

SAMPLE UNIT FOR GRADE 6 (Primary Education)

(Adapted from: **Madrid, D.** and **McLaren N.** (1997): *Making Friends 3*. Valladolid: La Calesa, pp. 38-43 and **Madrid, D, y Ortega Martín, J. L.** (2006): *Teaching Practice Workbook for Language Teachers*. Granada: Grupo Editorial Universitario, pp. 83-106.

1. INTRODUCTION

This unit introduces the topic of *food and drink* in grade 6 of Primary Education. It will be implemented, approximately, in two weeks and in six hours. The objectives, contents, activities, methodology and criteria for evaluation, that are proposed, have been planned according to the characteristics of

- a) sixth graders in Primary Education,
- b) the guidelines provided by the Spanish Curricular Design in Royal Decree 126/2014 and fully developed in *Orden* 17/3/2015
- c) the Common European Framework for languages published in 2001.

2. SOCIAL CONTEXT

This unit has been designed for the **SCHOOL SOCIAL CONTEXT** that is described below:

It's a state Primary school, located in an **urban area** of the Andalusian Community. Most students belong to a **low-middle social class**; 15% of the parents are unemployed, however the students can afford to buy all the materials recommended in the English class thanks to contribution of the students' parents association; 30 % of the families have studied some English and can help their students at home; 60 % of the students have an independent study room and the rest (40 %) have to share the home space with other family members; 25 % of the students have internet facilities at home and can use it regularly; 30 % of the local population are immigrants and cannot speak Spanish fluently. There is one student whose second language is English and her performance is currently used as a model in some classroom activities.

There is a library with internet and audio-visual facilities in the area. In addition, there is a small school library and a computer room for 25 students. Three English speaking families live in the community and are willing to come to class once a week for a cultural encounter. The students' parents association supports the English programme and provides presents and rewards for those students who win the games and competitions that are organised in class. In general, the school social context is supportive and favours the study of English.

3. THE STUDENTS

In the Grade 6 of Primary Education, **LEARNERS** show specific characteristics (Scott and Ytreberg, 1990):

- they understand situations more quickly than they understand the language used, so an **implicit approach** (intuitive learning with very few rules) will be adopted;
- their understanding comes through hands and eyes and ears, so small objects, illustrations and recordings will be fundamental resources;
- they sometimes have a **short attention and concentration span**, so classroom activities cannot be too long (55 minutes will be the predominant duration);
- young students love to **play**, and learn best when they are enjoying themselves, so a variety of games will be included;
- they rely on the **spoken word** as well as the physical world to convey and understand meaning, so most teaching will have an oral orientation;

- they are able to work with others and learn from others (**cooperative leaning**), so some group work and cooperative activities will also be introduced.

In relation to their **Cognitive development**, at this age, students live the *concrete operational* stage, according to Piaget's theory of cognitive development (1975).

It has also been taken into account that learners possess individual **learning styles** (Oxford, 1990), preferences or **multiple intelligences** (Gardner, 1999). Consequently, in this lesson planning we have included a variety of *songs* (to develop their musical intelligence), *language activities* (for their linguistic and logical intelligence), *handcraft tasks* (for their kinaesthetic intelligence), and *communicative activities* (to develop their interpersonal intelligence).

In relation to the students' **language development**, we know that most activities for the younger learners should include **movement** and involve the senses. We will need to have plenty of **objects** and **pictures** to work with. Again, we insist on the importance of **playing** with the language, singing **songs** and **telling stories** for the students' language development. **Variety** in the classroom is a key issue. Since concentration and attention spans are short, variety of activity, pace, organisation and voice are very important.

4. CURRICULAR DESIGN

We have tried to integrate the Spanish Ministry of Education's recommendations (R.D. 126/2014) and the framework provided by the Council of Europe for the Teaching and Learning of languages in Europe (CEF, 2001). The objectives established by the Andalusian Autonomous Community for the teaching and learning of foreign languages include the following (BOJA, Orden de 27 de marzo de 2015):

1. To **listen** and understand messages in varied verbal interactions using information transmitted for the completion of specific and diverse tasks related to students' experience;
2. To express oneself and **interact orally** in simple, familiar, everyday situations, using verbal and non-verbal procedures and adopting a respectful and cooperative attitude;
3. To **write** diverse texts with varied purposes on topics previously seen in the classroom with the help of models;
4. To **read** diverse texts related to students' experience and interests, extracting general and specific information;
5. To learn to use all available resources including **new technologies** with progressive autonomy in order to obtain information and communicate in the foreign language;
6. To **appreciate** the foreign language and **languages** in general **as a means of communication** and understanding between people from diverse countries and **cultures** and as an instrument for learning different contents;
7. To show a receptive attitude and confidence in their own **learning capacity** and in the use of the foreign language;
8. To use the **previous knowledge** and experiences for a more rapid, efficient and autonomous acquisition of the foreign language;
9. To identify elements related to **phonetics**, rhythm, accent and intonation as well as linguistic **structures** and **lexical** aspects of the foreign language and use them as basic elements of communication.

CURRICULAR COMPETENCIES

These competences include the group of skills, knowledge and attitudes according to the context that every student of each educational stage should reach for their personal development and active role in society. The

curriculum of the Primary Education includes, at least, the following **curricular competences** (RD 126/2014):

- a) The Competence in **linguistic communication**, referred to the use of the language as a tool for the oral and written communication in Spanish language as well as in a foreign language.
- b) The Competence of **mathematical, science and technology**, understood as the ability to use numbers and basic operations.
- d) **Digital Competence** and treatment of the information, understood as the ability to search, obtain, process and communicate the information turning it into knowledge.
- e) **Social and civic competences**, through which the individual is taught how to live in society, understand the social reality of the world where we live and implement the democratic citizenship.
- f) **Cultural expressions and artistic Competence**, which means appreciating, understanding and valuing different cultural and artistic manifestations critically, using them as an enjoyment and personal enrichment source.
- g) Competence and attitudes to **learning to learn** and keep learning through life in an autonomous way.
- h) Initiative and **enterprising character**, which is a competence for the **autonomy** and personal initiative, that includes the possibility to choose from a personal point of view and a critical approach.

In addition to this, the school curriculum must develop a set of competences, skills, abilities and knowledge which must be integrated in teaching units developed according to several didactic principles. In our case, the teaching principles related to the FL curriculum include the following (based on McLaren and Madrid, 2004: 154-156):

- **Language** is considered, fundamentally, an instrument of **communication**, so teaching the English language implies teaching how to communicate in English.
- The final aim of the FL instruction is the development of the student's **communicative competence**, which includes *linguistic, sociolinguistic and pragmatic, cultural, strategic* and *discourse* subcompetences. This means that each unit of work must include contents, procedures and attitudes related to all these sub-competences.
- We believe that the L₁ (**mother language**) can be **beneficial** for second language learning and the L₂ may contribute to a better knowledge of the L₁, that is the central point of the interlinguistic hypothesis proposed by Jim Cummins in 1979.
- **Pragmatics** (language in use and in context) becomes more relevant than grammar, so a variety of communicative situations and contexts is essential.
- Goals are **learner-centred**, so our teaching plan is very much influenced by the potential students' needs and interests. It means that they will be able to choose and negotiate their learning tasks with the teacher.
- At present, **constructivism** is the predominant learning theory. According to it, learners regulate and "construct" their own learning, in a personal way, so they need time and opportunities for that.
- Great importance is given to the student's **strategic competence** and to the development of the student's learning skills through **autonomous learning**. As we will see, this competence will also be developed in each unit.
- Great emphasis is placed on **collaborative learning** and team work;
- The syllabus should be **cross-curricular** in nature and must develop competences related to the students' *civic education, health, promotion of equality between races, environmental studies, geography, sexual education, etc.*

These theoretical principles will be further referred to when the **methodological guidelines** are given.

