

MÀSTER UNIVERSITARI EN PROFESSOR/A D'EDUCACIÓ  
SECUNDARIA OBLIGATÒRIA I BATXILLERAT, FORMACIÓ  
PROFESSIONAL I ENSENYAMENT D'IDIOMES. CURS 2014/2015.  
ESPECIALITAT ANGLÈS.



**UNIVERSITAT  
JAUME·I**

**End of Master Thesis**

**VOCABULARY ACQUISITION THROUGH  
PLAYFUL ACTIVITIES IN THE ENGLISH  
CLASSROOM**

**Author: Carmen Maria Torres Piñango**

**Supervised by: Ignasi Navarro Ferrando**

**Academic year 2014-2015**

*'Tell me and I forget, teach me and I remember, involve me and I learn.'*

Benjamin Franklin (1950)

**TABLE OF CONTENTS**

Abstract.....	II
List of abbreviations.....	III
List of tables.....	IV
List of appendices.....	V
Introduction.....	1
1. Theoretical Background.....	2
1.1. Importance of the use of playful activities in the English Classroom.....	2
1.2. Importance of the teacher's role in the playful activity.....	3
1.3. Aspects to be taken into account when posing a game.....	4-5
1.4. Vocabulary acquisition for first grade students of secondary level.....	5
1.4.1. New Words.....	5-6
1.5. Guidelines for the acquisition of vocabulary.....	6-8
2. Didactic Unit.....	8
2.1. Introduction.....	8-9
2.2. Contextualization.....	9-10
2.3. Justification.....	10
2.4. Methodology.....	10-11
2.5. Development of the didactic unit.....	11-17
2.6. Temporalization.....	17-26
2.7. Evaluation criteria.....	26-27
3. Concluding Remarks.....	27-28
4. References.....	28-29
5. Appendices.....	30-51

**ABSTRACT**

This didactic unit is intended to improve and expand vocabulary acquisition for first grade students of secondary level, through the use of playful activities in the classroom.

An interesting point in order to motivate and engage students is the use of games in the English classroom. In this way, they feel comfortable and have a good opportunity to speak in the foreign language without paying much attention to their pronunciation or grammar mistakes as it occurs in a spontaneous way.

Vocabulary acquisition is the basis for learning any language so that, throughout this paper, there will be considered aspects that ensure the assimilation of the contents raised when implementing theoretical framework such as guidelines to develop a playful activity or the cognitive development of learners in the first grade of the secondary level.

**Key words:** vocabulary acquisition, engagement, motivation, playful activities, foreign language teaching.

## **LIST OF ABBREVIATIONS**

ESO: Enseñanza Secundaria Obligatoria/ Secondary Compulsory Education

ICT: Information Communication Technology

IES: Instituto de Enseñanza Secundaria /High School

L1: First Language

L2: Second Language

LOE: Ley Orgánica de Educación / Organic Law

Q & A: Questions and Answers.

SLA: Second Language Acquisition

TL: Target Language

TV: Television

**LIST OF TABLES**

Table 1: 1 <sup>st</sup> Lesson Plan Timing.....	17
Table 2: 1 <sup>st</sup> Lesson Plan.....	17-18
Table 3: 2 <sup>nd</sup> Lesson Plan Timing.....	18
Table 4: 2 <sup>nd</sup> Lesson Plan.....	18-19
Table 5: 3 <sup>rd</sup> Lesson Plan Timing.....	19
Table 6: 3 <sup>rd</sup> Lesson Plan.....	19-20
Table 7: 4 <sup>th</sup> Lesson Plan Timing.....	20
Table 8: 4 <sup>th</sup> Lesson Plan.....	20-21
Table 9: 5 <sup>th</sup> Lesson Plan Timing.....	21
Table 10: 5 <sup>th</sup> Lesson Plan.....	21-22
Table 11: 6 <sup>th</sup> Lesson Plan Timing.....	22
Table 12: 6 <sup>th</sup> Lesson Plan.....	22-23
Table 13: 7 <sup>th</sup> Lesson Plan Timing.....	23
Table 14: 7 <sup>th</sup> Lesson Plan.....	23-24
Table 15: 8 <sup>th</sup> Lesson Plan Timing.....	24
Table 16: 8 <sup>th</sup> Lesson Plan.....	25
Table 17: 9 <sup>th</sup> Lesson Plan Timing.....	25
Table 18: 9 <sup>th</sup> Lesson Plan.....	25-26

**LIST OF APPENDICES**

Appendix 1: Day 1: Activity 2: Test your knowledge quiz.....	30
Appendix 2: Day 1: Activity 4: Listening Comprehension.....	31
Appendix 3: Day 2: Activity 3: Ocean Girl.....	31
Appendix 4: Day 2: Activity 4: Animals BINGO.....	32
Appendix 5: Day 3: Activity 2: Parts of the body.....	33
Appendix 6: Day 3: Activity 3: Concentration game.....	34
Appendix 7: Day 4: Activity 1: Taboo.....	35
Appendix 8: Day 4: Activity 3: Grammar exercises.....	35-36
Appendix 9: Day 4: Activity 4: Vocabulary crosswords and exercises.....	37-39
Appendix 10: Day 5: Activity 2: Peer-assessment sheet.....	39-40
Appendix 11: Day 5: Activity 3: Animal description.....	40
Appendix 12: Day 6: Activity 1: Animals pictures.....	40
Appendix 13: Day 6: Activity 3: Listening comprehension.....	41
Appendix 14: Day 6: Activity 4: Science.....	42
Appendix 15: Day 6: Activity 5: Scrambled letters.....	42
Appendix 16: Day 7: Activity 2: Riddle.....	42
Appendix 17: Day 7: Activity 5: Puzzle time! Alphabet soup.....	43
Appendix 18: Day 7: Activity 6: Culture magazine.....	44
Appendix 19: Day 8: Activity 1: Animal talk.....	44-45
Appendix 20: Day 8: Activity 2: Q & A.....	45-46
Appendix 21: Day 8: Activity 3: Portfolio activity.....	46
Appendix 22: Day 8: Activity 5: Where does it live?.....	47
Appendix 23: Day 9: Activity 2: Grammar and vocabulary.....	47-48
Appendix 24: Day 9: Activity 3: Cards.....	48
Appendix 25: Day 9: Activity 4: Fact file: An animal report.....	48
Appendix 26: Day 10: Written exam.....	49-50





## INTRODUCTION

Nowadays the way of teaching has remarkably evolved in the majority of the English classrooms. The main goal has always been to make learners to be able to communicate in a natural way, or at least to try it.

Certainly, to make this possible it is necessary to reinforce the speaking and listening skills since childhood and progressively introduce grammar, writing and vocabulary. Thus, we can appreciate how important is to know an average level of vocabulary words, because this significantly helps to express what we want to say in a foreign language. And, up to this point, it is necessary to raise a question: How to teach vocabulary to make learners acquire it and not to get them bored during the process? The answer is simple, engaging students in the learning process. Benjamin Franklin (1950) highlights the importance of being part of a fact by which this has been learnt, we can associate it with the direct use of playful activities in the English classroom, in opposition to the traditional language teaching, we can use authentic materials to make learners part of the learning process in order to make it 100% effective.

This strategic method not only states that students must be more engaged during their learning process, but also includes some concepts such as motivation, teachers- learners relationships, learners-learners relationships, the disposition that learners show in order to learn a foreign language and many other aspects that intervene, directly or indirectly, during the learning process.

In order to break with the mistakes made in the past and the monotony of an English classroom, this project work will show different playful activities seen as pedagogical tools to drive learners to discover and explore their learning atmosphere. The aim is to make learners improve their vocabulary acquisition in English language through playful activities and games. In order to accomplish the task to be carried out, it is necessary to make a theoretical analysis through the search of references about the importance of playful activities in an English classroom, the teacher's role, the steps to be taken, etc. Last but not least, there will be developed a didactic unit based on the topic in order to make the English lessons more active and enrich students' vocabulary.

## **1. THEORETICAL BACKGROUND**

### **1.1 Importance of the use of playful activities in the English classroom.**

Games constitute an essential part of the culture of each place as they are part of our lives since we are born. It is what we start doing in order to socialize, a way of express ourselves.

As Fred Genesee (1994: 264), a well-known professor of psychology and specialist in SLA, states:

“Playing games in the foreign language classroom is an essential aspect in the teaching-learning process itself, especially in the children’s first stages of life as it introduces them in certain skills which are necessary for the present society from a didactic point of view.”

The idea that games can be so important in the formal education of any child, is a relatively new one due to the fact that it has always been seen as an activity to be done in their free time as a way of entertainment and socialization. For this same reason, a high percentage of teachers do not believe that this kind of strategies are efficient, thus they do not exploit its pedagogical value which exercises physical and psychological abilities of their students at the same time as they stimulate their ripening.

Numerous psychologists have been working on this issue, specially referring to the cognitive, affective, social and linguistic values which are carried out through this didactic tool and, all of them highlight the importance of the introduction of playful activities in the foreign language classroom, not only during the first stages of Elementary and Primary education but also during the first stages of Secondary education.

At the same time, the philosopher and psychologist Gregorio Fingermann (1970: 125) argues that “games are an issue of an individual’s social development. Not only social trends are run through playful activities but also cohesion and solidarity remain in the group.”

### **1.2 Importance of the teacher's role in the playful activity.**

It is essential that when posing an activity, each teacher must part from the didactic objective that wants to achieve, as well as the different educational aspects or not, that also intervene in the activity itself.

When introducing a game in the classroom, there should be previously established certain issues that later on, will be developed in depth. Once raised and explained properly the issue in the classroom, it is necessary that all the students understand the rules, and that one of them is always to use the English language as a way of communicating.

In this way, students do not feel intimidated by the foreign language, but, through playful activities, self-confidence and amusement which these activities provide them and that, it will get one of the most important goals that each teacher must acquire: a dynamic teaching in which students enjoy learning.

Continuing with the idea that students do not lose motivation and self-confidence, Maria Toth (1995: 81), claims that “a game is an activity with rules, an objective and a key element of amusement.” Thus, Games must be treated as they actually are: an activity in which children are not afraid of making mistakes. It is necessary to highlight the idea that one of the most important aims of the English language subject is to make students speak spontaneously in the foreign language.

On the other hand, providing the material for the playful activity which is going to be carried out by students is the most common attitude among teachers. The teacher explains the game and assumes that they will know how to play without being involved in the activity and without respecting the freedom of students when playing. In fact, they believe that their main function is to provide materials, explain and rate the times and evaluate the way the students have played. Most of the time, the difficulty is in the stage of the development, when it is not known how far teachers have to participate in the game as guides or players. In fact, teachers must play an active role during the activity. They must constantly intervene to repeat at different times what has been said before and even take part as a player more.

### **1.3 Aspects to be taken into account when posing a game.**

In order to specify what kind of activities can engage students more in a certain class, teacher should take into consideration, both psycho-evolutional characteristics and students' interest. In this way, it could be developed an optimal teaching-learning process.

Applying a methodology according to the characteristics of students and using playful activities as basic elements of formal education, will enhance the assimilation of concepts in a much more enjoyable environment than in a conventional one.

One of the most important aspects to not lose the pedagogical function of games is, to introduce it in the classrooms by means of a didactic unit, as an activity more to be carried out.

It is a mistake to use games as an improvised way to complement a bad programming of the session. All playful activities to be carried out in a class, will have been minutely thought and designed to reach the established goals. Thus, the aspects in order to be taken into account are: the game approach, the necessary materials, the language which is going to be spoken and the kind of game depending on its purpose.

