in different places appear. Students will have to read and write the preposition, which is the place on which the animals are. They can stand up and go to the blackboard to see the prepositions. ■■■●

LESSON 4

TASK 6: Missing! ■■■■■

Warm Up: Playing with our chair. The teacher will ask students to stand up. The teacher will say and do: “I’m behind my chair”. Then she will give instructions for them to adopt the positions: on the chair, behind, next to... students will then take her role. ■■■●

- Act. 1: Find out: pictures of farm animals are put in different parts of the classroom. Students are grouped and given a sheet with some objectives: the objectives are some animals to found. Once they found them, they have to complete the sheet with the information about where it was. ■■■■■●
- Act. 2: Where was it?: As a correction for the activity 1, groups will sit down and analyse their answers. They will all together check them out. ■■■■■●
- Act. 3: Look and complete: Students will be given a sheet with some pictures of animals in some places, for which they will have to write where they are. There also appear sentences, for which they have to draw the animal. ■■■●

LESSON 5




FINAL TASK: Our farms ■■■
























Warm Up: Where am I? The teacher will take some positions and ask students where she is, for reviewing prepositions of place. ■ ■ ■ ●

- Part 1: Observe your farm: each pair will be given a farm set. This set consists of the same picture of a farm, but with animals missing, different in each farm. So, student A will receive farm A (with some information given and some missing) and student B will receive farm B, (with the information that student A lacks). Together with the farm picture, students receive the figures of the animals that they have to stick on their farm, which is the missing information. They will ask for doubts, and will receive the instructions from the teacher. ■ ● ●
- Part 2: Where is it? The game will take place. Student A will ask his partner “Where is the cow?”, and student B, after looking on his farm, will answer. They cannot show each other their farm. They will take turns until they complete their information and stick all pictures where it corresponds. ■ ■ ■ ●
- Part 3: Check it out! All together, pairs will check out their answers. So the teacher will ask “where is x?” and all students have to answer. ■ ■ ■ ● ●

Self-evaluation: fulfilling self-evaluation sheets.

Didactic Unit 5.4: *Happy Easter!*

TOPIC	Spring and Easter	SESSIONS	5
FINAL TASK	Play a game: filling the Easter basket for Mr. Bunny		
O B J E C T I V E S	<p>1.To listen to and understand oral messages related to spring weather and to Easter celebration, recognizing basic phonetic patterns. (f,h,1,9)</p> <p>2.To express and interact orally for fulfilling tasks, making use of the new vocabulary and of basic phonetic and phonological knowledge. (f,h,1,2,9)</p> <p>3.To read and understand easy words and messages about the topic of the unit, already learnt in their oral form. (f,h,1,4)</p> <p>4.To write easy messages and words about the present topic, understanding writing activities as means of communication. (f,h,1,3)</p> <p>5.To make use of strategies and all available means, including new technologies, to understand and express in simple communicative situations, including the use of previous knowledge and non-verbal techniques. (f,i,5,8)</p> <p>6.To value the English language as a way for communicating, and learning about different cultural facts, showing positive attitudes and interest. (d,f,m,6)</p> <p>7.To value autonomous and cooperative working habits, showing respectful attitudes and confidence towards self-abilities to learn and use the language. (a,b,c,m,7)</p>		
BASIC COMPETENCES			
BLOCKS OF CONTENTS			
1	<ul style="list-style-type: none"> - Comprehension of oral messages, including the understanding of some basic vocabulary about key facts of spring and of the celebration of Easter. - Production of easy oral messages, for expressing in communicative situations, concerning the topic. - Use of non-verbal strategies to reinforce oral comprehension and production, such as body-language, for understanding and being understood in easy communicative situations. 		
2	<ul style="list-style-type: none"> - Reading and understanding easy written messages about Easter festivity and the season of spring. - Writing of some words or simple messages, using a guide or model, about the topic of the unit. 		
3	<ul style="list-style-type: none"> - Use of basic phonetic knowledge for oral production of messages. - Association of spelling and pronunciation of some words related to the topic. - Use of abilities and procedures for acquiring the new vocabulary, such as visual or kinaesthetic elements and other non-verbal techniques. - Self-confidence attitudes and interest towards learning the language, showing respectful and collaborative attitudes. 		
4	<ul style="list-style-type: none"> - Positive and respectful attitudes towards the others, accepting and understanding diversity as a means for personal growth and enjoyment. - Respectful attitudes and interest towards the different cultural celebrations of Easter, as a source of further knowledge and cultural enrichment. 		
CROSS-CURRICULAR CONTENTS		INTERDISCIPLINARY CONTENTS	
Education on peaceful cohabitation, gender equality, environmental education.		Knowledge of the world. Artistic education.	
EVALUATION CRITERIA			
The student is able to...			
- Express orally in simple communicative situations, making use of some of the new vocabulary concerning spring and Easter			

<ul style="list-style-type: none"> - Listen and understand oral messages concerning the topic. - Read and understand simple and easy messages and words related to the celebration of Easter and the season of spring. - Write simple words and messages, using a model, related to the topic, for communicative purposes. - Make use of certain learning and communicative strategies, for understanding and being understood in the use of the foreign language. - Show respectful attitudes and interest towards collaborative work and the foreign language and culture. 		
EVALUATION TOOLS	The same as for Didactic Unit 1.	
RESOURCES		
ATTENTION TO DIVERSITY		
LESSONS, TASKS AND ACTIVITIES		
LESSON 1	Warm-up: What's the weather like today? ●	
	TASK 1: <i>It's spring time</i>   	Act. 1: Sunny and warm ● Act. 2: Spring picture ●
	TASK 2: <i>Let's get dressed for spring!</i>   	Act. 1: Crazy Daizy's story cards ● Act. 2: Spring clothes for Daizy ●
LESSON 2	Warm-up: Spring time is coming! ●	
	TASK 3: <i>Do you like spring?</i>     	Act. 1: What's up in spring? ● Act. 2: Sharing ideas ● Act. 1: Our spring list ●
LESSON 3	Warm-up: Guess out what's this! ●	
	TASK 4: <i>The story of Little Bunny</i>     	Act. 1: Storytelling time ● Act. 2: What happens in the story? ● Act. 3: True or false? ● Act. 4: What about you? ●
LESSON 4	Warm-up: Do you remember? ●	
	TASK 5: <i>Easter things</i>    	Act. 1: Many eggs ● Act. 2: Tic-tac-toe ● Act. 3: Who's got it? ●
LESSON 5	Warm-up: What have you got? ●	
	FINAL TASK: <i>Easter baskets</i>   	Part 1: Ready? ● Part 2: Steady? ● Part 3: Go! ●
	Self-evaluation: fulfilling the self-evaluation sheets.	

