

# MASTER'S FINAL DISSERTATION

**Ensenyament i Aprenentatge de l'anglès**

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**Educational proposal to support English  
learning in Primary Education through  
families' educational participation:**

Design, implementation and assessment.

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## Abstract

English performance is key in our society, therefore, it is an essential pillar in nowadays schools. The published scientific literature claims that successful educational practices should be carried out encouraging inclusion and ensuring educational success. Schools and community have confidence that families participation could be beneficial in terms of helping kids develop and learn values to live in society (Gatt et al, 2011). Nevertheless, through enhanced community participation, families can also play a fundamental role in improving educational achievement and getting better academic results.

This article aims to describe an educational proposal intended for 3r Primary students with the goal of supporting their language learning. The main objective is to implement and assess a teaching unit in which families actively participate throughout several lessons in order to prove families participation as a possible way of improving students' academic performance.

The proposal describes Interactive Groups as communities of mutual learners. As students interact with adult volunteers, they engage in 4 different activities in each session where communication is essential. Children are organized in small groups, therefore they have more opportunities to use language. Games and dynamism are the bases of these sessions fostering students' concentration, motivation, increase in self-esteem and better use of time. This article, therefore, presents the possible benefits of those forms of participation and focuses on some forms of community involvement that have been found to improve students' language learning.

Keywords: family participation, academic performance, English learning, learning communities, interactive groups.

## Resum

L'anglès es fonamental a la nostra societat convertint-se, doncs, en un pilar essencial a les escoles actuals. La literatura científica al·lega que cal dur a terme pràctiques educatives d'èxit per tal de fomentar la inclusió i aconseguir l'èxit educatiu. Les escoles i la comunitat confien en què la participació de les famílies als centres escolars pot ser molt beneficiosa en quant a crear persones competents i amb uns valors per viure en societat (Gatt et al, 2011). Si més no, la col·laboració amb les famílies també pot significar una eina per millorar el rendiment escolar dels alumnes i obtenir millors resultats acadèmics.

L'objectiu d'aquest article és descriure una proposta educativa destinada a l'alumnat de 3r de Primària i recolzar l'aprenentatge de la llengua anglesa. L'objectiu principal és implementar i avaluar la unitat didàctica en la qual les famílies participen activament per tal de mostrar la participació de les famílies com una possible via per a millorar el rendiment acadèmic de l'alumnat.

La proposta descriu els Grups Interactius com a comunitats d'aprenentatge mutu. A cada sessió, l'estudiant interactua amb un adult voluntari en 4 activitats diferents en les qual la comunicació és essencial. L'alumnat s'organitza en petit grups, per tant, les oportunitats d'utilitzar la llengua són majors. El joc i el dinamisme són la base d'aquestes sessions, les quals promouen un increment en la concertació, motivació i autoestima i una millor aprofitament del temps. Per tant, l'article presenta els possibles beneficis i l'impacte que tindria en l'aprenentatge de la llengua anglesa utilitzant aquest tipus participació educativa.

Paraules clau: participació educativa, rendiment acadèmic, aprenentatge de la llengua anglesa, comunitats d'aprenentatge, grups interactius.

### **Introduction and aims**

English competence is key in our society and a challenge for nowadays schools. Learning English is a pillar in our curriculums and students should finish their scholarship being able to communicate in English. However, according to EF English Proficiency Index, the world's largest ranking of countries and regions by English skills, in 2016 Spain was on the 19<sup>th</sup> position of the 25 studied European countries (Statista, 2016) and in 2017 it was on the 21<sup>st</sup> position (Statista, 2017). Having a worldwide vision, Spain position has worsened over these last years (EF EPI, 2018) going from the 24<sup>th</sup> position of 44 countries in 2011 to the 28<sup>th</sup> position of 80 countries in 2017. Therefore, we can conclude that English proficiency in Spain is very low compared both to European and world range countries.

These results lead us to turn the improvement of student's proficiency into a matter that should be jointly debated and resolved. This article presents a possible way to improve these results where families' participation<sup>1</sup> in the classroom is vital. The article contains the description, the implementation and the assessment of a teaching unit proposal. Throughout the 2<sup>nd</sup> term, a total of 11 families have come into several 3<sup>rd</sup> Primary English sessions in order to increase the number of experts in a classroom. Students have been working in small groups led by a volunteer who is a family member of a student in the classroom. These adults have been constantly encouraging students to speak English and to participate and work together to complete the tasks.

This article has the following three aims: (1) To review the existing literature about Inclusive Education and learning communities to deepen in the knowledge of both concepts. (2) To design a teaching proposal implemented in a 3<sup>rd</sup> Primary classroom in which families actively collaborate in the

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<sup>1</sup> The term families' educational participation is used to describe a type of engagement in which families' actively take part in the activities carried out inside the classroom.

implementation of the project. (3) To implement and assess the proposal in order to prove families' participation as a possible way of improving students' academic performance.

This article seeks to provide the scientific community and the society in general with a sample of the need for change as well as the importance and benefits of families' participation in the academic field. This article aims to prove that collaboration with family members contribute significantly to the improvement of academic performance in English learning.

### **Theoretical framework**

English is a need in nowadays society. Therefore, it becomes a key subject in nowadays schools. However, as many studies show, Spain has not good results and is one of the countries with the lowest level of English in Europe (EF EPI, 2017). If we want to change this situation, a change in education is required. Moreover, a challenge in nowadays English classrooms is speaking. Speaking is generally thought to be the most important of the four skills. Indeed, one frustration commonly voiced by learners is that they have spent years studying English, but still they cannot speak it. Within the Spanish education programme, teachers usually do not have enough time to teach this skill as it is required, because the great majority of the time is used to go into grammar as it is the base of the language. Furthermore, students are in a social, cultural and linguistic context where the English language is not often present and they do not need it to interact and survive in their life. In short, these are not the most suitable conditions to develop the desired or required level. Furthermore, students are generally not prepared for spontaneous communication.

For this reason, it is crucial to explore different ways to improve students' English performance. Working in small groups monitored by a student's relative could be a possibility to increase students' participation and improve their English performance.

### **Variety of experts in school: De-monopolise the school**

Experts from the educational field work in schools, but they are not the only experts. Families are who truly know their sons and daughters. Therefore, they should actively participate in their children learning process far from just signing documents, attending to meetings or helping kids with their homework.

'Nonexpert adults provide new ways of teaching the same material, which transforms the traditional teaching, enriching the learning process and improving students' results' (Tellado & Sava, 2010: 163). Then, it is crucial to de-monopolise education and trust that 'everyone is capable of providing arguments based on their various types of knowledge, experience, and cultural resources' (Elboj & Niemelà, 2010: 180). Only moving beyond that idea of a monopolised school by the educational experts (Elboj et al., 2002) educational success will be achieved.

A shared responsibility of the students' learning by teachers, children and families is key. According to Ortega and Puigdemívol (2004) everybody can make unique and significant contributions to enrich students' learning processes.

INCLUD-ED (2009) claims that a key factor to reach success involves a reorganization of the already available resources – not only in the school, but including the whole community- in order to create heterogeneous groups with more than one professional in the classroom and enhance all students' learning.

Therefore, learning communities are the pillars of this new approach to education, trusting on families participation and, consequently, they are an educational proposal for our nowadays society: 'a learning community is a social and cultural transformation project of an educational centre and its environment, based on the families educational participation of the whole community' (Valls, 2000: 8), involving an active participation and a flexible organization (Elboj et al., 2002: 21).

This participation is opened to the whole community, especially to families, who are both the main protagonists and who have primary responsibility for their sons' and daughters' education (Elboj et al., 2002: 29). Parents directly affect school effectiveness, 'a school without families' collaboration would achieve very limited results in comparison to the ones that could be achieved if both institutions act together'<sup>2</sup> (Sarramona, 2004: 27-38). Therefore, as several authors claim, families' participation is vital and it means a possible way towards educational success.

### **A different class organization: Interactive groups**

According to research, one of the best forms of organization is called Interactive Groups (IG). Classrooms organised into IGs work as Bruner (1996) describes as communities of mutual learners: the classroom is set up so that members of the peer group can create and transmit knowledge. But the IGs represent a step beyond Bruner's concept as they include family and community members working with small heterogeneous groups of students.

As explained by Flecha (2015), organising the classroom into such groups involves dividing the students into small heterogeneous groups of four to five students each. The children engage in various short activities, each lasting approximately 20 minutes (Flecha, 2015). These activities are organised by an adult, either a teacher or a volunteer (who is a family member from a student in the classroom), which means that as many adults as activities planned are required. 'That person is in charge of promoting interaction between the students so that they all help each other and succeed in completing the proposed activities' (Elboj & Niemelà, 2010: 182). Having these quantity of adults in the classroom promotes a more attentive monitoring of children's work, identifying difficulties quickly and helping students complete the activities (Elboj & Niemelà, 2010: 183). Also, 'the adults galvanise the communicative

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<sup>2</sup> Translated by author.

interaction between the students, ensuring that they create knowledge jointly through dialogue and that all the students learn' (Elboj & Niemelà, 2010: 180). Moreover, 'this reorganization of human resources inside the classroom helps lower achievers to increase the pace of their learning, which is especially important for disadvantaged children' (Flecha, 2015: 33).

Several studies recognize IG's as an effective way of working instrumental subjects (maths and mother tongue), in which students collaborate with family members in order to work out the different planned learning activities using their mother tongue. As Ordóñez-Sierra, Gallego and Santero (2017) claim, many authors describe this approach as a way of increasing motivation, accelerating the learning process and improve classroom behaviour (Aubert et al., 2004; Elboj & Niemelà, 2010; Elboj, Puigdemívol, Soler & Valls, 2002; Flecha et al., 2009; Valls & Kyriakides, 2013).