When creating a game approach, each teacher must be conscious of the situation in the class and know how to divide students into groups or pairs in order to facilitate the communicative process.

Regarding the necessary materials, it is essential to choose carefully the resources and didactic materials before doing the activity. They are basic materials for the right development of the learning-teaching process.

Not all the playful activities need materials, but all materials need to have a didactic approach; being adapted or to be shaped in a playful tool for the learning process in students' development.

The language spoken when putting into practice a playful activity in the English classroom has to be familiar for them before hand to allow them to accomplish the activity in a dynamic way and it should also avoid unnecessary explanations.

There is a wide variety of playful activities that can be used to acquire vocabulary in English language during the learning process.

a) Lexical constellations

Saussure (1916), Bally (1950) and Galisson (1979) developed this concept as an efficient source to expand learners' vocabulary. It consists on a network of related words by lexical-semantic and morphological links from a word generator.

A clear example of this kind of practice is “brainstorming”, where students have to write as many words as possible parting from a single word. This activity allows the teacher to know about his or her students' previous knowledge.

b) Drama practices

Throughout the scientific researches of Motos (1992), Pérez Gutiérrez (1993) and Tejerina (1998), it has been demonstrated that these are powerful tools in language teaching processes.

As expected, with this type of activities, students not only feel motivated and engaged in the learning process, but it also promotes cooperative learning, increases the feeling of learning and socializes with the other classmates. In this way, students learn through personal experiences and, with these simulations they are engaged in an authentic atmosphere in which each one of them has a role to be interpreted.

#### **1.4 Vocabulary acquisition for first grade students of secondary level.**

Generally speaking, vocabulary is a set of words that are part of a specific language. It is essential a proper use of vocabulary words when communicating in a language. In addition, learning new words implies learning enrichment and, it also contributes to the acquisition of social skills of a language.

The process of vocabulary acquisition of English language is very complex and unattractive for children, for this reason there is a strong need to make it attractive.

##### **1.4.1 New words.**

When teaching a new word, teachers must take into account the form and meaning:

- Form: Students must understand pronunciation and spelling since the beginning in order to avoid misunderstandings and difficulties to correct mistakes.
- Meaning: It is as important as the form. It must be clear what is the meaning of the new word, its use and also synonyms, opposites, semantic groups...All these

aspects will be developed in depth in a much more significant way: playful activities.

Regarding vocabulary, it is necessary to emphasize the issue of memory, the ability which is narrowly linked to the process of learning a foreign language. The psychologist Howard (1990) directly associates memory with the three stages of the teaching-learning process: reception of sensory impressions, assimilation of the same by means of organization and put into practice what has been acquired.

Memory processes are not only important, there also exist different kinds of memory that allow us the acquisition of the new vocabulary. Richard Atkinson and Richard Shiffrin (1968) in their human theory divide memory in three types: sensory memory, short term memory and long term memory.

The sensory memory is processed only a few minutes after the information is received and, due to the limitations the memory has itself and only if it is shown interest, the mentioned information will move to the next stage.

In the short-term memory, the received information absorbs time enough as to be used. This type of memory processes data following the steps of comprehension, organization and use and, after a short period of time, the information will be lost or will take part of the long term memory.

The long-term memory is unlimited and can last a lifetime. We, as teachers, must ensure that students store the new vocabulary through the strategies proposed.

### **1.5 Guidelines for the acquisition of vocabulary.**

My proposal for a meaningful learning is to follow these guidelines:

#### **ATTENTION**

As teachers, we must try to get new vocabulary to long term memory; the greater the care, the higher the concentration and amount of information capable of being processed.

One of the most used techniques is to teach the word from several points of view through questioning. Thus, learned vocabulary is also reviewed. For example, if you are

teaching the word “fox”, you may ask: “what is the color of this animal?”, “Is it a domestic or a wild animal?”, “where does a fox live?”, “Can you describe it?”...

### THE OBJECT OF LEARNING

The memory works on a new word through the previous experience that one has on it, so if it is known in the native language, easier to assimilate will be in English.

On the other hand, learning will be more effective if it is presented within a given context. For instance: “Foxes eat hens”.

### MOTIVATION

Motivation is one of the aspects that determine the learning in the classroom because all that calls our attention is easier for us to assimilate.

In short, we must maintain the motivation and interest of students to avoid reducing the degree of learning through methods such as new vocabulary related topics students like, or frame it directly in a context that is familiar to them.

### ASSOCIATION

The association of ideas, images or words to the information previously stored in the long-term memory, plays an important role in the learning process.

Numerous studies have demonstrated the power of photographic memory, so if there are not means to display the image of the new word, teachers can ask them to visualize or draw it.

### REPETITION

A systematically repetition of new words, does not guarantee memorization or learning but it helps to assimilate them.

On the basis of motivating students to further the process of memorization, repetition will take place through several playful activities in which students will have to order or classify new words and little by little, the word list will be increased until they have enough words related to the taught topic.

These guidelines to be followed when teaching new vocabulary in English, will be entrenched with the systematic reviewing of the same, since the German psychologist Hermann Ebbinghaus exposed in his book *On memory* (1885) “the memory curve”, the

stronger the memory, the longer a period of time that a person is able to recall it. However, if the new concepts are not reviewed in a few days, half the stored information is lost (figure 1).

Moreover, apart from being totally appropriate the fact of revising the new vocabulary for a certain period of time, it may also be a great stimulus for students because by revising, they exercise memory, enhance learning and assimilate new words.

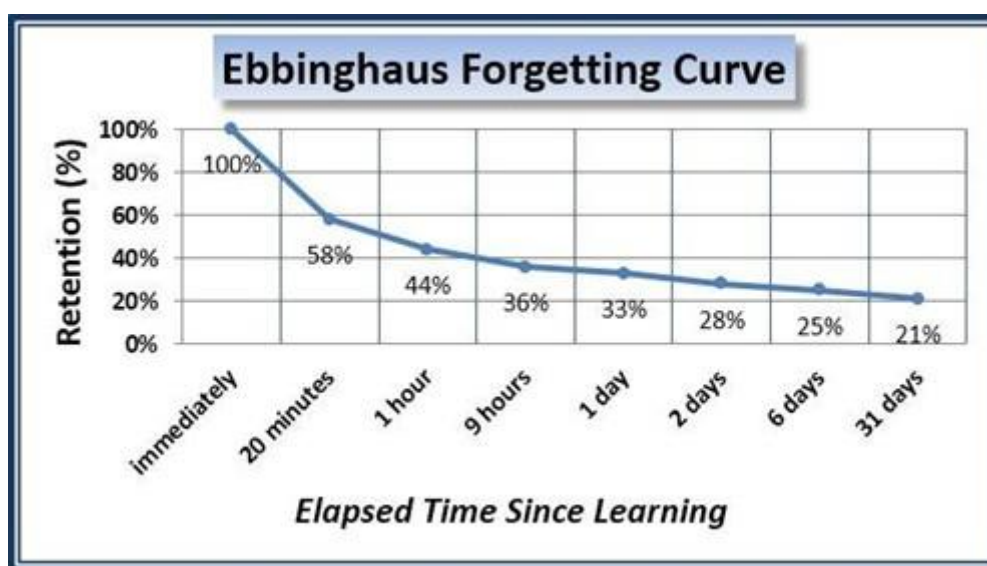


FIGURE 1: The forgetting curve ( [www.thechurchplant.net](http://www.thechurchplant.net))

## 2. DIDACTIC UNIT

### 2.1. Introduction

This didactic unit has been designed for students attending the first year of E.S.O. The reason why I have chosen this course is because I have been working as a training teacher for two months in a high school and I have spent many hours with this group and, I strongly believe that it is necessary to make a change in the way of teaching in order to encourage them since the beginning of their first stage as a students in the secondary school. The reason is quite simple: they have just arrived from Primary school and there exist great differences in the way of teaching and the amount of work that they have to do. For this reason I think that one of the best ways of motivating them



is through playful activities as they are still children who are not used to work just following the book and studying the theory word by word.

It is necessary to make clear that playful activities are essential in the process of language acquisition in general and in the process of vocabulary acquisition in particular. However, we must be aware that all excess is negative. For this reason, when programming the contents to be taught, teachers must find a balance in which different methodologies can be used. If every single session was based on playful activities, these would lose the most part of the benefits that this kind of methodology offers as I have mentioned throughout the theoretical background section.

## **2.2. Contextualization**

This didactic unit has been designed to be carried out during the English language classroom and it is addressed to the 1<sup>st</sup> of ESO students of a public secondary school which is called IES Benigasló. The high school is located in la Vall d' Uixó, Castellón.

The age of the students is around 12 -13 because they are attending the 1<sup>st</sup> year of E.S.O. Only three of them are around 14 years old since they had to repeat previous levels because they did not achieve the minimum contents required by law. The group is composed by 24 students, 14 of them are girls and the other part are boys. Although classes are supposed to be made up according to their level in order to create well-balanced classes, there is a slight number of fast-learners and low-learners. Due to this reason, this task has been designed according to the previously mentioned features in order to make all students achieve the minimum contents at this stage of the Secondary Education.

IES Benigasló is one of the three state secondary schools which la Vall d' Uixó possesses and it is the newest and most modern of the three. It is at the forefront in the use of ICT due to the fact that in the classrooms we can find projectors and whiteboards that altogether with the common blackboards, offer the students the best quality for their learning.

The high school has several computer classrooms so the students can have access to the High School's Virtual Classroom and upload all the project works required by their teachers and, at the same time, they can have a look at the contents of the different

subjects and do exercises to learn more and reinforce contents. They can also carry out tasks like the ones proposed in this didactic unit.

### **2.3. Justification**

This teaching program is designed since the Organic Law LOE 2/2006 on May 3<sup>rd</sup> that provides in article 6.1 that curriculum is the set of objectives, basic competences, contents, pedagogical methods and evaluation criteria each of the contents evaluated by this Act. In addition to this, I will also take into account the Decree 112/2007 on July 20<sup>th</sup> that establishes the curriculum of Secondary Education in the Valencian Community.

In order to enforce the Law and the mentioned Decree, and promote a model of educational programming to serve as a reference for Primary School teachers, the Order 45/2011 on June 8<sup>th</sup>, the Department of Education regulates the structure of didactic units in the stages of primary and compulsory secondary education.

The aims of this didactic unit are the following:

- a) To facilitate teaching.
- b) To ensure coherence between the educational intentions of teachers and the implementation in the classroom.
- c) To serve as an instrument of planning, development and evaluation of the teaching-learning process.
- d) To provide the nearest reference framework for organizing measures of attention to students' diversity.
- e) To provide elements of analysis for the evaluation of the educational project, concretions of curricula and teaching.

### **2.4. Methodology**

This methodological proposal has been designed as a task to be carried out throughout ten sessions. All of them are related to the combination of both "Action! ESO 1" student's textbook and "Action! ESO 1" and a final session consisting on a written exam to assess the learning process acquired throughout this ten sessions.

This didactic unit's main goal is to broaden student's vocabulary related to animals and the parts of the body. In addition, it also aims to accomplish some requirements that according to Nunan (1989:10), a task possess:

“The communicative task is a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form”.

In sum, this task is based on communication and it must help autonomous learning of every single student who starts working in pairs or groups and finishes writing an e-mail applying the new integrated terms during the learning process.