The basic curriculum in primary education, as recommended in the Common European Framework (CEF, 2001), is organised in language activities which imply comprehension and production of oral and written texts. In addition it includes the following components (Royal Decree 126/2014):

ORAL COMMUNICATION / ORAL TEXTS	WRITTEN COMMUNICATION / WRITTEN TEXTS
Block 1: Comprehension of oral texts (LISTENING)	Block 3: Comprehension of written texts (READING)
<ul style="list-style-type: none"> • Comprehension strategies • Sociocultural and sociolinguistic aspects • Communicative functions • Syntactic and discursive structures • Sound patterns, stress, rhythm and intonation 	
Block 2: Production of oral texts: expression and interaction (SPEAKING)	Block 4: Production of written texts (WRITING)
<ul style="list-style-type: none"> • Production strategies: Planning , Implementation, Linguistic strategies, Paralinguistic, ... • Sociocultural and sociolinguistic aspects • Communicative functions • Syntactic and discursive structures • Sound patterns, stress, rhythm and intonation 	

In addition, the previous four blocks include:

CONTENTS, that is the knowledge, skills, abilities and attitudes that contribute to the achievement of the learning objectives and acquisition of competences.

EVALUATION CRITERIA refer to specific referents used to evaluate the students' learning process (see Royal Decree 126/2014, Annex I).

LEARNING STANDARDS are the evaluation criteria that allow us to define the students' learning results. They specify what the students must learn, know and be able to do in each subject (Royal Decree 126/2014, Annex I)

5. LESSON PLAN

As it has been pointed out, we have structured and organised the **TEACHING UNIT** trying to integrate the previous components (Royal Decree 126/2014 and BOJA, Orden de 27 de marzo de 2015), as shown in the following table:

Didactic Unit 6: Mummy, this is yummy!			
Level: Grade 6	Timing: 6 hours	Nº of sessions: six	Topic: Food and diet
OBJECTIVES			
Unit Objectives	Stage Objectives	key Competences	
- Understand and produce oral texts about the food they like and don't like eating.	1, 2, 9	a	
- Read and write a short text about the food they like and eat.	4, 3, 9	a	
- Work cooperatively on a survey.	2, 6, 7	a, e, g	
- Show interest and respect for other countries' typical dishes.	6	e, f	
- Reflect and evaluate the work done during the unit.	7, 8	g, h	

CONTENTS			
<i>Communicative Functions:</i> <ul style="list-style-type: none">- Expressing likes and dislikes- Asking for and giving information about the food they eat/their food <i>habits</i>	<i>Syntactic and discursive structures:</i> <ul style="list-style-type: none">- Present simple (Affirmative, Negative, Interrogative: <i>I like fish but I don't like meat /For lunch I have pasta and meat.</i><i>How often do you...</i>- <i>Is there any ...?</i>- <i>Are there any ...?</i>- <i>Yes, there is/No, there isn't.</i>-<i>Yes, there are/No, there aren't</i>	<i>Vocabulary:</i> <ul style="list-style-type: none">- Food: <i>vegetables, eggs</i>- Meal times: <i>for breakfast, for lunch</i>	<i>Sound patterns</i> <ul style="list-style-type: none">- Sound /i:/: <i>cheese</i>
<i>Sociocultural aspects:</i> <ul style="list-style-type: none">- Typical dishes from other countries- Popular British and Spanish food- Respect and consideration towards the aspects of the foreign culture presented in this unit in connection with food, meal times, etc.			
EVALUATION CRITERIA		LEARNING STANDARDS	
Block 1. Comprehension of oral texts (LISTENING)			
<ul style="list-style-type: none">- Listening to and singing a song about food- Identifying people- Describing the food we have in the fridge.- Listening for gist and for detail- Identifying and discriminating the English vowels and consonants		<ul style="list-style-type: none">- The students can understand a basic conversation about the food contained in the fridge.	
Block 2. Production of oral texts: expression and interaction (SPEAKING)			
<ul style="list-style-type: none">- Talking about the food they like and don't like eating and the food they eat at meals.- Acting out a dialogue about: a. the food they like and don't like eating; b. the food they eat at meals- Expressing existence- Interacting with classmates, under guidance- Taking part in guided simulations		<ul style="list-style-type: none">- Can talk about the food they like or dislike.- Can express existence.- Take part in guided simulations- Assume favourable attitudes towards the use of English as a means of communication.	
Block 3. Comprehension of written texts (READING)			
<ul style="list-style-type: none">- Willingness to read while listening to recorded texts carefully.- Recognising some elements which provide cohesion and coherence in reading texts.- Reading of graded texts and authentic material which may be useful to the student.- Associate spelling and pronunciation when reading aloud.- Recognizing sociocultural features related to the texts and communicative situations studied.		<ul style="list-style-type: none">- Understand the reading texts studied in this unit.- Are able to associate spelling and pronunciation when reading aloud the study texts about food.- Show a favourable disposition towards the independent reading of short texts related to food and drinks.	
Block 4. Production of written texts (WRITING)			

<ul style="list-style-type: none"> - Developing the basic composition skills describing situations related to buying food. - Completing incomplete texts by using the given elements. - Relating meanings with words, phrases, functions in relation to the sociolinguistic elements studied in this unit - Writing guided compositions related to the models presented in this unit. 	<ul style="list-style-type: none"> - Are able to write short texts about the unit topic by following given models.
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In order to develop the previous blocks of competences, a variety of **ACTIVITIES, TASKS AND PROJECTS** have been designed and proposed. These activities are briefly outlined below indicating the approximate time required for their realisation. It can be noticed that most activities will be carried out in six sessions and blocks of 20 and 30 minutes (approximately). As **project work** requires much more time, it may include some classroom work which is completed outside the classroom, at home or in the local library with the help of the internet and/or encyclopaedias.

SUMMARY OF ACTIVITIES, TASKS AND PROJECTS:

SESSION 1

1. Identifying the elements shown in the picture of a supermarket (15-20 minutes).
 - What is there in the supermarket? - There's some ...
 - 1.1. Playing the game "Repeat what you hear" (15-20 minutes)
 - 1.2. Playing the game "Find the picture" (15-20 minutes)
 - 1.3. Playing the game "Name the pictures" (15-20 minutes)

SESSION 2

2. LANGUAGE EXPANSION: PROJECT WORK (to be done in class and at home): *Food preservation*.
3. Asking for/naming items of food and kitchen utensils that appear in pictures (15-20 minutes)
 3. a) Playing the game "Repeat what you hear" (15-20 minutes)
 3. b) Playing the game "Find the pictures" and "Name the pictures" (15-20 minutes)

SESSION 3

4. LANGUAGE EXPANSION. PROJECT WORK ABOUT NUTRITION AND HEALTH
5. LANGUAGE REINFORCEMENT: answering questions about the previous pictures (30 minutes) by using: - What is there in the picture? - There's ... ; - Is there any ... (coke, tea, fried fish, ...)? - Yes, there is/No, there aren't.; - Are there any...(bananas, peaches, biscuits, ...)? - Yes, there are/No, there aren't.
6. Asking and answering questions about the previous pictures in pairs and in groups (15 minutes).
 6. a. CULTURAL ASPECTS. LANGUAGE EXPANSION: PROJECT WORK ON SPANISH AND BRITISH FOOD (to be done in class and at home) REGIONAL FOOD IN SPAIN AND BRITAIN

SESSION 4

7. LANGUAGE REINFORCEMENT: Identifying people (15-20 minutes) by using: Who are they? - Is she your sister? - Is he your boyfriend? - Are they your parents - No, she isn't. She's a friend. - Yes, he is! - No, they aren't. They're friends.
8. Reading text: Reading comprehension of graded texts (and authentic material) which may be useful to the student (15 minutes): Burger Bars and Ice-cream Vans

9 LANGUAGE EXPANSION: Authentic text on burger bars (optional: 60 minutes, to be done in class and at home); BURGER BARS AND CHICKEN

SESSION 5

10. Listening and learning SONGS about food. Example (from MAKING FRIENDS WITH SONGS, p. 56) (15-20 minutes): "The world must be coming to an end"
11. Discriminating and pronouncing words and expressions with final /g/ final and /dz/ (15-20 minutes)
12. Practising conversing with short dialogues and episodes related to the topic studied in this unit (30 minutes) : That's my chocolate!
 12. a) Playing the game "Repeat what you hear" (15-20 minutes)
 - 12.b) ACTING OUT the dialogue (15-20 minutes).