It is important to highlight that for an effective development of the lesson, teachers should have previously met the volunteers and showed the different tasks that will be carried out in each IG (Muntaner, Pinya & De la Iglesia, 2015).

**Interactive groups benefits: promotion of dialogic interactions, increase of self-esteem and success expectations and a better use of time**

'This specific approach to organising classrooms promotes interaction and dialogue between students so they learn more, and more quickly, especially about instrumental material. This approach supports students in creating knowledge through dialogue and peer support, as occurs when classrooms are organised into sub-communities of mutual learners. This type of organisation generates dialogic interactions in the learning activities that reinforce the idea that children learn along with their classmates' (Elboj & Niemelà, 2010: 180). The big amount of dialogic interactions promotes the acquisition of several tools to communicate and think, enriching their vocabulary and their language proficiency. Furthermore, it seeks to promote students' involvement in reflexions, discussions and decisions, which promotes an ability to structure and develop their ideas and better metacognition (Valentí, 2013: 14).

Moreover, as it has been mentioned above, the session is organised in 4 different short activities of 20 minutes each. All students can finish the planned tasks due to the variety and dynamism of these short activities and the adults' help. Therefore, self-esteem and success expectations increase, fostering an improvement of the learning outcomes (Valentí, 2013: 4).

Dividing the classroom into groups led by adult role models, each with a different learning activity, increases the amount of time that students can spend learning because they can all complete the activities in the time set out for them, and more attention is available for each of them. Moreover, these approach eliminates 'downtime' (Elboj & Niemelà, 2010), what normally causes that some students get bored and lose their attention after finishing their task before their partners.

## **Speaking skill improvement**

Regarding English skills, as it has been mentioned before, speaking is one of the most challenging skills. It is very harsh to practice speaking in nowadays schools due to the amount of students per classroom. This situation is difficult to manage by the teacher, making the speaking acquisition process highly challenging. Organizing the students in small groups monitored by an adult increases the amount of participation and helps students use the language in real contexts to really communicate. However, in order to achieve this and make students communicate, the volunteers joining these sessions should have an intermediate level of English in order to be able to express themselves in a fluent English along all the session.

Interactive groups promote students' participation which is key to develop and create learning: when children are using English to communicate they are learning because the output generated causes changes in the psycholinguistic processes, which directly implies language learning (Arnaiz & Peñate, 2004).

## **Learning through games**

It is essential to bear in mind children's instinct for play and fun. Language learning is hard work and games help and encourage many learners to maintain their interest. Games can focus on various skills (grammar, listening, speaking, writing, reading, pronunciation), so they can be extremely complex. Games also help the teacher to create contexts in which the language is useful and meaningful. 'Games provide one way of helping the learners to experience language rather than merely study it'. (Wright et al., 2006: 2). Moreover, it is important to highlight the spontaneous interaction that games can generate amongst the children. Also, another reason to use games to help students acquire content is the supportive environment that is created. Interaction between learners is less threatening than interaction with the teacher and students feel more comfortable and free to use English.

## **Method**

This research is carried out using a qualitative method, using the following instruments to design, implement and assess it: focus groups with the families and students involved, and a teacher diary.

The participants in this proposal are students from 3<sup>rd</sup> Primary A and a total of 11 relatives (10 parents and an aunt).

The procedure carried out was as follows:

1. Writing a letter informing the families about the project and asking for their participation (see Appendix 1).

2. Planning and having a meeting with the families involved in the project in order to provide them details about the project as well as collect information regarding their relationship with the student, scheduling possibilities, their main interests for participating and their possible contributions (see Appendix 2).
3. Writing of a second letter to inform all the families in the class about the project and asking for data protection permission (see Appendix 3).
4. Planning the didactic sequence according to the information provided by the families.
5. Implementing the didactic sequence.
6. Assessing the didactic sequence.

It is also important to highlight that at the beginning of every unit the volunteers and the teacher had a meeting with 3 different aims: (1) informing the volunteers about the contents to be worked on in that unit, (2) presenting the proposal of sessions and activities for that unit and (3) deciding what relatives were going to join each session. Then, before each session, the participating relatives coming and the teacher had another meeting in order to practice and actually play with the games that were going to be used in the session in order to ensure that all volunteers knew exactly their roles<sup>3</sup>.

This procedure was followed every time we started a new unit. These systematic meetings were carried out regardless of the linguistic content and the learning objectives.

Finally, all ethical considerations have been taken into account. School members (director, head teacher and teachers) have been informed about the project as well as families from 3<sup>rd</sup> Primary from both classes (3<sup>rd</sup> A which is participating in the project and 3<sup>rd</sup> B which is not participating) and they all accept the project (see Appendix 4). Also, regarding data collection, all families agreed on allowing their children to appear in videos and recordings. Finally, this project has been carried out only in one class but the learning objectives were the same in both classes and all students were exposed to the same content.

### Context of the study

This proposal is designed to be carried out with a group of students from 3<sup>rd</sup> Primary in a school located in a middle-high class area. The school is semi-private and is placed in Begues, a small town next to *Parc del Garraf*. Students are exposed to English a total of 8 hours a week: 4 lessons of English and 4 more lessons of CLIL (Physical Education and Arts & Crafts). As it can be deduced, English is one of the pillars of the school, looking for the excellence of these students.

Regarding the English subject, it is worked through books (Ace! 3 Class book and Ace! 3 Activity book, Oxford) (see Appendix 5). Most of the lessons are book based, since its level is very high and teachers

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<sup>3</sup> Appendix 1. Calendar

are focused on finishing the book before the ending of the course. All English teachers should to finish the book, but, apart from that they are free to add as many activities and games as they wish.

The proposal is based on the participation of 11 families along a total of 6 sessions (3 sessions per unit –unit 4 and 5 from the book). In both units the sessions have been developed following the same structure: the first session (vocabulary based) and the second one (grammar based) have been planned to be carried out according to Interactive Groups; finally, session 3 has been used as a conclusion of the unit, involving both vocabulary and grammar.

The main pillar of all sessions is speaking, which becomes essential to complete the activities. Therefore, families and communication are the pillars of all sessions. Moreover, content is always worked through different games and students' fun is the motor of the several activities (see Appendix 6).

It is important to highlight that, as it has been mentioned, IGs are basically used to work instrumental subjects where the vehicular language is their mother tongue. This proposal has been planned to be carried out with students with English as their L2.

Finally, the assessment of this proposal has been done through focus groups both with students and the volunteers, one at the beginning of the implementation of the proposal and another one at the end.

## Results and discussion

In the following lines the results and discussions are presented. Regarding the first aim, to review the existing literature about Inclusive Education and learning communities to deepen in the knowledge of both concepts, it has been covered in the theoretical framework.

According to the second aim, to design a teaching proposal applied to 3<sup>rd</sup> Primary students in which families actively collaborate in the implementation of the project, it has been dealt both in the method and in the context of study. It is important to highlight some crucial aspects.

As it has been said before, at the beginning of every new unit the same steps were followed: first, a meeting to introduce the new topic and the contents that were going to be worked on and to present the activities that were going to be carried out. Then, before every session the volunteers and the teacher met again in order to practice and play with the games and to ensure that they all knew exactly their roles. Families felt that they were important in kids' learning process and that they could enhance school as reflected by these two mothers' comments during the focus group at the end of the process: 'sovint

les famílies deixen l'educació en mans de l'escola i hauria de ser més global<sup>4</sup> (mother) or 'm'agrada la idea de poder-me involucrar més enllà de fer els deures'<sup>5</sup> (mother).

This systematization of the meetings has had a strong and positive impact on the proposal design because after some meetings, volunteers felt confident enough to present alternatives or to make proposals of other activities or games, quoting a mother: 'l'objectiu és que la família participi a l'aula, però també m'agrada poder aportar idees'<sup>6</sup> (mother). Then, as both these comments illustrate and Elboj and Niemelà (2010) state, 'the involvement of volunteers also ensures that the activities are more creative, and the volunteers cooperate with the teaching staff in a constant search for ways to teach better' (Elboj & Niemelà, 2010, 183).

Another key aspect is organization and planning: the five adults in the classroom (4 volunteers and 1 teacher) should know exactly what to do at any time. Four different activities happen at the same time in a classroom of 28 students in a 55 minutes session. Then, an accurate organization becomes crucial. This is another reason why meeting the relatives so often and ensuring that all of them know exactly how the session is going to evolve is vital.

Moreover, these meetings help volunteers share their doubts and concerns. These adults are not used to be part of a classroom and to lead a group of students that have to work on a specific content and try to speak English. All in all, makes volunteers feel nervous and even scared as a family commented: 'Al principi hi havia famílies molt angoixades, a més, és important saber el vocabulari que podem utilitzar per tal que estigui al nivell dels alumnes'<sup>7</sup>.

Therefore, these meetings are essential and should be done regardless of the linguistic content and the learning objectives, with the goal of helping volunteers feel comfortable with the content and the activities. However, an aspect to bear in mind is the amount of time spent, both for the teacher and volunteers.

Another aspect taken into account in the proposal design is classroom organization. Most of the sessions are based on the interactive group's methodology as it has been already mentioned. This approach, as defined in previous researches, is based on organizing the classroom in small groups of four to five students and do 4 different activities lasting approximately 20 minutes (Flecha, 2015). However, the implemented proposal in this research was planned to be done with groups of 6 students due to the amount of children in the classroom. Also, activities last around 15 minutes in order to have time to

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<sup>4</sup> Very often, families, leave education in hand of the teachers, and it should be more global (Translated by author).

<sup>5</sup> I like the idea of being able to be involved beyond homework (Translated by author).

<sup>6</sup> The objective is that families can participate in the classroom, but also be able to contribute with ideas (translated by author).

<sup>7</sup> At the beginning there were families who were worried, also it is important to clarify the vocabulary that should be used with the students (translated by author).

welcome parents and make the rotations from one corner to the other, considering the 55 minutes duration of the sessions in the selected school.

