

SAMPLE UNIT FOR GRADE 6 OF PRIMARY EDUCATION

CONTENTS

1. INTRODUCTION
2. THE SCHOOL SOCIAL CONTEXT
3. THE STUDENTS' INDIVIDUAL CHARACTERISTICS
4. CURRICULAR DESIGN ON WHICH THIS LESSON PLAN IS BASED
 - 4.1. The Spanish Curriculum for Primary Education
 - 4.1.1. Contribution to the development of the **basic competences**
 - 4.1.2. FL **objectives** for Primary Education
 - 4.1.3. FL **contents**
 - Block 1: comprehension of oral texts
 - Block 2: production of oral texts
 - Block 3: comprehension of written texts
 - Block 4: production of written texts
 - 4.1.4. Teaching **Methodology**
 - 4.1.5. **Evaluation criteria**
 - 4.1.6. **Learning standards**
 - 4.1.7. Attention to **diversity**
 - 4.1.8. **Materials** and resources
 - 4.1.9. Unit **evaluation** and grading criteria
5. LESSON PLAN: DEVELOPMENT OF ACTIVITIES AND DIDACTIC SUGGESTIONS

Session 1	Session 2	Session 3
Session 4	Session 4	Session 6
6. REFERENCES

1. INTRODUCTION

This unit introduces the topic of *food and drink* in grade 1 of Primary Education. It will be implemented, approximately, in two weeks and in six hours of instruction. The objectives, contents, activities, methodology and criteria for evaluation, that are proposed, have been planned according to:

- a) The school specific social context
- b) The individual characteristics of first graders in Primary Education
- c) The guidelines provided by the Spanish Curricular Design in Royal Decree 97/2015, Junta de Andalucía.

2. THE SCHOOL SOCIAL CONTEXT

This unit has been designed for a state Primary school, located in an **urban area** of the Andalusian Community. Most students belong to a **low-middle social class**; 10% 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; 75 % 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' INDIVIDUAL CHARACTERISTICS

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

- they may understand situations more quickly than they understand the language used, so an **implicit approach** (intuitive learning with very few rules) will be adopted;
- quite often, 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;
- 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 learning**), so some group work and cooperative activities will also be introduced.

In relation to their **Cognitive development**, at this age, students leave the *concrete operational* stage, according to Piaget's theory of cognitive development (1975) and start the *formal operation* stage. Consequently, the student becomes capable of reasoning not only on the basis of objects, but also on the basis of *hypotheses*, or of *propositions*. The first novelty is a *combinative structure*; like mathematical structures, it is a structure of a system which is superimposed on the structure of simple classifications or seriations which are not themselves systems, because they do not involve a combinative system. A combinative system permits the grouping in flexible combinations of each element of the system with any other element of that system. After the age of 12, the student can find a method to make all the possible combinations.

It has also been taken into account that learners possess individual **learning styles**, preferences or **multiple intelligences**. Consequently, in this lesson planning we have included *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 as well as physical movement and activities that imply a **total physical response**. Since concentration and attention spans are short, variety of activity, pace, organisation and voice are very important.

4. CURRICULAR DESIGN

In this Unit of Work, we have tried to integrate the Spanish Ministry of Education's guidelines and the framework provided by the Council of Europe for the Teaching and Learning of languages in Europe.

4.1. THE SPANISH CURRICULUM FOR PRIMARY EDUCATION

The LOMCE (8/2013) represents the new regulation of the Spanish education system and includes its minimum teaching requirements in the R.D. 97/2015, which are specified for the different regional governments in different decrees. Among its innovations we can highlight the introduction of curricular competences that are to be developed by all students, and a new organisation of contents that will have important effects on the teaching/learning of foreign languages.

4.1.1. CONTRIBUTION TO THE DEVELOPMENT OF THE CURRICULAR COMPETENCES

Curricular Competences include seven basic competences that must be developed through all the curricular subjects. These are:

- a) Linguistic and communicative competence
- b) Mathematical competence
- c) Digital competence
- d) Learning to learn
- e) Social competence
- f) Personal initiative and entrepreneur competence
- g) Cultural expression

4.1.2. FL OBJECTIVES FOR PRIMARY EDUCATION

OBJECTIVES refer to the achievements of results that the students must attain at the end of each teaching period. In Primary Education the students must achieve the following capacities and skills (DECRETO 97/2015, BOJA número 50 de 13 de marzo de 2015):