## **2.5. Development of the didactic unit**

**Title:** *All about animals*

### **Aims**

- To learn vocabulary related to animals and parts of the body.
- To read and understand a webpage which tells an unusual story between a top model and the ocean and a review of a TV guide about how some dolphins helped two fishermen.
- The use of *Present Simple* in affirmative and negative.
- To listen and understand a radio program about how to choose a domestic animal and a conversation between some zoo animals.
- To speak about pets and describe animals.
- To write a report about an animal paying attention to the punctuation.
- Rhythm and intonation of interrogative sentences.

### **Contents**

#### **Block 1- Listening, speaking and oral interaction**

- Use of the objectives in the unit to interact with the teacher and other classmates.
- Listening and comprehension of short oral messages with pets and animals.
- Anticipate general content with the support of verbal and non-verbal elements.

- Use of basic strategies to understand oral messages: deduction of the meaning of some words or expressions by context and use of previous knowledge on the topic.
- Listening, comprehension and oral production of the vocabulary that appears in the unit about animals and parts of the body.
- Participation in short and simple conversations with a classmate to speak about pets and describe an animal.
- Use of the dialogue model proposed where it appears an animal description with an appropriate pronunciation.
- Use correct answers to the requested information by the teacher or classmates in the classroom activities.
- Development of strategies to overcome communication disruptions, using verbal and non-verbal elements.

## **Block 2- Reading and writing**

- Understanding of basic instructions for the right resolution of activities.
- Vocabulary association with the corresponding category.
- General comprehension and identification of specific information from a webpage which tells an unusual story about a top model and the ocean and a review of a TV guide about how some dolphins helped two fishermen and, students are required to complete sentences and answer reading comprehension questions.
- Initiative to read autonomously several texts, interests and level of competence according to students' age.
- Reading dialogues that are used to describe animals.
- Use of basic reading comprehension strategies: identifying the main topic in a text by looking at the images, using previous knowledge, inferring meaning by context, etc.
- Recognition of some of the features and conventions of written language and oral language differentiation in the Writing section.
- Write a report about an animal, following the outline drafted and using punctuation properly.
- Look after written texts' handwriting.

- General understanding and identification of specific information in a text.
- A dictation to consolidate the vocabulary in the unit.
- Translation of sentences that contain structures and words learnt in the unit.
- Writing sentences with personal information.

### **Block 3- Language awareness**

#### a) Linguistic knowledge:

##### A. Grammar and language functions

- Identification of basic morphological elements in the foreign language.
- *Present Simple Tense* (affirmative, negative, interrogative and short answers).
- Saxon Genitive.
- Use of expressions in animals' descriptions.

##### B. Lexicon

- Animals.
- Parts of the body.
- Identification, use and valuation of suitable learning strategies.

##### C. Phonetics

- Intonation of sentences.
- Pronunciation of interrogative sentences.

### **Reflection upon the learning process:**

- Applying basic strategies to organize, acquire, remember and use vocabulary: families associations, schemas, etc.
- Guided reflection on the use and meaning of the *Present Simple* and the *Saxon Genitive*.
- Acceptance of error as part of the learning process and positive attitude to overcome it.
- Organization of autonomous work as a strategy to progress in the learning process.

- Interest to take advantage of the learning opportunities inside and outside the classroom.
- Deduction of grammar rules.
- Use of correct words associated to the contents.

#### **Block 4- Socio-cultural aspects and multiculturalism**

- Recognition and appreciation of the foreign language as a communicative instrument in the classroom and with people from other countries.
- Identification of customs and daily life traits of other countries and cultures which appear in the unit.
- Knowledge of animals' traits, obtaining information from different ways.
- Willingness to use the foreign language in real contexts and for different functions: describing animals.
- Comparison and identification of differences between the phonetic systems of the English and the mother tongue: Pronunciation of questions words and intonation of sentences.
- Use of a non-discriminatory and respectful language with the differences between the way of making descriptions in English societies and in their own society.
- Interest and initiative in carrying out communicative exchanges with foreign language speakers using paper or digital media.

#### **Key competences**

- **Competence in linguistic communication:**
  - Use of vocabulary related to animals and parts of the body.
  - *Present simple* and *Saxon Genitive*.
  - Use of English language to communicate and describe animals.
  - Reading comprehension of a webpage about an unusual story between a top model and the ocean and a film review about several dolphins' help towards two fishermen and a text about gerbils.
  - Listening comprehension of a quiz to choose a pet and a conversation between zoo animals.

- Pronunciation of negative and interrogative words and intonation in sentences.
- Writing a report about an animal, using expressions and suitable vocabulary.
  
- **Environmental education:**
  - Importance of care and protection of sea animals.
  - Knowledge of fun facts about the sociability of dolphins in Laguna, Brazil.
  
- **Digital competence and Information Management:**
  - Online encyclopedias
  - Webpages for animal lovers around the world.
  - Show autonomy, effectiveness, responsibility and reflection when selecting and using ICTs and resources.
  
- **Social and civic competence:**
  - Respect for speaking turns and classroom rules. Maintaining a constructive and supportive attitude to the information presented and the classroom's interactions.
  - Pets as individual's responsibility.
  
- **Cultural awareness and expression:**
  - Learning information about the different extinct animals and in danger of becoming extinct.
  - Learning interesting and surprising facts about snakes, cows, elephants, dolphins and dogs.
  - Learning English expressions related to animals.
  
- **Learn to learn competence:**
  - Use of strategies, resources and techniques to learn to learn and be conscious of their own capabilities and knowledge.

- **Competence for autonomy and personal initiative:**

- Personal creativity to produce both oral and written texts from given examples.
- Promotion of cooperative learning in the classroom.
- Use of personal creativity and organization to hand in a written project work.
- Demonstrate autonomy to assess the level of success of the unit's aims.

### **Interdisciplinary topics**

#### SCIENCE:

- Information about several extinct animals or in danger of becoming extinct: *mastodon, indus river, dolphin, monarch butterfly, sabre-toothed cat, dodo, blue whale y African elephant.*
- Warning about the Siberian tiger in danger of becoming extinct.
- Dolphins' sociability.

#### EDUCATION FOR CITIZENSHIP AND HUMAN RIGHTS:

- Demonstrate respect and protection to animals.
- Value the importance of having a pet.
- Importance of showing respect to the teacher and classmates.
- Respect the speaking turns inside and outside the classroom.

#### LANGUAGE AND LITERATURE:

- The *Present Simple* in negative and interrogative.
- The *Saxon Genitive*.
- Translation from English into Spanish.

#### ENGLISH AS FOREIGN LANGUAGE:

- Ways of calling baby animals: *cub, puppy, foal, kitten.*
- English expressions with vocabulary of animals: *Don't let the cat out of the bag, You're in the doghouse, Hold your horses.*

#### TECHNOLOGIES:

- Online encyclopedias as a source of information and research.



- Webpages.

## 2.6. Temporalization

At this point, I will show a display of the 10 lesson plans that constitute this didactic unit based on unit 3 of “*Action! ESO 1*” textbook by *Burlington Books*.

**Unit 3: “All about animals”. Group: 1<sup>st</sup> ESO. Lesson Plan: 1. Timing: 50’**

ACTIVITY	TIME	AIMS	SKILLS	COMPETENCES	MATERIALS
<b>Pre-Task</b>	10’	To familiarize students with the vocabulary of the unit.	Speaking Writing	Linguistic. Social and civic	Textbook Digital whiteboard
<b>While-Task</b>	10’ 10’ 10’	To learn new words and practice pronunciation. To remember as many animals as they can. To understand what they are listening to.	Speaking Writing Listening	Linguistic. Environmental. Digital. Learn to learn.	Textbook Blackboard Notebook Digital whiteboard
<b>Post-Task</b>	10’	To make a classification into categories.	Speaking Writing	Linguistic. Environmental.	Blackboard

Table 1: 1<sup>st</sup> lesson Plan Timing.

<b>Pre-Task: Introduction to the unit.</b>
<b>Activity 1:</b> The teacher tells the students to look at the title of the unit and makes sure they understand the meaning of the title. Then, the teacher makes the students some questions like: “Do you like animals?”, “Do you have any pet?”, “What wild animals do you know?” etc.
<b>While-Task: A quiz, a memory game, a listening and a topic discussion.</b>
<b>Activity 2:</b> The teacher tells the students to answer “test your knowledge” quiz and listen to the teacher’s pronunciation, repeat and then, the teacher explains them the meaning of the new words (annex 1). <b>Activity 3:</b> In pairs or small groups, students play a game that is called “memory challenge” in which the teacher gives them 3 minutes to write down as many animals as they know. The pair or group that can remember the most items wins.

<p><b>Activity 4:</b> The students listen to a conversation between two people who are spending a day off at the zoo. They hear the recording twice and then they comment on their answers and they are asked if they have ever been to the zoo and what animals did they see (annex 2).</p>
<p><b>Post-Task: What the students have learnt.</b></p>
<p><b>Activity 5:</b> To finish with, the teacher asks the students to create category lists (mammals, domestic animals, wild animals, farm animals, etc.) in order to classify the animals they have mentioned.</p>

Table 2: 1st Lesson Plan.

**Unit 3: “All about animals”. Group: 1<sup>st</sup> ESO. Lesson Plan: 2. Timing: 50’**

ACTIVITY	TIME	AIMS	SKILLS	COMPETENCES	MATERIALS
<b>Pre-Task</b>	10’	To know how to make questions and give correct answers.	Speaking Listening Grammar	Linguistic. Social and civic. Personal initiative and autonomy.	Textbook
<b>While-Task</b>	15’ 10’ 5’	To teach new words. To let them know about the environment. To teach them how to write the Present simple in negative and interrogative.	Reading Speaking Listening Grammar Writing	Linguistic. Environmental. Civic and social.	Black-board Note-book Cards
<b>Post-Task</b>	10’	To identify animals that are extinct or in danger of becoming extinct.	Reading Writing Speaking	Linguistic. Environmental. Learn to learn. Initiative and autonomy.	Black-board Note-book Textbook

Table 3: 2<sup>nd</sup> Lesson Plan Timing.

<p><b>Pre-Task: Warming up.</b></p> <p><b>Activity 1:</b> To warm up, the teacher asks the students what they learnt during the last lesson in order to check their knowledge.</p> <p><b>Activity 2:</b> <i>Speaking. Talking about pets.</i> Students have to make a correct use of the question/answer formula to speak about domestic animals.</p>
<p><b>While-Task: A reading comprehension text, Bingo game and grammar practice.</b></p> <p><b>Activity 3:</b> In turns, the students read an article about a top model and the ocean and highlight the unknown words and then they answer the reading comprehension questions. The teacher tells them that for homework they have to make sentences with the unknown</p>

<p>words apart from a vocabulary list with the new words and its translation into Spanish (annex 3).</p> <p><b>Activity 4:</b> The teacher writes up 10 words about animals on the board. Each student chooses any 5 of the items from the board and writes them down. The teacher then selects one of the items at random and offers a brief definition or synonym of the item but does not say the word itself. If a student thinks he or she has the word the teacher described, he or she ticks it until it is completed and when this happens, he or she shouts BINGO! (annex 4).</p> <p><b>Activity 5:</b> The teacher makes the students to complete a chart with the rules of the Present simple in negative and in interrogative and after that, they have to do some grammar exercises on the book.</p>
<p><b>Post-Task: What the students have learnt.</b></p>
<p><b>Activity 6:</b> Students have to write an animal for each letter of the alphabet.</p> <p><b>Activity 7:</b> Students have to make a list of the animals that are extinct and in danger of becoming extinct.</p>

Table 4: 2nd Lesson Plan.