One of the aims of the proposal is to make students participate and have more opportunities to use English and working in small groups is a way to achieve it as two student tell: ‘Parlo més en petit grup perquè no tinc vergonya<sup>8</sup>’ (Student). ‘Normalment no parlo<sup>9</sup>’ (Student). As the literature described in the theoretical framework shows, this group work and participation promote a better learning of the language, therefore, this illustrates that in a future students could potentially increase their academic performance.

Moreover, the pillar of all sessions is playing games and having fun while learning. As it has been detailed in the theoretical framework, games help and encourage many learners to maintain their interest and to use language as a tool in a meaningful context. This has also been corroborated by students: ‘Si aprenem amb jocs no ens avorrim<sup>10</sup>’ (Student). Also, playing games promotes a lot of spontaneous interactions and the adults can provide the necessary help to make students use English also in these situations.

Finally, the results according to the third aim, to implement and assess the proposal in order to prove families’ participation as a possible way of improving students’ academic performance, will be presented and discussed. The proposal has been implemented during the second term in the English classes with the 28 students. A direct evaluation of the students’ grades or level before and after the project would not be representative due to reduced sample and the time limitations of the project. Then, it has been assessed through focus groups both with the family members that volunteered and the students in order to get their impressions. The following qualitative results are organised in four sections that derive from the analysis of the data: participation and output promotion; effects on motivation, self-esteem and success expectations; dynamism and better use of time; and importance of systematization, planning and organization.

### **Participation and output promotion**

First, as it has been explained above, the sessions have been planned to be carried out in small groups. Authors such as Elboj and Miemelà (2010) affirm that both group work and working time increase are key to improve academic performance. This organization helps students feel more comfortable and promotes their interaction, as a student verifies: ‘M’agrada treballar en petits grups perquè és menys aclaparador<sup>11</sup>’ (Student). The increase in the amount of English output directly affects learning. As it was mentioned in the theoretical framework, oral production contribute language acquisition and,

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<sup>8</sup> I speak more in small groups because there I am not shy (translated by author).

<sup>9</sup> Normally I do not speak (translated by author).

<sup>10</sup> If we learn while playing, we do not get bored (translated by author).

<sup>11</sup> I like working in small groups because is less overwhelming (translated by author).

therefore, these interactions between students indicate a possible benefit in the development of children academic and communicative skills.

Another benefit this organization has is the amount of opportunities for students to participate and use English compared to a regular English session, as a father shows: ‘a la classe són 28 nens i nenes, són massa per poder tenir una conversa on participin tots’<sup>12</sup>. Working in small groups students have more occasions to express themselves and use the L2 rather than working with the whole group. ‘Parlem més quan estem en petit grup perquè hi ha menys gent i doncs et toca a tu més cops’<sup>13</sup> (Student) or ‘A les classes normals d’English no parlo molt i en petit grup parlo més’<sup>14</sup> (Student). Also, families have the same feeling: ‘dividits en grups tots parlaven; jo no vaig detectar cap nen que no parlés’<sup>15</sup> (mother). If the extent of interactions increases, there are more opportunities to communicate and, consequently, communication skills will advance (Elboj and Niemelà, 2010). And, as Elboj and Niemelà (2010) mention, this is a strong indicator that in the future students will potentially improve their English performance.

Family members that are leading the interactive group are constantly encouraging students to speak English as these comments illustrate: ‘Avui he parlat quasi tot en anglès perquè el pare ho deia’<sup>16</sup> (Student) and ‘tots intentaven buscar la frase per fer-se entendre’<sup>17</sup> (mother). Moreover, students use English for spontaneous comments, for example ‘roll the dice’ (Student) or ‘*jo he<sup>18</sup> win*’ (Student). Students do not feel the same pressure talking in small groups than talking in front of the classroom as a father noticed: ‘Com que estan distrets amb una altra cosa, no estan pensant en si s’equivoquen o no o en si diuen les coses bé o no, simplement parlen’<sup>19</sup>. Also, another mother said: ‘tothom deia alguna cosa, encara que fos “hello” o bé contant les caselles mentre jugaven. Potser era alguna cosa simple, però que no hauria fet en una classe sense nosaltres. Tothom va utilitzar l’anglès en algun moment’<sup>20</sup> (mother).

Another benefit is that volunteers also use English to help other students from the group to understand the activity or a comment that another partner said. These factors prove the significance of having an adult leading each group, otherwise these interactions would not be possible. Speaking is an important

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<sup>12</sup> In the classroom there are 28 students, this is too much to have a conversation where everybody participates (translated by author).

<sup>13</sup> We speak more when we are in small groups because there are less people and then, we can speak more (translated by author).

<sup>14</sup> In normal English classes I do not speak, and in small groups I speak more (translated by author).

<sup>15</sup> Working in small groups everybody participated, I did not find any Student who did not speak.

<sup>16</sup> Today I spoke all time in English because a father was telling me to do it (translated by author).

<sup>17</sup> Everybody tried to look for the right sentence in order to make themselves understood (translated by author).

<sup>18</sup> I have win (translated by author)

<sup>19</sup> Since they are distracted with other things, they are not focused on if they are saying it right or not, they are just talking.

<sup>20</sup> Everybody used English at some point, even i fit was just to say ‘hello’ or to count the boxes while playing. Maybe it was something simple, but it was something that they would not have said without parents’ participation (translated by author).

challenge in nowadays classrooms and promoting interaction between students drives them to develop stronger communicative abilities.

Regarding the amount of participation, we should pay especial attention to shy students. This methodology helps those students who do not normally participate, especially when they have to speak in front of all their classmates by making them feel more confident and talkative as the following examples illustrate: ‘M’atabalo més quan hi ha molta gent que m’està escoltant parlar anglès. Llavors en petit grup parlo més’<sup>21</sup> (Student) or ‘A mi em fa vergonya parlar amb tota la classe per si m’equivoco en una paraula i en grups és com si no hi hagués tanta gent i parlo més’<sup>22</sup> (Student). This feeling is also shared by families: ‘sempre hi ha el més tímid, que al principi no vol parlar, però llavors l’estires i acaba parlant, per poc que sigui’<sup>23</sup> (mother).

### **Effects on motivation, self-esteem and success expectations**

Regarding the type of activities, as it has been said before, all of them are based on playing games and having fun. Research and the proposal implementation and assessment have proved that kids learn more if they are motivated and having fun. If students are having fun they seize the learning opportunities and take benefit of every activity. ‘Jugar és divertit i pensar també. Si fas els dos a la vegada és encara millor’<sup>24</sup> (Student). Also, learning while playing, makes English become a tool. ‘Estan pendents de jugar i no de parlar anglès’<sup>25</sup> (father). Children were practicing and speaking English at the same time that they were feeling well and having fun. Therefore, this motivation promotes a better acquisition of new contents.

Moreover, as it has been said before, each group is led by a relative. ‘Learning is naturally promoted when children have the opportunity to work in small groups with various helpful adults, even when these people are not educational professionals’ (Elboj & Niemelà, 2010: 183). Also, IGs make students feel more secure and relaxed as a student and a mother say: ‘M’agrada més treballar amb els pares perquè tinc més confiança’<sup>26</sup> (Student) and ‘el fet de parlar amb un pare ho veuen com una figura més planera i no imposa tant’<sup>27</sup> (mother).

Besides, IGs fosters a better follow-up of student’s learning process because each group of students is led by an adult that can help and monitor them. ‘En petit grup no et lies tant com quan ho fem tots junts

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<sup>21</sup> I do not like talking if many people is looking at me. Then, in small groups I talk more (translated by author).

<sup>22</sup> I do not like talking in front of everybody because I am shy, I am thinking if I will be wrong, then, in small groups I talk more (translated by author).

<sup>23</sup> There is always that shy Student who do not want to talk at the beginning, but then, you encourage him or her and they finally talk (translated by author).

<sup>24</sup> Playing is fun, and thinking as well. If you do both, it is even better (translated by author).

<sup>25</sup> They are focused on playing not about speaking English (translated by author).

<sup>26</sup> I prefer working with parents because I feel more confident (translated by author).

<sup>27</sup> Talking to a parent is easier because they see them as a closer figure and it does not strike them so much (translated by author).

i entens més les coses'<sup>28</sup> (Student). Therefore, the content comprehension of the students is higher as a mother comments: 'jo tinc bessones i he tingut l'experiència de la nena que ha format part del projecte i la que no; i puc dir que els continguts i el vocabulari queda molt més arrelat a la nena que ha treballat d'aquesta manera i totes dues tenen un nivell similar d'anglès'<sup>29</sup> (mother).

Furthermore, students feel they learn more in these sessions and realize they are useful. 'Tu ens vas ensenyar a fer les preguntes i avui he après a fer-ho i dir-ho amb el meu cap'<sup>30</sup> (Student). Also, English becomes useful and encourages children to learn it, as the following comment exemplifies: 'la meva filla, fa cosa de dos mesos, em va demanar per parlar anglès a casa de tant en tant'<sup>31</sup> (mother).

Finally, the rich interactions and the fact that all students can succeed and complete the task promotes greater self-esteem and high expectations, and all in all helps all students improve their academic results (INCLUD-ED Consortium, 2009 and 2011). Furthermore, students can learn, they can help their classmates and be helped. 'This type of interaction helps students develop a more positive image of themselves, and thus provides a new start for children who had not been able to learn or to earn good grades' (Elboj & Niemelà, 2010: 182). At the same time, this methodology promotes solidarity and respect among partners, due to the fact that students need each other to learn (Elboj & Niemelà, 2010).