LESSON 1

TASK 1: It's spring time! ■■■●

Warm Up: What's the weather like today? The teacher uses this routine as the warm-up activity for this lesson, asking students the weather and making use of the weather forecast from Unit 2. ■■■●

- Act. 1: Warm and sunny: The teacher shows students pictures about spring, eliciting colours and other vocabulary they might already know. Then, the teacher shows some pictures from other seasons, asking "Is it cold, like in winter?". By the end of the activity, students will create the sentence "In spring, it is warm and sunny". ■■■●
- Act. 2: Spring picture: the teacher will give students a worksheet, in which there is a picture that represents some spring typical things together with others from different seasons (for instance, a snowman). Students have to colour the corresponding things from spring. Then the teacher asks "Is a snowman typical from spring?" for students to give oral yes-no answers. ■■■●

TASK 2: Let's get dressed for spring! ■■■■

- Act. 1: Crazy Daizy story cards: the teacher elicits students' previous knowledge of the character (already known from Unit 2). Then she gives a copy to all students, and she reads the text aloud. ■■■●
- Act. 2: Spring clothes for Daizy: help Daizy find spring clothes. The teacher gives a copy to each student, for them to select the appropriate spring clothes. ■■■●

LESSON 2

Warm Up: Spring time is here! The teacher will elicit the already learnt vocabulary about spring, asking students questions about it, such as "What's the weather like? Is it sunny? Is it cold?", etc. ■■■●

TASK 3: Do you like spring? ■■■■■●

- Act. 1: What's up in spring? Students will be grouped and discuss about things that happen in spring. The teacher will give some support and orientations, saying "Think of the flowers, are they the same?" and so on. The teacher will let some time to students to converse about it (predictably in Spanish, but the intention is for them to engage in the rest of the task). Then, they will be let some time to look up in the online dictionary and any other necessary resources for the corresponding terms or ideas in English. During this part the teacher will be a participant, with all the groups. ■■■■■●
- Act. 2: Sharing ideas: each group will exchange the information chosen with the rest of the groups, orally. ■■■●
- Act. 3: Our spring list: all groups will create all together a list with things/facts proper to spring. The list will be hang on the wall by the end of the task. ■■■●

LESSON 3

Warm Up: Guess out what's this! The teacher will show some typical objects from Easter celebration: the bunny, the basket, eggs, etc., asking students for eliciting their previous knowledge. This warming up activity will serve also as a pre-listening task, with respect to the first activity. ■ ■ ■ ●

TASK 4: The story of Little Bunny ■ ■ ■ ■ ■ ●

- Act. 1: Storytelling time: the teacher will enhance students' interest on listening about a story of the little bunny and Easter time. Then, with students all sitting down making a circle, the teacher will tell them the story, making use of non-verbal strategies such as body language, or showing the objects, for a better understanding of it. ■ ●
- Act. 2: What happens in the story? After listening to the story, the teacher will ask students some questions about it, for guaranteeing a general understanding of its message. ■ ■ ■ ●
- Act. 3: True or false? The teacher will hand students a worksheet about things/objects appearing in the story. They will have to write true or false in each case. ■ ■ ●
- Act. 4: What about you? The teacher will explain then how English children celebrate Easter (the tradition of making and eating chocolate eggs). Then, she will ask them about their personal ideas, if they like that way, or even if they celebrate Easter time in any other way. ■ ■ ■ ●

LESSON 4

Warm Up: Do you remember? The teacher will ask some questions about the bunny, the Easter celebration, things appearing in the story of task 4, etc. for reviewing all the new vocabulary that students have learnt. ■ ■ ■ ●

TASK 5: Easter things ■ ■ ■ ■ ■ ●

- Act. 1: Many eggs: the teacher will give each student a worksheet in which there appear a black-and-white picture of an egg, and the colour for them to paint it. Once they have coloured them, they will have to group according to the colour of all eggs. ■ ■ ■ ■ ■ ●
- Act. 2: Tic-tac-toe: in pairs, students will play this classical game, about things and vocabulary they already have learnt concerning spring and Easter celebration. There will be given 9 pictures and a dice. In each turn, a student throws it and has to say the name of the object corresponding to the image. If right, the student keeps it as a point. If not, the card is left on the board. ■ ■ ■ ●
- Act. 3: Who's got it? The teacher will assign a role to students, which will be representing one object or character from Easter, by giving each of them a card. Then, the teacher will start asking questions like "Who has got a blue egg? Who has got a pink bunny?" etc. Students will listen and answer to the questions. ■ ■ ■ ●









LESSON 5

FINAL TASK: Easter baskets ■■■■■

Warm Up: What have you got? Each student will be given a card just like in Task 5, act. 3, so that when they join they form groups of 4-5. They will ask “What have you got?” to the classmates in order to find their partners. The established groups will be the ones for carrying out the final task. ■■■■●

- Part 1: Ready?: Each group will be given the necessary materials for the final task: a basket (paper or card-made) and an objective card, in which there appears a list of objects. ■■■■●
- Part 2: Steady?: in groups, students will discuss their own objective cards, that include the elements they have to find out to fill in their basket. ■■■■●
- Part 3: Go!: Once all groups have commented and solved doubts about their objectives, the game starts. The teacher will have put previously all around the classroom pictures with the objects that each group has to find out. Groups can walk around the classroom, but not run, looking at the objects and taking one by one those from their objective list. As they find an object, they go to their basket and leave it there. The teacher will note down the order in which groups finish up. Once all groups have finished, the list and the objects will be revised by all the students. ■■■■●●

Self-evaluation: fulfilling the self-evaluation sheet

Didactic Unit 5.5: <i>The very hungry caterpillar</i>			
TOPIC	Healthy food (fruits and vegetables)	SESSIONS	5
FINAL TASK	Create a hand with pieces of fruit and vegetables and describe it		
O	1.To listen to and understand oral messages related to healthy food and the story of <i>The very hungry caterpillar</i> , recognizing basic phonetic patterns. (f,h,k,1,9)		
B	2.To express and interact orally for fulfilling tasks, making use of the new vocabulary and of basic phonetic and phonological knowledge. (f,h,k,1,2,9)		
J	3.To read and understand easy words and messages about food and the story, already learnt in their oral form. (f,h,k,1,4)		
E	4.To write easy messages and words about the topic, understanding writing activities as means of communication. (f,h,k,1,3)		
C	5.To make use of strategies and all available means, including new technologies, to understand and express in simple communicative situations, including the use of previous knowledge and non-verbal techniques. (f,i,5,8)		
T	6.To value the English language as a way for communicating, and learning about different cultural facts, showing positive attitudes and interest. (d,f,m,6)		
I	7.To value autonomous and cooperative working habits, showing respectful attitudes and confidence towards self-abilities to learn and use the language. (a,b,c,m,7)		
V			
E			
S			
BASIC COMPETENCES			
			
			
BLOCKS OF CONTENTS			
1	<ul style="list-style-type: none"> - Comprehension of oral messages, including the understanding of some basic vocabulary about food, the story of <i>The very hungry caterpillar</i> and the song. - Production of easy oral messages, for expressing in communicative situations, concerning the topic. - Use of non-verbal strategies to reinforce oral comprehension and production, such as body-language, for understanding and being understood in easy communicative situations. 		
2	<ul style="list-style-type: none"> - Reading and understanding easy written messages about healthy food and other vocabulary from the topic. - Writing of some words or simple messages, using a guide or model, about the topic. 		
3	<ul style="list-style-type: none"> - Use of basic phonetic knowledge for oral production of messages. - Association of spelling and pronunciation of some words related to the topic. - Use of abilities and procedures for acquiring the new vocabulary, such as visual or kinaesthetic elements and other non-verbal techniques. - Self-confidence attitudes and interest towards learning the language, showing respectful and collaborative attitudes. 		
4	<ul style="list-style-type: none"> - Positive and respectful attitudes towards the others, accepting and understanding diversity as a means for personal growth and enjoyment. 		
CROSS-CURRICULAR CONTENTS		INTERDISCIPLINARY CONTENTS	
Education on peaceful cohabitation, gender equality and healthy eating habits.		Knowledge of the world. Artistic education. Physical education. Mathematics.	
EVALUATION CRITERIA			
<p>The student is able to...</p> <ul style="list-style-type: none"> - Express orally in simple communicative situations, making use of some of the new vocabulary. - Listen and understand oral messages concerning the topic. - Read and understand simple and easy messages and words related to healthy food and to the story. - Write simple words and messages, using a model, related to the topic, for communicative purposes. 			

