

**UNIVERSIDAD DE GRANADA**

**Facultad de Ciencias de la Educación**



# Greetings. Teaching Unit

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**Trabajo Final de Grado  
Grado en Educación Primaria**





# GREETINGS

eaching Unit

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## SUMMARY

The document which is going to be introduced below is a teaching unit thought and created for kids of 1<sup>st</sup> grade of Primary Education for they are initiated into English learning. It has been tried that this one is the most simply, deep, constructive and dynamic possible, so that every activity will be brought up as a game in which all the pupils have to learn playing and interacting with the rest of the class.

For giving reality to the teaching unit, I have placed this one inside a particular context and place: the school 'La Asunción'. I consider that each teaching unit that is made has to be linked with the real context and the real student for it is going to be made, because if it not in this way, all the topic about the needs, problems, attention to diversity and the uncountable number of things that are in a class, would be thrown to the bin.

Due to this, I have decided to divide every step that I am going to take when I set in motion this teaching unit for everything is clear (this one is summed up in the index), furthermore that everything collected in this papers has been written taking into account the official documents that rule and establish the suitable principles, competences and knowledge for the kids at these ages.

Finally, I have to say that everything expressed here has not sense if who are going to carry through it, doesn't do it with happiness and giving the best and most pure of himself.

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**Keywords:** teaching unit – constructivism – dynamism – happiness – learn playing

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## 1. INTRODUCTION

With this work, I am going to try to introduce the subject of English language for students of first level of Primary Education, hoping they acquire awareness of the importance of learning this language. This will be shown in the first week and a half of the course and it is addressed to children of 6-7 years.

The objectives, contents, activities, methodology and criteria for evaluation, that are proposed in this project, have been planned according to the characteristics of the beginners in Primary Education, following the guidelines provided by the Spanish Curricular Design in Royal Decree 1513/2006 and fully developed in *Orden ECI/2211/2007, July 12* and The Common European Framework for languages published in 2001. Firstly, according to their characteristics, I have preferred to work with less content and give many opportunities to repeat new vocabulary and structures. In all sessions, we will review the last class contents and introduce new structures. Regarding to the activities, in order to keep the interest and motivation of pupils, it has been put forward short and dynamic activities. Secondly, the laws mentioned before has been taken in order to offer students a basic knowledge and skills they have to develop, emphasizing the communicative competence in different situations.

In this work, it has been taken into account the importance of the cultural component because I think that it is something that can allow us, as teachers, to do our class more interesting and the students can understand better the language and get them involved. In other words, I want pupils to get to become intercultural speakers.

The methodology proposed is global, holistic and socializing. The pupils are the protagonists of the learning process and the teacher acts as a guide. Finally, it will be taken into account the characteristics, learning styles, needs and motivations of each student so that we can provide the students an integrative and meaningful learning.

## 2. SOCIAL CONTEXT



This unit has been done according to a specific context:

The emplacement where I am going to develop the teaching unit is the school “La Asunción”, and it is located in the centre of Granada. It isn’t a bilingual school, but it is expected to become a bilingual one in a future, for this reason we think that it is very important that the children of first level get a good level of English and they are aware of the importance of learning this one. This school offers the below educative stages:

- Pre-School Education (2 lines, 6 concerted units in second cycle and 1 private in first cycle)
- Primary Education (2 line with 12 concerted units)
- Compulsory Secondary Education (2 lines with 12 concerted units)
- Support the integration (1 concerted unit)

Most students’ families are middle-class with a cultural and economic level medium, with some families that are over and others that are below of this average. In this school, there are a lot of families where mothers and fathers are working in health service, education, legal professions, and business and, in a minor grade, administration services. The average age of parents is between 30/40 years old and the number of sons and daughters per family is between 1 or 2. Most of parents have chosen this centre for their children because of the reliability and work level and, mainly because they want their children to get a high English level.

The 95% of families think that the educational responsibility is shared between families and school. For this reason, children normally have a place where they can study quietly and with their parents’ aid.

It's meaningful the number of immigrants in the school, both families whose all members are foreigners and kids who were born abroad and were adopted by Spanish families.

In the school, there are modern and functional facilities suitable for the needs of the children, even extracurricular scheduled activities. The students can enjoy classroom, activity workshops, laboratory, computer and audio-visual rooms, idioms, cooking, dining room, chapel, sport pavilion, etc. In general, the educational context of school supports and favours the study of English.