SESSION 6

13. COMPOSITION: completing uncompleted texts (15-20 minutes): Greedy Guys!
14. Writing e a short story similar to "Greedy Guys" (30 minutes).
15. Picture dictionary (60 minutes)

7. METHODOLOGICAL TECHNIQUES FOR THE TEACHING UNIT

In relation to the **METHODOLOGICAL GUIDELINES TO IMPLEMENT CLASSROOM ACTIVITIES**, in general, we have aimed to base our approach on **communicative** and **task-based** principles. Besides that, we would also like to emphasise the following:

- In group work, we will attempt to encourage the exchange of roles between male and female students, and to promote **active participation**
- We have also tried, as possible, to ensure that the tasks and activities proposed are closely related to **real life**.
- We have included tasks of **varying difficulty**, so that the differing abilities, interests and expectations of the students may be appropriately covered.
- **Pair work and team work** activities are regularly presented, in order to facilitate cooperative learning.
- Although contents have been structured in several categories in order to develop several sub-competences, there must be an interrelation and **integration** between all the **contents** in communicative situations.
- In the third stage of Primary Education, it is important to keep a **balance** between **oral and written learning tasks**.
- In a TEFL context, we assume that the setting where most of the FL teaching and learning takes place is the classroom. Consequently, some efforts have to be made to intensify the **communicative interaction** between students and teacher in class.

7.1. Attention to diversity

We often teach classes with different starting levels of English and with students who learn at very different speeds. To deal with this **DIVERSITY** ...

- a) We will provide various *output levels* in such a way that all pupils take the same programme but I introduce various levels of demands or difficulty.
- b) We will also adopt a flexible organisation and the students will be grouped according to their level for some activities.
- c) We will also introduce curriculum options so that pupils can choose what they like according to their capabilities.

Complementary activities of language expansion will be provided for high ability students and language **reinforcement activities** for low achievers.

7.2. Materials and resources

In order to implement this lesson planning, the following **CURRICULAR MATERIALS AND TEACHING RESOURCES** will be used:

7.2.1. TEXTBOOKS

They are useful for the presentation and exploitation of:

- **Dialogues, texts** and communicative situations, appropriately illustrated
- **Oral communicative activities** aimed to develop the basic competences:
- **Reading activities**, at initial and more advanced levels
- **Phonetic exercises** and rhymes
- **Songs** and **games** to assist motivation
- Synoptic charts and tables covering contents included
- **Lexical groups**, organised by topics and semantic fields
- An alphabetically organised **dictionary** with phonetic transcription and Spanish equivalents, as a final appendix to each book.

7.2.2. A WORKBOOK OR A NOTEBOOK

This aims to introduce:

- Activities to develop **written communication** and the **procedures** mentioned.
- Listening activities, which imply some kind of writing, designed to develop **oral comprehension** together with the other skills.

7.2.3. RECORDINGS

This lesson planning requires the systematic use of recorded texts and activities. We will use the recording material provided by publishing houses: recorded dialogues, listening comprehension activities, and the reciting of verses, rhymes and songs. The students will also be encouraged to use these recordings at home and thus reinforce what they hear in the classroom.

7.2.4. REALIA, FLASHCARDS, WALL CHARTS AND POSTERS

We will use a variety of visual resources to complement the writing and speaking activities that the students do in class. We will use *realia* and ready-made materials to motivate the learning of authentic language. We will also prepare *Flashcards* and use the ones provided by educational publishers to make the teaching of lexical, functional or grammatical items more effective.

Wall *charts* and *posters* will also be used, including those prepared by the students after their project work has been completed, to illustrate and consolidate the teaching of certain aspects.

7.2.4. VIDEOS AND DVDs

Videos and DVDs are highly motivating for students. They also allow teachers to use image or sound separately as well. For that reason, we will intend to select recordings that are related to the cultural and cross-curricular aspects included in my unit of work.

7.2.5. INTERNET

We will take the students to the school computer room every week so that they can exchange information, receive/send files, ask questions, etc., either with teachers or school mates. We will also encourage the students to use pen-pal services to chat with other students all around the world to get and/or give information about socio-cultural aspects, make friends, participate in social exchange programmes, etc.

7.2.6. SONGS AND RHYMES

We believe that songs are an enjoyable experience which aid relaxation, **motivate** the students and increase attentiveness in the language classroom. They bring variety to the lesson, are highly memorable and help internalise quite long chunks of language. They may provide authentic examples of everyday language and allow the target vocabulary, grammar, and patterns to be learnt in context. They can also contribute to the improvement of **pronunciation**, of **fluency** and foster the development of **grammatical**, **lexical**, and **sociocultural** competence, as well as of the linguistic skills of **speaking** and **listening**. For all these reasons, we have included one or two songs and chants in each unit.

7.2.7. USE OF GRADED READERS (starting from 250-300 words)

The systematic use of graded readers help the students practice their **extensive reading** skills. In addition, the purposes of reading are usually related to pleasure, information and general understanding and, at the same time, they consolidate the students' linguistic and communicative competence. So, in my lesson planning, the extensive reading of a graded book and some intensive reading of some passages have been included.

7.3. Unit evaluation criteria

In relation to the **ASSESSMENT CRITERIA** that we will apply, our purpose is that the evaluative process involve all the participants in the curricular process, that is, the teacher and the students by means of:

- **Continuous, formative or ongoing evaluation** of the curricular process.
- **Summative evaluation** of outcomes (final results).
- **Self-evaluation** forms for the students, by using the European portfolio: the language dossier, the language biography and the language passport.

Continuous assessment will be carried out by:

- Observing and analysing the students' work daily.
- Some oral and written quizzes.
- Evaluating the students' projects and other extracurricular tasks.

When evaluating the communicative skills, we will bear in mind that **Listening comprehension** is a receptive procedure and depends on our ability in three areas:

- a) Discrimination of sounds and other phonetic elements.
- b) Understanding of specific elements.
- c) Overall comprehension.

Speaking requires the correct and idiomatic use of the target language. The **evaluation criteria** suggested for this objective includes the students' capacity of expressing themselves either in classroom communicative situations or in daily life situations. It must be noticed that some important criteria used to judge the students' oral performance will be their ...

- Fluency
- Pronunciation
- Use of grammar
- Vocabulary
- Communicative ability

The **evaluation criteria** for the reading skill will focus on the students' capacity of drawing the general idea and some specific data from brief written texts and checking the students' capacity of extensive reading and understanding the content.

The **evaluation criteria** suggested for this the **writing skill** will imply assessing the students' capacity to write brief personal notices and texts such as letters to friends and pen-pals, notices, cards, etc.

We will also use SELF-ASSESSMENT EVALUATION SHEETS to facilitate the systematic self-evaluation of the student's progress throughout the academic year. This sheet can provide information on the students' dedication, effort and completion level of the unit objectives and tasks so that the students reflect on their own learning process (metacognition).

8. DEVELOPMENT OF ACTIVITIES AND DIDACTIC SUGGESTIONS

After we have explained the framework that we have followed and the general principles on which the UNIT OF WORK is based, we are going to describe in detail the activities proposed in our lesson planning. The previous activities imply taking part in a variety of actions and developing a range of skills that can be fulfilled with the help of the following activities. The six 60 minute teaching sessions have also been indicated:

SESSION 1

1. IDENTIFYING THE ELEMENTS SHOWN IN THE PICTURE OF A SUPERMARKET (15-20 minutes). Listen, learn and answer the questions.

<i>Unit Objectives:</i>	1
<i>Key competences:</i>	a,
<i>Skills:</i>	Listening and speaking
<i>Contents:</i>	
- <i>Linguistic aspects :</i>	There is/there are; vocabulary about food;
- <i>Pragmatic aspects:</i>	Expressing existence
- <i>Cultural aspects:</i>	Spanish and British food; product labels, commercial names
<i>Grouping techniques:</i>	Individual and group work
<i>Materials & resources:</i>	Pictures; recordings,
<i>Other competences:</i>	Cross curricular aspects: healthy food

Warming up:

The topic can be introduced by asking the students the food that they normally like and dislike. We can write in English the items of food that they mention.