### **Dynamism and better use of time**

Each group of students played a different game in each corner, this makes the session more dynamic and less boring. 'M'agrada més fer 4 jocs diferents que una sola activitat'<sup>32</sup> (Student). Every 15 minutes students change the activity. Students move and they go to the next corner to start a different activity and this provides dynamism to the session and helps students break the concentration time. 'M'agrada aixecar-me perquè estiro les cames i em distrec'<sup>33</sup> (Student). Working in interactive groups, students change the activities in a dynamical, creative and motivating way (Elboj & Niemelà, 2010).

Moreover, this dynamism makes students eliminate what is called as 'downtime'. They are concentrated during 15 minutes and they have an adult that makes them pay attention. Then, students can move and go to the next corner and can be completely concentrated for 15 more minutes. 'M'agrada més perquè quan treballem tots junts perdem més el temps i si ho fem en petit grup perdem menys temps'<sup>34</sup> (Student). This promotes a better use of time than a regular English session, as a student stands: 'A les classes

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<sup>28</sup> In small group everything is clearer (translated by author).

<sup>29</sup> I have twins and I had the experience of a daughter participating in the project and another who did not; and I can say that the girl who participated, interiorised better both content and vocabulary worked, and both have a similar English level (translated by author).

<sup>30</sup> You taught us to do the questions and today I learnt to do it and think it (translated by author).

<sup>31</sup> My daughter, around two months ago, asked me to practice and speak English at home (translated by author).

<sup>32</sup> I prefer doing 4 different activities rather than only one (translated by author).

<sup>33</sup> I like standing up because I move my legs and I get distracted a little bit (translated by author).

<sup>34</sup> I prefer these sessions because when we work all together we waste time, instead, if we are working in small groups, we waste less time (translated by author).

normals si acabo ràpid i em sobra temps, m'avorreixo'<sup>35</sup> (Student). Instead, students working in IGs are constantly working and they are all participating at the same time because the activities are collaborative, as a father comments 'si fas una activitat amb tota la classe, cada cop parla un, llavors els altres desconnecten. Amb els jocs això no passa, tots estan pendants'<sup>36</sup>.

### **Importance of systematization, planning and organization**

It is important to bear in mind that this approach needs practice. The first sessions were more chaotic because students were not used to work using this methodology. Also they were very excited with the presence of their parents. Last sessions show that students are completely used to the methodology and that everybody knows their roles. Systematization of the sessions helps students learn how to work in these classes and it helps to be on time.

To sum it up, working in small groups monitored by an adult has shown some results that illustrate an improvement in the learning environment: the increase on children's motivation and classroom dynamism, the growth of the amount of opportunities children have to participate, enriching interactions between students, the decrease of the downtime and the prevention of boring moments. All in all, illustrates an improvement in the learning environment and this could be the basis for the improvement of academic performance and learning language proficiency.

### **Conclusions**

Based on the arguments discussed in the theoretical framework it has been demonstrated how interactive contexts can play a valuable role in student learning, in the form of Interactive Groups. Bruner (1996) suggested turning classrooms into sub-communities of mutual learners in which the teaching staff does not hold a monopoly on knowledge and students help each other. In this proposal families are crucial because, as many authors (Elboj et al. 2002, Sarramona, 2004) claim, families' participation is key and directly affect school effectiveness.

This proposal is based on heterogeneous and dialogic interaction in the peer group led by an adult as the key to learning and to academic success. More knowledge is generated through this type of interaction than can be created individually. Interactive Groups potentially lead children to succeed academically because of the dialogic interactions not only amongst the children, but also between the peer group and heterogeneous adults (Elboj & Niemelà, 2010).

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<sup>35</sup> In a regular session I finish very quickly and I get bored (translated by author).

<sup>36</sup> If you do an activity with all the classroom, there is only one Student participating at a time, then, the others disconnect and do not pay attention. Playing games this did not happen, everybody was paying attention (translated by author).

Organising the classroom into such groups involves dividing the students into small heterogeneous groups of four to five students each. Children engage in various short activities, each lasting approximately 20 minutes and led by a family member who encourages all children's participation.

After the proposal implementation, the students' and volunteers' impressions corroborate the hypothesis that this approach facilitates an environment that illustrates a possible improvement in the students' academic success for at least three reasons:

First, when the classroom is organised into small groups that engage in different activities with adults who drive and promote the communicative interaction between students, who, therefore, have more opportunities to participate and use language. Then, the amount of output produced by the student is higher, therefore the language learning improves.

Second, since more adults participate in various groups with different activities, a higher level of learning activity occurs. The session becomes dynamic, avoiding "downtime" and boring moments, thanks to the variety of short and challenging activities, so children are involved in academic tasks for greater amounts of time.

Third, the approach has a big effect on motivation, self-esteem and success expectations. All students are actively participating in the session and having fun because they are learning through games, also, they all can finish the activities because they are collaborative and led by an adult that can help them. Therefore, students comprehend better and content becomes accessible and more memorable to all children. All these fosters the feeling among students that they all can learn and use English.

These factors create a beneficial learning environment, giving rise to more learning opportunities for everyone, promoting a better learning of language.

Moreover, it is important to highlight the importance of communication between families and teachers. Accurate planning and perfect organization becomes crucial for a good developing of the sessions. Teachers should ensure that families feel confident and comfortable. Also, systematization of both meetings and sessions is key. Learning to work through this methodology is a process and everybody involved needs time to learn it: volunteers, students and teacher.

Finally, research showed that IGs were basically used in instrumental subjects where the vehicular language was the mother tongue. However, the results presented and discussed above illustrate that IGs have also a positive impact on L2 sessions.

To sum up, working in Interactive Groups led by an adult has many benefits such as dynamism, increase on motivation, self-esteem and success expectation, a bigger amount of students' English output and a growth of interactions between them and a better use of time. Due to the interaction and the amount of output students can produce, communicative abilities would improve in the future. Furthermore,

Working through games in small groups fosters a better comprehension and interiorisation of content. Considering these points, we reach a general conclusion about the results of organising classrooms dialogically into IGs: all in all indicates a better English performance in the future.

### **Limitations and further research**

Throughout the development of this project I found several limitations, which I present in the following lines:

First, regarding the implementation, we should take into account that this proposal cannot be implemented in all contexts. Families should have a middle level of English in order to be able to participate. Moreover, it requires a very high degree of involvement of both teacher and families. Also, the school timetable is not prepared for this approach. Sessions last 55 minutes, which is not enough to carry out 4 different activities of 20 minutes each. For this reasons, it was adapted to 4 activities of 12-15 minutes each.

Also, the assessment was done through focus groups with families and students. However, the results would have been more precise if we could add other instruments: for example, an extra teacher in the classroom who could observe or interviews with experts that could evaluate the proposal.

To finish, regarding further research, it would be interesting to develop this methodology along the whole year and in different levels, schools and content. In this way, we would reach more defined and accurate conclusions.

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# APPENDICES

## Appendix 1. Calendar

\*The first meeting to introduce the Project was on 20<sup>th</sup> December.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
January 2018	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
	29	30	31	1	2	3	4
February 2018	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	1	2	3	4
March 2018	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	29	30	31	

## Appendix 2. Letter 1

Benvolgudes famílies,

Aquest curs d'anglès a terme en l'assignatura d'anglès on les famílies en sou imprescindibles.

Avui en dia un dels objectius del centres escolars i de les famílies és que els infants acabin l'escolaritat amb un bon nivell d'anglès. Incloure les famílies dins l'aula pot ser una eina per ajudar-nos a aconseguir aquest objectiu. Aquest és el motor del meu treball de fi màster (Màster en Ensenyament i Aprenentatge en Llengua Anglesa), on les famílies en sou la clau i, junts, podríem explorar aquesta possibilitat.

La literatura científica al·lega que la participació de les famílies als centres escolars pot ser molt beneficiosa en quant a crear persones competents i amb uns valors per viure en societat. Si més no, la col·laboració amb les famílies també podria significar una eina per millorar el rendiment escolar dels alumnes i obtenir **millors resultats acadèmics**.

La meua proposta és convidar-vos a formar part de les classes d'anglès, el qual no vol dir convertir-vos en els mestres, sinó en un suport educatiu per tal de poder fer diverses activitats simultànies, treballs en grup... **Tots els membres de la família amb un nivell mig d'anglès hi esteu convidats**. Amb vosaltres a l'aula, l'alumnat estarà més motivat i tindrà més ganes d'aprendre. En conseqüència, els aprenentatges seran més significatius i hi haurà un millor rendiment acadèmic.

Començarem fent una reunió amb totes les famílies interessades en participar per tal de planificar les activitats i organitzar els horaris. Les activitats es duran a terme en horari lectiu, utilitzant tant les hores d'anglès com les de la resta de matèries que imparteixo jo per tal de flexibilitzar l'horari i tingueu més oportunitats de poder venir.

Agraeixo molt la vostra col·laboració i estic convençuda que pot ser un projecte molt enriquidor i significatiu per tots: mestres, famílies i alumnes. L'escola ha donat total suport a la realització d'aquest projecte i no descarten una possible continuació d'aquest si n'obtenim uns bons resultats.

Així doncs, si esteu interessats/es en participar en aquest repte agrairia que omplísieu les següents informacions i me les féssiu arribar abans del **5 de desembre**:

Nom i cognoms:

Correu electrònic:

Parentiu amb l'alumne/a:

Signatura:

Moltes gràcies,

Mireia Núñez (tutora de 3r A)

### Appendix 3. Families' information and grid

 	
<b>Nom i cognoms</b>	
<b>Parentiu amb l'alumne</b>	
<b>Nom de l'alumne</b>	
<b>Nivell d'anglès</b>	
<b>Horaris disponibles</b>	
<b>Per què t'ha interessat el projecte</b>	
<b>Què podries aportar? (Propostes d'activitats, temes que t'interessen...)</b>	
<b>Altres comentaris</b>	
<b>Data</b>	<b>Signatura</b>

	Nom i cognom	Parentiu amb l'alumne	Horaris disponibles	Per què t'ha interessat?	Què podries aportar	Altres
1.						
2.						
3.						
4.						
5.						
6.						
7.						