### 3. STUDENTS

In the 1st Grade of Primary Education, learners show specific characteristics:

- In accordance with Piaget's theory about cognitive development (1975), the children are in the Preoperational stage, so that they have learning how to interact with the environment in a more complex way through the use of words and mental pictures.
- At this stage, the children are selfish and they believe that everybody thinks like them. Due to this fact, it is difficult for them to work in groups.
- They think that the inanimate things have life.
- Given their enormous emotionality and their little security, the little school problems, quarrels among their classmates and even the attitude of their own teacher, can turn into short but deep crisis.
- The contents that the children learn are the first stone to acquire other new contents. They can learn less amount of content than an adult, but they learn these ones very well.
- As to the social relationships, they feel the need to belong to a group, or at least, to have a friend. Otherwise, it can indicate character or personality troubles.
- They have short attention and, for this reason the teacher should plan short duration activities.
- They enjoy when they learn in a fun way.
- They show a tendency to search for meaning and intention rather than form.
- Children under 9 years old rely more on oral language.

- They learn better if teacher focus on their implicit acquisition processes, emphasize their memory traits, and foster holistic processing of meaning providing massive amounts of input.

We will try to satisfy all the needs of our students through the use of different teaching techniques taking into account the individualities and the multiples personalities. For this reason, it will be proposed different teaching situations, adapted to the characteristics of our pupils, which will include different resources such as games, dynamic activities, songs, etc. By doing this, it will be tried to do our English lesson more interesting in order to the children enjoy while they learn new contents.

## 4. CURRICULAR DESIGN

In this teaching unit, I have tried to integrate the Spanish Ministry of Education's recommendations and the framework provided by the Council of Europe for the Teaching and Learning of languages in Europe. According to the official curricular design, the FL school curriculum should develop basic and specific competences in the students.

### 4.1. BASIC/KEY COMPETENCIES

Basic 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 basic competences (RD 1513/2006):

- 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** reasoning, understood as the ability to use numbers and basic operations.
- c) The Competence in the knowledge and interaction with the physical and **natural world**.

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 Competence**, 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 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 keep **learning through life** in an autonomous way.

h) 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 any teaching unit (such as this one) 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. For this reason I have include contents, procedures and attitudes related to all these sub-competences.
- I believe that the L<sub>1</sub> (mother language) can be beneficial for second language learning and the L<sub>2</sub> may contribute to a better knowledge of the L<sub>1</sub>, 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 this 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 the unit.
- According to the MEC and the CEF, the scope of the FL curriculum includes the learning of **concepts, procedures, attitudes and learning strategies**. So this unit develops these four areas in a cyclical way.
- 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.

## 4.2. BLOCK OF CONTENTS

For the Common European Framework (CEF, 2001), the FL curriculum must develop *general competences and specific communicative language competences*. These competences has been integrated in this unit of work that integrates the **blocks of contents** established by the Spanish Authorities in Royal Decree 1513/2006 and *Orden ECI 2211/2007* (MEC, 2006 and 2007):

- Block 1: listening, speaking and spoken interaction (oral communication),
- Block 2: reading and writing (written communication) and
- Block 3: knowledge of language,
- Block 4: socio-cultural aspects and intercultural awareness.

The integration of all these elements has been done as follows:

### **A) PROCEDURAL KNOWLEDGE: PROCEDURES AND SKILLS (CEF, 2001)**

This component comprises the actions, techniques and **skills** which are considered necessary to learn and use the foreign language. This competence implies the use of the



student's declarative knowledge. Procedures and skills cannot be developed completely in one unit, they have to be repeated and exploited **cyclically** along the whole programme and in the coming years, so they must be repeated in a systematic way. It can be developed with the following blocks of contents established in Royal Decree 1513/2006:

**BLOCK 1: ORAL COMMUNICATION (LISTENING, SPEAKING AND SPOKEN INTERACTION)**

**BLOCK 2: WRITTEN COMMUNICATION (READING, WRITING AND WRITTEN INTERACTION (CHATTING))**

**B) DECLARATIVE KNOWLEDGE: CONCEPTS AND PRINCIPLES (CEF, 2001).**

**BLOCK 3: KNOWLEDGE OF LANGUAGE**

This component includes: 1) **the language syllabus**: language items (*grammar*), *lexical* fields, *vocabulary*, *phonetics* and *spelling* elements.

2) **The sociolinguistic and pragmatic syllabus**: a) an appropriate understanding and production of utterances and texts in different contexts and situations, and b) the contextual factors: status of participants, purposes of the communication, proper use of communicative functions (or speech acts), attitudes, etc. These aspects are currently included in the *communicative situations (texts)* presented and exploited in class, which contain a variety of communicative *functions*.

**BLOCK 4. THE CULTURAL AND INTERCULTURAL SYLLABUS:**

a) The knowledge and appreciation of cultural aspects (customs, social habits, beliefs, attitudes, art forms, etc.) and b) the ability to interact effectively with people from cultures that we recognise as different from our own.