Example:

T.: What food do you like?

St.: Hamburgers, chips, etc.

Then, they will identify the elements shown in the picture of a supermarket. Some *flashcards* will be used here to make the teaching of lexical, functional or grammatical items more effective.

Situation: The students will be presented a picture of a supermarket with the following elements:

In the Supermarket

- What is there in the supermarket?
- There's some ...

- | | |
|------------------|----------------------|
| 1. mineral water | 9. Fish |
| 2. sugar | 10. Bread |
| 3. meat | - Is there any coke? |
| 4. salt | - No, there isn't |
| 5. milk | 11. Soap |
| 6. chicken | 12. Butter |
| 7. tea | 13. Chocolate |
| 8. coffee | 14. Cheese |
| | 15. eggs |



Language knowledge /Reflection on language:

During the presentation stage, an explanation of the most relevant linguistic, sociolinguistic, pragmatic, cultural and cross-curricular contents will be given. Example: The students will learn the use of **THERE IS ... /THERE ARE ...** (linguistic competence) and will learn that it can be used to ask for “existence”: *What is there/what are there?* (sociolinguistic and pragmatic competence) They will learn that the answer is *There's .../There are...* (followed by countable or uncountable nouns). They will practice the use of countable and uncountable nouns: *There's butter on my toast* (uncountable); *There are apples in the fruit bowl* (countable).

Cultural aspects:

The students can learn some cultural aspects by looking at some product labels and learning some commercial names. Examples: Kit Kat, corn flakes (kellogs), ketch up, etc. The use of *realia* and ready-made materials to motivate the learning of authentic language can be very useful for this activity.

Interdisciplinarity and basic competences:

Finally, some cross-cultural contents related to health education can be reinforced by reflecting on, for example, the advantages of low calories products

Motivational techniques:

In order to increase the students' interest in classroom activities some games will be played in class:

1. 1. Playing the game "Repeat what you hear" (15-20 minutes)

After the presentation stage comes the controlled and guided practice stage. At this point, the students are expected to practise what they have learnt in the previous activity. With the following game, we aim to consolidate the students' pronunciation and the meaning of the new vocabulary about food and drinks and to develop the students' listening comprehension and speaking skills. The game is called **"Repeat what you hear"** and it is played as follows:

1. This game can be played with representatives of each team of students or with several teams competing again other.
2. After several repetitions in chorus, the teacher plays **the recording** or read one item and leaves some time, by using the pause button, for the students to repeat what they have heard.

3. The student has to listen carefully and must try to reproduce correctly what s/he has heard. Any intelligible version should be accepted.

1.2. Playing the game "Find the picture" (15-20 minutes)

Next, we can develop the students' listening or reading comprehension skills with the game "**Find the picture**". This game can adopt an oral and written version. The oral version can be played as follows:

A. Oral version (listening)

1. Each student, or group of students has two, three or four photos, objects or illustrations.
2. The teacher describes the photos, or says something relevant to them, but in a different order from that in which they appear.
3. The student has to identify the picture by saying its number or pointing at it.

B. Written version:

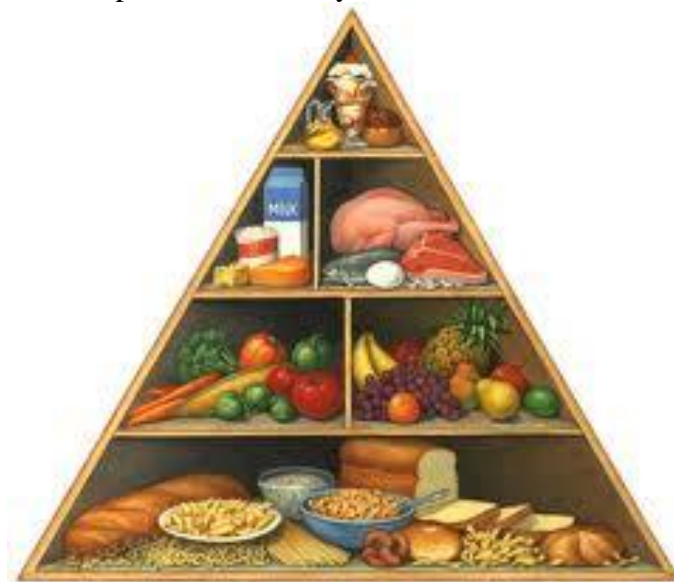
In this version, the student reads the descriptions of the photos and has to associate each description with its respective photo.

1.3. Playing the game "Name the pictures" in pairs or in groups (15-20 minutes)

Afterwards, we can develop the students' speaking skill, with the game "**Name the pictures**". It can be played as follows:

1. The students are presented with photos or pictures, with the items numbered. The digital projector can be used for this purpose.
2. The players follow this procedure: Student 1: What's number (3)? Student 2: It's a (banana)

Later, the **food pyramid** will be presented and they will name at least two items from each level:



Cross curricular aspects: the students will also reflect and learn about healthy and unhealthy food

SESSION 2

2. LANGUAGE EXPANSION: PROJECT WORK (optional, to be completed at home). Look for information about food preservation and food processing and write a brief report or a wall chart with illustrations. You can work in groups.

<i>Unit Objectives:</i>	2, 3
<i>Key competences:</i>	a, d
<i>Skills:</i>	Reading and writing
<i>Contents:</i>	
- <i>Linguistic aspects:</i>	Revision of grammar and vocabulary
- <i>Pragmatic aspects:</i>	Looking for and selection relevant information
- <i>Cultural aspects:</i>	Commercial names and products
<i>Grouping techniques:</i>	Group work
<i>Materials & resources:</i>	The internet, encyclopedia,
<i>Other competences:</i>	Learning to learn through heuristic skills
<i>Attention to diversity:</i>	Project work on food preservation

As we have anticipated in the introduction, we often teach classes with different starting levels of English and with students who learn at very different speeds. To deal with this **DIVERSITY**, it is necessary to introduce curriculum options so that pupils can choose what they like according to their capabilities.

Basic competences: Digital competence

With this **Language Expansion** activity, which has adopted the form of a **Project work**, the students will look for information in the Internet and will prepare a report or wall chart about food preservation or food processing by selecting some information from authentic texts and the corresponding illustrations taken from GOOGLE.-Images.

Learning to learn:

It's also a great opportunity for them to develop **learning strategies** which promote independent and autonomous learning and **learn how to learn**. As we have mentioned in the lesson planning, the use of heuristic skills when doing a project work, either using the Internet or reference books for specific information, contributes to developing learning strategies.

Warming up and motivation techniques:

The students will think about different ways people use to preserve food and will mention several techniques they use at home (brainstorming).

The students who cannot find anything could work with the following extracts (or similar texts) for their project:



Food preservation.

The practice of preserving food can be traced to prehistory, when fruits and vegetables were dried, cereal grains were parched, and fish and game were salted and dried. These age-old methods developed very slowly and were purely empirical—fermentation, drying, smoking, and curing with salt being the principal techniques. Since most foods either carry or eventually acquire bacteria, molds, or yeasts, microorganisms are the major cause of food spoilage.



Food processing generally includes the basic preparation of foods, the alteration of a food product into another form (as in making preserves from fruit), and preservation and packaging techniques. A number of food-processing innovations have even resulted in new products, such as concentrated fruit juices, freeze-dried coffee, and instant foods. Foods and food supplements have also been processed from such hitherto untapped sources as oilseeds (chiefly protein-rich soybeans and cottonseeds); mutant varieties of crops; leaves, grasses, and aquatic plants; and highly nutritious fish meal and concentrates.