<ul style="list-style-type: none"> - Make use of certain learning and communicative strategies, for understanding and being understood in the use of the foreign language. - Show respectful attitudes and interest towards collaborative work and the foreign language and culture. 	
EVALUATION TOOLS	The same as for Didactic Unit 1.
RESOURCES	
ATTENTION TO DIVERSITY	
LESSONS, TASKS AND ACTIVITIES	
LESSON 1	Warm-up: What is this? ●
	TASK 1: <i>The very hungry caterpillar</i> ■ ■ ■ ■
	Act. 1: Storytelling time ●
	Act. 2: Let's watch a video ●
	Act. 3: How many? ●
	Act. 4: Clean up! ●
LESSON 2	Warm-up: The caterpillar maze ●
	TASK 2: <i>What does the caterpillar eat?</i> ■ ■ ■ ■ ■
	Act. 1: Dodge the gap! ●
	Act. 2: Domino game ●
	Act. 3: Eat healthy! ●
	Act. 4: Fill in the gaps ●
LESSON 3	Warm-up: Fruits, vegetables and other food ●
	TASK 3: <i>Five fruits and vegetables every day!</i> ■ ■ ■ ■ ■
	Act. 1: Hurry up! ●
	Act. 2: "Give me five" song ●
	Act. 3: What are these? ●
LESSON 4	Warm-up: Give me five! ●
	TASK 4: <i>Likes and dislikes</i> ■ ■ ■ ■ ■
	Act. 1: The caterpillar likes... ●
	Act. 2: Do you like it? ●
	Act. 3: The caterpillar's interview ●
LESSON 5	Warm-up: What are you? ●
	FINAL TASK: <i>"High five!"</i> ■ ■ ■ ■ ■
	Part 1: Look out! ●
	Part 2: We create our likes' hands ●
	Part 3: High five your hands! ●
Self-evaluation: fulfilling the self-evaluation sheets.	

LESSON 1

TASK 1: *The very hungry caterpillar* ■ ■ ■ ■

Warm Up: What is this? The teacher will present the book to the students, preparing some pre-reading, reading and post-reading activities. As a pre-reading and warming up activity, the teacher will show the figure of the small caterpillar, eliciting students' responses to questions such as "What is this? Is it an animal? What colour is it? Is it big or small?" Then, the teacher will show the figure of the butterfly, asking similar questions: "Is it beautiful or ugly? What colours are its wings?", etc. ■ ■ ●

- Act. 1: Storytelling time: the teacher will read the story, presenting both the book and the caterpillar figure to the students. As they listen to the story, they will also be shown the objects (fruits and other food): one apple, two pears, three plums, four strawberries, five oranges... etc. The teacher will also make use of non-verbal strategies to reinforce the reading, such as the actions of eating and being hungry, feeling sick, sleeping, etc. ■■■●
- Act. 2: Let's watch a video: the teacher will play the video available on the Internet that tells the same story. This is intended to be a second-reading activity for students to listen to and understand better the story. ■●
- Act. 3: How many? The teacher will carry out this post-reading activity to reinforce and ensure the students' understanding of the story and the vocabulary presented on it. For that purpose, the teacher will ask students questions such as "What is this (showing fruits)? How many oranges did the caterpillar eat: one, two...? What happened next?" etc. ■■■●
- Act. 4: Clean up! Students will be given a worksheet in which images and text from the story are mixed up. The teacher will ask students to organize the story again and put those images-text pieces in the correct sequence of the story. ■■■●

LESSON 2

TASK 2: What does the caterpillar eat? ■■■■

Warm Up: Dodge the gap!: students will play hopscotch in groups for remembering the story of the caterpillar. Each game set includes the squares and pictures of the food the caterpillar ate. They have to jump from one to another square repeating the name of the food (1 apple, 2 oranges...)
■■■●

- Act. 1: The caterpillar maze: students will be given a maze that they have to complete. In the maze, there appear all the food the caterpillar eats throughout the entire story, serving as a guide to fulfil the maze. The aim is to refresh students' ideas about the story, as well as to understand graphically the life process of the caterpillar, from a little egg to a butterfly. ■●
- Act. 2: Domino game: students will play the game in pairs. The teacher will give each pair a set of domino cards, and will explain the process to play the game: there are 16 cards, including each of them a word and a picture. Each student will take 8 cards, which cannot be shown to the partner. The one having the apple picture will start the game, putting that card over the table. Then it is turn of his/her mate to put the corresponding image or text card to that of the apple (image) or the word appearing (in that case, orange). If the mate does not have a suitable card to put over the table, he/she will miss a turn. The winner will be the one who first remains with no cards to put over the table. The teacher will also keep as a visual help for students the objects of food appearing in the story, with their names written below, so that in case of doubt, a student can stand up, go to the front of the classroom and check out the name of an object. ■■■■●

- Act. 3: Eat healthy!: The teacher will ask the group of students about healthy food they know. They can either answer in English or Spanish (words will be translated by the teacher). All the brainstormed vocabulary will be written down on the blackboard, making two lists: healthy food and unhealthy food. After that, the teacher will ask students which food the caterpillar eats is healthier. Those words will be added to the previous list. ■■■●
- Act. 4: Fill in the gaps: the students will have to complete a worksheet with parts of text taken from the story, specifically those in which fruits appear. By looking at the pictures, students will write the corresponding name of food. As the names and pictures will remain in the blackboard, it will be a helpful tool in case of doubts. ■■●

LESSON 3

TASK 3: Five fruits and vegetables everyday! ■■■■

Warm Up: Fruits, vegetables and other food: the teacher will present all the food (objects and flashcards) with which students have dealt in the two previous sessions. The teacher will try to elicit students' new vocabulary as a way to reinforce its acquisition. ■■■●

- Act. 1: Hurry up!: the teacher will put all the objects and flashcards related to food in general (fruits, vegetables and other food) around the classroom. Students will be asked to stand up and start picking up those objects and pictures, classifying them in the two food baskets –one for fruits and vegetables, and another one for the rest of food from other categories. After all objects have been placed in the baskets, the teacher together with the students will check out if they have been put in the right place. ■●
- Act. 2: “Give me five” song: The teacher will comment on the need of eating healthy food. He/she will ask students how many pieces of fruits and vegetables we need to eat per day. Once students guess out the amount, they will listen to the song “Five fruits and vegetables every day”. In this song, the catchy chorus repeats the need to eat five pieces of that food, and after that it asks students if some things are fruits or vegetables or not. The teacher will present those objects to the students as they listen to the song, and with their answers the teacher will classify them into “Fruits and vegetables” and “Other”. As the song's lyrics allow a physical representation, the teacher will perform the movements with the objectives of making it understandable and even more enjoyable. The movements are the following:
 - *“Five fruits and vegetables every day* (raising the five fingers)
 - *Five fruits and vegetables so they say* (pointing to one's side)
 - *Makes you feel happy, healthy, strong* (smiling, thumbing up one's finger and flexing muscles)
 - *Five fruits and vegetables all day long”* (raising five fingers and moving one's arm from left to right).