**C) ATTITUDINAL AND EXISTENTIAL COMPETENCE (CEF, 2001)**

Special attention must also be paid to the development of the students' **attitudes** and values in relation to the language programme, the learning process, the language which is being taught and learned, etc. This is called existential competence, or "savoir-être".

## D) LEARNING TO LEARN (LEARNING SKILLS) (CEF, 2001)

For the CEF (2001), the ability to learn has several components: language and communication awareness, general phonetic skills, study skills, heuristic skills, metacognition (personal control of learning process), etc.

## 5. OBJECTIVES FOR PRIMARY EDUCATION

Obviously, the lesson planning has to be designed so that it contributes to the achievement of the **OBJECTIVES** established by the Spanish Ministry of Education for Primary Education. These, in turn, are based on the general objectives established by Royal Decree 1513/2006 developed in *Orden ECI/2220/2007*. These objectives establish that the students must achieve the following capacities and skills:

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.

## 6. LESSON PLANNING

### 6.1. OBJECTIVES

- To introduce the subject of English
- To know about their book, workbook and notebook
- To learn different greetings in target language
- To acquire concept, spelling and significant of new words
- To learn to introduce themselves
- To learn the basic mood states
- To recognize and act out the basic mood states
- To acquire concept, pronunciation and meaning of new words
- To write and draw mood states
- To ask and answer for the mood state of someone
- To identify words and significant or acts related to mood states
- To express mood states depending on what they feel through the music
- To know about Anglo-Saxon culture (in this case in Christmas)
- To recognize story's characters and what happens in each act of the story

### 6.2. CONTENTS

#### PROCEDURAL KNOWLEDGE

#### Block 1. Listen, Speak and Talk (ORAL COMMUNICATION)

- Listening and understanding teacher's explanations and commands.
- Starting a conversation through greetings and continuing introducing themselves.

- Learning the words and expressions and their meanings and pronunciation: hello, hi, good bye, good morning, good afternoon, good evening, good morning, happy, sad, bored and angry.
- Listening, learning and singing 'The greetings song' with or without background sound.
- Relating a sort of song to a mood state.
- Expressing their mood state.
- Following the reading of the tale of 'The Gingerbread man'.
- Understanding the tale, identifying its characters and being able to say something about them after having discussed the reading with the pupils.
- Interacting with classmates, under guidance.
- Taking part in guided simulations.
- Identifying and discriminating the English vowels and consonants.
- Expressing like or dislike about the tale.

### Block 2. Read and Write (WRITTEN COMMUNICATION)

- Using the 'Pictionary' to note down and learn the new words.
- Reading, writing and pronouncing every given word or sentence after its teaching and practising.
- Sing given songs.
- Learning the words and expressions and their meanings and pronunciation: hello, hi, good bye, good morning, good afternoon, good evening, good morning, happy, sad, bored and angry.
- Writing and understanding the structure "Hi, my name is..." and "Hi, I am...", "What's your name?", "Who are you?", "How are you?", "How are you doing?" and "Are you OK?".
- Relating each written mood state to its expression.
- Contextualizing and relating each given concept or expression.
- Following and understanding most of reading with a guided help.

### DECLARATIVE KNOWLEDGE

#### Block 3. Knowledge of language

- Grammar:
  - Construction of sentences to present themselves and express their mood states.

- Construction of questions to ask about the name of other person and about the mood state.
- Lexical field:
  - Greetings: Good morning, good afternoon, good evening, good night, hi, hello and bye.
  - Mood states: Happy, sad, bored and angry.
- Phonetic and spelling:
  - We have to deal with a lot of speaking activities in which we will work the phonetic component.
  - In order to work the spelling, students will have to do a Pictionary.
- Functions:
  - Introducing to themselves.
  - Asking for and expressing their mood state.

#### Block 4. Socio-cultural aspects and intercultural awareness

- Learning ways of greeting people and introducing themselves in England.
- Acquiring norms of civic behaviour (greet other people and introduce themselves).
- Expressing and recognizing feelings and mood states in English.
- Knowing a bit about the Christmas in England and its typical sweets at this time.
- Showing respect and consideration towards the aspects of the foreign culture presented in this unit in connection with food, greetings, etc...

#### ATTITUDES (attitudinal/existential competence)

- Assuming favourable attitudes towards the use of English as a means of communication, both inside the class and outside the class.
- Developing attitudes which lead to the conservation of our own culture in relation to Christmas and of respecting towards the rest of cultures.
- Respecting the neighbour and his/her way to express himself /herself and his/her feelings.
- Learning to play in group and what it entails.
- Being attentive and participating on the activities.
- Respecting games rules.