1. To **listen and understand messages** in a variety of verbal interactions, using the information transmitted to carry out specific tasks related to the students' experience.
2. To **express and interact** in simple and habitual situations, using verbal and non-verbal procedures and following the rules of communicative exchange to respond with sufficient autonomy and in an adequate, respectful and cooperative manner in situations of daily life.
3. To **write** texts with varied purposes on topics previously discussed in the classroom and with the help of models.
4. To **read** comprehensively a diversity of texts, related to the students' experiences and interests, to extract general and specific information with specific purposes.
5. To learn how to use, with progressive autonomy, all the means at the students disposal, including new **technologies**, to obtain information and **to communicate in the foreign language**.
6. Effectively use of the knowledge, experiences and communication strategies acquired in other languages for a faster, more efficient and **autonomous acquisition of the foreign language**.
7. To **value the foreign language** and languages in general **as a means of communication** between people of different origins and **cultures** developing a positive attitude towards plurilingual and pluricultural diversity in the Andalusian community.
8. To demonstrate a receptive attitude, of progressive **confidence**, in one's ability to learn and **use the foreign language**.

9. To identify and use **phonetic aspects**, rhythm, stress and intonation, as well as **linguistic structures** and **lexical aspects** of the foreign language, using them as basic elements of communication.

4.1.3. FL CONTENTS

CONTENTS include the knowledge, skills, abilities and attitudes that contribute to the achievement of the learning objectives and acquisition of competences. The FL curricular contents are organized around four blocks, which include the following components:

ORAL COMMUNICATION / ORAL TEXTS	WRITTEN COMMUNICATION / WRITTEN TEXTS
Block 1: Comprehension of oral texts	Block 3: Comprehension of written texts
Block 1 and 3 involve comprehension strategies , which may integrate: 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	Block 4: Production of written texts
Block 2 and 4 involve production strategies , which may integrate: planning, implementation, linguistic strategies, paralinguistic, sociocultural and sociolinguistic aspects, communicative functions, syntactic and discursive structures, sound patterns, stress, rhythm and intonation	

Consequently, this teaching unit presents contents by following the previous four blocks.

4.1.4. TEACHING METHODOLOGY

The methodological techniques and strategies applied in class will be based in the following principles:

- *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.
- **Pragmatics** (language in use and in context) becomes as relevant as 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 a careful attention must be paid to the curricular **competences** (Linguistic, Mathematical, Physical World, ICTs, Social, Cultural, Autonomy and Learning Through Life) and cross-curricular elements/skills (reading comprehension, oral and written expression, audiovisual communication, TICs, entrepreneurship and civic education (RD 97/2015)).

Besides that, the following methodological techniques will be used:

- 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.
- We have borne in mind the student's previously acquired knowledge, that is, the objectives and basic competences which are normally achieved in the previous stages of Primary Education
- *Pair work and team work* activities are regularly presented, in order to facilitate cooperative learning.
- Even though, for each teaching unit, we have set certain objectives and selected certain contents to be developed through specific learning activities and tasks, given the unpredictable nature of classroom events, *the lesson planning may be altered* for many reasons, and the syllabus may have to be changed and adapted to these unpredictable situations incorporating new elements that have not been planned. These uncertain and unstable character of pedagogic events have been highlighted by Donald Schön, Lawrence Stenhouse and John Elliot in several publications.
- 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 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.

4.1.5. EVALUATION CRITERIA

These refer to specific referents used to evaluate the students' learning process (R.D. 97/2015). Some of the techniques that will be used to evaluate the students will include the following:

1. Understanding general and specific information, the main idea and the most relevant details of **oral texts** issued in situations of interpersonal communication or by media, on topics that do not require specialised knowledge.
2. Participating in **conversations** and **simulations** using appropriate strategies to initiate, maintain and end the communication, producing a speech that is understandable and appropriate to the characteristics of the situation and the communicative intention.
3. Understanding general and specific information from various **authentic** and **adapted written texts**, with different extension, identifying data, opinions, arguments, implicit information and communicative intention of the author.
4. **Writing** with some autonomy a **variety of texts** with a logical structure, using the basic conventions of each genre, vocabulary appropriate for the context, and the elements of coherence and cohesion needed, so that they are easily understandable to the reader.
5. Consciously use of the knowledge acquired on the linguistic system of the foreign language in different contexts of communication, as a tool for self-correction and self-assessment of their own oral and written productions in order to understand to productions of others.