The activity will be done for a second time, for students to internalize the linguistic structures and vocabulary appearing in the song, through the use of body movement and visual resources. ■■■●

- Act. 3: What are these?: the teacher will give students a worksheet in which the lyrics of the song appear, followed by a writing activity in which they have to select those pictures that are fruits or vegetables, putting them on the list below. For correcting the activity, the teacher will use the same pattern from the song, asking to the students, for instance, “What about a shoe? Is it a fruit or a vegetable?”. ■■■●

LESSON 4

TASK 4: Likes and dislikes ■■■■■

Warm Up: The caterpillar likes...: the teacher will simulate that she asks questions about likes to the caterpillar figure. She will ask “Do you like oranges?” to what the caterpillar answers “Yes, I do”. Some more examples are given. Then the teacher asks some students “Do you like...?”, as she moves her head saying yes or no, for the students to understand it. ■■■●

- Act. 1: Give me five! the activity 3.3 in Lesson 3 is going to be repeated as a warm-up for this fourth lesson. Students will review this way the contents related to healthy food (fruits and vegetables) from the song. The dance and the singing will be repeated. ■■■●
- Act. 2: Do you like it?: the teacher will show two different faces: a smiling one and another showing a disgusting look. Then, using the objects and flashcards from previous sessions, the teacher will say *I like oranges; I don't like lettuce*, etc. as he/she shows the corresponding face to the student. After repeating the necessary times so that students catch the idea, the teacher will ask a student to come in front of the classroom, holding both the happy and the disgusting faces. The teacher will ask the pupil *Do you like...?*, to which the student will answer using the corresponding face. Then, the teacher will reinforce the answer using the exact sentence: *Yes I do, No I don't*. The activity will be repeated several times with different students and making use of different food flashcards or objects. ■■■●
- Act. 3: The caterpillar's interview: the teacher will give students a worksheet in which an interview to the very hungry caterpillar appears, with certain gaps to be fulfilled by students. Those gaps can either refer to a fruit or vegetable (including an image as a clue) or to the Yes/No answers to questions about likes. ■■■■■●

LESSON 5

FINAL TASK: Play the game “High five!” ■■■■■

Warm Up: Is this a fruit or a vegetable?: Students are asked if the pictures they see are fruits or vegetables, or other things, just like the song did. ■■■●

- Part 1: Look out!: the teacher will bring to the classroom some market advertising pamphlets (or it can be asked to students the previous day for them

to take some from home). The classroom will be organized in groups up to five students. Each group will look for vegetables or fruit pictures or photos in those pamphlets, they will cut them out and then they will use the online dictionary to translate them into English, if it is necessary. After that, each group will select five pieces of fruit or vegetables from their choice. ■■■■●

- Part 2: We create our likes' hands: students will be asked to create a big hand on a card, colour and cut it out. Then they will have to stick on each finger one of the five fruits and vegetables they chose before, writing the name of each one below. They will add a stick or hard card-paper for holding the hand. ■■■■●
- Part 3: High five your hands!: each group will present their hand to the rest of their classmates, commenting on which images they chose and saying their names in English. Each student will also say one fruit or vegetable that he/she likes and another that he/she does not like. If there are some minutes left, all groups can sing the song with their craft hands. ■■■■●

Self evaluation

Attention to diversity:

- Match the words and the pictures about the story of the caterpillar

Didactic Unit 5.6: <i>Let's go to the city</i>			
TOPIC	Places in the city and directions	SESSIONS	4
FINAL TASK	Playing a game: finding objects in different places of the city		
O B J E C T I V E S	1. To listen to and understand oral messages related to places in the city and road safety, recognizing basic phonetic patterns. (f,h,k,l,n,9) 2. To express and interact orally for fulfilling tasks, making use of the new vocabulary and of basic phonetic and phonological knowledge. (f,h,k,l,n,2,9) 3. To read and understand easy words and messages about places in the city and road safety tips, already learnt in their oral form. (f,h,k,l,n,4) 4. To write easy messages and words about the topic, understanding writing activities as means of communication. (f,h,k,l,n,3) 5. To make use of strategies and all available means, including new technologies, to understand and express in simple communicative situations, including the use of previous knowledge and non-verbal techniques. (f,i,5,8) 6. To value the English language as a way for communicating, and learning about different cultural facts, showing positive attitudes and interest. (d,f,m,6) 7. To value autonomous and cooperative working habits, showing respectful attitudes and confidence towards self-abilities to learn and use the language. (a,b,c,m,7)		
BASIC COMPETENCES			
BLOCKS OF CONTENTS			
1	<ul style="list-style-type: none"> - Comprehension of oral messages, including the understanding of some basic vocabulary about common places in the city and directions to follow. - Production of easy oral messages, for expressing in communicative situations, concerning the topic. - Use of non-verbal strategies to reinforce oral comprehension and production, such as body-language, for understanding and being understood in easy communicative situations. 		
2	<ul style="list-style-type: none"> - Reading and understanding easy written messages about the city and other vocabulary from the topic. - Writing of some words or simple messages, using a guide or model, about the topic. 		
3	<ul style="list-style-type: none"> - Use of basic phonetic knowledge for oral production of messages. - Association of spelling and pronunciation of some words related to the topic. - Use of abilities and procedures for acquiring the new vocabulary, such as visual or kinaesthetic elements and other non-verbal techniques. - Self-confidence attitudes and interest towards learning the language, showing respectful and collaborative attitudes. 		
4	<ul style="list-style-type: none"> - Positive and respectful attitudes towards the others, accepting and understanding diversity as a means for personal growth and enjoyment. 		
CROSS-CURRICULAR CONTENTS		INTERDISCIPLINARY CONTENTS	
Education on peaceful cohabitation, gender equality, road safety.		Knowledge of the world. Artistic education. Physical education.	
EVALUATION CRITERIA			
The student is able to... <ul style="list-style-type: none"> - Express orally in simple communicative situations, making use of some of the new vocabulary. - Listen and understand oral messages concerning the topic. - Read and understand simple and easy messages and words related to the places in the city and directions. - Write simple words and messages, using a model, related to the topic, for communicative purposes. 			

<ul style="list-style-type: none"> - Make use of certain learning and communicative strategies, for understanding and being understood in the use of the foreign language. - Show respectful attitudes and interest towards collaborative work and the foreign language and culture. 		
EVALUATION TOOLS	The same as for Didactic Unit 1.	
RESOURCES		
ATTENTION TO DIVERSITY		
LESSONS, TASKS AND ACTIVITIES		
LESSON 1	Warm-up: Where do you live? ●	
	TASK 1: <i>Living in the city</i> 	Act. 1: Living in the city ●
		Act. 2: City poster ●
		Act. 3: Where is Alex? ●
LESSON 2	Warm-up: Do you remember? ●	
	TASK 2: <i>Our city</i> 	Act. 1: Places in the town ●
		Act. 2: Did you understand? ●
		Act. 3: Where is what? ●
LESSON 3	Warm-up: Traffic lights ●	
	TASK 3: <i>Be careful!</i> 	Act. 1: Stop, look, listen! ●
		Act. 2: Road safety song ●
		Act. 3: How to cross the street ●
LESSON 4	Warm-up: Creating groups ●	
	FINAL TASK: <i>A city in our playground</i> 	Part 1: Our objectives ●
		Part 2: Let's go to the city ●
		Part 3: Checking it out ●
Self-evaluation: fulfilling the self-evaluation sheets.		