**Unit 3: “All about animals”. Group: 1<sup>st</sup> ESO. Lesson Plan: 3. Timing: 50’**

ACTIVITY	TIME	AIMS	SKILLS	COMPETENCES	MATERIALS
<b>Pre-Task</b>	5’ 5’	To make students learn vocabulary.	Speaking Writing	Linguistic. Environmental.	Textbooks Notebook white-board
<b>While-Task</b>	15’ 10’	To acquire vocabulary and learn through a playful activity. To practice grammar.	Speaking Writing listening	Social and civic. Autonomy. Linguistic. Environmental.	Cards Notebook White-board Textbook
<b>Post-Task</b>	15’	To communicate with the others taking turns. To show personal points of view.	Speaking Listening	Learn to learn. Linguistic. Environmental.	Black-board

Table 5: 3<sup>rd</sup> Lesson Plan Timing.

<p><b>Pre-Task: Warming up.</b></p> <p><b>Activity 1:</b> The teacher asks for volunteers to correct their homework and if there are not any, the teacher will ask some of them.</p> <p><b>Activity 2:</b> The teacher introduces the vocabulary about the parts of the body (annex 5).</p>
---

<b>While-Task: A game on concentration and translation of sentences.</b>
<p><b>Activity 3:</b> The teacher suggests a game on concentration and divides the class into small groups and delivers a set of cards to each group. Then, students spread the cards out on the table face-down. The sets are made up of two kinds of cards: word cards + definition and picture cards. Students, in turns pick up a card, turn it over, and try matching it to its corresponding card. If there is no match, the cards are returned to their original place on the table and play passes to the next student. If a match is made, the student keeps the pair and tries to make another match. The winner is the player who has matched the most number of cards (annex 6).</p> <p><b>Activity 4:</b> The teacher dictates some sentences to be translated into English.</p>
<b>Post-Task: What the students have learnt.</b>
<p><b>Activity 5:</b> The teacher opens a discussion and asks them which is, according to their opinion, the friendliest and also the less friendly domestic animal and why.</p>

Table 6: 3<sup>rd</sup> Lesson Plan.

**Unit 3: “All about animals”. Group: 1<sup>st</sup> ESO. Lesson Plan: 4. Timing: 50’**

ACTIVITY	TIME	AIMS	SKILLS	COMPETENCES	MATERIALS
<b>Pre-Task</b>	15’	To develop students’ oral production, imagination and common sense.	Speaking Listening	Environmental. Linguistic. Digital.	Digital white-board.
<b>While-Task</b>	25’	To encourage students’ to perform in front of the class. To promote self-learning and autonomy.	Writing Grammar Listening Speaking reading	Linguistic. Learn to learn. Autonomy and self-learning.	Note-book Textbook
<b>Post-Task</b>	10’	To check students’ knowledge.	Listening speaking	Knowledge and interaction.	textbook

Table 7: 4<sup>th</sup> Lesson Plan Timing.

<b>Pre-Task: Warming up.</b>
<p><b>Activity 1:</b> To start with, the teacher selects a student to be sat in front of the class looking at their classmates and without seeing the Whiteboard where there is an image of an animal. This game is called Taboo and it consists on giving the student clues without mentioning what they are seeing on the cards they have been given until the student who is sitting guesses it. That student has only 1 minute to guess the animal and then, the teacher selects another student, etc. (annex 7).</p>
<b>While-Task: dialogue performance, grammar and vocabulary.</b>
<p><b>Activity 2:</b> Students have to write a dialogue to be performed in front of the class. The dialogue must contain words related to animals and parts of the body. They have also to use the Present simple tense in affirmative, negative and interrogative. They can use their</p>

previous knowledge to perform other grammatical aspects or vocabulary. The dialogues will be performed in pairs next day.

### REINFORCEMENT ACTIVITIES

**Activity 3:** They will do some filling the gaps exercises related to the Present simple tense (annex 8).

**Activity 4:** They will do some crosswords and exercises on vocabulary (annex 9).

#### Post-Task: What the students have learnt.

**Activity 5:** In order to check their knowledge, they will close their books and the teacher will make them questions related to the unit.

Table 8: 4<sup>th</sup> Lesson Plan.

### Unit 3: “All about animals”. Group: 1<sup>st</sup> ESO. Lesson Plan: 5. Timing: 50’

ACTIVITY	TIME	AIMS	SKILLS	COMPETENCES	MATERIALS
Pre-Task	5’	To check the students’ knowledge.	Speaking listening	Linguistic. Knowledge.	Textbook Digital White-board
While-Task	30’  10’	To encourage students’ to perform in front of the class. To make them interact. To make them work autonomously in the dialogues creation. To promote writing skills and to make them apply all grammar structures that they know and vocabulary.	Speaking Listening Reading  Grammar Writing	Linguistic. Knowledge. Social and Civic. Learn to learn. Artistic. Autonomy and self-confidence	Textbook Notebook
Post-Task	5’	To be objective and respectful.	Speaking Listening	Linguistic. Learn to learn. Social and civic.	Notebook

Table 9: 5<sup>th</sup> Lesson Plan

Timing.

#### Pre-Task: Warming up.

**Activity 1:** The teacher asks the students the meaning of the words they have been working with and they have to explain the meaning of them in English.

#### While-Task: Dialogue performances and a composition.

**Activity 2:** In turns, the students start to perform their dialogues in front of the class. The students will be given a mark from 5 to 10 by their classmates in order to see who the BEST pairs were and who the WORST were. The teacher will take into account the marks given but he or she will decide what the final mark is (annex 10).

**EXTRA ACTIVITY: REINFORCEMENT** If there is enough time, the following activity will be carried out in class but if there is not time enough, it will be finished at home.

**Activity 3:** The teacher tells the students to write a description about their favorite animal or pet (annex 11).

**Post-Task: What students have learnt.**

**Activity 6:** The teacher asks them what they have learnt about their performances.

Table 10: 5th Lesson Plan.

**Unit 3: “All about animals”. Group: 1<sup>st</sup> ESO. Lesson Plan: 6. Timing: 50’**

ACTIVITY	TIME	AIMS	SKILLS	COMPE- TENCES	MATE- RIALS
<b>Pre-Task</b>	5’ 5’	To make students guess what animals are being shown by showing them a part of their bodies. To make students learn how to construct irregular plurals.	Writing Liste- ning Gram- mar	Linguistic. Digital. Environmental . Learn to learn.	Digital whiteboard Textbook Blackboard notebook
<b>While-Task</b>	15’  10’  10’	To make students understand what they are listening to. To be able to recognize the animals given. To learn new words through a playful activity.	Liste- ning Rea- ding	Linguistic. Digital. Social and civic.	CD Digital whiteboard.
<b>Post-Task</b>	5’	To make students work autonomously.	writing	Linguistic. Learn to learn. Autonomy.	Notebook

Table 11: 6<sup>th</sup> Lesson Plan Timing.

**Pre-Task: Warming up.**

**Activity 1:** The teacher will show them some pictures of animals and the students have to guess what animals are shown just by seeing a part of their bodies (annex 12).

**Activity 2:** Students will learn how to construct the plural of several words (tooth-teeth; foot-feet)

<b>While-Task: Listening test, exercises and a game.</b>
<p><b>Activity 3:</b> The teacher plays a recording about several dolphins and two fishermen and the students have to answer the questions. They will hear the recording twice. The students are going to be evaluated (annex 13).</p> <p><b>Activity 4:</b> This activity is called <i>Science</i>. Students have to identify each animal's babies (annex 14).</p> <p><b>Activity 5:</b> The teacher tells the students to play game which is called "scrambled letters". The teacher writes up ten words with their letters shuffled and students have to order the letters of every single word. The first student who finishes wins (annex 15).</p>
<b>Post-Task: What students have learnt.</b>
<p><b>Activity 5:</b> The students have to write the new words given during the lesson on their notebooks.</p>

Table 12: 6<sup>th</sup> Lesson Plan.

**Unit 3: "All about animals". Group: 1<sup>st</sup> ESO. Lesson Plan: 7. Timing: 50'**

ACTIVITY	TIME	AIMS	SKILLS	COMPETENCES	MATERIALS
<b>Pre-Task</b>	10'	To make students understand oral texts.	Listening	Digital, linguistic and learn to learn.	Digital whiteboard. Cd Textbook.
<b>While-Task</b>	5' 5' 5' 5' 10'	To make students think on possible answers and make them having fun with playful activities.	Speaking  Writing  grammar	Linguistic, digital, Social and civic, environmental.	Digital whiteboard. Blackboard. Textbook. Notebook.
<b>Post-Task</b>	10'	To make students speak in the target language and using correct grammar structures and make them think autonomously and create an atmosphere of self-confidence. To make them respect their partners' point of view.	Speaking  Reading	Learn to learn, autonomous, interactive.	Textbook. Digital whiteboard.

Table 13: 7<sup>th</sup> Lesson Plan Timing.

<b>Pre-Task: Warming up.</b>
<p><b>Activity 1:</b> The teacher plays a dictation recording and students have to write the</p>

sentences they listen.
<b>While-Task: Riddles, a puzzle and culture magazine.</b>
<p><b>Activity 2:</b> Students have to solve several riddles about animals (annex 16).</p> <p><b>Activity 3:</b> <i>Write an animal riddle!</i> Students have to write a riddle about an animal using verb to be, have got and present simple to make their partners guess the animal.</p> <p><b>Activity 4:</b> <i>Guess the animal!</i> In pairs, one thinks on an animal and the partner makes him or her six questions to guess it.</p> <p><b>Activity 5:</b> <i>Puzzle time!</i> Students have to find out twenty-two animals in the alphabet soup and then associate them with its respective descriptions. (annex 17).</p> <p><b>2.1 Activity 6: Culture Magazine: Amazing Animals.</b> <i>Students have to associate sentences with their corresponding animals to know some amazing details about them (annex 18).</i></p>
<b>Post-Task: What students have learnt.</b>
<p><b>Activity 7:</b> The teacher opens a discussion to know students opinion after reading some information about extinct animals and animals in danger of becoming extinct. The teacher asks the students for solutions to avoid animals' extinction.</p>

Table 14: 7<sup>th</sup> Lesson Plan.**Unit 3: "All about animals". Group: 1<sup>st</sup> ESO. Lesson Plan: 8. Timing: 50'**

ACTIVITY	TIME	AIMS	SKILLS	COMPETENCES	MATERIALS
<b>Pre-Task</b>	10'	To realize that languages cannot be translated word by word.	Reading writing	Linguistic Social Environmental Autonomy Learn to learn	Notebook textbook
<b>While-Task</b>	20'  15'	To construct grammatically correct sentences in the present simple, have got and to be. To be able to investigate and create materials to be used for teaching purposes.	Writing Reading Speaking Grammar listening	Linguistic. Learn to learn. Autonomy. Interaction. Digital.	Notebook Textbook cards
<b>Post-Task</b>	5'	To be able to identify each animals' habitat.	Reading speaking	Linguistic. Learn to learn. Autonomy. Social interaction.	Map cards

Table 15: 8<sup>th</sup> Lesson Plan Timing.**Pre-Task: Warming up.**



<p><b>Activity 1:</b> <i>Animal Talk.</i> The teacher shows the students some expressions related to animals and they translate and adapt them into their mother tongue (annex 19).</p>
<p><b>While-Task: Questions and Answers session</b></p>
<p><b>Activity 2:</b> The teacher writes up two separate lists (A and B) on the board and assigns half the A list and the other half list B and they have to write questions for the underlined part of the answer. They need to use the same word that is underlined in the question and, after the answers are written, the teacher exchanges the papers. (annex 20).</p>
<p><b>Activity 3:</b> <i>Portfolio activity.</i> Make the students create information cards about animals. They can search the information on the Internet by the digital whiteboard (annex 21).</p>
<p><b>Post-Task: What students have learnt.</b></p>
<p><b>Activity 5:</b> Students are given a map and they have to locate where each animal lives. (e.g giraffes are from Africa) (annex 22).</p>

Table 16: 8<sup>th</sup> Lesson Plan.