6. Identifying, using and explaining **learning strategies** used, give examples of other possible strategies and decide on the most appropriate for the specific learning purpose.
7. **Using the ICTs** with some autonomy in order to look for information, produce texts from models, sending and receiving emails and establishing oral and written personal relations, showing interest in their use.
8. Identifying and describing the most relevant **cultural aspects** of the countries where the foreign language is spoken and establish some relations between the most significant features of the customs, uses, attitudes and values of the society whose language is studied and their own and show respect towards them.

4.1.6. LEARNING STANDARDS

These include 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 (R.D. 97/2015). They are often worded in the simple present tense. Each session is preceded by a table where the learning standards are indicated together with the objectives, key competences and contents that are taught.

4.1.7. 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) This teaching unit 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) It also adopts a flexible organisation and the students will be grouped according to their level for some activities.
- c) It will also introduce curricular 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.

4.1.8. MATERIALS AND RESOURCES

In order to implement this lesson planning, the following **curricular materials and teaching resources** will be used in each unit of work:

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.

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.

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.

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.

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, some recordings that are related to the cultural and cross-curricular aspects included in the unit of work will be played by using YOU TUBE.

Internet

The students will be taken 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. They will also be encouraged 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.

Songs and rhymes

I 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, one or two songs and chants will be played in each unit.

Use of Graded Readers

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, the extensive reading of a graded book and some intensive reading of some passages have been included in this unit of work.

Slides

Slides with the help of “PowerPoint” will be used, regularly, to present a variety of activities taken from different books: stories, games, illustration of cultural events, etc. They will also be used to present expansion and remedial activities as well as for collective correction of the exercises.

4.1.9. UNIT EVALUATION AND GRADING CRITERIA

In relation to the **assessment criteria** that we will apply, my 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 four skills, we will bear in mind that **listening comprehension** is a receptive procedure and depends on my 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. According to the MEC’s guidelines, we are expected to evaluate if learners are able “to use English for communication following the basic rules of interpersonal communication”. The **evaluation criteria** suggested for this objective includes the students’ capacity of expressing themselves either in classroom communicative situations or in daily life situations. The students’ oral competence will be evaluated with the scale given below. 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
-

Reading comprehension: according to the national curriculum, students are supposed to understand written texts (adapted to the student's proficiency level) related to the student's personal life, needs and interests. The **evaluation criteria** suggested for this objective are also twice folded: a) developing the capacity of drawing the general idea and some specific data from brief written texts and b) improving the students’ capacity of extensive reading and understanding the content.

In relation to the **writing skill**, the Spanish curricular design establishes that, at the end of this stage, the learners must be able to write texts following the formal conventions of written language (spelling, punctuation, etc.). The **evaluation criteria** suggested for this objective recommend assessing the students’ capacity to write brief personal notices and texts such as letters to friends and pen-pals, notices, cards, etc.

SELF-ASSESSMENT EVALUATION activities will also be used 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).

The **grading criteria** for this teaching unit will be as follows:

- Continuous evaluation of classroom activities: 50% of the grade
- Final task: 25%
- Student's self-evaluation: 25%

5. LESSON PLAN: DEVELOPMENT OF ACTIVITIES AND DIDACTIC SUGGESTIONS

In this section, the activities proposed in the lesson plan will be described in detail. As indicated in the introduction, this unit of work will be taught in six sessions of 60 minutes (approximately). The students will take part in a variety of activities and tasks that keep a relationship with the objectives, competences, skills, contents and aspects included in the table preceding each teaching session:

We have structured and organised the TEACHING UNIT by following the framework and guidelines provided by the Spanish Curricular Design in Royal Decree (R.D. 1105/2014):

In order to develop the blocks of contents, a variety of activities, tasks and projects have been designed and proposed. These activities have been briefly outlined in the lesson planning indicating the approximate time required for their realisation. It can be noticed that most activities will be carried out in blocks of 20 and 30 minutes (approximately). As project work requires much more time, this type of tasks will be completed at home.

The activities, tasks and projects are presented in the six sessions, including:

- a great variety of pictures, flash cards and other visual resources,
- a description of the language games suggested,
- the connection between theory and practice,
- some texts that can be used by the students who may not find any information for their project,
- some methodological recommendations and evaluation criteria, etc.