## Appendix 4. Letter II and data protection document



Benvolgudes famílies,

Tenim constància per Secretaria que tots els alumnes de la classe de 3r A han signat el Document de Protecció de Dades que autoritza l'escola a fer fotografies i gravacions als seus fills i filles. Durant les sessions d'anglès en les quals participen famílies s'enregistraran certs moments i aquestes imatges seran utilitzades per a fer l'anàlisi del projecte per al meu Treball de Fi de Màster.

Si no vol que el seu fill o filla aparegui en aquestes imatges, agrairíem que omplís el següent formulari i el retornés signat.

Moltes gràcies per la seva col·laboració,

La direcció del centre i Mireia

-----  
En/na ..... amb DNI

..... no autoritza a .....

a aparèixer a les imatges i gravacions realitzades a les sessions d'anglès que formin part del projecte del Treball de Fi de Màster realitzat a la classe de 3r A durant el curs 2017-18.

Data \_\_\_\_\_

Signatura \_\_\_\_\_

## Appendix 5. Agreement document

**CONSENTIMENT INFORMAT PER LA PERSONA PARTICIPANT**

**Títol del Treball Final de Màster:** Educational proposal to support language learning in Primary Education through families' educational participation: design, implementation and assessment.

**Investigador responsable** (nom i cognoms): Mireia Núñez Paulí  
**Correu electrònic:** m.nunez.1@begues.manyanet.org

El material i/o les dades obtingudes gràcies a la seva participació en aquest Treball Final de Màster seran d'ús exclusiu intern de la Facultat de Psicologia, Ciències de l'Educació i l'Esport-Blanquerna. En el cas que fossin incloses en una publicació dins de l'àmbit acadèmic i científic complirien estrictament les condicions ètiques de confidencialitat exigides en una recerca d'aquestes característiques.

---

La persona participant ha de llegir i contestar les següents preguntes amb atenció (encerclar la resposta correcta):

Ha llegit tota informació que li ha estat facilitada sobre aquest projecte?	SÍ/NO
Ha tingut l'oportunitat de preguntar i comentar qüestions sobre el projecte?	SÍ/NO
Ha rebut suficient informació sobre aquest projecte?	SÍ/NO
Ha rebut respostes satisfactòries a totes les preguntes?	SÍ/NO
Està d'acord en participar-hi?	SÍ/NO
Autoritza la seva participació en el projecte?	SÍ/NO
Autoritza la participació de les persones de les quals és responsable representació institucional)?	(en el cas d'una SÍ/NO

Data: .....

Signatura de la persona participant (noms i cognoms entre parèntesi):

Exemplar per al participant

**CONSENTIMENT INFORMAT PER LA PERSONA PARTICIPANT**

**Títol del Treball Final de Màster:** Educational proposal to support language learning in Primary Education through families' educational participation: design, implementation and assessment.

**Investigador responsable** (nom i cognoms): Mireia Núñez Paulí  
**Correu electrònic:** m.nunez.1@begues.manyanet.org

El material i/o les dades obtingudes gràcies a la seva participació en aquest Treball Final de Màster seran d'ús exclusiu intern de la Facultat de Psicologia, Ciències de l'Educació i l'Esport-Blanquerna. En el cas que fossin incloses en una publicació dins de l'àmbit acadèmic i científic complirien estrictament les condicions ètiques de confidencialitat exigides en una recerca d'aquestes característiques.

---

La persona participant ha de llegir i contestar les següents preguntes amb atenció (encerclar la resposta correcta):

Ha llegit tota informació que li ha estat facilitada sobre aquest projecte?	SÍ/NO
Ha tingut l'oportunitat de preguntar i comentar qüestions sobre el projecte?	SÍ/NO
Ha rebut suficient informació sobre aquest projecte?	SÍ/NO
Ha rebut respostes satisfactòries a totes les preguntes?	SÍ/NO
Està d'acord en participar-hi?	SÍ/NO
Autoritza la seva participació en el projecte?	SÍ/NO
Autoritza la participació de les persones de les quals és responsable representació institucional)?	(en el cas d'una SÍ/NO

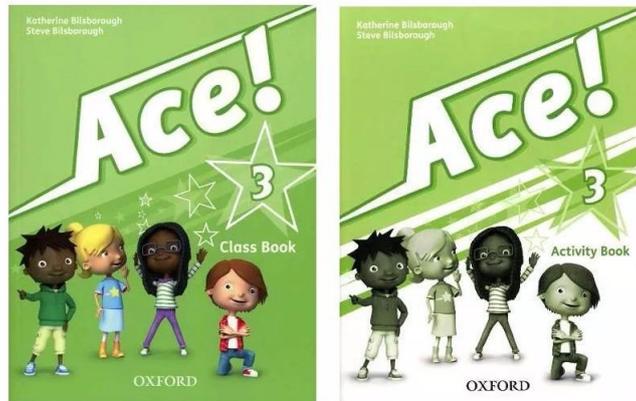
Data: .....

Signatura de la persona participant (noms i cognoms entre parèntesi):

Exemplar per l'investigador

## Appendix 6. Classbook and activity book

Ace 3, from OXFORD



## Appendix 7. Didactic sequence

### Unit 4. Session 1

#### Contextualisation

Students have already been taught the vocabulary from this unit and this session will be used to practice it and acquire it.

This session is planned to be carried out in interactive groups, in which the classroom is split into 4 groups and each one is led by an adult. The teacher is going around the classroom managing the lesson and helping all the groups.

#### Objectives

- To acquire the words from the vocabulary from unit 4: elephant, lizard, elephant, monkey, hippo, parrot, lion, kangaroo, bat, bear, snake, giraffe, tiger and crocodile.
- To be able to understand the instructions given by the teacher.

#### Activities

Activity 1: What's up?	
<b>Skills</b>	Listening and speaking Vocabulary
<b>Organisation and time</b>	Groups of 7 10 minutes
<b>Description of the activity</b>	We will start revising the vocabulary from last session, we will do it playing a game called What's up: To get started, shuffle the chosen cards and place them face down in the centre. Each player puts a plastic card holder on their head. These are adjustable so they fit heads of different sizes. Then each player takes a card and without looking at it slots it into the plastic card holder on their head. Each card has an image on it, for example a lion, a monkey or a dog; and

then each player has to guess 'what's on their head'. To guess the word, the other players provide clues. Also, the player guessing can ask searching questions.

It is important to bear in mind that only the card about animals will be used.

**Materials**

"Whats up?" board game<sup>1</sup>

**Assessment**

- Participation in small group.
- Acquisition of the words from the vocabulary (orally).

**Activity 2: Let's follow the clue!**

**Skills**

Reading  
Vocabulary

**Organisation and time**

Groups of 7  
10 minutes

**Description of the activity**

The group will have 4 different numbered envelopes and a sheet of paper with numbers from 1 to 4 students will open the first envelope and will read the first clue. They will keep reading clues until they know the animal. Once they guess it, they will write the name on the paper and they will open the next envelope. The first group guessing all the animals will be the winner.

**Materials**

These materials should be created by the teacher and she or he needs: 4 envelopes per group and small cards.<sup>2</sup>

**Assessment**

- Participation in small group.
- Acquisition of the words from the vocabulary (orally).
- Reading and comprehension of the clues.

**Activity 3: Let's match the sticker and the definition**

**Skills**

Reading  
Vocabulary

**Organisation and time**

Groups of 7  
10 minutes

**Description of the activity**

Each member of the group will have a worksheet with 7 definitions and also a sticker with the name of an animal at the back. They will read the definitions individually and then all together. Then, they will start walking around and looking at their partners backs in order to find the words that match the different definitions.

**Materials**

These materials should be created by the teacher and she or he needs: list of definitions and stickers with the name of the animals.<sup>3</sup>

**Assessment**

- Participation in small group.
- Acquisition of the words from the vocabulary (orally).

<sup>1</sup> See appendix 7.1 .

<sup>2</sup> See appendix 7.2.

<sup>3</sup> See appendix 7.3.

- Reading and comprehension of the clues.

### Activity 4: Mime

<b>Skills</b> Speaking Vocabulary
<b>Organisation and time</b> Groups of 7 10 minutes
<b>Description of the activity</b> One player will think of an animal from the vocabulary (page 35) and will represent it doing mimics (sounds and words cannot be used). The other players should guess the word. Once they know it they should ask: Is it a ....? And the player should answer using the structures “Yes, it is” or “No, it isn’t”.
<b>Materials</b> Classbook page 35 <sup>4</sup> .
<b>Assessment</b> <ul style="list-style-type: none"> <li>- Acquisition of the words from the vocabulary.</li> <li>- Participation in small group.</li> </ul>

## Unit 4. Session 2

### Contextualisation

Students have already been taught the structures: “Is the (animal) (action)?” and “Do (animal) live (in the jungle, in the desert, in the forest, in the water, in caves on land)” in a previous lesson. This session will have the objective to practice them and acquire them.

This session is planned to be carried out in interactive groups, in which the classroom is split into 4 groups and each one is led by an adult. The teacher is going around the classroom managing the lesson and helping all the groups.

### Objectives

- To acquire the words from the vocabulary from unit 4: elephant, lizard, ...
- To acquire the grammar structure: “Is the (animal) (action)?”.
- To acquire the grammar structure: “Do (animal) live (in the jungle, in the desert, in the forest, in the water, in caves on land)”.
- To be able to understand the instructions given by the teacher.

### Activities

#### Activity 1: Snap!

<b>Skills</b> Listening and speaking Grammar
<b>Organisation and timing</b> Groups of 4 15-20 minutes

<sup>4</sup> See appendix 7.4.