**Unit 3: “All about animals”. Group: 1<sup>st</sup> ESO. Lesson Plan: 9. Timing: 50’**

ACTIVITY	TIME	AIMS	SKILLS	COMPETENCES	MATERIALS
<b>Pre-Task</b>	5’	To clarify the concepts of the unit.	speaking	Linguistic. Learn to learn.	Digital whiteboard. Textbook.
<b>While-Task</b>	15’ 15’ 10’	To practice grammar and vocabulary. To ensure that they know how to write an animal report.	Reading Listening Grammar Writing speaking	Linguistic. Environmental. Learn to learn. Social and civic. Digital	Digital whiteboard. Textbook. Blackboard.
<b>Post-Task</b>	5’	To make sure that students do not have any doubts.	speaking	Linguistic. Learn to learn.	Digital whiteboard.

Table 17: 9<sup>th</sup> Lesson Plan Timing.

<p><b>Pre-Task: Warming up.</b></p>
<p><b>Activity 1:</b> Review the vocabulary and grammar studied throughout the unit and solve possible doubts.</p>
<p><b>While-Task: Reviewing.</b></p>
<p><b>Activity 2:</b> Students are given some grammar and vocabulary exercises to practice for the exam (annex 23).</p>
<p><b>Activity 3:</b> Students are given some cards with questions about animals, parts of the body, irregular plurals, etc. and they have to answer them (annex 24).</p>

<b>Activity 4:</b> Students are given a fact file and they have to write an animal report (annex 25).
<b>Post-Task: What students have learnt.</b>
<b>Activity 5:</b> Teacher makes sure that there are not any doubts as the exam will take place during the next session.

Table 18: 9<sup>th</sup> Lesson Plan.

## 2.7. Evaluation criteria

### In the official curriculum

- To understand the general idea and specific information of oral texts produced by a speaker or the media about the most relevant topics.
- To take part in oral conversations and simulations (pets descriptions and other animals), using the most suitable strategies to make the communicative process easier and producing a comprehensible discourse according to the speaker's intention.
- To recognize the overall idea and take specific information from written texts, with the support of written and non-written elements, about the unusual story of a top model and the ocean and a review about the help given by some dolphins to certain fishermen.
- To write a report about an animal using appropriate structures, functions and lexicon, cohesive elements from models and respecting the basic punctuation rules.
- To use knowledge of some formal aspects in English in different communicative contexts, as an instrument of both self-learning and self-correction to better understand that of others.
- To identify, use and give examples of the strategies used in the unit to progress in learning.
- To use information and communication technologies under supervision to search for information.
- To identify certain cultural or geographical elements that belong to English speaking countries and cultures and demonstrate interest to know and learn from them.

### In my didactic unit

- My didactic unit focuses on the individual learner and aims to know if students are achieving success during the process of foreign language acquisition and if there is something to be done to make the method as effective as must be. Due to this fact, it is necessary to answer three questions in order to get success in the teaching-learning process:
  - 1) What to evaluate? Students will be assessed according to the unit's specific contents and vocabulary, their homework, notebooks and class attitude.
  - 2) How to evaluate? There will be direct observation through the eight sessions according to the students' attitude and delivered activities and a final examination at the end of the unit which will assess Grammar, Writing, Reading, Listening and Speaking.
  - 3) When to evaluate? As I have already mentioned, the written exam will take part at the end of the unit and it will include grammar, writing and reading. Listening and speaking skills will be assessed between the lessons 5 and 6.

### **Students' mark criteria**

There will be a specific criteria of evaluation. The final mark will consist of 80% for the written part (grammar and vocabulary 30%, writing 20% and reading 15%) and 5% will be homework and students' attitude in the classroom. The remaining 20% will be divided into a 10% for the speaking test and the rest for the listening test.

### **3. CONCLUDING REMARKS**

During my first period of trainee, I realized that students showed reluctance to acquire new words because they did not show any kind of effort. Due to this fact, during my second period of trainee, I decided to design the didactic unit which has been developed through this paper in order to encourage and motivate them.

There is a vast number of pedagogical strategies that facilitate vocabulary acquisition in English language, but as it has been demonstrated throughout this project work, both theoretically and practically, one of the most efficient and valuable techniques at present, are playful activities.

This alternative to the traditional teaching must be programmed in advance in order to guarantee the aim which has to be reached, that in this case, will be vocabulary acquisition in the first stage of Secondary Education.

Playful activities help students to acquire knowledge in a natural way to facilitate a better assimilation and they also allow this knowledge to be used in real life conversations. This is not only a great motivational tool, but also a didactic one because students will be interested in learning new vocabulary if they know that they will only use in the suggested activities.

On the other hand, and as it can be observed in the suggested playful activities, this project work defends the use of playful activities as an additional tool in the teaching-learning process that supports and helps to secure theoretical knowledge. In addition to this, students can memorize better new vocabulary if they remember particular situations that they have faced previously. Put in other words, they establish mental links to make them easier to remember certain words which they associate to situations they have lived before.

In sum, this is a very successful way of presenting vocabulary as it allows them to remember words from a natural and spontaneous way and in a highly motivating atmosphere.

#### 4. REFERENCES

- Bello, P. (1998). *Didáctica de las segundas lenguas: Estrategias y recursos básicos*. Madrid: Aula XXI- Santillana.
- Fingermann, J. G. (1970). *El juego y sus proyecciones sociales*. Buenos aires: Ateneo.
- Gairns, R. & Redman, S. (1986). *Working with words*. Cambridge: Cambridge University Press.
- Genesee, F. (1994). *Educating Second Language Children: The Whole Child, the Whole Curriculum, the Whole Community*. Cambridge: Cambridge University Press.
- Gutiérrez, M. (1993). *Las actividades dramáticas en la enseñanza y aprendizaje del inglés como lengua extranjera*. Murcia: Universidad de Murcia.
- McDonald, C. & Devlin, E. (2006). *Action! ESO 1*. Student's Book. Burlington Books.
- Miller, F.P., Vandome, A.G. & McBrewster, J. (2010). *Atkinson-Shiffrin Memory Model: Psychological, Model (abstract), Richard C. Atkinson, Richard Shiffrin, Memory, Sensory Memory, Short-term Memory, Long-term Memory*. Alphascript Publishing.
- Moreno, J. (1999-2000). *Didáctica del vocabulario en la Enseñanza Secundaria Obligatoria* (estudio empírico). Enseñanza.

Motos, T. (1992). *Las técnicas dramáticas: procedimiento didáctico para la enseñanza de la lengua y la literatura*. Valencia: Universidad de Valencia.

Nation, I.S.P. (2001). *Learning Vocabulary in Another language*. Cambridge: Cambridge University Press.

Real Decreto 39/1998, de 31 de Marzo, del Gobierno Valenciano, de ordenación de la educación para la atención a la diversidad del alumnado con necesidades educativas especiales. Recuperado el 15 de Mayo de [http://www.cece.gva.es/ocd/areacd/docs/esp/d39\\_1998\\_ordenacion\\_atencion\\_alumnado\\_nee.pdf](http://www.cece.gva.es/ocd/areacd/docs/esp/d39_1998_ordenacion_atencion_alumnado_nee.pdf)

Real Decreto 112/2007, de 20 de julio, del Consell, por el que se establece el currículo de la Educación Secundaria Obligatoria en la Comunitat Valenciana. Recuperado el 15 de Mayo de [http://www.docv.gva.es/datos/2007/07/24/pdf/2007\\_9717.pdf](http://www.docv.gva.es/datos/2007/07/24/pdf/2007_9717.pdf)

Real Decreto 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato. Recuperado el 18 de Mayo de <http://www.boe.es/boe/dias/2015/01/03/pdfs/BOE-A-2015-37.pdf>

Tejerina, I et al. (1998) *Dramatización y competencia comunicativa. Una investigación educativa en Secundaria, Escuela y Sociedad*. (1998: 209-215). Cantabria: Universidad de Cantabria.

Toth, M. (1995). *Children's Games*. Oxford: Heinemann Publishers.

<https://www.blogglesworldesl.com> [consulta: jueves, 02 de julio de 2015]

<https://www.easypacelearning.com> [consulta: jueves, 02 de julio de 2015]

<https://www.englishclub.com/vocabulary/idioms-animals.htm> [consulta: jueves, 02 de julio de 2015]

<https://www.islcollective.com> [consulta: jueves, 02 de julio de 2015]

<https://www.kreativerunterricht.de> [consulta: jueves, 02 de julio de 2015]

<https://www.pinterest.com/> [consulta: jueves, 02 de julio de 2015]

<https://www.slideshare.net> [consulta: jueves, 02 de julio de 2015]

<https://www.teachspeech365.blogspot.com> [consulta: jueves, 02 de julio de 2015]

<https://www.thechurchplant.net> [consulta: jueves, 02 de julio de 2015]

<https://www.wurstwisdom.com> [consulta: miércoles, 01 de julio de 2015]

<https://www.yongjelly.wordpress.com> [consulta: sábado, 04 de julio de 2015]

## 5. APPENDICES

### APPENDIX 1: Test your knowledge: quiz.

Are you an animal expert? Try this quiz and test your knowledge of the animal kingdom.

- 1.) The slowest fish is the seahorse. How fast does it go?
  - a) **0.016 kilometres per hour.**
  - b) 0.16 kilometres per hour.
  - c) 1.6 kilometres per hour.
- 2.) The smallest mammal is the bumblebee bat from Thailand. How big is it?
  - a) 11 milimetres long.
  - b) **30-40 milimetres long.**
  - c) 50-60 milimetres long.
- 3.) What is the heaviest snake?
  - a) **An anaconda.**
  - b) A python.
  - c) A taipan.
- 4.) Which animal has the longest life?
  - a) A human.
  - b) An elephant.
  - c) **A giant tortoise.**
- 5.) What's the world's most poisonous animal?
  - a) A stonefish.
  - b) **A sea wasp or box jellyfish.**
  - c) A Sidney funnel web spider.
- 6.) What's the longest animal?
  - a) An African elephant.
  - b) A camel.
  - c) **A rhino beetle.**
- 7.) What is the loudest animal?
  - a) **A blue whale.**
  - b) A howler monkey.
  - c) An African cicada.
- 8.) What is the fastest animal?
  - a) A sailfish.
  - b) A cheetah.
  - c) **A peregrine falcon.**
- 9.) What is the largest animal?
  - a) **A blue whale.**
  - b) A whale shark.
  - c) An African elephant.

### APPENDIX 2: Listening comprehension exercises and script.

Paul: hey Tom, let's go to the sea animals tank!

Tom: Good idea. I want to see if the white shark is as big as my cousin says.

Paul: It must be amazing.

Tom: Let's go then! Hurry up!