LESSON 1

TASK 1: Living in the city.

Warm Up: Where do you live? The teacher asks students, do you live in a city or in a village? Showing pictures of both, for them to contrast differences: houses, buildings...etc. ●

- Act. 1: Living in the city: the teacher asks: what do we find in the city? Students predictably answer in Spanish, but the teacher translates places and notes down in the blackboard. ●
- Act. 2: City poster. The teacher shows the poster of a city, in which there appear different places. The teacher will ask students if they know what they are. Then, with the previous list on the blackboard, the teacher says their names and students repeat several times. ●
- Act.3: Where is Alex? The teacher will present Alex to the students. Students are grouped among themselves. Then, she will put the figure on different places of the poster. Groups have to be the fastest to answer correctly. ●

LESSON 2

TASK 2: Our city ■■■■■■

Warm Up: Do you remember? The teacher elicits already acquired knowledge, showing the poster and asking “What’s this? Where is the school?”... ■■■●

- Act. 1: Places in the town: the teacher will put students in groups, which will play the video of the places in the town. It’s a reading and listening activity. The video will be played twice. ●
- Act. 2: Did you understand? Each group will have to answer a series of questions about the video. The teacher will ask those questions orally. Then all groups will share all together their results. ■■■■■■●
- Act. 3: Where is what? Each group will receive two pictures of different places in the town. The teacher will ask to the whole class “Where is ...?” asking for objects appearing in those pictures too. Each group will look at their own pictures, and answer when it proceeds. ●

LESSON 3

TASK 3: Be careful! ■■■■■■

Warm Up: Traffic lights: students will form three groups. Each group will have a colour (red, yellow, green) to make the traffic lights. When the teacher says a colour, students have to stand up. ■●

- Act. 1: Stop, look, listen! The teacher will explain the need to be careful when crossing a road. So the teacher will show students a three-word clue to make them conscious of that: stop, look and listen. Once the teacher has told it, then shows students pictures of students crossing the street, asking “Is he doing it ok? Or wrong?”, etc. ■■■●
- Act. 2: Safety song: in relation to the previous activity, the teacher will play the song about road safety. Then, as the key words are heard, students will make use of body language together with oral language. ■■■●
- Act. 3: How to cross the street? Students will form groups. They will watch an online video about how to cross the street. Then, they will have to answer a questionnaire. All together will correct the activity afterwards. ■■■■■■●

LESSON 4

FINAL TASK: A city in our playground ■■■■■■

Warm Up: Creating groups. The teacher will give each student a card, in which there is written the name of a place in the city. Students have to stand up and go asking their mates “Have you got a supermarket?” in order to establish the groups of 5 for carrying out the FT. ●

- Part 1: Our objectives: the teacher will then give each group an objective list in which there appear the different objects they have to collect. They will have to guess out where they can be found (for instance, a postcard in the post office). They can use online dictionaries to check out meanings. ●
- Part 2: Let’s go to the city: previously, the teacher will have distributed the cards on the playground, forming a city. Students will go to the playground to play the

game. So, when the teacher says, groups start looking orderly for their objects. They need to note down where they found each object in their objective list. They have to go all together and taking the flashcards of the objects they need to find. As groups finish, the teacher will note down their order. ●

- Part 3: Checking it out: when all groups have finished, the teacher will check out if students found their objects and if they fulfilled their objective list with the places in which they found them. ●

Didactic Unit 5.7: <i>Happy summer holidays!</i>			
TOPIC	Summer holidays	SESSIONS	5
FINAL TASK	Pack a suitcase for holidays and describe it		
O	1.To listen to and understand oral messages related to holidays, and summer time and its main features, recognizing basic phonetic patterns. (f,h,1,9)		
J	2.To express and interact orally for fulfilling tasks, making use of the new vocabulary and of basic phonetic and phonological knowledge. (f,h,2,9)		
C	3.To read and understand easy words and messages about summer and holidays, already learnt in their oral form. (f,h,4)		
I	4.To write easy messages and words about the topic, understanding writing activities as means of communication. (f,h,3)		
V	5.To make use of strategies and all available means, including new technologies, to understand and express in simple communicative situations, including the use of previous knowledge and non-verbal techniques. (f,i,5,8)		
E	6.To value the English language as a way for communicating, and learning about different cultural facts, showing positive attitudes and interest. (d,f,m,6)		
S	7.To value autonomous and cooperative working habits, showing respectful attitudes and confidence towards self-abilities to learn and use the language. (a,b,c,m,7)		
BASIC COMPETENCES			
			
			
BLOCKS OF CONTENTS			
1	<ul style="list-style-type: none"> - Comprehension of oral messages, including the understanding of some basic vocabulary about the topic. - Production of easy oral messages, for expressing in communicative situations, concerning holiday times, as well as common words and messages related to summer. - Use of non-verbal strategies to reinforce oral comprehension and production, such as body-language, for understanding and being understood in easy communicative situations. 		
2	<ul style="list-style-type: none"> - Reading and understanding easy written messages about the topic. - Writing of some words or simple messages, using a guide or model, about summer holidays. 		
3	<ul style="list-style-type: none"> - Use of basic phonetic knowledge for oral production of messages. - Association of spelling and pronunciation of some words related to the topic. - Use of abilities and procedures for acquiring the new vocabulary, such as visual or kinaesthetic elements and other non-verbal techniques. - Self-confidence attitudes and interest towards learning the language, showing respectful and collaborative attitudes. 		
4	<ul style="list-style-type: none"> - Positive and respectful attitudes towards the others, accepting and understanding diversity as a means for personal growth and enjoyment. - Respectful behaviour in facing individual differences. 		
CROSS-CURRICULAR CONTENTS		INTERDISCIPLINARY CONTENTS	
Education on peaceful cohabitation, gender equality and environmental education.		Knowledge of the world. Artistic education.	
EVALUATION CRITERIA			
The student is able to...			
<ul style="list-style-type: none"> - Express orally in simple communicative situations, making use of some of the new vocabulary. - Listen and understand oral messages concerning holidays and summer time. - Read and understand simple and easy messages and words related to the topic. - Write simple words and messages, using a model, related to the topic of the unit, for communicative purposes. 			

- Make use of certain learning and communicative strategies, for understanding and being understood in the use of the foreign language.		
- Show respectful attitudes and interest towards collaborative work and the foreign language and culture.		
EVALUATION TOOLS	The same as for Didactic Unit 1.	
RESOURCES		
ATTENTION TO DIVERSITY		
LESSONS, TASKS AND ACTIVITIES		
LESSON 1	Warm-up: What's the weather like today? ●	
	TASK 1: <i>It's summer time</i> ■ ■ ■	Act. 1: Hot and sunny ●
		Act. 2: Summer picture ●
	TASK 2: <i>Let's get dressed for summer!</i> ■ ■ ■	Act. 1: Crazy Daizy's story cards ● Act. 1: Summer clothes for Daizy ●
LESSON 2	Warm-up: What am I wearing today? ●	
	TASK 3: <i>A few days for holidays</i> ■ ■ ■ ■ ■	Act. 1: Where do we go on summer holidays? ●
		Act. 2: All the things that we need ●
		Act. 3: Summer things' poster ●
LESSON 3	Warm-up: What are these things? ●	
	TASK 4: <i>Summer activities</i> ■ ■ ■ ■ ■	Act. 1: Lots of fun ●
		Act. 2: Simon says ●
		Act. 3: "It's summertime" song ●
		Act. 4: Did you understand? ●
LESSON 4	Warm-up: Revision game ●	
	TASK 5: <i>What's in my suitcase?</i> ■ ■ ■ ■ ■	Act. 1: My holidays' suitcase ●
		Act. 2: There is/there are ●
		Act. 3: In my suitcase, there is... ●
LESSON 5	Warm-up: Where are they? ●	
	FINAL TASK: <i>Let's pack our suitcases!</i> ■ ■ ■ ■ ■	Part 1: Where are you going on holidays? ● ●
		Part 2: Let's pack our suitcases ●
		Part 3: Tell your partner ●
Self-evaluation: fulfilling self-evaluation sheets.		