SESSION 1

<i>Unit objectives:</i>	1, 2, 9
<i>Key competences:</i>	a. Linguistic competence
<i>Contents (knowledge, skills & values)</i>	<i>Linguistic aspects:</i> There is/there are; vocabulary about food;
	<i>Skills:</i> Listening and speaking
	<i>Pragmatic aspects:</i> Expressing existence
	<i>Cultural aspects:</i> Spanish and British food; product labels, commercial names
<i>Values:</i> healthy food	
<i>Activities</i>	1. Identifying the Elements Shown in the Picture of a Supermarket (15 minutes). 1.1. Playing the game "Repeat what you hear" (15 minutes) 1.2. Playing the game "Find the picture" (15 minutes) 1.3. Playing the game "Name the pictures" in pairs or in groups (15 minutes)
<i>Grouping techniques:</i>	Individual and group work
<i>Materials & resources:</i>	Pictures; recordings, internet
<i>Other competences:</i>	Cross curricular aspects: nutrition and health
<i>Evaluation criteria:</i>	Identifying and naming the food shown in pictures
<i>Learning standards (to be able to...):</i>	Talk about food

1. IDENTIFYING THE ELEMENTS SHOWN IN THE PICTURE OF A SUPERMARKET (15-20 minutes).

Listen, learn and answer the questions.

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. They will speak and interact by using the language given below:

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 against each other.
2. After several repetitions in chorus, the teacher plays **the recording** or reads 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:

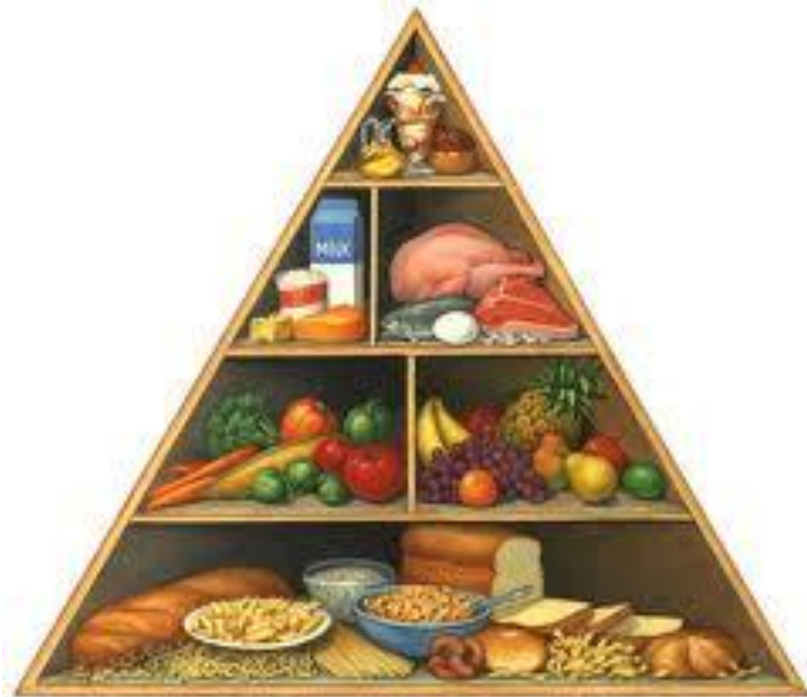
In this version, the student reads the descriptions of the photos and has to associate each description with its respective photo.

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 **OHP** 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

<i>Unit Objectives:</i>	1, 2, 3, 4, 6, 7, 9
<i>Key competences:</i>	Linguistic and d. Digital competence Artistic and Digital competences
<i>Contents (knowledge, skills & values)</i>	<i>Linguistic aspects:</i> Revision of grammar and vocabulary; Vocabulary: food and kitchen utensils
	<i>Skills:</i> reading and writing; Listening and speaking
	<i>Pragmatic aspects:</i> Looking for and selection relevant information; Identifying and naming food and kitchen utensils
	<i>Cultural aspects:</i> Commercial names and products; Commercial names
<i>Activities</i>	2. Language Expansion: Project Work (optional, to be continued at home). 3. Work in Pairs. Ask For and Name Items of Food and Kitchen Utensils That Appear In Pictures (15-20 minutes).
<i>Grouping techniques:</i>	Group work; Pair work
<i>Materials & resources:</i>	The internet, encyclopedia, Flashcards, pictures,
<i>Other competences:</i>	Learning to learn through heuristic skills; Interacting with others
<i>Attention to diversity:</i>	Project work on food preservation; Vocabulary items will be reduced 30%-40% for low achievers
<i>Evaluation criteria:</i>	Looking for information about food preservation; Naming items of food and kitchen utensils
<i>Learning standards (The students will be able to...)</i>	Talk about how to preserve food Name items of food

2. LANGUAGE EXPANSION: PROJECT WORK ON FOOD PROCESSING AND PRESERVATION (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.