3. WORK IN PAIRS. ASK FOR and NAME ITEMS OF FOOD AND KITCHEN UTENSILS THAT APPEAR IN PICTURES (15-20 minutes)

Unit Objectives:	1
Key competences:	f
Skills:	Listening and speaking
Contents:	
- Linguistic aspects:	Vocabulary: food and kitchen utensils
- Pragmatic aspects:	Identifying and naming food and kitchen utensils
- Cultural aspects:	Commercial names
Grouping techniques:	Pair work
Materials & resources:	Flashcards, pictures,
Other competences:	Interacting with others
Attention to diversity:	Vocabulary items will be reduced 30%-40% for low achievers

Basic competences: Artistic and Digital competences

Next, the students will ask for/name items of food and kitchen utensils that appear in pictures that they have prepared or have taken from *Google images* in the **Internet**.

The students will see a picture (or several individual pictures) with the following elements:



In the dining-room

- | | |
|------------------|---------------|
| 1 a yellow light | 9 biscuits |
| 2 a green clock | 10 two eggs |
| 3 a red TV | 11 a glass |
| 4 three pears | 12 the carpet |
| 5 three apples | 13 a fork |
| 6 four tomatoes | 14 a knife |
| 7 four bananas | 15 a spoon |
| 8 sweets | 16 a plate |

St1: - Are there any sweets?

St2: - Yes, there are.

St2: - And are there any cokes?

St1: - No, there aren't.

Audiovisual aids and materials:

Some *flashcards* can also be used here to make the teaching of lexical, functional or grammatical items more effective



EVALUATION CRITERIA:

As mentioned in section 9.3., evaluation will focus on the students' capacity to express themselves in classroom communicative situations. The criteria used to judge the students' oral performance will be their fluency, quality of pronunciation, use of grammar and vocabulary and their general communicative ability.

SESSION 3

4. **LANGUAGE EXPANSION. WORK IN GROUPS ON PROJECT WORK ABOUT NUTRITION AND HEALTH** (optional, to be completed at home). Look for information in the Internet and prepare, with the collaboration of other classmates, a wall chart about **Nutrition and Health**. Use pictures that illustrate people eating/having healthy and unhealthy food.

<i>Unit Objectives:</i>	2
<i>Key competences:</i>	d
<i>Skills:</i>	Reading and writing
<i>Contents:</i>	
- <i>Linguistic aspects:</i>	Vocabulary about nutrition
- <i>Pragmatic aspects:</i>	Describing processes
- <i>Cross- curricular aspects:</i>	Nutrition and health
<i>Grouping techniques:</i>	Group work
<i>Materials & resources:</i>	ICTs, encyclopedia
<i>Other competences:</i>	Learning to learn,
<i>Attention to diversity:</i>	Project work for high achievers

Attention to diversity:

As we have mentioned before, we have to pay attention to the diversity of students that we have in class. So, it is necessary to introduce curriculum options so that pupils can choose what they like according to their capabilities.

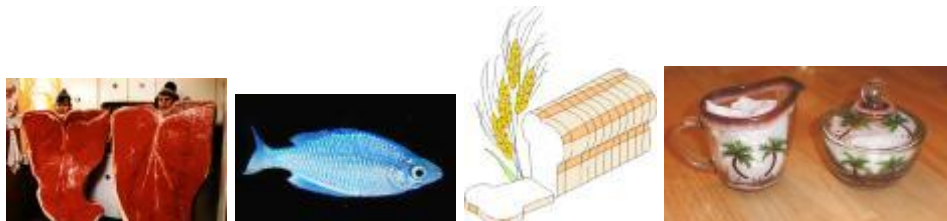
Warming up:

The students will look for pictures that illustrate people eating/having healthy and unhealthy food.

With this **Language Expansion** activity, which is again a **Project work**, the students will look for information in the Internet and will prepare a wall chart about **Nutrition and Health**. They can use the following information (or will look for similar data in **the Internet**) and will prepare a wall chart.

NUTRITION AND HEALTH

A suitable nutrition and good food is essential for our health. You must know that food gives us...



PROTEINS (build and repair the body cells) Ex.: meat, fish, eggs, milk, grain and nuts	CARBOHYDRATES (provide energy for rapid use) Ex.: sugar, bread, cereals: wheat, rice, oats, etc.
FATS (concentrate stores of energy) Ex.: butter, sausage, ham, oil, cheese	VITAMINS & MINERALS (help regulate chemical processes inside the body) Ex.: fresh fruit, vegetables, liver, cereals, milk,
We must have a balanced diet, that is, the right proportion of proteins, carbohydrates, fats, vitamins, and minerals. Avoid fast and junk food and candy. It is bad for your health	



The use of *realia* and ready-made materials to **motivate** the learning of authentic language can be very useful here.

5. LANGUAGE REINFORCEMENT: ANSWER THE QUESTIONS ABOUT THE PREVIOUS PICTURES (30 minutes)

<i>Unit Objectives:</i>	1
<i>Key competences:</i>	a
<i>Skills:</i>	Listening and speaking
<i>Contents:</i>	
- <i>Linguistic aspects:</i>	There is.../there are...; Is there/Are there...? Yes, there is/no there isn't; Yes, there are/No, there aren't
- <i>Pragmatic aspects:</i>	Expressing existence
- <i>Cultural aspects:</i>	Revision
<i>Grouping techniques:</i>	Pair and group work
<i>Materials & resources:</i>	pictures
<i>Other competences:</i>	
<i>Attention to diversity:</i>	Language reinforcement for low achievers

Attention to diversity:

Given that several students learn at very different speeds, it is necessary to deal with such a **Diversity** by providing various *output levels* in such a way that all pupils take the same programme but they are presented various levels of demands and difficulty. The following **reinforcement activity** is addressed to low achievers and those who need to reinforce the use of THERE IS /THERE ARE:

- **What is there in the picture?**
- *Is there any ... (coke, tea, fried fish, ...)?*
- *Are there any...(bananas, peaches, biscuits, ...)?*
- **There's ...**
- *Yes, there is/No, there aren't.*
- *Yes, there are/No, there aren't.*

5.1. Asking and answering questions about the previous pictures in pairs and in groups (15 minutes).

The students will repeat the exercise by working in pairs and groups in an autonomous way.

6. CULTURAL ASPECTS. LANGUAGE EXPANSION: PROJECT WORK ON SPANISH AND BRITISH FOOD (to be completed at home). Look for information in the Internet and prepare with other classmates a wall chart about SPANISH AND BRITISH FOOD by selecting some information from authentic texts and the corresponding illustrations.

Unit Objectives:	3, 4
Key competences:	d
Skills:	Reading and writing
Contents:	
- Linguistic aspects:	Revision of grammar and vocabulary
- Pragmatic aspects:	Describing food
- Cultural aspects:	Spanish and British food
Grouping techniques:	Group work
Materials & resources:	TICs, encyclopedia
Other competences:	Learning to learn
Attention to diversity:	Language expansion for high achievers

Attention to diversity:

With this **Language Expansion** activity, which is again a **Project work**, the students will look for information in the Internet and will prepare a wall chart about **SPANISH AND BRITISH FOOD** by selecting some information from authentic texts and the corresponding illustrations.

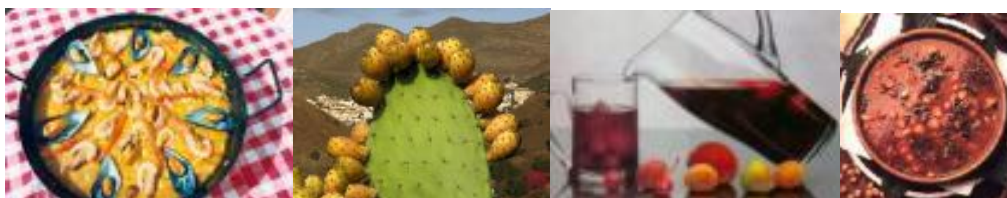
Sociocultural aspects:

This project work helps the students recognize *sociocultural* features related to the communicative situations studied. For example, the students will Know popular British and Spanish food and will showing respect and consideration towards the aspects of the foreign culture studied in this unit in connection with food, meal time, etc. The students can also develop attitudes which lead to the conservation of our own culture in relation to food. These PROCEDURES and ATTITUDES have been highlighted in my lesson planning.