<p><b>Description of the activity</b></p> <p>To get started, shuffle the cards and place them face down in the centre. The younger player will be the first one and he or she will choose a card and will place it face up in front of he or she. Then the player in the right will take another card and so on. Once two players have a card in which the colour is the same they will have to snap on the table and say “jungle!”. The first player saying “jungle!” will be able to create the sentence provided by the cards. If he or she says it right, he or she will keep the card. Then, the next player will take another card and so on. The winner will be the player with more cards.</p>
<p><b>Materials</b></p> <p>These materials should be created by the teacher and she or he needs: set of cards with animals and set of cards with questions<sup>5</sup>.</p>
<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>- Participation in small group.</li> <li>- Acquisition of both grammar structures (orally).</li> </ul>

<p><b>Activity 2: Running dictation</b></p>
<p><b>Skills</b></p> <p>Reading and writing Grammar</p>
<p><b>Organisation and timing</b></p> <p>Groups of 4 15 minutes</p>
<p><b>Description of the activity</b></p> <p>We will split the group in two teams. In one part of the classroom we stick the text from the dictations. Students do relays to get to the text (one sentence each member of the group runs to the dictations, comes back, and tells de sentence, the next one writes it down). The first team finishing will be the winner. Then, we will correct it all together.</p>
<p><b>Materials</b></p> <p>These materials should be created by the teacher and she or he needs: list of sentences to be dictated<sup>6</sup></p>
<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>- Participation in small group.</li> <li>- Acquisition of both grammar structures (orally and written).</li> </ul>

<p><b>Activity 3: Snakes and ladders</b></p>
<p><b>Skills</b></p> <p>Listening and speaking Grammar</p>
<p><b>Organisation and timing</b></p> <p>Groups of 7 15 minutes</p>
<p><b>Description of the activity</b></p> <p>The “ask a friend” cards are placed face down on the board. Players must go around the board from 1 to 100 by rolling the dice and advancing the number on the dice while they say the number aloud. If a player lands on a snake or a ladder square, they take a card from the pile. They must then form a correct question using the prompt on the card. If they are on a snake or ladder and their question is correctly formed they go up; if not, they stay where they are or slide down. Then, they return the card to the bottom of the pile. The player on their left answers the question and gets a point if they answer correctly. These points will help them be “safe” from an incorrectly formed question. To start, all the players roll the dice, and the player with the highest number goes first. The player on his or her left continues. The winner is the first player to reach 100 or the player nearest 100 at the end of the time limit.</p>

<sup>5</sup> See appendix 7.5.

<sup>6</sup> See appendix 7.6.

<b>Materials</b> Game board and ask a friend cards <sup>7</sup>
<b>Assessment</b> - Reading and comprehension of the instructions. - Acquisition of both grammar structures.

<b>Activity 4: Game from the activity book page 97</b>
<b>Skills</b> Listening and speaking Grammar
<b>Organisation and timing</b> Groups of 7 15 minutes
<b>Description of the activity</b> In pairs students will play the game from the activity book page 97 (students have to complete the chart by asking and answering questions, ex: Do snakes live on land?)
<b>Materials</b> Students' activity book page 97 <sup>8</sup> .
<b>Assessment</b> - Acquisition of both grammar structures.

### Unit 4. Session 3

#### Contextualisation

This session will be the conclusion of unit 4 and students will need to use all the vocabulary and grammar used along all the unit.

This session will be a workshop in which both teacher and family members will go around the classroom helping students speak in English.

#### Objectives

- To be able to use the words from the vocabulary from unit 4: elephant, lizard, ...
- To be able to use the grammar structure: "Is the (animal) (action)?"
- To be able to use the grammar structure: "Do (animal) live (in the jungle, in the desert, in the forest, in the water, in caves on land)".
- To be able to understand the instructions given by the teacher.

#### Activities

<b>Activity 1: Let's become animals</b>
<b>Skills</b>

<sup>7</sup> See appendix 7.7.

<sup>8</sup> See appendix 7.8.

Listening and speaking
<b>Organisation and timing</b> Groups of 5-6 15 minutes
<b>Description of the activity</b> We will split the class in 5 groups and each group is going to choose an animal from the unit. Once they have it they will make up each other. In order to take the makeup they will have to ask the teacher or the families “Can I have the ..... Colour, please?”
<b>Materials</b> Make up.
<b>Assessment</b> <ul style="list-style-type: none"> <li>- Participation in small group.</li> <li>- Acquisition of both grammar structures and vocabulary.</li> </ul>

### Activity 2: Let's guess

<b>Skills</b> Listening and speaking Vocabulary
<b>Organisation and timing</b> Groups of 5-6 15 minutes
<b>Description of the activity</b> Afterwards, once everybody is ready, students will go around the classroom guessing what animals their partners are asking the following question: Are you a .... ? Yes, I am / No, I am not. Students will have these structures written on the blackboard.
<b>Materials</b> -
<b>Assessment</b> <ul style="list-style-type: none"> <li>- Participation in big group.</li> <li>- Acquisition of both grammar structures and vocabulary.</li> </ul>

### Activity 3: Let's create our habitat

<b>Skills</b> Listening and speaking Vocabulary and grammar
<b>Organisation and timing</b> Groups of 5-6 15 minutes
<b>Description of the activity</b> We will split the class again in 5 groups mixing the different animals (so that in each group there are different animals). They will create the ideal habitat for the animals in the group. Once all groups have their habitats they will present them using the following structures: “In this habitat there is/there are...”, “the (animal) lives on land/in the water/ in caves....”.
<b>Materials</b> Paper Colours
<b>Assessment</b> <ul style="list-style-type: none"> <li>- Participation in small and big groups.</li> <li>- Acquisition of both grammar structures and vocabulary.</li> </ul>

## Unit 5. Session 1

### Contextualisation

Students have already been taught the vocabulary from this unit and this session will be used to practice it and acquire it.

This session is planned to be carried out in interactive groups, in which the classroom is split into 4 groups and each one is led by an adult. The teacher is going around the classroom managing the lesson and helping all the groups.

### Objectives

- To acquire the words from the vocabulary from unit 5: sandwich, toast, peas, beans, carrots, potatoes, biscuits, onions, meat, fish, chips, burger and sausages.
- To be able to understand the instructions given by the teacher.

### Activities

Activity 1: What's up?
<b>Skills</b> Listening and speaking Vocabulary
<b>Organisation and time</b> Groups of 7 10 minutes
<b>Description of the activity</b> We will play a game called What's up: To get started, shuffle the chosen cards and place them face down in the centre. Each player puts a plastic card holder on their head. These are adjustable so they fit heads of different sizes. Then each player takes a card and without looking at it slots it into the plastic card holder on their head. Each card has an image on it, for example a lion, a monkey or a dog; and then each player has to guess 'what's on their head'. To guess the word, the other players provide clues. Also, the player guessing can ask searching questions.  It is important to bear in mind that teacher should create cards regarding food because this board game doesn't have cards regarding this vocabulary. Teacher can create the cards about the vocabulary of the unit and add other word in relation to food.
<b>Materials</b> "What's up?" board game (only the head bands) Set of cards about food (created by the teacher) <sup>9</sup> .
<b>Assessment</b> <ul style="list-style-type: none"><li>- Participation in small group.</li><li>- Acquisition of the words from the vocabulary (orally).</li></ul>

Activity 2: Shopping trolley
<b>Skills</b> Listening and speaking

<sup>9</sup> See appendix 7.9.

Vocabulary
<b>Organisation and time</b> Groups of 7 10 minutes
<b>Description of the activity</b> We will play a game called shopping list, which is adapted from the fruit salad game. <ol style="list-style-type: none"> <li>1. Tell students to sit in a circle. This is the shopping trolley.</li> <li>2. Choose one person to sit in the middle and close their eyes. This is the spoon!</li> <li>3. Ask students to call out three food items from the vocabulary that they know. Choose the first three you hear (e.g., meat, peas, toast).</li> <li>4. Walk around the circle and assign each student one of these three fruits. Tap your students' shoulders as you assign each one a fruit.</li> <li>5. Now, tell the person in the middle (the spoon) to open their eyes. The spoon will shout one of the food items (meat, peas, toast) and stand up.*</li> <li>6. Anyone who was assigned the food item that was called out must also stand up. Now all of the standing students must run clockwise around the circle and try to find an empty spot in the shopping trolley. (The spoon will run to the outside of the circle and also try to find a vacant spot.) The last person standing goes in the middle and becomes the spoon.</li> <li>7. Begin again with three different food items (or repeat the same ones if your students need more practice).</li> </ol> <p>*When your students are ready, add a spin-off rule. The teacher (or spoon) can sometimes shout out "shopping list!" Then everyone in the bowl has to get up and switch places, and the spoon has to find a spot too. Remind students that everyone must move clockwise in order to avoid collisions!</p>
<b>Materials</b> -
<b>Assessment</b> <ul style="list-style-type: none"> <li>- Participation in small group.</li> <li>- Acquisition of the words from the vocabulary (orally).</li> </ul>

### Activity 3: Taboo

<b>Skills</b> Listening and speaking Vocabulary
<b>Organisation and time</b> Groups of 7 10 minutes
<b>Description of the activity</b> Divide the group into 3 teams. Team A takes a card from the pile and describes it without using the "taboo" (forbidden) words. The other two teams should guess it. The team who guesses the word gets a point. Begin again with team B.
<b>Materials</b> Taboo cards about food and cooking <sup>10</sup> .
<b>Assessment</b> <ul style="list-style-type: none"> <li>- Participation in small group.</li> <li>- Acquisition of the words from the vocabulary (orally).</li> </ul>

### Activity 4: Pictionary

<b>Skills</b> Listening and speaking Vocabulary
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<sup>10</sup> See appendix 7.10.