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)

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 4.1.5, 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

<i>Unit Objectives:</i>	1, 2, 3, 4, 6, 8, 9
<i>Key competences:</i>	Linguistic and communicative Digital competence and Learning to learn
<i>Contents (knowledge, skills & values)</i>	<i>Linguistic aspects:</i> Vocabulary about nutrition and food; There is.../there are...; Is there/Are there...? Yes, there is/no there isn't; Yes, there are/No, there aren't; Revision of grammar and vocabulary
	<i>Skills:</i> Reading and writing; Listening and speaking
	<i>Pragmatic aspects:</i> Describing processes; Expressing existence; Describing food
	<i>Cross-curricular aspects:</i> Nutrition and health
	<i>Orthography:</i> Difficult words to spell
	<i>Attitudes:</i> healthy food
<i>Cultural aspects:</i> Spanish and British food	
<i>Activities</i>	4. Language Expansion. Work In Groups On Project Work about Nutrition and Health (optional, to be continued at home). 5. Language Reinforcement. Answering Questions about Pictures (30 minutes). 6. Cultural Aspects. Language Expansion: Project Work on Spanish and British Food (to be continued at home).
<i>Grouping techniques:</i>	Pair and Group work
<i>Materials & resources:</i>	Pictures, ICTs, encyclopedia
<i>Other competences:</i>	Learning to learn,
<i>Attention to diversity:</i>	Project work for high achievers; Language reinforcement for low achievers and Language expansion for high achievers
<i>Evaluation criteria</i>	Looking for and extracting information in the internet about Spanish and British food; Asking and answering questions about food; Extracting
<i>Learning standards (to be able to...)</i>	Talk about different types of food Extract relevant information from the internet about a specific topic.

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**.

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.

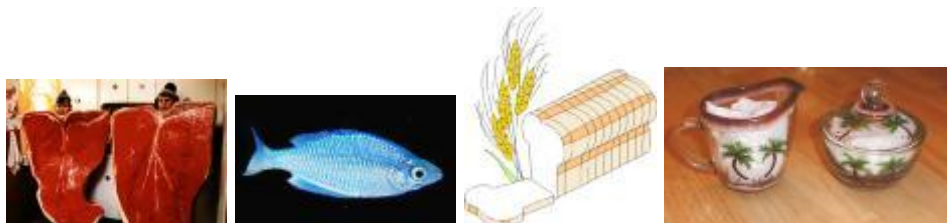
Warming up:

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 my 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)

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:

- | | |
|--|---|
| <ul style="list-style-type: none"> - <i>What is there in the picture?</i> - <i>Is there any ... (coke, tea, fried fish, ...)?</i> - <i>Are there any...(bananas, peaches, biscuits, ...)?</i> | <ul style="list-style-type: none"> - <i>There's ...</i> - <i>Yes, there is/No, there aren't.</i> - <i>Yes, there are/No, there aren't.</i> |
|--|---|

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.

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* (peresimmon), *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

<i>Unit Objectives:</i>	1, 2, 4, 7, 9
<i>Key competences:</i>	Linguistic and communicative
<i>Contents (knowledge, skills & values)</i>	<i>Skills:</i> Listening and speaking; Reading and speaking
	<i>Linguistic aspects:</i> Questions with “to be” and personal pronouns. Ex.: Is she your sister? Yes, she is/ No she isn't; Revision of the language studied; Vocabulary about food
	<i>Pragmatic aspects:</i> Identifying and describing people; Describing places; Rhetorical questions; Expressing facts in the past
	<i>Cultural aspects:</i> Punk hair style; Junk food; burger bars and ice-creams; Nursery rhymes and Traditional Scottish songs
	<i>Values:</i> Appreciating healthy and junk food; Appreciating the importance of songs to learn English
<i>Activities</i>	7. Language Reinforcement: Identifying People with the help of pictures. 8. Reading Text: Reading Comprehension of Graded Texts (and Authentic Material). 9. Language Expansion: reading an authentic text on Burger Bars. 10. Listening And Learning Songs About Food. Example (from MAKING FRIENDS WITH SONGS, p. 56) (30 minutes):
<i>Grouping techniques:</i>	Pair work; Individual work
<i>Materials & resources:</i>	Textbook and Pictures; Recording, books with traditional songs
<i>Other competences:</i>	Social integration of minorities; Extensive and intensive reading; Singing, reciting, reading aloud
<i>Attention to diversity:</i>	Language reinforcement for low achievers; Text adaptations according to students level
<i>Evaluation criteria</i>	Describing people; Reading for specific information; <i>Reading aloud with the correct stress, rhythm and intonation</i>
<i>Learning standards (to be able to...)</i>	Describe basic features of people; Understand short texts about food; Sing songs about food