Paul: wow. It is amazing! Are you seeing that big shark, Tom?  
 Tom: which one?  
 Paul: that one over there. I think it is the white shark.  
 Tom: Yes, it is! It is enormous.  
 Paul: Have a look at the other tank.  
 Tom: which tank?  
 Paul: that one. Can you see that big octopus?  
 Tom: Oh, yes!! It has a lot of tentacles!  
 Paul: Let's count them!  
 Tom: I count up to 10  
 Paul: No, You are wrong. It has got 12.  
 Tom: Oh, yes. You are right.  
 Paul: Look at that starfish  
 Tom: It's wonderful. Look how it moves.  
 Paul: yes, it is amazing.  
 Tom: It has been a good idea to come here today.  
 Paul: yes, of course. It is better than studying science at school.

Listening comprehension exercises:

- |  |     |
|--|-----|
| 1) They want to see the white shark.                       | T/F |
| 2) The octopus has got 10 tentacles.                       | T/F |
| 3) They see a seahorse.                                    | T/F |
| 4) They think that a science class is better than the zoo. | T/F |

### APPENDIX 3: A magazine article: Ocean Girl.

#### APPENDIX 3: A magazine article: Ocean Girl.

Neri, is a young girl with an affinity for water, super-human strength, the ability to swim long distances, and super-human lung capacity. She lives alone on a deserted island. She makes friends with two Australian boys: Jason and Brett Bates. This friendship is at first a highly guarded secret due to Neri's fear of other humans. The Bates brothers live in an elaborate underwater research and environmental protection facility called ORCA (The Oceanic Research Center of Australia), located near Port Douglas. All of them aim to study the songs produced by blue whales as a way of communication between species.

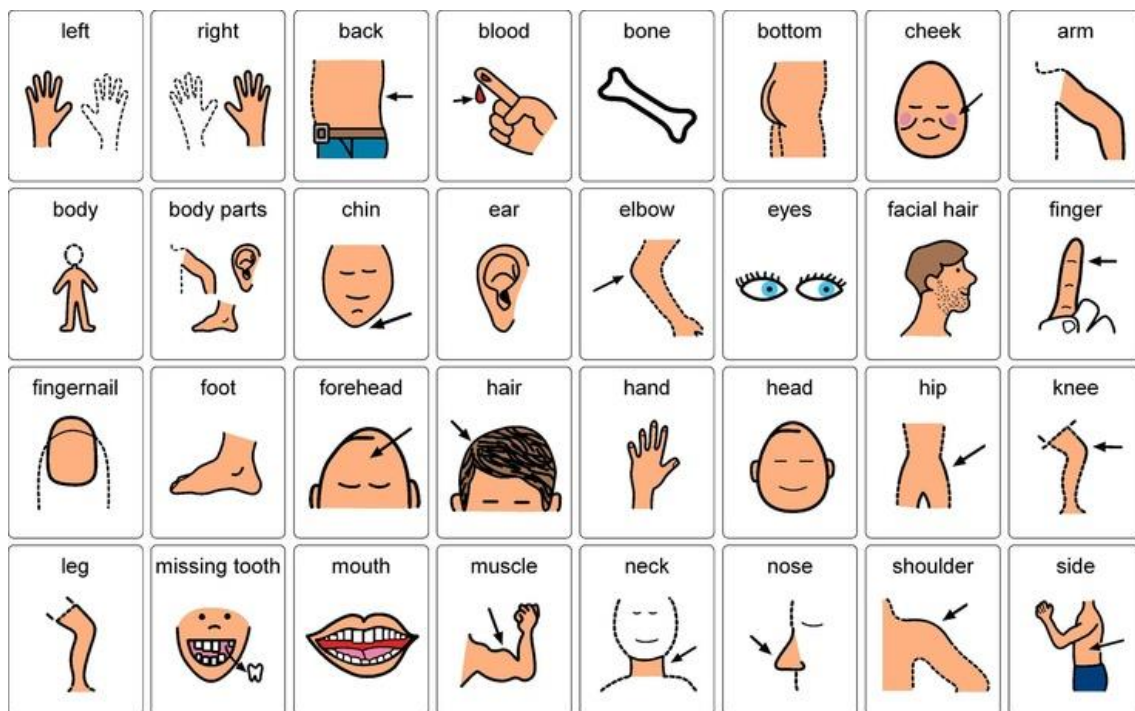
Reading comprehension questions:

- 1- What abilities has Neri got?
- 2- Where does Neri live?
- 3- Why does she want to keep her friendship with Jason and Brett in secret at first?
- 4- What is the meaning of ORCA?
- 5- What is the aim of their study at ORCA?












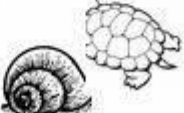


















### APPENDIX 4: Animals BINGO.

- 1- **Amphibious** : capable of living both in water and on land.
- 2- **Aquatic**: growing or living in or near water.
- 3- **Domestic**: It is kept as a pet or on a farm.
- 4- **Extinct**: No longer exists.
- 5- **Nocturnal**: Active at night rather than during the day.
- 6- **Omnivorous**: It eats both plants and meat.
- 7- **Pedigree**: It comes from a family whose members have been recorded for a long time and that are all of the same breed.
- 8- **Poisonous**: Capable of producing poison.
- 9- **Predatory**: Relating to animals that kill and eat other animals.
- 10- **Savage**: A savage animal is likely to attack you.

#### APPENDIX 5: Parts of the body.



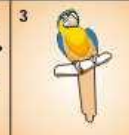



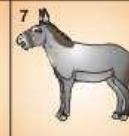
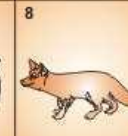


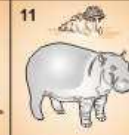

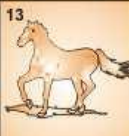

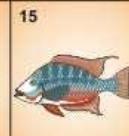
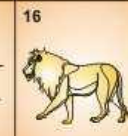
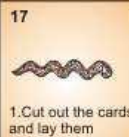
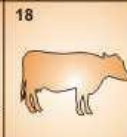






 whiskers	 a beak	 big ears	 horns	 Antlers
 teeth	 fangs	 tusks	 wings	 feathers
 humps	 a shell	 a trunk	 a mane	 a (long) tail
 gills	 scales	 fins	 flippers	 antennae
 legs	 feet	 paws	 claws	 hooves
 arms	 tentacles	 fur	 spots	 stripes

[www.easypacelearning.com](http://www.easypacelearning.com)

**APPENDIX 6: Concentration game.**

1 	2 	3 	4 	elephant	bear	parrot	monkey
5 	6 	7 	8 	cat	dog	donkey	fox
9 	10 	11 	12 	rabbit	seal	hippopotamus	panda
13 	14 	15 	16 	horse	sheep lamb	fish	lion
17  1. Cut out the cards and lay them on the right name.	18 		19  2. If you are ready, you can play the "Memory-Game".	snake	cow	giraffe	pig

[www.kreativerunterricht.de](http://www.kreativerunterricht.de)

### APPENDIX 7: Taboo.

 <b>Word: cat</b> Don't say: 1. tail 2. mouse <small>© Teach Speech 365</small>	 <b>Word: elephant</b> Don't say: 1. big 2. peanuts <small>© Teach Speech 365</small>	 <b>Word: rabbit</b> Don't say: 1. white 2. soft <small>© Teach Speech 365</small>
 <b>Word: duck</b> Don't say: 1. yellow 2. waddle <small>© Teach Speech 365</small>	 <b>Word: dog</b> Don't say: 1. bark 2. sit <small>© Teach Speech 365</small>	 <b>Word: bear</b> Don't say: 1. brown 2. forest <small>© Teach Speech 365</small>

[teachspeech365.blogspot.com](http://teachspeech365.blogspot.com)

### APPENDIX 8: Grammar exercises on Present simple tense.

1. I usually \_\_\_\_\_ (go) to school.
2. They \_\_\_\_\_ (visit) us often.
3. You \_\_\_\_\_ (play) basketball once a week.
4. Tom \_\_\_\_\_ (not work) every day.

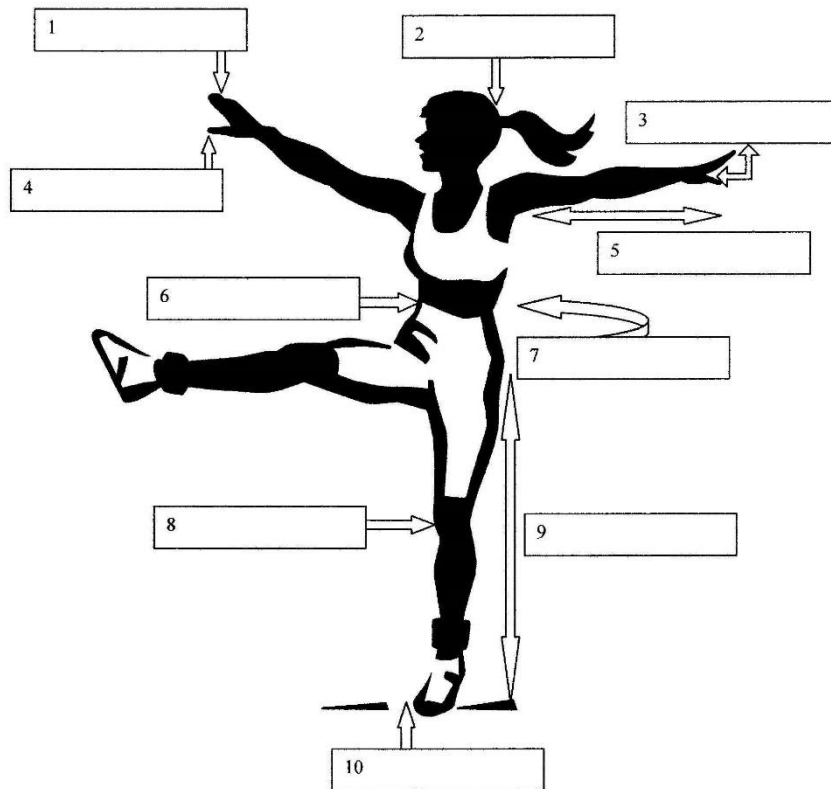
5. \_\_\_\_\_ He always \_\_\_\_\_ (tell) you funny stories?
6. She never \_\_\_\_\_ (help) me with that!
7. In this club people usually \_\_\_\_\_ (dance) a lot.
8. \_\_\_\_\_ Linda \_\_\_\_\_ (take care) of her sister?
9. John \_\_\_\_\_ (not listen) to music every Saturday.
10. We \_\_\_\_\_ (live) in the city most of the year.
11. You always \_\_\_\_\_ (teach) me new things.
12. She \_\_\_\_\_ (not help) the kids of the neighborhood.
13. \_\_\_\_\_ You usually \_\_\_\_\_ (go) to the supermarket?
14. My mum \_\_\_\_\_ (not wash) the dishes at night.
15. In the morning I \_\_\_\_\_ (not do) my homework.