<p><b>Organisation and time</b> Groups of 7 10 minutes</p>
<p><b>Description of the activity</b> One student starts taking a card from the pile and drawing the word. The other students must convey the word. Students cannot use words, symbols or hand gestures. Limit the time to three minutes maximum. Each correct word is a point for that student. Then, next student (moving clockwise) takes a card and makes the drawing.</p>
<p><b>Materials</b> Card about food created by the teacher (it can be used another copy from activity 1)<sup>11</sup>.</p>
<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>- Participation in small group.</li> <li>- Acquisition of the words from the vocabulary (orally).</li> </ul>

## Unit 5. Session 2

### Contextualisation

Students have already been taught the structures: “I have breakfast/lunch/dinner/ in the morning/afternoon/evening” and “Would you like a/some ....?” in a previous lesson. This session will aim to practice them and acquire them.

This session is planned to be carried out in interactive groups, in which the classroom is split into 4 groups and each one is led by an adult. The teacher is going around the classroom managing the lesson and helping all the groups.

### Objectives

- To acquire the words from the vocabulary from unit 5: burger, sandwich, ...
- To acquire the grammar structure: “I have breakfast/lunch/dinner/ in/at the morning/afternoon/evening”
- To acquire the grammar structure: “Would you like a/some ....?”.
- To be able to understand the instructions given by the teacher.

### Activities

Activity 1: Snap!
<p><b>Skills</b> Listening and speaking Grammar</p>
<p><b>Organisation and timing</b> Groups of 4 15-20 minutes</p>
<p><b>Description of the activity</b> To get started, shuffle the cards and place them face down in the centre. The youngest player will be the first one and he or she will choose a card and will place it face up in front of he or she. Then the player at the right will take another card and so on. Once two players have the same card they have to say “I am hungry!”. The first player saying it before will be able to create the sentence provided by the cards. If he or she say it right, he or she will keep the card. Then, the next player will take another card and so on. The winner will be the player with more cards.</p>
<p><b>Materials</b></p>

<sup>11</sup> See appendix 7.9.

These materials should be created by the teacher and she or he needs: set of cards about food and breakfast/lunch and dinner time<sup>12</sup>.

**Assessment**

- Participation in small group.
- Acquisition of both grammar structures (orally).

### Activity 2: Food and drink dominoes

**Skills**

Listening and speaking

Grammar

**Organisation and timing**

Groups of 4

15 minutes

**Description of the activity**

To get started shuffle the dominoes and divide them between the group of pupils. Turn the last dominoes card in the middle. The first player starts, matching a picture with its name. To place the card, they should ask the question "Would you like a/some.....?". If they say it correct, they can place the card. If not, its next player turn.

**Materials**

Dominoes cards<sup>13</sup>

**Assessment**

- Participation in small group.
- Acquisition of both grammar structures (orally).

### Activity 3: Snakes and ladders

**Skills**

Listening and speaking

Grammar

**Organisation and timing**

Groups of 7

15 minutes

**Description of the activity**

The "ask a friend" cards are placed face down on the board. Players must go around the board from 1 to 100 by rolling the dice and advancing the number on the dice while they say the number aloud. If a player land on a snake or a ladder square, they take a card from the pile. They must then form a correct sentence/question using the prompt on the card. If they are on a snake or ladder and their question is correctly formed they go up; if not, they stay where they are or slide down. Then, they return the card to the bottom of the pile. The player on their left answers the question and gets a point if they answer correctly. These points will help them be "safe" from an incorrectly formed question. To start, all the players roll the dice, and the player with the highest number goes first. The player on his or her left continues. The winner is the first player to reach 100 or the player nearest 100 at the end of the time limit.

**Materials**

Game board and ask a friend cards<sup>14</sup>

**Assessment**

- Reading and comprehension of the instructions.
- Acquisition of both grammar structures.

<sup>12</sup> See appendix 7.11.

<sup>13</sup> See appendix 7.12.

<sup>14</sup> See appendix 7.13.

### Activity 4: Game from the activity book page 98

<b>Skills</b> Listening and speaking Writing Grammar
<b>Organisation and timing</b> Groups of 7 15 minutes
<b>Description of the activity</b> In pairs students will play the game from the activity book page 98 (students have to complete their chart and then they have to make questions in order to guess their partner's chart).
<b>Materials</b> Students' activity book page 98 <sup>15</sup> .
<b>Assessment</b> - Acquisition of both grammar structures.

## Unit 5. Session 3

### Contextualisation

This session will be the conclusion of unit 5 and students will need to use all the vocabulary and grammar used along all the unit.

This session will be a workshop. We will work in centres and we will write a recipe. Then, we will do it and finally we will all enjoy our cooking.

### Objectives

- To be able to use the words from the vocabulary from unit 5: toast, sandwich, ...
- To be able to use the grammar structure: "I have breakfast/lunch/dinner/ in/at the morning/afternoon/evening".
- To be able to use the grammar structure: "Would you like a/some ....?".
- To be able to understand the instructions given by the teacher.

### Activities

#### Activity 1: Let's write a recipe

<b>Skills</b> Reading and writing Listening and speaking Vocabulary and grammar
<b>Organisation and timing</b> Groups of 5-6 15 minutes
<b>Description of the activity</b> All students will have the same food items. The different groups should decide what recipe they want to do and write it down.

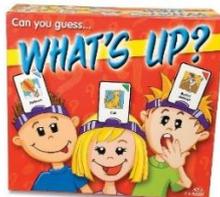
<sup>15</sup> See appendix 7.14.

<p><b>Materials</b> Paper and pen. Food items and tools: marshmallows, cookies, chocolate cream, butter cream, sugar decorations, M&amp;M.</p>
<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>- Participation in small group.</li> <li>- Acquisition of both grammar structures and vocabulary.</li> </ul>

<p><b>Activity 2: Let's become chefs and do it!</b></p>
<p><b>Skills</b> Reading Listening and speaking Vocabulary and grammar</p>
<p><b>Organisation and timing</b> Groups of 5-6 15 minutes</p>
<p><b>Description of the activity</b> Afterwards, all groups will rotate and they will have to read the other group recipe and do it.</p>
<p><b>Materials</b> Food items (described in the activity above).</p>
<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>- Participation in small group.</li> <li>- Acquisition of both grammar structures and vocabulary.</li> </ul>

<p><b>Activity 3: Let's taste it!</b></p>
<p><b>Skills</b> Listening and speaking</p>
<p><b>Organisation and timing</b> Groups of 5-6 15 minutes</p>
<p><b>Description of the activity</b> Finally each group will explain the recipe to the rest of the class and we will all taste it. They will offer it by asking their partners "Would you like some....?".</p>
<p><b>Materials</b> -</p>
<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>- Participation in big group.</li> <li>- Acquisition of both grammar structures and vocabulary.</li> </ul>

### Appendix 7.1. What's up board game



\*Remember to use only the animal cards.

## Appendix 7.2. Let's follow the clue



Name \_\_\_\_\_

**Let's follow the clue!**

- 1.
- 2.
- 3.
- 4.



## Appendix 7.3. Let's match the sticker and the definition

**Let's match the sticker and the definition**

A tall, long-necked, spotted ruminant.

Reptile with long body, with 2 pairs of legs and a long tail.

Long body limbless reptile.

Big heavy and furry mammal. They eat fruit, plants and insects.

A large plant-eating marsupial with a long powerful tail, found only in Australia and New Guinea.

Nocturnal flying mammal.

A big, nearly hairless, herbivorous mammal, with a long trunk.

<b>GIRAFFE</b>	<b>LIZARD</b>	<b>SNAKE</b>
<b>BEAR</b>	<b>KANGAROO</b>	<b>BAT</b>
<b>ELEPHANT</b>	<b>GIRAFFE</b>	<b>LIZARD</b>
<b>SNAKE</b>	<b>BEAR</b>	<b>KANGAROO</b>
<b>BAT</b>	<b>ELEPHANT</b>	<b>GIRAFFE</b>
<b>BEAR</b>	<b>SNAKE</b>	<b>LIZARD</b>
<b>KANGAROO</b>	<b>BAT</b>	<b>ELEPHANT</b>
<b>GIRAFFE</b>	<b>BEAR</b>	<b>SNAKE</b>
<b>LIZARD</b>	<b>KANGAROO</b>	<b>EAT</b>

## Appendix 7.4. Page 35 from the class book

### 4 Animal fun

**Lesson 1**

- 1 Listen, point and repeat.
- 2 Listen and say what's missing.



- 3 Listen and sing.
 

*They're the animals in the zoo!*  
A bear, a snake and a kangaroo,  
An elephant, a tiger, a hippo too!  
They're the animals in the zoo!

The monkey is swinging. The bat is flying.  
The lizard is walking.  
Ooh, ooh, ooh!  
They're the animals in the zoo!

*They're the animals in the zoo!*  
A bear, a snake and a kangaroo,  
An elephant, a tiger, a hippo too!  
They're the animals in the zoo!

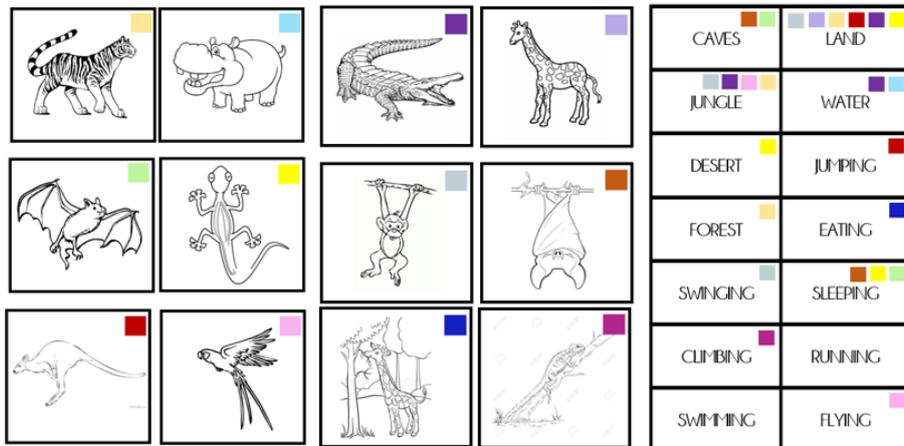
The crocodile is swimming. The lion is running.  
The giraffe is eating.  
Ooh, ooh, ooh!  
They're the animals in the zoo!
- 4 Ask and answer.
 