7. LANGUAGE REINFORCEMENT: IDENTIFYING PEOPLE.

Ask your classmates questions similar to the following. Work in pairs. (15-20 minutes)

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.

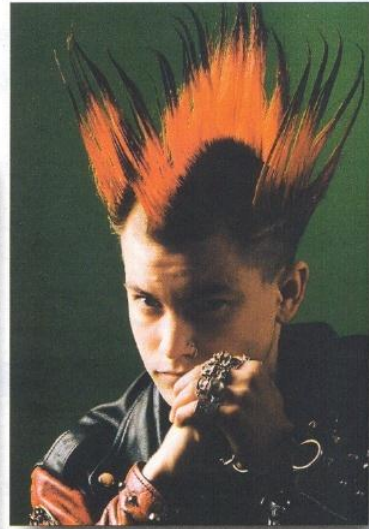
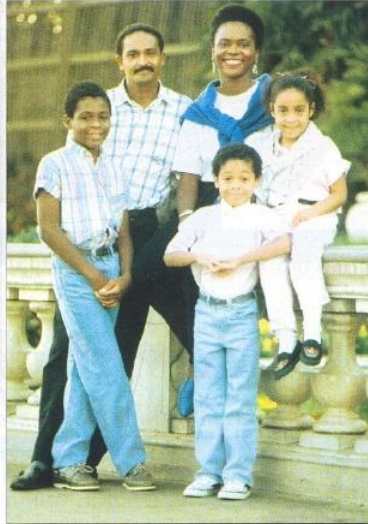
The students will ask their classmates questions similar to the following. They will work in pairs and/or and in groups.

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
------	------------------	---	------------------------	-------------------------------------	--	--

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)

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 and 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)

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):

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

<i>Unit Objectives:</i>	1, 2, 4, 9
<i>Key competences:</i>	Linguistic and communicative
<i>Contents:</i>	<i>Skills:</i> reading aloud, pronouncing with care; Listening, reading, speaking
	<i>Linguistic aspects:</i> Pronouncing /g/ and /dz/ and spelling words with these sounds; Colloquial idioms;
	<i>Pragmatic aspects:</i> Emphasizing oral productions with a slow pronunciation; Expressing surprise, giving orders/commands, ...,
	<i>Values:</i> Willingness to take part in communicative situations
<i>Activities</i>	11. Discriminating and Pronouncing Words and Expressions with Final /g/ and /dz/ (15-20 minutes). 12. Understanding and Practising Conversing With Short Dialogues And Episodes Related To The Topic Studied In This Unit. 13. Acting Out The Dialogue "Greedy guys" (15-20 minutes).
<i>Grouping techniques:</i>	Individual and group work
<i>Materials & resources:</i>	Blackboard, slides, textbook
<i>Attention to diversity:</i>	Flexibility with phonetic errors for low achievers; Low achiever may need to read what they act out
<i>Other competences</i>	Acting out, interacting with others
<i>Evaluation criteria:</i>	Relating the spelling , pronunciation and meaning of words; Understanding and producing oral texts related to familiar situations and events,
<i>Learning standards (to be able to ...)</i>	Pronounce correctly when speaking; Understand and use the basic communicative functions in appropriate situations

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

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	dog	page	village	cheese
bag	leg	juice	jar	these
egg	big	bridge	cottage	meat

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 "Greedy Guys" and then act it out (30 minutes).

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.

Listen:

Greedy, guys!



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

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.