LESSON 1

TASK 1: It's summer time! ■ ■ ■

Warm Up: What's the weather like today? The teacher uses this routine as the warm-up activity for this lesson, asking students the weather and making use of the weather forecast from Unit 2. ■ ■ ■ ●

- Act. 1: Hot and sunny: The teacher shows students pictures about summer, eliciting colours and other vocabulary they might already know. Then, the teacher shows some pictures from other seasons, asking “Is it warm, like in spring?”. By the end of the activity, students will create the sentence “In summer, it is hot and sunny”. ■■■●
- Act. 2: Summer picture: the teacher will give students a worksheet, in which there is a picture that represents some summer typical things together with others from different seasons (for instance, a snowman). Students have to colour the corresponding things from summer. Then the teacher asks “Is a snowman typical from summer?” for students to give oral yes-no answers. ■■■●

TASK 2: Let's get dressed for summer! ■■■■

- Act. 1: Crazy Daizy story cards: the teacher elicits students' previous knowledge of the character (already known from Unit 2). Then she gives a copy to all students, and she reads the text aloud. ■■■●
- Act. 2: Summer clothes for Daizy: help Daizy find summer clothes. The teacher gives a copy to each student, for them to select the appropriate summer clothes. ■■■●

LESSON 2

TASK 3: A few days for holidays ■■■■■

Warm Up: What am I wearing today? Students will ask and respond to their partner about the clothes they wear, focusing on those especially for summer. ■■■●

- Act. 1: Where do we go on summer holidays? The teacher will ask students “Where do you go on summer?” she will use pictures of summer places, and say their names, for students to comprehend it better. ■■■●
- Act. 2: All the things that we need. Students will form groups, and they will have to think of 3 necessary things for going to the beach, on picnic or to the swimming pool. Then, they will look up in the online dictionary for getting a translation, and they will note them down on the given worksheet. Afterwards, the teacher will ask and students will say the objects aloud. ■■■■■●
- Act. 3: Summer things' poster: Each student will draw one of the objects they need for going to the beach/picnic/swimming pool. They will note below the picture its name. then, all students will stick their drawings on the pre-prepared poster, which is formed by three columns, one for each place. ■■■●

LESSON 3

TASK 4: Summer activities ■■■■■

Warm Up: What are these things? The teacher will show flashcards of the objects from the previous lesson, to refresh memory. ■■■●

- Act. 1: Lots of fun: The teacher will show students some pictures about common outside activities in summertime: riding a bike, swimming, flying a kite... She will show them and also say their names. Then the teacher will ask students to

stand up and repeat the actions, with mimics and saying their names: the teacher also says and represents the action physically. ■ ■ ●

- Act. 2: Simon says: Students will play the game all together, representing actions from the previous activity, just by hearing their names: that is, the teacher says “Simon says: ride a bike”, without her representing any physical action, and students have to perform that action. ■ ●
- Act. 3: It’s summertime song: students will listen to the song and watch its video on the Internet. They will do it in pairs. Before it, the teacher will comment that they need to put special attention since they will later have to complete an activity about it. They will have to pay attention to the series of images that appear and the lyrics of the song, all of them expressing common actions and activities in summer. The video song will be played twice. ■ ■ ●
- Act. 4: Did you understand?: each pair will receive a worksheet with some pictures representing actions. They will have to discuss which actions appear in the song and write them down. ■ ■ ■ ■ ●

LESSON 4

TASK 5: What’s in my suitcase? ■ ■ ■ ■ ■

Warm Up: Revision game: the teacher will arrange a game for students to refresh their memory. The teacher will say both actions (to be represented) and objects (to be pointed out). Students will carry out those actions and will have to point to the objects/flashcards representing the typical summer things (umbrella, suntan lotion...). Then, students will adopt the teacher’s role, to be the ones that say one action or object.



- Act. 1: My holidays’ suitcase: The teacher will show students a suitcase with objects inside (flashcards). All things inside the suitcase have already been worked out in the previous lessons, so the teacher will just take out one by one all the cards, and ask students to say its name. ■ ●
- Act. 2: There is, there are: the teacher will put everything back in the suit case, saying the name of each object, and starting with a demonstrative like “there is/are...” ■ ●
- Act. 3: In my suitcase, there is...: GRADED. the teacher will give students a worksheet in which a character appears together with his suitcase, open, showing what is inside. Students have to complete the speech bubble of the character, explaining what is inside his suitcase. The graded version includes some words as an example and random letters of different words as guidance. ■ ■ ● 📈

LESSON 5

FINAL TASK: Let’s pack our suitcases! ■ ■ ■ ■ ■

Warm Up: Where are they? The teacher will show some pictures of people on the beach, on the mountain, etc. and she will ask students “Where are these people?” so that students make use of the already learnt vocabulary of locations for summer holidays. ■ ■ ■ ●

- Part 1: Where are you going on holidays? Students will be asked to reflect on where they are going to go on holidays: picnic, beach, lake, mountain... They will have also to reflect on what things they have to take for holidays. They will share their ideas with their partners. ■■■●●
- Part 2: Let's pack our suitcases: each student will have to draw, colour and write down the name of the objects he/she needs to put in his/her suitcase. Then, they will cut them out and stick them on the suitcase worksheet. They can follow the written example of the teacher's flashcards which will be hang on the blackboard as guidance. ■■■●
- Part 3: Tell your partner: students will tell their partner what is inside their suitcases, showing and pointing to each object as they say it. They will have to use the expression "There is/are...". ■■■●

Self-evaluation: fulfilling the self-evaluation sheets.

Attention to diversity: activities from the bank of resources.

- Match pictures and words: worksheet.
- Cross-word: summer objects.
- What's inside the suitcase? Reading activity.
- Summer word-search.
- Summer bingo (for playing in groups).
- Summer activities: writing the actions.

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- Wikipedia, The Free Encyclopaedia (2010) *Task-based language learning*. In Wikipedia. Last access: 22/09/2010. URL: http://en.wikipedia.org/wiki/Task-based_language_learning

References for the Didactic Units' materials and activities

Most **images**, those for creating worksheets, flashcards, etc. have been searched and taken from Google Images. Other images are of self creation.