**APPENIDX 9: Vocabulary crossword and exercises.**

### Parts of the body

Label the picture with the words from the box.

head	arm	hand	fingers	thumb
leg	knee	foot	stomach	back



# Animals

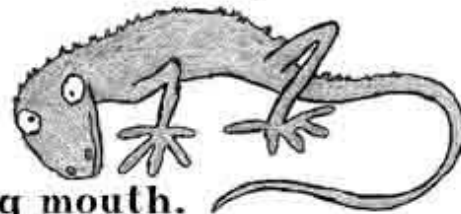
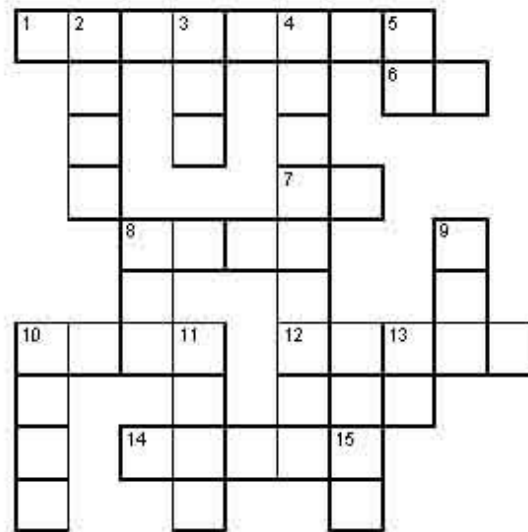
## Boggle's World

### Across

1. An animal with a long nose.
6. My book is      the desk.
7. He      reading comic books.
8. An animal that jumps and catches flies.
10. An animal that flies.
12. An animal with black and orange stripes.
14. An animal with black and white stripes.

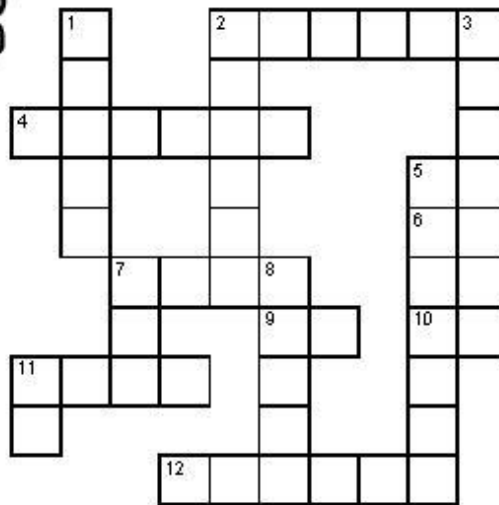
### Down

2. The king of animals.
3. A short fat animal.
4. A green animal with a long mouth.
5. I like      play soccer.
8. I ate pizza      lunch.
9. What's one times one?
10. An animal that sleeps in winter.
11. A brown animal with horns.
13.      to bed
15. A cat. A dog.      elephant.



Boggle's World copyright (c) 2000

# Animal Types



### Across

- 2. What do turtles have on their backs?
- 4. Bear, human, or dog.
- 6. I am \_\_ the zoo.
- 7. Shark, goldfish, or tunafish.
- 9. The book is \_\_ the table.
- 10. The book is \_\_ my bag.
- 11. Eagle, owl, or parakeet.
- 12. Ant, beetle, or ladybug.



### Down

- 1. What do lobsters and crabs have?
- 2. What do fish have on their skin?
- 3. How many legs do insects have?
- 5. Where an animal gets food, air, and a home.
- 7. What do mammals have on their skin?
- 8. What do deers and rhino's have?
- 11. My shoes are \_\_ the door.

[www.bogglesworldesl.com](http://www.bogglesworldesl.com)

### APPENDIX 10: Peer- assessment sheet.

	PAIRS OF STUDENTS	EXCELLENT	GOOD	BAD
1.				
2.				
3.				
4.				

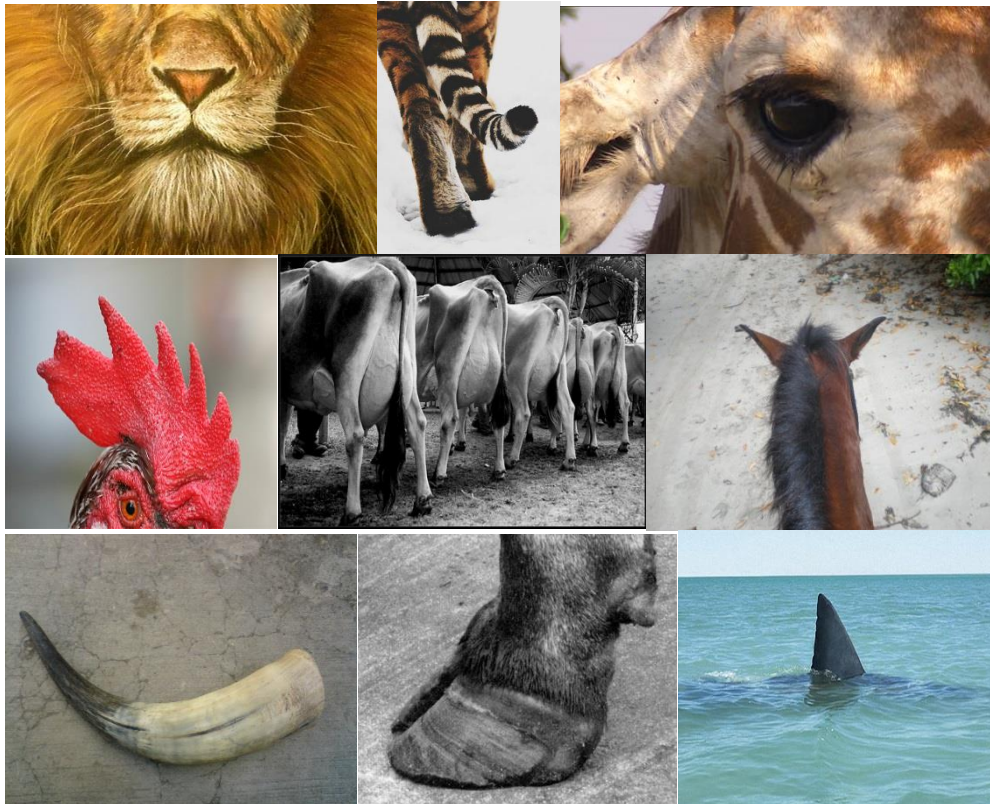
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			

STUDENTS:	EXCELLENT	GOOD	BAD
READING			
PRONUNCIATION			
EYE CONTACT			

**APPENDIX 11: Animal description.**

<p>My favourite animal is....It lives in....It is.....It has got.....It hunts.....It can hidde from.....It attacks.....It eats.....It weights.....</p>
--

**APPENDIX 12: Animals pictures.**



**APPENDIX 13: Listening comprehension exercises and script.**

Jack: I am really tired today, Bill.

Bill: why is that?

Jack: I couldn't sleep last night because I heard a noise and I couldn't concentrate myself.

Bill: wait! What is this?

Jack: I don't know! It comes from the sea.

Bill: It is a dolphin! Two dolphins! Look how beautiful they are!

Jack: yes, definitely.

Bill: The night is coming. I think we should stop and sleep.

Jack: Oh, Don't worry. I can continue a bit more.

Bill: are you sure? You didn't sleep last night. You must be tired!

Jack: No problem. I will continue a bit more and then I'll go to bed.

Bill: Ok, then. Good night.

Jack: good night, mate.

Bill: What has been that?

Jack: We have crashed into a rock, I think.

Bill: what are we going to do?

Jack: the mobile phones haven't got signal and the boat is starting to sink.

Bill: we are going to die, Jack!

Jack: keep calm. Let's find a solution.

Bill: Help!!! Help!!!

Jack: Bill. There's nobody near here.

Bill: The boat is full of water and it's dark. I can't see anything. Jack!! Jack??? Where are you, Jack? Jack!

Jack: I'm here! Look!!

Bill: what are you doing? Are you crazy?

Jack: it's fantastic! Try one!

Bill: are you riding a dolphin?

Jack: yes, They are very friendly. They want to help us. Ride the other one. It is the only solution.

Bill: okay. I will try... It's fantastic! Wow!

Jack: these are wonderful animals. It's amazing!

Listening comprehension questions:

- |  |     |
|--|-----|
| 1. Jack and Bill are fishermen.                        | T/F |
| 2. Bill is tired.                                      | T/F |
| 3. Jack is going to sleep.                             | T/F |
| 4. They see two sharks.                                | T/F |
| 5. Their mobile phones don't work.                     | T/F |
| 6. Bill thinks it is a good idea to ride the dolphins. | T/F |
| 7. The dolphins aren't friendly.                       | T/F |
| 8. The boat is full of water.                          | T/F |
| 9. They have crashed into a ship.                      | T/F |
| 10. Jack thinks dolphins are wonderful animals.        | T/F |

**APPENDIX 14: Science.**



Match each animal with its baby:

Spider	cub
Bear	spiderling
Frog	tadpole
Deer	caterpillar
Owl	joey
Butterfly	fawn
Kangaroo	owlet
Bird	calf
Wolf	chick
Elephant	pup

**APPENDIX 15: Scrambled letters.**

<b>IONL</b>	<b>HSKAR</b>
<b>EBRZA</b>	<b>GOD</b>
<b>KYEONM</b>	<b>CTA</b>
<b>LIDEROOCC</b>	<b>SIHF</b>
<b>SEHOR</b>	<b>GTIRE</b>

**APPENDIX 16: Riddles.**

I have four legs. I live in Africa. I am big and grey. I live in the river.	I have four legs. I am a pet. I hate cats. I bark.	I eat other animals. I have a big mouth. I am green. I live in the water.
I can swim and dive. I have two legs. I have wings. I quack.	I hiss. I can be poisonous. I am long. I have a forked tongue.	I am brown. I have a mane. I like to eat zebras. I roar.
I have four legs. You can ride me. I have tusks. I have a long nose.	I eat insects. I live in the pond. I hop. I am green.	I live in Africa. I am yellow and brown. I eat leaves. I have a long neck.
I live on the farm. I have horns. I moo. I give milk.	I am a pet. I like mice. I have nine lives. I purr and meow.	I have a mane. I whinny. You can ride me. I live in a barn.

**APPENDIX 17: Puzzle time! Alphabet soup.**

F	F	G	Z	E	B	R	A	G	G	I	R	A	F	F	E	H	H	S	E
G	H	S	D	W	G	T	E	H	B	N	T	U	R	T	L	E	N	E	L
G	N	H	B	E	F	I	R	H	M	O	U	S	E	N	N	B	B	A	E
U	F	A	U	R	R	G	F	G	B	U	L	L	G	A	N	V	V	L	P
I	F	R	T	T	E	E	T	E	F	G	V	V	C	B	C	C	V	E	H
N	H	K	T	G	T	R	N	F	H	T	R	E	G	C	D	N	V	B	A
E	B	T	E	G	W	H	N	E	A	G	L	E	H	D	H	N	M	H	N
A	T	J	R	Q	A	Z	X	S	D	X	V	B	J	E	F	V	G	I	T
P	F	E	F	C	H	I	M	P	A	N	Z	E	E	B	H	B	T	P	J
I	H	C	L	D	J	E	L	L	Y	F	I	S	H	H	B	N	R	P	J
G	G	O	Y	S	W	H	A	L	E	D	S	A	A	A	S	D	E	O	U
J	N	W	X	A	C	A	T	G	B	C	G	B	H	O	R	S	E	K	H
N	H	G	F	X	S	A	Q	W	E	V	T	Y	P	N	M	L	J	M	T
K	B	R	K	I	L	O	C	H	I	C	K	E	N	H	L	K	K	K	T
G	K	T	H	H	J	L	U	J	K	K	L	L	L	L	F	R	O	G	Y
F	H	Y	N	C	R	O	C	O	D	I	L	E	L	L	I	U	O	I	U

- 1- It lives in Africa. Its color is grey and it has got a long trunk.
- 2- It lives in cold regions. It is heavy and black. It has got long teeth.
- 3- It lives in the jungle. Its color is grey and it likes to swim in rivers.
- 4- It can jump and it lives in ponds. It hunts flies with its tongue.
- 5- It is green and it has got a shell.
- 6- It lives in Africa. It is brown and yellow and it has got a long neck.
- 7- It has got horns and it can be very dangerous if it is angry.
- 8- It is a bird that flies very fast. It has got big wings.
- 9- It cheese and it is very small.
- 10- It can be black, white or brown. People can ride it.
- 11- It can't fly but it is a bird. It has got feathers and it is born from an egg.
- 12- It is green and very big. It lives in rivers and lakes and it eats other animals.
- 13- It is striped and its color is black and white.
- 14- It is striped and its color is black and orange.
- 15- It is very dangerous and it lives in the sea.
- 16- It is black and white and produces milk.
- 17- It can jump and it lives in the jungle.
- 18- It has no color and it lives in the sea. It has got tentacles and it bites you.
- 19- It is a mammal and it is a domestic animal and it belongs to the tiger's family.
- 20- It is big and blue. It lives in the sea and it can sing.
- 21- It is the man's best friend.
- 22- It is colorful and it likes flowers.