### LEARNING TO LEARN, LEARNING SKILLS

- Discriminating sounds, stress and intonation patterns.
- Using English as classroom language, routines and instructions in relation to the activities provided.
- Taking awareness of language and communication when taking part in the pre-planned linguistic and communicative activities.
- Employing a recently learnt structure changing one of its complements.
- Relating and guessing the meaning of the worked words and their writing just hearing them and seeing their visual representation.
- Doing the commanded task individually after seeing how it is done by the teacher.

### INTERDISCIPLINARITY (Cross-curricular aspects)

- Art: Developing the own drawing with Pictionary, balloons, flour balloons...
- Music: Relating the music to mood states.
- P.E.: Playing physical games like 'musical statues'
- Natural Science: learning other kinds of breakfasts, in our case at Christmas.

## **6.3. EVALUATION CRITERIA**

- Be able to greet and introduce themselves.
- Be able to acquire concept, spelling and meaning of new words.
- Be able to express their mood states in different situations.
- Be able to ask by the name and the mood state to others people.
- Be able to listen to the tale quietly, understand it and talk about it as much as possible.
- Be able to understand a short conversation or song about the content they have studied.
- Be able to respect the activities as well as their classmates and teacher.
- Be able to show interest and respect for other countries' typical customs.

## 6.4. SUMMARY OF ACTIVITIES, TASK AND PROJECTS

SESSION 1		
ACTIVITIES	OBJECTIVES	TIMING
Activity 1: Presentation an English's pet	-To introduce the subject of English -To know about their book, workbook and notebook	10 min
Activity 2: Song of Hello-Good bye	-To learn different greetings in the target language	40 min
Activity 3: Pictionary	-To acquire concept, spelling and meaning of new words	10 min

SESSION 2		
ACTIVITIES	OBJECTIVES	TIMING
Activity 1: What is your name?	-To learn to introduce themselves	20 min
Activity 2: Mood balloons	-To learn the basic mood states	20 min
Activity 3: Musical statues	-To recognize and act out the basic mood states	10 min

SESSION 3		
ACTIVITIES	OBJECTIVES	TIMING
Activity 1. Pictionary	-To acquire concept, pronunciation and meaning of new words	15 min
Activity 2. Flour balloons	-To write and draw mood states -To ask and answer for the mood state of someone	20 min
Activity 2. Match pairs	-To identify words and meaning or acts related to them	20 min
Activity 3. What I feel	-To express mood states depending on what they feel through the music	5 min

SESSION 4		
ACTIVITIES	OBJECTIVES	TIMING
Activity 1: Storytelling	-To know about Anglo-Saxon culture (in this case in Christmas) -To recognize story's characters and what happens in each act of this story	45 min
Activity 2: Christmas breakfast	-To know about Anglo-Saxon culture (in this case in Christmas)	15 min

## 7. METHODOLOGICAL TECHNIQUES FOR THE TEACHING UNIT

In relation to the Methodological guidelines to implement classroom activities, in general I have aimed to base my approach on communicative and task-based principles.

I have planned the sessions mainly to pupils listen and talk in the target language, and don't write purposes. My main aim is to foster the communicative interaction because at this stage, children under 9 years old rely more on oral language. I will try to use English language most of the time so that children can live orally the language and they can understand it gradually. In order to do it, I will help myself with the use of gestures, intonations, demonstration actions and facial expressions. Besides, I think that it is important to use the mother tongue to introduce new and unknown concepts to students.

Regarding the five sessions, these ones will last about 1 hour and will be divided in a week and a half. At the beginning of these sessions, I have tried to start with our puppet so that the students recognize that they are in an English language class. In my opinion this can be a motivating factor to start to work in English. In these sessions, it will be worked with different contents, but these ones are interrelated and integrated in communicative situations. The pupils will have the leading roles of their own learning and the teacher will be in a second place to guide them, for this reason it is essential that they have an active participation. In the proposed session, there are situations and activities closely related to real life and preferences of children, with which they will work and repeat the content in different ways because children need to do it to get a better learning. These activities are short, dynamic and also in some of these, they will adopt different roles. Also, to do our class funny, to keep the motivation and foster the imagination and interaction and talks, we will propose games, stories, songs and participative and role activities that can help students to get a successful learning. Some of these activities will be in group to facilitate cooperative learning.

They have been included tasks of different difficulty taking into account the characteristics, learning styles, needs and motivations of each student. To do that, we will try to adapt our class to the previous knowledge and the learning's rhythm of children. It has been made some extra materials for those children that need activities for attending



their special needs. In my opinion, it is essential that the teacher take into account the characteristic of his/her group of pupils to adapt this teaching unit to their needs.