With this project, the students will investigate what is the most typical and well known Spanish and British food (heuristic skills). Then they will prepare a wall chart to be exhibited in class. The following information will be provided:

Typical Spanish food:

higos chumbos (prickly pears), paella (rice dish), chorizo (seasoned pork sausage), chirimoya (custard apple), caqui (persimmon), nispola (loquat), sangría, membrillo (quince), potaje de garbanzos (chick peas stew), potaje de lenejas (lentils stew)



Typical English food:

fish and chips, roast beef, whisky porridge, cereals, cider, kidney pie, trifle, fish fingers, tea, bacon and eggs, baked beans, ...



REGIONAL FOOD IN SPAIN AND BRITAIN

Great Britain:

Scotland: shortbread, Scotch eggs, Scotch broth, Seaweed soup, , oatcakes, whisky porridge, salmon, ...

England: black pudding (morcilla), Yorkshire pudding, roast beef, crabs, Bake well tart, pork pies, veal and ham pies, ginger bread, chestnut jam, Banbury cakes, goose pie, steak and kidney pudding, pumpkin pie, Cornish pasties, cheddar cheese, crab soup, cream scones, ...

Wales Glamorgan sausage, Welsh cakes, Snowdon pudding, Welsh rarebit, ...

The students will look for information about the most typical regional Spanish food

SESSION 4

7. LANGUAGE REINFORCEMENT: IDENTIFYING PEOPLE. Ask your classmates questions similar to the following. Work in pairs. (15-20 minutes)

Unit Objectives:	1
Key competences:	a
Skills:	Listening and speaking
Contents:	
- Linguistic aspects:	Questions with “to be” and personal pronouns. Ex.: Is she your sister? Yes, she is/ No she isn't.
- Pragmatic aspects:	Identifying and describing people
- Cultural aspects:	Punk hair style
Grouping techniques:	Pair work
Materials & resources:	Pictures
Other competences:	Social integration of minorities
Attention to diversity:	Language reinforcement for low achievers

Attention to diversity:

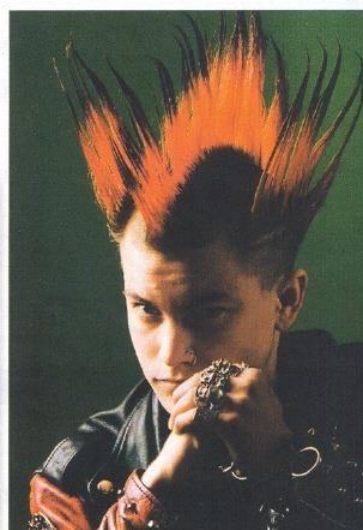
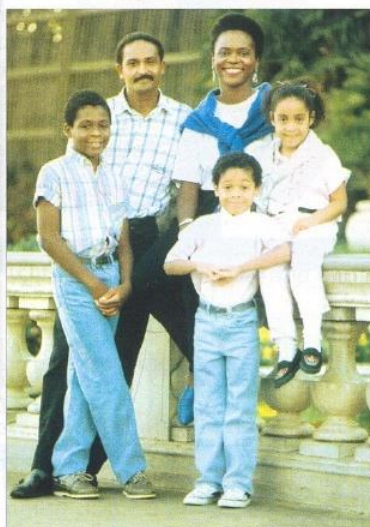
As we have indicated above, given that several students learn at very different speeds, it is necessary to deal with such a diversity of students by providing various *output levels* in such a way that all pupils work with various levels of demands and difficulty. The following **reinforcement activity** is addressed to low achievers and those who need to reinforce the use of “to be” and personal pronouns.

The students will ask their classmates questions similar to the following. They will work in pairs and/or and in groups.

Who are they?

St1: - Is she your sister? St2: - Is he your boyfriend? St1: - Are they your parents
 St2: - No, she isn't. She's a friend. St1: - Yes, he is!
 St2: - No, they aren't. They're friends.

St1: - Is he (Miguel, a pupil,...)? St2: - Yes, he is/ No, he isn't.
 St2: - Is she (Maria, a student,...)? St1: - Yes, she is/ No, she isn't.
 St1: - Are they (Luis and Ana)? St2: - Yes, they are /- No, they aren't



What	's does do	the girl with the guitar man on the right the boys	like? look like?	He's ... handsome tall ...	She's ... beautiful young ...	He's/she's got ... dark/fair hair long/curly/short hair
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8. READING TEXT: READING COMPREHENSION OF GRADED TEXTS (and Authentic Material). Read the following short text and then answer comprehension questions about the content (15 minutes)

<i>Unit Objectives:</i>	2
<i>Key competences:</i>	a
<i>Skills:</i>	Reading and speaking
<i>Contents:</i>	
- <i>Linguistic aspects:</i>	Revision of the language studied
- <i>Pragmatic aspects:</i>	Describing places; Rhetorical questions
- <i>Cultural aspects:</i>	Junk food; burger bars and ice-creams
<i>Grouping techniques:</i>	Individual work
<i>Materials & resources:</i>	Textbook; pictures
<i>Other competences:</i>	Extensive and intensive reading
<i>Attention to diversity:</i>	Text adaptations according to students level

Extensive reading:

The systematic use of graded readers help the students practice their **extensive reading** skills. In addition, these activities are usually related to pleasure, information and general understanding and, at the same time, they consolidate the students' linguistic and communicative competence. For this reason, some intensive reading of some authentic passages have been included.

Intensive reading:

The students will read the following short texts and then they will answer comprehension questions about the content.

BURGER BARS AND ICE-CREAM VANS

A Burger Bar. Do you like beef burgers, hamburgers cheeseburgers? What about tea, coffee and cold drinks: coke and lemonade? The ice-cream van: ice-cream freshly made for you. Do you like candy: ice-lollies, chewing gum, sweets and cakes?



The EVALUATION CRITERIA will be based on the comprehension of the text through comprehension questions such as:

- What can you find in a burger bar?
- Do you like tea and coffee?
- Is food expensive or cheap in burger bars?

9. LANGUAGE EXPANSION: AUTHENTIC TEXT ON BURGER BARS. Read the following short text and then answer comprehension questions about the content (optional: 60 minutes)

Unit Objectives:	2
Key competences:	a
Skills:	Reading and speaking
Contents:	
- Linguistic aspects:	Revision of the language studied
- Pragmatic aspects:	Describing places
- Cultural aspects:	Junk food: hot dogs and beefburgers
Grouping techniques:	Individual work
Materials & resources:	Textbook; pictures
Other competences:	Extensive reading
Attention to diversity:	Text adaptations according to students level

Extensive reading:

As we have pointed out, the systematic use of graded readers and authentic texts help the students practice their **extensive reading** skills. In addition, the purposes of reading are usually related to pleasure, information and general understanding and, at the same time, they consolidate the

students' linguistic and communicative competence. For this reason, the extensive reading of an authentic text has been included here. Those students who feel competent enough to extract basic information on authentic English will read the following text and answer comprehension questions about the content. The idea is also to develop positive ATTITUDES, for example, showing a favourable disposition towards the independent reading of short texts related to food and drinks.

HOT DOGS AND BEEFBURGERS



The fast food sector has generally grown at a much faster rate in Britain than the restaurant sector and it is improved sales from burger and fried chicken bars that have driven this success. Together, burger and chicken bars were estimated to be worth 3 billion in 2010. This growth comes in spite of much criticism laid at the door of burger and chicken bars, with both the media and government influencing consumers away from fast food and urging them to consider healthier options. The indisputable fact remains, however, that over half of the population still uses them

Reading comprehension: comprehension questions:

- What is the text about? What is the general idea?
- What is more common: burger bars or restaurants?
- Do people use burger and chicken bars?

The EVALUATION CRITERIA adopted in this activity will include a) assessing to what extent the students can draw the general idea and some specific data and b) to what extent they have understood the content and have answers the previous questions.