Songs, videos and some related materials, such as flashcards or sample activities, have been taken from the following pedagogical websites:

- ~ <http://www.supersimplesongs.com>
- ~ <http://www.wearebusybeavers.com/>
- ~ <http://www.englishsongsforkids.com/>
- ~ <http://www.eslflashcards.com>
- ~ <http://www.youtube.com/>
- ~ <http://www.teachingenglish.org.uk/>
- ~ <http://www.mansioningles.com/>
- ~ <http://www.isabelperez.com/>

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APPENDIX

UNIT 5.2: Very funny superheroes



Superheroes' flashcards

Can a flea climb a tree?



<http://learnenglishkids.britishcouncil.org/en/songs/can-flea-climb-tree>

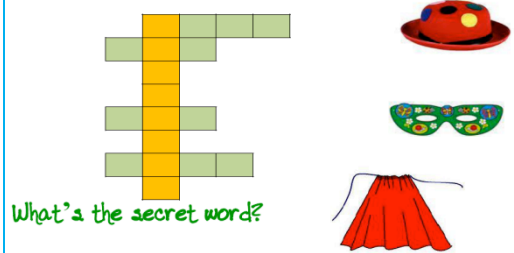
Task 1, activity 4

What is the superheroine wearing?



Task 2, activity 1

Carnival crossword



Task 2, activity 4 (includes graded version)

I can ... I can't



What else can the caterpillar do?
Draw and write!

Task 3, activity 1

What can they do?



Task 3, activity 2



Example of final task

UNIT 5.3: The three little pigs

THE THREE LITTLE PIGS

This is the first little pig's house. It is made of...

- a) Sticks
- b) Bricks
- c) Straw



Task 1, activity 4

What's a mess!



Task 3, activity 4

Listen and colour



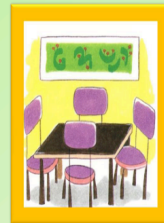
Task 4, activity 2

The three little pigs HOUSES

Read and answer!

How many chairs are in the sitting room?

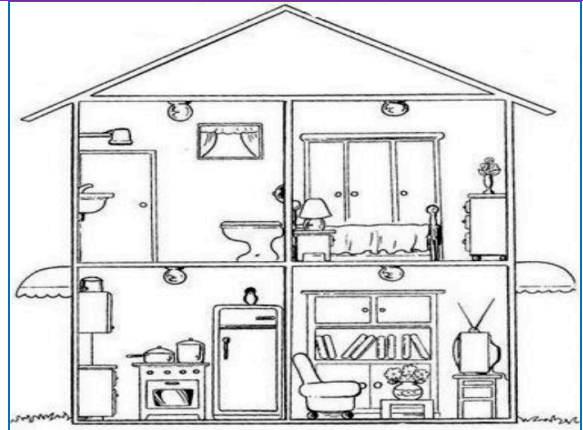
- Two
- Three
- Four



Task 4, activity 3



Task 4, activity 4



Final task' template

UNIT 5.4: Old Macdonald's farm

OLD MACDONALD

BRITISH COUNCIL Learn English Kids

FLUKE SCRAP
NOW LISTEN TO THE SONG. GIVE IT A TRY TO BEGIN

© British Council
<http://learnenglishkids.britishcouncil.org/en/songs/old-macdonald>

Classical song for kids about farm animals.
Lyrics are included in this video song.

Task 1, activity 2

What appear in the song? Circle the correct ones.

Task 1, activity 3

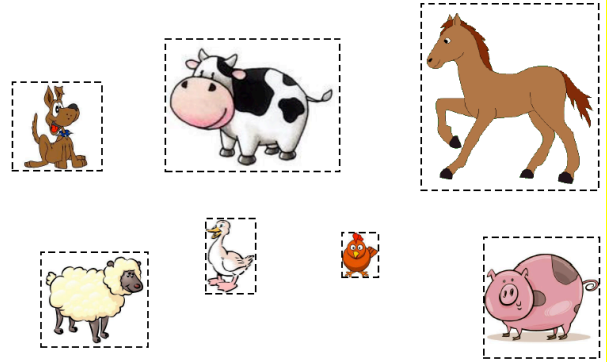
How many are there?



Task 4, activity 1

SIZE ORDERING

Cut out the farm animals



Task 4, activity 2

Where are the animals?



Task 5, activity 2

Find out:

- A cow
- A sheep
- A cat
- A pig

YOUR OBJECTIVE

Task 6, activity 1

MISSING

Help Old Macdonald!

Look and write
 Read and draw.



The pig is behind the door



The cat is under the chair



Task 6, activity 3



Final task' game template

UNIT 5.5: Happy Easter!

Colour the spring pictures.



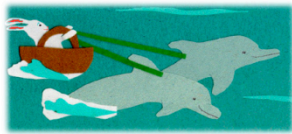
Task 1, activity 2



Crazy Daisy is wearing a scarf, boots and a hat!

Task 2, activity 1

The adventurous bunny and Easter Island



Task 4, activity 1

True or false?



Easter bunny is white and black



In Easter Island, there are chocolate fruits

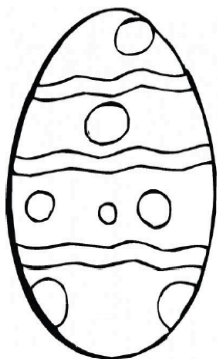


In Easter Island, there are sugar flowers



Birds eat flower candies in Easter Island

Task 4, activity 3



Your easter egg is blue.
Stripes are pink.
Dots are orange.

Task 5, activity 1



Task 5, activity 2

Objective list

- ✓ A blue egg
- ✓ A white bunny
- ✓ Two pink eggs
- ✓ A yellow egg

Final task, example of objective list



Sample cards for the final task

UNIT 5.6: The very hungry caterpillar

The very hungry caterpillar

VIDEO



A multimedia representation of Eric Carle's story.

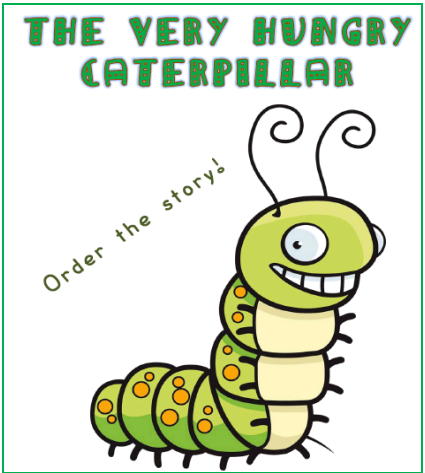
<http://www.youtube.com/watch?v=-qoVPLtqgVk>