To sum up, the methodology that it is proposed is adapted to the characteristics of children's stage and it is global, holistic and socializing, whose aim is to provide the students with integrative and meaningful learning.

## 7.1. ATTENTION TO DIVERSITY

As I have said in the previous point, we must take into account the special and individual characteristics of our pupils and we must prepare some extra materials to be used, when required.

One has to bear always in mind the rhythm of learning of the pupils, their difficulties both general or specific ones and the ways to solve them in order to improve their level on the foreign language.

For this reason, our extra materials, located in the appendix 3 of the unit, have been done in such a manner that the addressed themes are broken down for an easy understanding, although sometimes they require a bigger support by our part to be understood. Several examples include:

- Videos
- Posters
- Workbook or notebook
- Realia
- Slides
- Textbook
- Flashcards
- Songs and rhymes
- Wall Charts
- Storytelling

All of them have been introduced because it is essential an extra support by our part, and more than ever at this short age, when the kids need as many resources as possible to form the basis of their knowledge. They can be used as extra work in the class or as homework according to the needs of our students.

Definitely, a bigger support at these ages is fundamental for learning anything and overall a foreign language, where oral and listening aspects must go together.

## 7.2. MATERIALS AND RESOURCES

### 1. Textbook

I have called 'textbook' to the teaching unit in which the activities I have proposed will appear.

### 2. Workbook or Notebook

Children will create their own "Pictionary", where they will have to write the new vocabulary and a drawing that represents the meaning.

### 3. Storytelling

We will use storytelling because I think that it is one of the most interesting activities that can be introduced in Primary Education class. Storytelling is the conveying of a story through pictures and words. The story of our choice is "The Gingerbread Man". I have adapted this tale according to the linguistic level of students and I have done a lesson planning with activities before, during and after the story.

### 4. Songs and rhymes

Songs are a motivating factor in Primary Education class; children learn better with this method. For this reason, songs are an important element in our class. In three of our sessions, we work with music. In the first session we introduce the greeting through a song, in the second session they play to "music statues", and in the third session they have to listen to the music and show that emotion they feel. The music that has been chosen is:

- The Foundations - Build Me Up Buttercup
- Antony and the Johnsons - Hope There's Someone
- SBS - Follow The Leader
- Asaf Avidan & The Mojos - Maybe you are

### 5. Videos

Videos can be a motivating factor in Primary Education classroom because they can help pupils to learn meaningfully. I think that the first contact with recordings can be more motivating for children with the support of images and, for this reason, in these

sessions I have suggested videos in which the written text also appears. In the first session we will use a video as learning material which includes a song with characters that are cartoons and, in the last one, we will employ a storytelling.

## 6. Realia, Flashcards, Wall charts and Posters

We are going to use two general types of visual aids:

- **Realia:** for example, in the last session, we will bring to the classroom typical food that is eaten in a typical English breakfast, and biscuits of gingerbread that are usually eaten in Christmas time.
- **Ready-made materials:**
  - *Flashcards*, with which we will introduce the new vocabulary with.
  - *Mood balloons*, these balloons will have to be made by the teacher before the second session and they will be used to work the mood states.
  - *Flour balloons*, teacher will have made these flour balloons and each pupil will have to draw a face and write the mood state that represent his/her balloon.
  - *Cards*, teacher will use cards with the vocabulary of these sessions so that children play to “Match pairs”.
  - *Puppets*, to narrate the storytelling and give life to the story.
- **Wall chart:** for remembering along a determined time the questions we work in class, the wall chart is a good idea as a visual support to be placed on the walls of class because the kids can see it when they are distracted looking at other thing.

## 7. Slides

I think that this is an original form to present some aspects or contents. For this reason, we will use slides to present some cultural customs in the first session and the main character in the story.

### 7.3. UNIT EVALUATION CRITERIA

Assessment criteria of this topic aren't going to be quantified if not qualified, and **qualified by the own kids**, that's to say, we are going to make the kids improve their

English through a practical and non-theoretical way, offering them the necessary materials and resources for their autonomy in the learning of English.

We will avoid to do them an exam or any written proof that is not for their own help and support at the present and the future, such as the 'Pictionary'.

So, our mission is to be a guide who keeps on top of them supporting them in every moment and correcting them and teaching them to correct themselves to getting the best learning and initiating them in the autonomy learning to learn.

Consequently, the evaluation will be continuous both by our part and by their part, and it will have the objective of knowing how to write, read, and pronounce every taught word in order to be able to build and produce simple sentences and understand them when they are said, building the basis of English in this manner at this early age. So, we will pay attention to the accuracy more than to the fluency, furthermore we will very accurate with the spelling, pronunciation, use of grammar, vocabulary and the communicative competence.