13. ACTING OUT THE DIALOGUE “GREEDY GUYS” (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

<i>Unit Objectives:</i>	1, 2, 3, 4, 5, 9
<i>Key competences:</i>	a. Linguistic and communicative
<i>Contents (knowledge, skills and values):</i>	<i>Skills:</i> Reading and Writing
	<i>Linguistic aspects:</i> Revision of the language studied; Vocabulary on food; Grammar, vocabulary, pronunciation & spelling of the linguist elements studied in the unit
	<i>Pragmatic aspects:</i> Revision of the communicative functions studied; Writing colloquial language (a dialogue); Expressing existence
	<i>Values:</i> Appreciating the importance of written communication; Self-evaluating their progress and appreciating their competence in English
	<i>Culture:</i> British and Spanish food
<i>Activities</i>	14. COMPOSITION: completing uncompleted texts (15-20 minutes). Read and complete the following text. 15. Writing a Short Story Similar To “Greedy Guys” (30 minutes). 16. Picture Dictionary on Food. 17. Final Activity/Task: Checking The Students’ Own Progress.
<i>Grouping techniques:</i>	Individual work
<i>Materials & resources:</i>	Pen and paper; TICs
<i>Other competences:</i>	Guessing meaning from context, Learning to learn
<i>Attention to diversity:</i>	High achievers will do the activity without the missing words on top of the exercise; Low achievers are expected to write a shorter and simple text.
<i>Evaluation criteria:</i>	Writing texts following the formal conventions of written language; Relating the spelling, pronunciation and meaning of words; Expressing existence in English
<i>Learning standards (to be able to ...)</i>	Dramatise the situation by using the necessary gestures and movements; Express basic ideas in written form with some grammatical coherence and cohesion of ideas; Know the spelling, pronunciation and meaning of the vocabulary studied in the teaching unit; Understand and produce the linguistic and pragmatic elements studied in the unit

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

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!

15. WRITING E A SHORT STORY SIMILAR TO “GREEDY GUYS” (30 minutes).

Remember the dialogue and write down what happened.

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

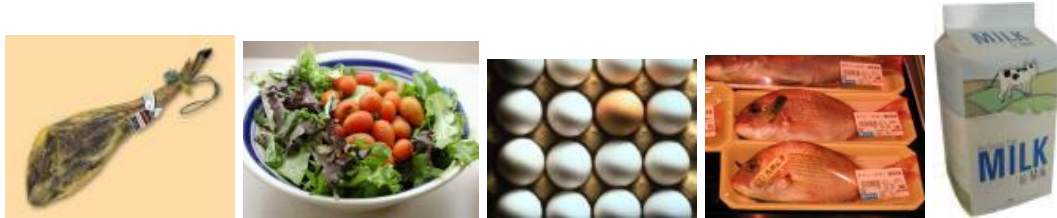
The EVALUATION CRITERIA for this activity will include assessing to what extent a) the students have written their text by following the formal conventions of written language (spelling, punctuation, etc.), and b) their capacity to express basic ideas in written form with some grammatical coherence and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

16. PICTURE DICTIONARY ON FOOD.

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

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):



.....

17. FINAL ACTIVITY/TASK: CHECKING THE STUDENTS' OWN PROGRESS.

Complete or give your own examples.

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 Spanish food that you like:

Write some typical products of Britain:

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

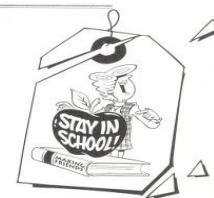
I have learnt (circle):

0 1 2 3 4
nothing a lot

Interest

This unit has been (circle):

0 1 2 3 4
boring very interesting



6. REFERENCES

- DECRETO 97/2015, de 3 de marzo, por el que se establece la ordenación y las enseñanzas correspondientes a la Educación Primaria en Andalucía. (BOJA número 50 de 13 de marzo de 2015)
- ORDEN de 17 de marzo de 2015 por la que se desarrolla el currículo correspondiente a la Educación Primaria en Andalucía. (BOJA número 60 del 27 de marzo de 2015)
- Anexo I: Áreas (BOJA número 60 del 27 de marzo de 2015)
- Madrid, D. y McLaren, N. (Eds.) (2004). *TEFL in Primary Education*. Granada: Editorial Universidad de Granada.

APENDIX 1

ANALYSIS OF THE TEACHING UNIT

	ANALYSIS OF ACTIVITIES																						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
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	LA	HS	LA						
17. (INTER)CULTURAL aspects	x				x	x	x	x	x								x	x					
18*. BASIC COMPETEN.CES 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).