10. LISTENING AND LEARNING SONGS ABOUT FOOD. Example (from MAKING FRIENDS WITH SONGS, p. 56) (30 minutes):

<i>Unit Objectives:</i>	1, 4
<i>Key competences:</i>	a
<i>Skills:</i>	Listening
<i>Contents:</i>	
- <i>Linguistic aspects:</i>	Vocabulary about food;
- <i>Pragmatic aspects:</i>	Expressing facts in the past
- <i>Cultural aspects:</i>	Nursery rhymes and Traditional Scottish songs
<i>Grouping techniques:</i>	Individual work
<i>Materials & resources:</i>	Recording, books with traditional songs
<i>Other competences:</i>	Singing, reciting, reading aloud

Songs are an enjoyable experience which aid relaxation, **motivate** the students and increase attentiveness in the language classroom. They bring variety to the lesson, are highly memorable and help internalise quite long chunks of language. They may provide authentic examples of everyday language and allow the target vocabulary, grammar, and patterns to be learnt in context. They can also contribute to the improvement of **pronunciation**, of **fluency** and foster the development of **grammatical**, **lexical**, and **sociocultural** competence, as well as of the linguistic skills of **speaking** and **listening**.

Here, we can use the **recording material** provided by the publishing houses (Ed. La Calesa) with the reciting of the verses, rhymes and songs. The students will also be encouraged to use these recordings at home and thus reinforce what they hear in the classroom.

1. Listen:



The world must be coming to an end

I sent her for **bread**, oh then, oh then.
I sent her for bread, oh then.
I sent her for bread,
But **she fell and broke her head**.
Oh, **the world must be coming to an end**, oh then.

I sent her for **tea**, oh then, oh then.
I sent her for tea, oh then.
I sent her for tea,
But she fell and broke her **knee**.
Oh, the world must be coming to an end, oh then.

I sent her for **jam**, oh then, oh then.
I sent her for jam, oh then.
I sent her for jam,
But she fell and broke her **hand**,
Oh, the world must be coming to an end, oh then.



2. Listen and repeat the words.

3. Read and learn new vocabulary:



she fell and broke her knee: se cayó y se quebró (hirió) la rodilla.

the world must be coming to an end: el mundo debe estar llegando a su fin
(debe estar llegando el fin del mundo).

SESSION 5

11. DISCRIMINATING AND PRONOUNCING WORDS AND EXPRESSIONS WITH FINAL /g/ AND /dz/ (15-20 minutes)

Unit Objectives:	1
Key competences:	a
Skills:	reading aloud, pronouncing with care,
Contents:	
- Linguistic aspects:	Pronouncing /g/ and /dz/, spelling words with these sounds
- Pragmatic aspects:	
- Cultural aspects:	
Grouping techniques:	Individual work
Materials & resources:	Blackboard, slides
Attention to diversity:	Flexibility with phonetic errors for low achievers

Linguistic competence: phonetics and spelling

According to the objectives established by the MEC, the students are expected to relate the **spelling**, **pronunciation** and **meaning** of words and becoming familiar with the phonetic features of English, that is its sounds, rhythm and intonation patterns. This activity aims to contribute to the achievement of such objective:

The students will listen, repeat and pronounce the following words:

/g/	/dz/	/i:/
pig	page	cheese
dog	juice	these
bag	jar	meat
leg	cottage	
egg	bridge	
big		

Then they will practice some more stress, rhythm and intonation patterns, like the ones given below:

- PEG has GOT a BIG DOG. - There's some JUICE in the JAR.
 - I LIKE BAcon and EGGS. - There's a BIG COTtage near the VILLage

12. PRACTISING CONVERSING WITH SHORT DIALOGUES AND EPISODES RELATED TO THE TOPIC STUDIED IN THIS UNIT. Listen to the text and then act it out (30 minutes).

Unit Objectives:	1
Key competences:	a
Skills:	Listening, reading, speaking
Contents:	
- Linguistic aspects:	Colloquial idioms
- Pragmatic aspects:	Expressing surprise, giving orders/commands, ...,
Grouping techniques:	Individual and group work
Materials & resources:	Textbook
Other competences:	Acting out, interacting with others
Attention to diversity:	Low achiever may need to read what they act out

Oral interaction:

As we have emphasised in the introduction, the students are expected to a) appreciate the communicative value of the foreign language and their capacity to use it, b) understand oral texts related to familiar situations and events, c) use the foreign language for communication with the teacher and the other students in the classroom and d) understand and use the basic communicative functions in appropriate situations. The following activity makes a great contribution to the achievement of these four objectives.

Attitudinal competence:

Here we can also develop positive ATTITUDES in the students, such as assuming favourable attitudes towards the use of English as a means of communication, both inside the class and outside and showing a favourable disposition towards the independent reading of short texts related to food and drinks.

Situation: two brothers look for their sister's chocolate which was kept in the kitchen cupboard. They find it and eat it, but they sister sees them and scolds them.

The student will listen to the text and then they will act it out.



Games «Repeat what you hear» «Who says what?».

Act out the dialogue.

The EVALUATION CRITERIA for this listening activity will be based on the students capacity to discriminate the sounds and other phonetic elements (stress, rhythm and intonation) and the overall comprehension, that is the capacity of understanding the general idea and the specific data of the oral input received.

Sociolinguistic and pragmatic competence:

Some *sociolinguistic* and *pragmatic* aspects can also be exploited based on the context provided by the dialogue. After the students read the dialogue, they can reflect about the communicative function expressed by each utterance. They can answer in their mother language. Example:

- *Open the door, come on get it:* a command
- *Oh, look:* attracting attention
- *Hey, you two:* calling someone attention
- *What?!:* surprise
- *I'll kill you:* it is said when being angry
- *Greedy guys:* insulting
- ...

The use of English for communication with the teacher and the other students in the classroom and of basic communicative functions in appropriate situations can be encouraged by acting out the dialogue.

ACTING OUT THE DIALOGUE (15-20 minutes).

The students will dramatise the situation by using the necessary gestures and movements.

The EVALUATION CRITERIA used to judge the students' oral performance will be their degree of ...

- Fluency
- Pronunciation
- Use of grammar
- Vocabulary
- Communicative ability

SESSION 6

13. COMPOSITION: completing uncompleted texts (15-20 minutes). Read and complete the following text.

Unit Objectives:	2
Key competences:	a
Skills:	Writing
Contentse:	
- Linguistic aspects:	Revision of the language studied
- Pragmatic aspects:	Revision of the communicative functions studied
Grouping techniques:	Individual work
Materials & resources:	Pen and paper
Other competences:	Guessing meaning from context
Attention to diversity:	High achievers will do the activity without the missing words on top of the exercise

By means of a guided **composition**, consisting of completing uncompleted texts, we aim to help the students “writing texts following the formal conventions of written language (e.g. correct spelling, punctuation, word order, text structure, etc.)”.

The students will fill in the blanks and add the punctuation sign by using the missing elements given below:

lovely	out of	kill	see	key	two	door
--------	--------	------	-----	-----	-----	------

Greedy Guys!

- Quick! Open the !
- Why?
- Aha, you'll !
- O.K. Here's the, Allan
- That's it!
- Oh, look! That's chocolate!
- Oh,!
- Come on! Get it!
- Hey, you!
- What!?
- Hey! That's my chocolate. I'll you!
- Let's get here!
- You, greedy guys!

14. WRITING E A SHORT STORY SIMILAR TO “GREEDY GUYS” (30 minutes). Remember the dialogue and write down what happened.

Unit Objectives:	2
Key competences:	a
Skills:	Writing
Contents:	
- Linguistic aspects:	Revision of the language studied
- Pragmatic aspects:	Writing colloquial language (a dialogue)
Grouping techniques:	Individual work
Materials & resources:	Pen and paper
Other competences:	Guessing meaning from context

Attention to diversity:	Low achievers are expected to write a shorter and simple text.
-------------------------	--

Then, the students will write a similar text, a short dialogue by using “Greedy Guys” as a model. The aim is to reinforce the objective stated by the Spanish Curricular Designs, which states that the students are expected to “write texts following the formal conventions of written language (e.g. correct spelling, punctuation, word order, text structure”, etc

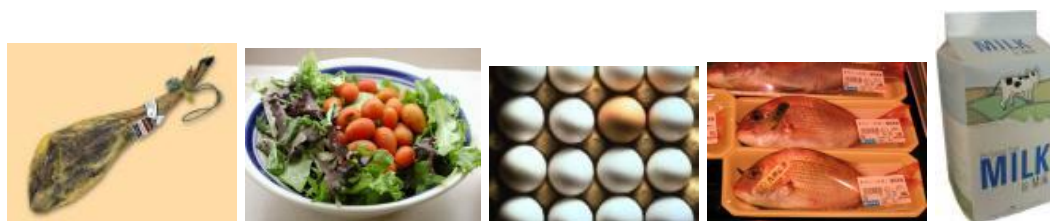
The EVALUATION CRITERIA for this activity will include assessing to what extent a) the students have written their text by following the formal conventions of written language (spelling, punctuation, etc.), and b) their capacity to express basic ideas in written form with some grammatical coherence and cohesion of ideas.