**APPENDIX 18: Culture magazine: Amazing animals.**

1. Turritopsis nutricula **jellyfish** can repeatedly revert back to polyp form and begin the aging process anew, rendering them **virtually immortal**.
2. A **cat** can **jump up to five times its own height**.
3. **Dogs** are **intuitive**, near **telepathic** with the humans they know very well.
4. **Hippos** can produce their **own sunscreen**, a reddish sweat that looks like blood.
5. The **rhinoceros beetle** can carry up to **850 times its own body weight**.
6. **Clownfish** are born male, but **can change genders** at will, for mating purposes.
7. **Penguins can now jump as high as six feet in the air**.
8. **Crocodriles can swallow stones**, and use them to both **balance themselves in the water**, and to crush food during digestion

#### APPENDIX 19: Animal talk.

Idiom	meaning	example sentence
<b>ants in one's pants</b>	unable to sit still or remain calm out of nervousness or excitement	Lisa had <b>ants in her pants</b> the day before her interview.
<b>cat's got one's tongue</b>	said about someone who doesn't speak (usually due to shyness)	It looks like the <b>cat's got your tongue</b> , Lucy. Are you always this quiet?
<b>dog days</b>	very hot days	I sleep in the basement during the <b>dog days</b> of August.
<b>kill two birds with one stone</b>	get two things done at once	If you pick the groceries up when you drop George off for his shift, you will <b>kill two birds with one stone</b> .
<b>let the cat out of the bag</b>	reveal a secret	Who <b>let the cat out of the bag</b> about the surprise party?
<b>(a) little bird told me</b>	I heard something (usually secretive or unknown) from someone (not named)	<b>A little bird told me</b> that you are thinking of quitting your job.
<b>monkey see, monkey do</b>	silly/unintelligent people tend to copy each other's actions	Our one-year-old is saying bad words now. I told my husband, " <b>Monkey see, monkey do!</b> "

Idiom	meaning	example sentence
<b>nest egg</b>	money saved for the future	We have a <b>nest egg</b> that we might have to use if Jim goes on sick leave.
<b>raining cats and dogs</b>	raining heavily	I forgot my umbrella, and it was <b>raining cats and dogs</b> .
<b>straight from the horse's mouth</b>	directly from the original source	I know Jenny is pregnant, because I heard it <b>straight from the horse's mouth</b> .
<b>take the bull by the horns</b>	face a challenge or danger boldly	If you really think you deserve a promotion, you'll have to <b>take the bull by the horns</b> .
<b>until the cows come home</b>	for a very long time	I could eat pizza and ice-cream <b>until the cows come home</b> .

<https://www.englishclub.com/vocabulary/idioms-animal.htm>

animal.htm

## APPENDIX 20: Q & A.

### GROUP A

1. I go to school every day.
2. We walk to the house.
3. She wants a drink.
4. The children wash their face.
5. I have got twelve pens on the table.
6. My sister watches TV every Friday.
7. We wish you a good day.
8. Everybody goes to work.
9. Ben and Jim collect postcards.
10. They always wait for the tram.
11. Kristy arrives at 8 o'clock.
12. We are very tired.
13. Bryan is fine today.
14. Betty makes tea for her doll.
15. You always use my pen.

## GROUP B

1. How often do you go to school?
2. Where do you walk to?
3. What does she want?
4. What do the children do?
5. How many pens have I got?
6. How often does my sister watch TV?
7. Who do you wish a good day?
8. Who goes to work?
9. What do Ben and Jim collect?
10. What do they always wait for?
11. What time does Kristy arrive?
12. How do you feel today?
13. How does Bryan feel today?
14. Who does Betty make tea for?
15. What do you always use?

**APPENDIX 21: Portfolio activity.**

# Zebra

Common name: *Zebra*

Species name: *Equus quagga*

Class: *Mammal*

Food: *Herbivore. It eats grass.*

Habitat: *It lives in the African  
sabanas.*

Description: *It has got four legs and  
a tail. It has got black and white  
stripes. It looks like a horse.*



[www.slideshare.net](http://www.slideshare.net)

**APPENDIX 22: Where does it live?**

Locate the following animals on the map:

**Crocodile- shark-blue whale-zebra-giraffe-lion-tiger-koala-kangaroo-bull-cow-  
buffalo-monkey- rabbit-deer-horse- panda bear-fox**



[wurstwisdom.com](http://wurstwisdom.com)

### APPENDIX 23: Grammar and vocabulary.

1. Fill in the gaps with the Present Simple.

- They \_\_\_\_\_ hockey at school. **(to play)**
- She \_\_\_\_\_ e-mails. **(not/to write)**
- \_\_\_\_\_ you \_\_\_\_\_ English? **(to speak)**
- My parents \_\_\_\_\_ fish. **(not/to like)**
- \_\_\_\_\_ Anne \_\_\_\_\_ any hobbies? **(to have)**
- Andy's brother \_\_\_\_\_ in an office. **(to work)**
- Leroy \_\_\_\_\_ very fast. **(can/not/to read)**
- \_\_\_\_\_ Jim and Joe \_\_\_\_\_ the flowers every week? **(to water)**
- Yvonne's mother \_\_\_\_\_ a motorbike. **(not/to ride)**
- \_\_\_\_\_ Elisabeth \_\_\_\_\_ cola? **(to drink)**

2. Write the plural of the following words:

Tooth

Foot

Mice

3. Make questions for the following answers.

1. \_\_\_\_\_

I usually get up at half past seven.

2. \_\_\_\_\_

I always go to bed before twelve o'clock.

3. \_\_\_\_\_

After school, I usually do my homework.

4. \_\_\_\_\_

My best friend's name is Maria.

\_\_\_\_\_

5. Yes, I have got two dogs and a cat.

#### APPENDIX 24: Cards.

Pigs have it curly	A horse's feet.	A dog is covered of.....	A fish is covered of.....
Who is the hen's husband?	A bull uses them when it is in danger.	An octopus has a lot of.....	A zebra is full of.....
Who is the bull's wife?	What is the plural of tooth?	Elephants can drink thanks to it.	What is the plural of foot?
Who is the dog's baby?	Who is the cat's baby?	Is a dolphin a mammal?	How many legs does a spider have?
Where does a bat live?	What does a giraffe eat?	What is the fastest animal in the world?	How many pairs of wings does a bee have?
Where does a hippo live?	What is the plural of mouse?	Are butterflies insects?	What is the largest animal in the world?
What is the largest snake?	Who is the hen's son?	Where do elephants live?	What part of a frog's body is used to hunt?
Can a penguin swim?	When does an owl sleep?	Can a penguin fly?	Are rabbits born blind?

#### APPENDIX 25: Fact file: An animal report.

Animal	
Where does it live?	
What does it eat?	
What are its characteristics?	
Is it a predator, prey, or both?	
What does it use for defense?	
Other interesting facts	

**APPENDIX 26: Written exam.**

<b>Name</b> _____	<b>1stESO</b> _____	<b>Date</b> _____	<b>Unit</b> _____
-------------------	---------------------	-------------------	-------------------

**3****Reading comprehension (15 points)****1. Read the text and answer the questions below.**

My name is Tom and I live in Manchester with my parents and my sister. We have got two cats, a black one that is called Alaska. It is a female cat. It is 2 years old and we found it on the street when it was just born, and a white one whose name is Jack. It is a male and a year older than Alaska. It has got blue eyes and it was belonged to a neighbor who couldn't take care of it anymore. So we decided to adopt it two years ago. My family loves animals as you can see. We also have got several goldfish and a turtle. Our turtle lives in the garden and it is very independent. It only comes back home when it is hungry or thirsty. It is a mixture between green and brown color and it only has got three feet as it lost a foot in an accident some months ago. But it lives happily anyway. Its name is Kay.

Now, answer the following questions:

- 1) How many people live with Tom?
- 2) How many pets live with the family?
- 3) Has he got a favorite one?
- 4) What's Kay's problem?
- 5) How old is Jack?
- 6) Are Alaska and Jack friends?

**Grammar and vocabulary section (30 points)****1. Fill in the blanks with the right form of the Present Simple Tense.**

1. I usually \_\_\_\_\_ (go) to school.
2. They \_\_\_\_\_ (visit) us often.
3. You \_\_\_\_\_ (play) basketball once a week.
4. Tom \_\_\_\_\_ (not work) every day.
5. \_\_\_\_\_ He always \_\_\_\_\_ (tell) you funny stories?
6. She never \_\_\_\_\_ (help) me with that!
7. In this club people usually \_\_\_\_\_ (dance) a lot.
8. \_\_\_\_\_ Linda \_\_\_\_\_ (take care) of her sister?
9. John \_\_\_\_\_ (not listen) to music every Saturday.
10. We \_\_\_\_\_ (live) in the city most of the year.
11. You always \_\_\_\_\_ (teach) me new things.
12. She \_\_\_\_\_ (not help) the kids of the neighborhood.
13. \_\_\_\_\_ You usually \_\_\_\_\_ (go) to the supermarket?
14. My mum \_\_\_\_\_ (not wash) the dishes at night.
15. In the morning I \_\_\_\_\_ (not do) my homework.

**2. Make questions for the following answers.**

1. \_\_\_\_\_  
I usually get up at half past seven.



2. \_\_\_\_\_

I always go to bed before twelve o'clock.

3. \_\_\_\_\_

After school, I usually do my homework.

4. \_\_\_\_\_

My best friend's name is Maria.

5. Yes, I have got two dogs and a cat.

6. No, I don't have any.

7. I go to the cinema at the weekends.

8. I often have milk and biscuits.

9. I like going shopping and meeting friends.

10. My favorite film is "the hunger games".

### **3. Guess the animal by following the clues.**

- a) It is a domestic animal. It is man's best friend: \_\_\_\_\_
- b) It lives in the sea. It's dangerous. It's color is grey and it has got a lot of teeth: \_\_\_\_\_
- c) It can jump and catches flies: \_\_\_\_\_
- d) It lives in Africa. It has got four legs and its color is black and white: \_\_\_\_\_
- e) It is yellow and brown. It has got a long neck and it lives in Africa: \_\_\_\_\_

### **Writing (20 points)**

#### **1. Write an essay describing your favorite animal.**