## 8. BIBLIOGRAPHY AND WEBGRAPHY

### **BIBLIOGRAPHY**

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## 9. APPENDICES

### 9.1. APPENDIX 1: ACTIVITIES IN FULL AND DIDACTIC SUGGESTION

#### SESSION 1

##### **Activity 1: Classroom's pet presentation**

We will present the puppet of the subject. This one will accompany us in all classes, being used in this case to introduce the contents in a fun way.

##### **Didactic comment:**

*Language knowledge/Reflection on language:*

During the presentation stage, through the puppet of this subject, we will introduce students in the English class. When the hour of English class starts, we will show this puppet in order for the children to know that is the hour in which we have to communicate in target language. Also, the first day, we will explain the most relevant linguistic, sociolinguistic, pragmatic, cultural and cross-curricular contents that will be viewed during the first three months.

*Warming up and Motivational techniques:*

The puppets are a motivating factor to children and offer an environment that encourages and reinforces the language development.

*Attitudinal competence:*

With this activity we can develop positive attitudes toward the culture of English countries.

##### **Activity 2: Song of Hello-Good bye**

Playing with a song about greetings:

- <https://www.youtube.com/watch?v=gVIFEVLzP4o>

This activity is divided in three different moments:

##### **1. Activities before the song:**

- Give the new key words through the flashcards: “Good morning”, “Good afternoon”, “Good evening” and “Good night”. Later, explain their meanings.

##### **2. Activities during the song:**

- The students will listen to ‘The greetings song’, and we will encourage to them to sing it.

- Make a quiz in which the class is divided in two groups. They will sing the song without music, only reading the lyrics. The winner group will be that sing better the song.

### 3. Activities after the song:

- We will make a drawing on the blackboard for each part of the day, we will take somebody and, depending on we say, for example “Good morning”, he will have to point the correct drawing where is good morning drawing.
- Show to the classroom, through slides or any resource we want, the typical English things that English people do according to the part of the day such as the breakfasts or dinners they have.

#### **Didactic comment:**

*Language knowledge/Reflection on language:*

We will teach the greeting that you have to use in different hours of day. The new vocabulary will be: good morning, good afternoon, etc. In order to work the phonetic of this new vocabulary, we will use “Thegreeting song”, in which we will encourage to children to repeat and sing the letter of the song.

*Cultural aspects:*

After the song, we will show some typical custom of English countries in different moments of the day. With this, our main aim is that children learn some cultural aspects like habits, food and attitudes.

*Motivational techniques:*

Learners are encouraged to learn the new vocabulary through songs. Also, after the song, we will propose a quiz in which they will enjoy playing and singing.

### **Activity 3: Pictionary**

In their notebook, which will be divided in several sections, kids will have to draw on the section of “Pictionary” the drawing and the name of the word. The vocabulary to draw will be the next: ‘Hello’, ‘Good bye’, ‘Good morning’, and ‘Good afternoon’, ‘Good evening’, and ‘Good night’.

#### **Didactic comment:**

*Language knowledge/Reflection on language:*

In order to work the spelling element, we will use “Pictionary”, in which the students will have to write the word and drawing that represents the word’s meaning.

*Learn to learn:*

In this activity, the teacher will have a guide role, and pupils will have to do their own work.

*Warming up and Motivational techniques:*

I think that this is an interesting activity to children because they can customize their notebook and use their own strategies to learn the new vocabulary.



## SESSION 2

### **Activity 1: What is your name?**

Enter to the classroom and present him/herself saying “Hi! I am Ann” and “My name is Ann” for instance. Next, ask to a few ones what their names are one by one with the sentence “What’s your name?” and “Who are you?”. When they learn these structures, deliver to the kids folded sheets or cardboards and children will have to make a card where they draw a picture of themselves and write their names following the form presented: “I am + Name”. This name cards will be put on the table of each pupil for the first days to know better their names.

#### **Didactic comment:**

*Language knowledge/Reflection on language:*

With this activity the students learn the grammatical structure in order to present themselves, supporting in their meaning. Also, with this activity we can work the phonetic and spelling components because they will have to choose one of the structures that they have learnt and write this in their card. Finally they work spelling through the presentation of their work, using these structures.

*Oral interaction:*

Students will have to interact among them to present themselves, using the target language.

*Interdisciplinarity and basic competences:*

Students will have to represent themselves through a drawing. This can be an interesting activity because they will show themselves and this can give important information to the teacher.

*Learn to learn:*

The teacher encourages to children to use the new structures to present themselves, but they are the protagonist in this activity.