15. PICTURE DICTIONARY. Complete your picture dictionary by adding new elements from this unit and writing their name (60 minutes). You can work in pairs.

Unit Objectives:	1
Key competences:	a
Skills:	Writing
Contents:	
- Linguistic aspects:	Vocabulary on food
- Pragmatic aspects:	
Grouping techniques:	Individual work
Materials & resources:	TICs
Other competences:	Learning to learn

Linguistic competence: vocabulary

The students will complete their picture dictionary by adding new elements from this unit and writing their name. Again, this activity helps the students to relate the **spelling, pronunciation** and **meaning** of words. They can look for images in the Internet with the help of GOOGLE and include them in their illustrated dictionary. Examples of illustration related to the topic exploited in the unit include the following (from GOOGLE):



.....

16. FINAL TASK/ ACTIVITY: CHECKING THE STUDENTS' OWN PROGRESS. Complete or give your own examples.

<i>Unit Objectives:</i>	1, 2, 3, 4, 5,
<i>Key competences:</i>	a
<i>Skills:</i>	Reading and writing
<i>Contents:</i>	
- <i>Linguistic aspects:</i>	Grammar, vocabulary, pronunciation & spelling, crosslingual practice
- <i>Pragmatic aspects:</i>	Existence
- <i>Cultural aspects:</i>	British and Spanish food
<i>Grouping techniques:</i>	Individual work
<i>Materials & resources:</i>	handout
<i>Other competences:</i>	Self-evaluation
<i>Attention to diversity:</i>	Answers will be assessed according to the students' capacities

Revision:

In this final activity/task, the students will revise and reflect about what they have studied and check what they have learnt. Finally, they will self-evaluate their progress. This is an opportunity for them to develop their metacognition. This process may enable them to be successful learners. Metacognition refers to higher order thinking which involves active control over the cognitive processes engaged in learning. Activities such as planning how to approach a given learning task, monitoring comprehension, and **evaluating progress** toward the completion of a task are metacognitive in nature. Because metacognition plays a critical role in successful learning, it is important to study metacognitive activity and development to determine how students can be taught to better apply their cognitive resources through metacognitive control.



Check your progress

In this unit you have learnt the following. Complete or give your own examples:

Existence (uncountables)

Is there any milk in your bag? Is there any water in the sea? Of course,

Existence (uncountables)

Write some typical products of Britain:

Write some typical Spanish food that you like:

Write some typical Spanish food that you don't like:

Write some British food that you like:

Write some British food that you don't like:

Write three types of candy:

Write three drinks you like:

Write three drinks you dislike:

Write some typical products of Spain:

Crosslingual practice. Look at your CULTURAL GLOSSARY and translate into English:

jamón serrano	"pipirrana"
"papas" a lo pobre	"pescaito"
gazpacho	romería
potaje de lentejas	mariscos
potaje de garbanzos	vino de Jerez



SELF-EVALUATION

Progress

I have learnt (circle):

0 1 2 3 4
nothing a lot

Interest

This unit has been (circle):

0 1 2 3 4
boring very interesting



ANALYSIS OF THE PREVIOUS TEACHING AND LEARNING ACTIVITIES

An analysis of the sixteen activities that have been proposed in this teaching unit has, according to the thirty criteria listed in the left column of the following table, has given us the following results:

	ANALYSIS OF ACTIVITIES																													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16														
KNOWLEDGE OF LANGUAGE																														
Linguistic aspects (competence):																														
1. Grammar	x		x	x	x	x	x						x	x	x	x														
2. Vocabulary	x		x	x	x	x		x		x	x	x	x	x	x	x														
3. Phonetics										x	x																			
4. Spelling		x		x		x					x		x	x	x															
Sociolinguistic / pragmatic aspects(competence):																														
5. Functions/Speech acts	x						x					x				x														
6. Discourse Competence (working with texts)		x		x		x		x	x	x			x	x																
LISTENING, SPEAKING AND SPOKEN INTERACTION – ORAL COMMUNICATION																														
7. Listening	x									x	x	x																		
8. Speaking, reciting	x		x								x	x																		
9. Interaction: listen-speak	x				x		x	x	x				x																	
10. Listening and reading										x		x																		
11. Speaking and reading																														
READING AND WRITING -WRITTEN COMMUNICATION																														
12. Reading (silent & aloud)		x		x		x		x	x		x	x	x		x	x														
13. Writing		x		x		x							x	x	x	x														
14. Interaction: reading-writing													x																	
15*. EXISTENTIAL COMPETENCE	V	V	V			V				A/V	A	A				FI														
16*. LEARN. TO LEARN		HS		HS		HS	LA		LA	LA		LA	LA	LA	HS	LA														
17. (INTER)CULTURAL aspects	x				x	x	x	x	x						x	x														
18*. BASIC COMPETENCES CLIL & crosscurricular act.	HE	I		HE	HE	I																								
19*. ATTENTION TO DIVERSITY (for LA & HA)		HA		HA	LA	HA	LA		HA																					
20*. VALUES				HE		T			HE																					
INTERACTION AND GROUPING TECHNIQUES																														
21. Teacher to whole class	x									x	x	x																		
22. Teacher to Student	x		x		x			x	x																					
23. Pair work / St →St	x		x	x	x		x						x			x	x													
24. Individual work								x	x	x	x	x	x	x		x														
25. Group work		x		x		x																								
MATERIALS																														
26. (Text)book	x	x	x				x	x	x	x	x	x	x	x	x	x														
27. Pictures	x	x	x	x	x	x	x	x	x	x		x																		
28. Recordings										x		x																		
29. ICT/Internet		x	x	x		x																								
30. Notebook/Workbook/sheets				x										x	x	x	x													
31*. Others:																														

15*→ A = attitudes (ex.: openness, ..); M = **motivations** (ex.: intrinsic, instrumental, ..); V = values (see 20); B = beliefs (ex.: ideological, religious, ..); CS = **cognitive styles** (ex.: visual, auditory, field dependent, field independent.); PF = personality factors (ex.: extroversion, ...)

16*→ LA = language awareness; SK = study skills; HS = heuristic skills; RL = reflection on learning, **metacognition**

18*→ M = mathematical competence.; NW = natural world; I = internet, new technologies; SK = social and civic skills; A&C = art and cultural, LL =see 16; AW = autonomous work (LC = linguistic competence; it is supposed to be developed in each activity); HE = health education, etc.

19*→ LA = for low achievers; HA → for high achievers

20*→ GE = gender equality, EP = education for peace, SI = social integration, S = solidarity, HE = (to value) health education, T = appreciating our traditions

31*→ F = flashcards; R = realia, real objects

As we can see in the previous table, the activities proposed in the sample unit keep a balance in the attention paid to the main components of the unit of work:

- An important attention is paid to **Language knowledge** and its fundamental constituents: linguistic, sociolinguistic and pragmatic aspects.
- There's also a balance between **oral and written communication** activities (categories 7-14).

- A variety of activities is offered so that the students' existential competence, their capacity for learning to learn, cultural awareness, basic competences, attention to diversity (low achievers and high achievers) and educational values are also developed (categories 15-20).
- The interaction with the students and the grouping techniques employed in class are diverse (categories 21-25). Finally, we can see that there is a variety of materials and resources used for the teaching and learning activities (categories 26-31).

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