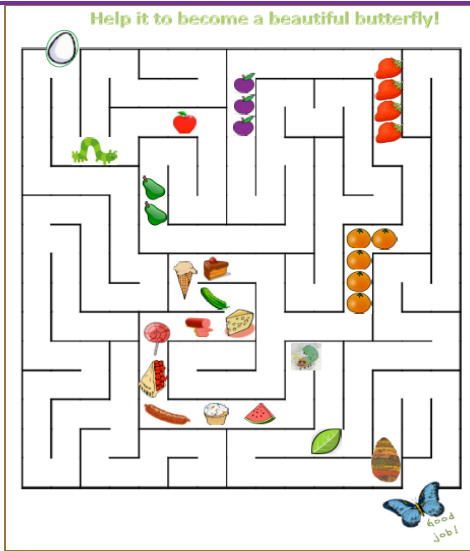
Task 1, activity 2



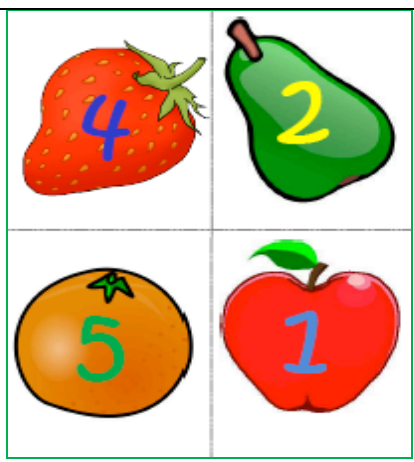
Task 1, activity 3



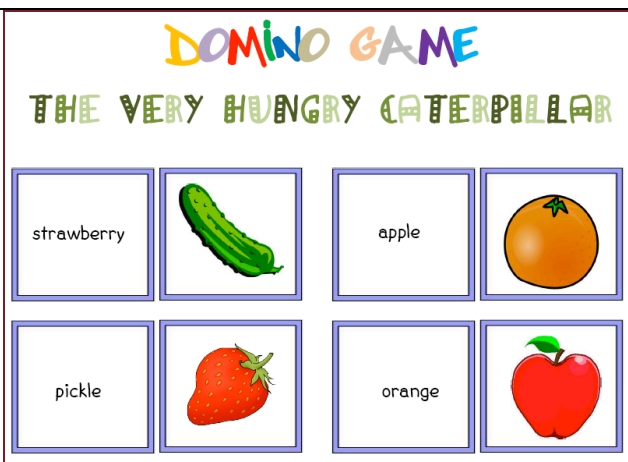
Task 1, activity 4



Task 2, warm up



Task 2, activity 1





Task 2, activity 2


Name: _____


THE VERY HUNGRY CATERPILLAR


Look at the pictures and fill in the gaps!


On Monday, he ate through one _____ 
But he was still hungry.

On Tuesday, he ate through two _____ 
But he was still hungry.


On Wednesday, he ate through three _____ 
But he was still hungry.

On Thursday, he ate through four _____ 
But he was still hungry.

On Friday, he ate through five _____ 
But he was still hungry.




Task 2, activity 4



Five fruits and vegetables

Five fruits and vegetables every day.
Five fruits and vegetables, so they say.
Makes you feel happy, healthy and strong.
Five fruits and vegetables all day long.



Song by Geoff Johnson.
<http://freeonesforkids.com/videos/five-fruits-and-vegetables>

Task 3, activity 2



Are these fruits or vegetables?

Write the fruits and vegetables on the list

 A shoe	 A puppy	 A pineapple	 A lettuce
 A cucumber	 A carrot	 A tomato	 A school bag
 A bed	 A melon	 A ball	

Fruits and vegetables:
A tomato

SparkleBox © Copyright 2007, SparkleBox Teacher Resources (www.sparklebox.co.uk)

Task 3, activity 3



The very hungry caterpillar

INTERVIEW



 Hello, caterpillar!

 Hello!

 Do you like fruits?

 😊 _____ I do! I love fruits!

 What is your favourite fruit?

 My favourite fruit is _____ 

 Do you like  _____?

 😞 _____ I don't. I prefer _____ 

 Thank you, caterpillar! Good-bye!

 Bye-bye!

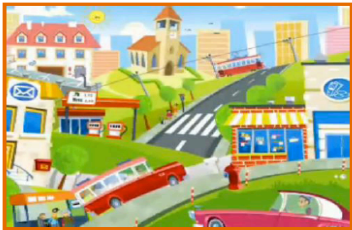
Task 4, activity 3



Example of final task

UNIT 5.7: Let's go to the city

Places in the town



Listening and reading activity for learning about different places in the town.

<http://www.youtube.com/watch?v=mKp1HRIf8O48>



Task 2, activity 1

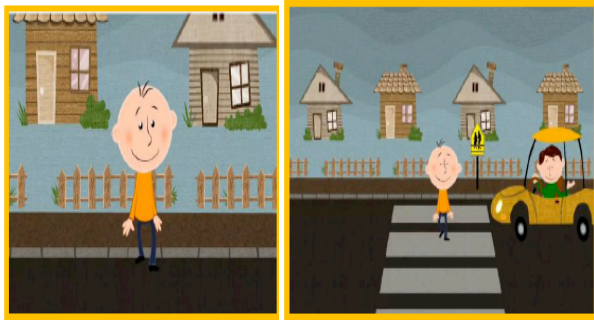
Toy shop



MUSEUM



Task 2, activity 3



Task 3, activity 1

HOW TO CROSS THE STREET



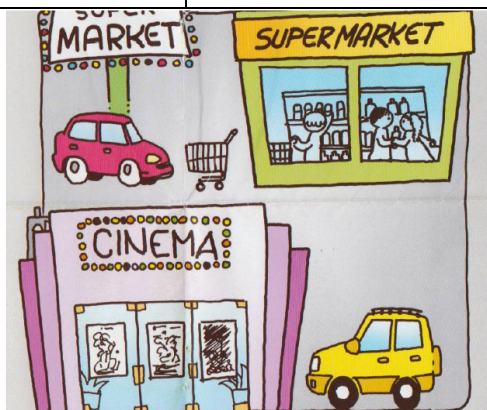
STOP **Look** Listen

<http://www.youtube.com/watch?v=Htr-SMmp5uM&>

Task 3, activity 3

OBJECTIVE CARD

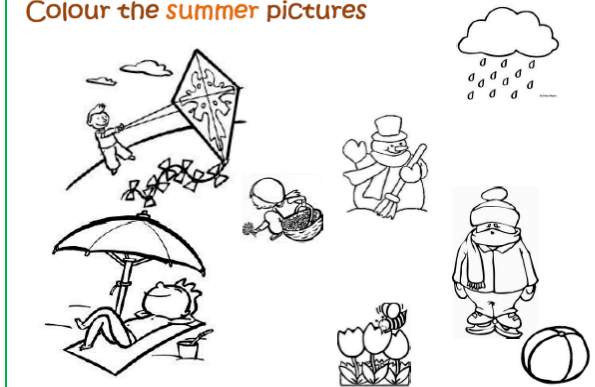
- ✓ A pear
- ✓ A history book
- ✓ A basketball ball
- ✓ A blue t-shirt
- ✓ A postcard from England
- ✓ A piece of bread
- ✓ A beautiful doll
- ✓ A strawberry



Final task' sample materials

UNIT 5.8: Happy summer holidays!

Colour the summer pictures



Task 1, activity 2

It's summer



Crazy Daisy is wearing shirt, trousers and umbrella!

Task 2, activity 2

All the things we need
for going to the beach



picnic



pool



Task 3, activity 2



Task 4, activity 1

It's summertime song
Did you understand?

Circle the actions from the song. Then match.



Play chess

Go to the lake

Eat cool noodles

Go on vacation

Swim in the pool

Fly a kite

Ride a bike

Drink ice tea

Play in the sea

Task 4, activity 4



Task 5, activity 1

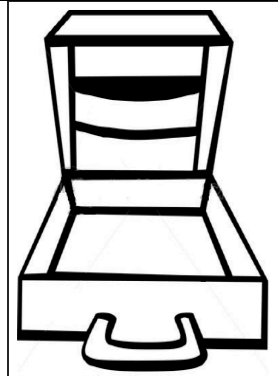
What's in my suitcase?

Look and write.

In my suitcase, there is...



Task 5, activity 3 (includes graded version)



Final task' templates





Example of final task