*Warming up and Motivational techniques:*

Children enjoy drawing and searching the meaning.

### **Activity 2: Mood balloons**

Take the kids to the playground. Later, once there, we will throw balloons into the air and the kids will have to take one to, after that, draw and write a mood state. The mood states will be ‘happy’, ‘sad’, ‘bored’ and ‘angry’. When they finish, pupils will have to sit in circle. First we will ask to each one how they are through the question “How are you?” and they will have to answer with the structure “I am + Adjective”. Later, they will have to introduce him/herself and say his/her mood state, depending on the balloon that they have taken. For example, “Hi! My name is John and I am happy”.

**Didactic comment:**

*Language knowledge/Reflection on language:*

With this activity the main aim is the children to learn to communicate their mood state. To this, we will explain the structure and they will have to practice them through play.

*Oral interaction:*

The main aim of this activity is the children to interact among them and learn the structure to say how they are.

*Motivational techniques:*

Children learn better when they play, so we will do this activity like a game. Also, they will have to go to the playground and use the balloons, what I think that can be motivating for them.

**Activity 3: Music game: musical statues:**

Play a song. Children will dance till teacher stops the music. Then, they must stay keep, and when teacher tells a mood state, they will act it out with the face, gestures, sounds, etc... Who fails will be disqualified.

**Didactic comment:**

*Language knowledge/Reflection on language:*

The main aim of this activity is that children understand the emotion that we say, the new vocabulary.

*Motivation techniques:*

In this activity the students will have to dance and play. They enjoy when they learn in a fun way.

**SESSION 3****Activity 1: Pictionary**

The teacher will draw and write the mood states on the blackboard, and pupils will have to do the same in their own Pictionary.

**Didactic comment:**

*Language knowledge/Reflection on language:*

In order to work the spelling element, we will use “Pictionary”, in which the students will have to write a word and drawing that represents the word’s meaning.

*Learn to learn:*

In this activity, the teacher will have a guide role, and pupils will have to do their own work.

*Warming up and Motivational techniques:*

We think that this is an interesting activity to children because they can personalize their notebook and use their own strategies to learn the new vocabulary.

### **Activity 2: Flour balloons**

Practise how mood states are written. To it, we will bring in turn a flour balloon made previously by us (teacher) and they will have to paint them a face depending on the mood state they want and write behind it the name of this state. Then, we will teach them the questions “How are you doing?” and “Are you OK?” through a wall chart we will have done previously where these phrases will appear, having to answer them depending of the question we ask.

#### **Didactic comment:**

*Language knowledge/Reflection on language:*

In this activity we will use a wall chart and flour balloons to introduce new questions to ask about the mood states and practice the writing of this vocabulary.

*Oral interaction:*

Pupils will have to ask among them about the mood state, and they will have to answer according to their flour balloon. They will have to use one of the questions learning before and try to understand how the rest of students are. With this, our main aim is to improve their oral communication.

Students will have to represent themselves through a drawing. This can be an interesting activity because they will show themselves in public and they will supply an important information to the teacher.

*Learn to learn:*

The teacher show and explain the wall charts, but then, he/she will be a guide of the students' learning.

*Motivating factor:*

This is a fun way to work the writing and speaking. They can do their personal balloon and be motivated when they show this to the rest of the class.

### **Activity 3: Match pairs**

Taking all the contents given till the moment, do a match pairs game dividing the class in groups of five people. For it, create two cards per concept, for example ‘hello’, and in one card to write the name and in the other one to draw the significant, in this case a drawing of a kid shaking his hand and saying ‘Hi!’ in a balloon.

#### **Didactic comment:**

*Language knowledge/Reflection on language:*

This activity is a game in which they work the lexical field.

*Motivating factors:*

This activity is a famous game where they will enjoy learning and trying to win.

#### **Activity 4: What I feel**

Play different parts of songs and sounds and children must express how they feel with this music.

The songs I have chosen to do this activity are:

- The Foundations - Build Me Up Buttercup
- Antony and the Johnsons - Hope There's Someone
- SBS - Follow The Leader
- Asaf Avidan & The Mojos - Maybe you are

#### **Didactic comment:**

*Language knowledge/Reflection on language:*

With this activity, our main aim is that the students review the structure to say their own mood state.

*Motivating factors:*

The students can enjoy with the music and improve their oral communication through the games.

*Cultural factors:*

We will use this activity to show typical music of English countries.

*Interdisciplinarity and basic competences:*

Students will have to say how they feel with the different music. With this, we will convey that different people can feel different emotions from something, in this case from the music. Thus, this can be an interesting activity to work the empathy.