What's the monkey doing?

It's swinging!

LESSON 1 • Listen, point and repeat the words. • Listen and say the missing animal. • Listen and sing the song. • Ask and answer in pairs.

## Appendix 7.5. Snap!

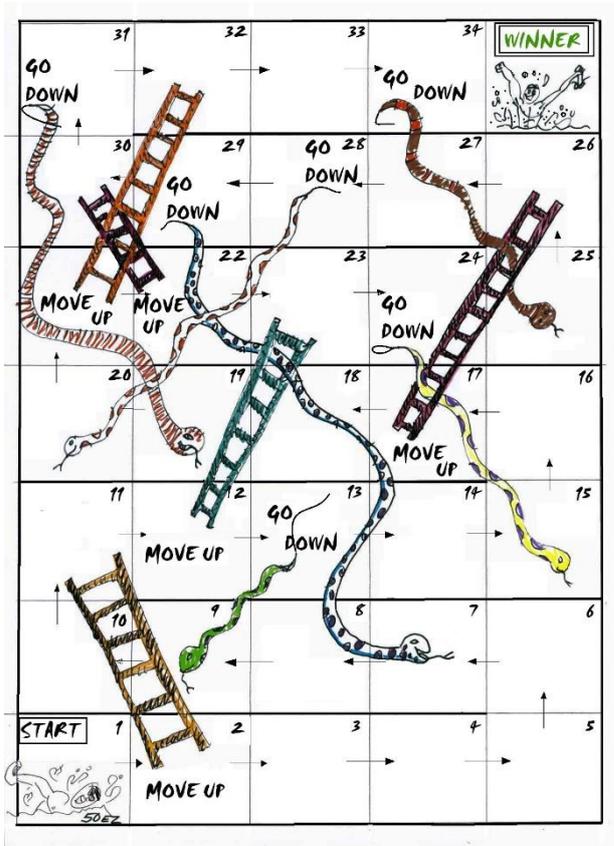


## Appendix 7.6. Running dictation

Sentences for the running dictation (this list should be stick opposite the players, on a wall of the classroom).

- Monkeys live in the jungle.
- Is the lizard climbing?
- Hippos live in the water.
- Is the bear sleeping?
- Bats live in caves.
- Is the kangaroo jumping?
- Is the giraffe eating?
- Do lions live in the desert?
- Do tigers live in the forest?
- Is the parrot flying?
- Do crocodiles live in the water?
- Snakes live on land.
- Is the elephant running?

## Appendix 7.7. Snakes and ladders (board game and set of cards)



Hippos / live / land / ?	Bats / live / water / ?
Bats / live / caves / ?	Tigers / live / caves / ?
Hippos / live / water / ?	Tigers / live / water / ?
Tigers / live / jungles / ?	Parrots / live / caves / ?
Lizard / live / deserts / ?	Giraffes / live / water / ?
Lizard / live / water / ?	Monkeys / live / jungle / ?
Hippos / live / land / ?	Lions / live / jungle / ?
Tigers / live / water / ?	Snakes / live / land / ?
Hippos / live / caves / ?	Crocodiles / live / water / ?
Flying / ? 	Flying / ? 
Swimming / ? 	Climbing / ?
Eating / ? 	Swinging / ? 
Sleeping / ? 	Jumping / ? 

## Appendix 7.8. Page 97 from the activity book

**Lesson 5 Pairwork activity** CB 37

**Pupil A**  
1 Play the game. Ask and answer. Tick ✓ or cross X.

						
	✓	✓	✓	✓	✓	✓
	X	✓	X	X	✓	✓
						
						

**Pupil B**  
1 Ask and answer. Tick ✓ or cross X.

						
						
						
	X	X	X	✓	✓	X
	✓	✓	X	X	✓	X

97

## Appendix 7.9. Set of card about food

	<b>BEANS</b>		<b>BISCUITS</b>		<b>MILK</b>		<b>SANDWICH</b>
	<b>BREAD</b>		<b>CUPCAKE</b>		<b>ONIONS</b>		<b>SAUSAGES</b>
	<b>APPLE</b>		<b>PEAR</b>		<b>ORANGES</b>		<b>SWEETS</b>
	<b>BURGER</b>		<b>FISH</b>		<b>TOMATOES</b>		<b>WATER</b>
	<b>CARROT</b>		<b>ICE CREAM</b>		<b>PEAS</b>		<b>TOAST</b>
	<b>CEREALS</b>		<b>YOGURT</b>		<b>PINEAPPLE</b>		<b>BANANAS</b>
	<b>CHEESE</b>		<b>PIZZA</b>		<b>POTATOES</b>		<b>CHIPS</b>
	<b>CHOCOLATE</b>		<b>MEAT</b>		<b>RICE</b>		

## Appendix 7.10. Taboo (set of cards about food and kitchen)<sup>16</sup>

 <b>SANDWICH</b> tomato cheese hamburger	 <b>SALAD</b> tomato healthy vegetables	 <b>SOAP</b> wash hands clean	 <b>ORANGE JUICE</b> drink healthy breakfast	 <b>PANCAKE</b> dessert jam breakfast	 <b>OVEN</b> kitchen cook hot	 <b>CHEF</b> person cook work	 <b>CHERRY</b> fruit red sweet	 <b>CHOCOLATE</b> sweet food milk
 <b>STIR</b> spoon mix soup salad	 <b>SPAGHETTI</b> Italian eat pasta	 <b>STRAWBERRY</b> fruit red spring	 <b>PAPER ROLL</b> wash dry hand	 <b>PEEL</b> fruit vegetable knife skin	 <b>PEAR</b> fruit green summer	 <b>CHOP</b> cut knife small pieces	 <b>COOKER</b> food hot omlet	 <b>COFFEE</b> hot drink tea
 <b>SUGAR</b> sweet tea coffee	 <b>TEA</b> hot drink coffee breakfast	 <b>WATER</b> glass drink thirsty	 <b>PEPPER</b> hot spicy chilli	 <b>PIE</b> dessert cake apple	 <b>PIZZA</b> Italian cheese Domino's	 <b>CUCUMBER</b> green vegetable long salad	 <b>DISHWASHER</b> wash machine plates	 <b>EGG</b> white omlet chicken breakfast
 <b>ICE-CREAM</b> cold summer eat dessert	 <b>HONEY</b> bee sweet breakfast	 <b>JAM</b> sweet jam breakfast	 <b>BAKE</b> cake oven cook hot	 <b>BOWL</b> soup cereal eat	 <b>BOIL</b> water hot gas eggs	 <b>FRIDGE</b> kitchen food cold	 <b>FRENCH FRIES</b> potato fast food hamburger	 <b>FASTFOOD</b> burger fries hot dog
 <b>KNIFE</b> cut slice bread	 <b>LETTUCE</b> vegetable green salad	 <b>KITCHEN</b> cook fridge food	 <b>BANANA</b> fruit yellow long	 <b>CARROT</b> orange vegetable rabbit eye	 <b>BREAD</b> eat meat baker toast	 <b>FRYING PAN</b> cook egg baul	 <b>FRY</b> pan oil eggs chips	 <b>GARLIC</b> white vegetable vampire
 <b>MILK</b> white drink cow	 <b>ONION</b> vegetable dry salad	 <b>MUSHROOM</b> forest wood pizza smurfs	 <b>BUTTER</b> breakfast bread yellow	 <b>CEREALS</b> milk breakfast Cornflakes	 <b>CHEESE</b> breakfast white olive	 <b>GLASS</b> water drink tea	 <b>GRAPES</b> fruit small bunch	 <b>GRILL</b> cook garden chicken

<sup>16</sup> If some of the words are too difficult, the teacher/adult in charge of the activity can take them out.

### Appendix 7.11. snap!

To play this games it will be used the set of cards from Appendix 6.9 and the set below:

	Breakfast/morning
	Lunch / afternoon
	Dinner / evening
	Breakfast/morning
	Dinner / evening
	Lunch / afternoon

### Appendix 7.12. Food and drink dominoes<sup>17</sup>

an egg		some fruit		a hamburger	
some chips		a tomato		some tomatoes	
an orange		a cake		some cheese	
a sandwich		some eggs		an apple	
some bread		some oranges		an ice cream	
a pizza		some apples		some meat	
a yoghurt		some chocolate			

<sup>17</sup> Set of cards taken from the book: Primary Grammar Box, by Caroline Nixon and Michael Tomlinson (2003).

### Appendix 7.13. Snakes and ladders

To play this game it will be used as well the board used in session2 (see Appendix 6,7) and the set of card below:

Breakfast / morning	Like / fish / ?
Lunch / afternoon	Like / peas / ?
Dinner / evening	Like / beans / ?
Like / sausages / ?	Like / biscuits / ?
Like / burger / ?	Like / onions / ?
Like / chips / ?	Like / carrots / ?
Like / toast / ?	Dinner / evening / ?
Like / sandwich / ?	Breakfast / morning / ?
Like / meat / ?	Lunch / afternoon / ?
Like / potatoes / ?	Like / bananas / ?
Dinner / evening / ?	Breakfast / morning / ?
Lunch / afternoon / ?	Lunch / afternoon / ?
Breakfast / morning / ?	Dinner / evening / ?

### Appendix 7.14. Activity book page 98

**5 Lesson 5 Pairwork activity** CB 48

**1 Draw. Play the game.**



Breakfast	Lunch	Dinner

**2 Ask and answer. Draw.**



Breakfast	Lunch	Dinner

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