### **SESSION 4**

#### **Activity 1: Storytelling**

Read in class the story of “The Gingerbread Man” (Appendix 2). This activity is divided in three different moments:

##### **1. Activities before the tale:**

- We will introduce the main character and we will talk about these typical biscuits that are made in Christmas in English countries.
- We will introduce the rest of characters of the tale with popsicle stick puppets. For doing it, we will draw and colour the characters and glue them on the ice-cream wood sticks.

## **2. Activities during the tale:**

- In order to create a right atmosphere, we will arrange the chairs in a U-shape.
- We will show popsicle stick puppets during the story.
- We will deliver flashcards to students with the main characters, and when they appear in the story, they will raise them up.

## **3. Activities after the tale:**

- Reread the story and talk about what happens in each scene.
- We will speak with the students about the end of the story and they will say if they like or dislike it. Later, each student will explain how would be their favourite end.

### **Didactic comment:**

#### *Language knowledge/Reflection on language:*

With this activity, we will review all content and new vocabulary that we have learned in the previous sessions. Also, students will have to participate in activities related to this tale in which the students will work their oral communication giving their own opinion about the story and explaining their ends.

#### *Cultural aspects:*

With this story, we will show some typical food of English countries in Christmas time.

#### *Motivating factor:*

Students can enjoy with the magic component of this story and enjoy inventing a new

### **Activity 2: Christmas breakfast**

Prepare gingerbread men biscuits, bring them to the class and have a breakfast such as a typical Christmas breakfast on England. During the meal, talk among all of us about the typical things we do here in Christmas in comparison with this one.

## Gingerbread man



This is the Story of the **Gingerbread man**.

The Gingerbread man is bored in his house, so he goes to walk to the forest.

Then, he sees a **horse**.

- Horse: Good morning Gingerbread man! How are you?

- Gingerbread: Hi horse! I'm very bored. What can we play to?

- Horse: To...to...to...**TO EAT YOU!**

- Gingerbread man: Try to do that! *Run, run, run, as fast as*

*you can, you can't catch me, I'm the Gingerbread man!* Ha ha!



Later, Gingerbread man meets a **cow**:

- Gingerbread man: Woah! Good afternoon cow!

- Cow: Hello handsome!

- Gingerbread man: I'm sad cow... The horse wants to eat me!

- Cow: It's not strange... Can I eat you?

- Gingerbread man: No! You can't!

- Cow: I can and I will do!

- Gingerbread man: *Run, run, run, as fast as you can. Ha ha! You can't catch me, I'm the Gingerbread man!*



After that, Gingerbread man stands with a **fox**:

- Fox: Good evening delicious man!

- Gingerbread man: Hey guy!

- Fox: How are you?

- Gingerbread man: Very angry! Everybody wants to eat me.

- Fox: You like me. Can I taste you?

- Gingerbread man: No! You too? No!

- Fox: Yeeeeeees!

- Gingerbread man: *Run, run, run, as fast as you can, you can't catch me, I'm the Gingerbread man!*



Finally, Gingerbread man decides come back home:

- Gingerbread man: At least I am happy to be alive. Good night!

## 9.3. APPENDIX 3: EXTRA ACTIVITIES

### Session 1

#### 'Activity 2: Song of Hello-Goodbye' Support

-Write down the corresponding greet depending on the part of the day.



-Match the correct pair:



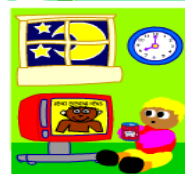
**Good afternoon**



**Good evening**



**Good morning**

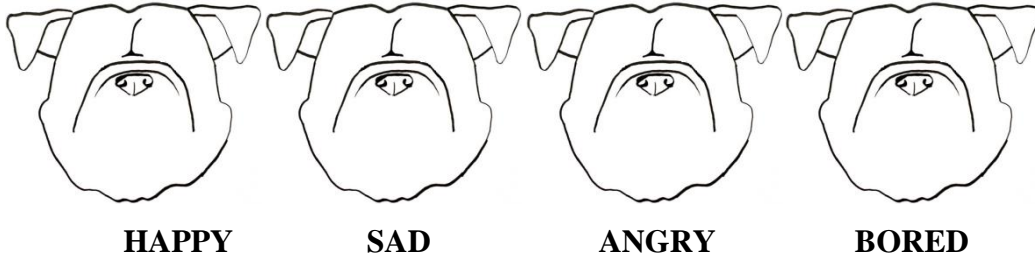


**Good night**

**Session 2**

'Activity 2: Mood Balloons' Support

**-Draw the mouth and the eyes to the dog in order to it was:**



**-Draw with a colour what is...**







