

## **Degree Final Project**

### **PRIMARY EDUCATION**

**2022-2023**

# **ADAPTATION OF ACTIVITIES AND MATERIALS IN ORDER TO INCREASE MOTIVATION AMONG STUDENTS IN ENGLISH LESSONS**

**Annexes**

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## 1. Annexe 1. First questionnaire

FIRST QUESTIONNAIRE		
First section		
Do you feel motivated to learn English?	Yes	52,6%
	No	47,4%
Do you have fun in English classes?	Yes	52,6%
	No	47,4%
When I see in the timetable that the next session is English...	I am happy	42,1%
	I am sad or lazy	57,9%
Which is your favourite activity in English classes?	Games	68,4%
	Videos	26,3%
	Songs	5,3%
Are you bored in English classes?	Yes	78,9%
	No	21,1%
Do you find it difficult to learn in English class?	Yes	36,8%
	No	63,2%
What don't you like about English classes?	Homeworks	26,3%
	Exams	15,8%
	Book	36,8%
	Sitting in class	21%
Do you think that learning English is useful for you?	Yes	89,5%

	No	10,5%
<b>Second section</b>		
Would you like to learn new things about Sopuerta in English classes?	Yes	94,7%
	No	5,3%
Would you like to spend time outdoors in English classes?	Yes	100%
	No	0%
Would you like to put into practice in real life what you learn in English classes?	Yes	89,5%
	No	10,5%
What else would you like to do in English classes? Write some ideas.	Outdoors	31,6%
	Games	26,3%
	Model	31,6%
	Videos	10,5%

**2. Annexe 2. Second questionnaire**

<b>SECOND QUESTIONNAIRE</b>		
<b>First section</b>		
Do you feel motivated to learn English?	Yes	78,9%
	No	21,1%
Do you have fun in English classes?	Yes	84,2%
	No	15,8%
When I see in the timetable that the next session is English...	I am happy	73,7%
	I am sad or lazy	26,3%
Are you bored in English classes?	Yes	15,8%
	No	84,2%
Do you find it difficult to learn in English class?	Yes	36,8%
	No	63,2%
Do you think that learning English is useful for you?	Yes	94,7%
	No	5,3%
<b>Second section</b>		
Have you enjoyed learning new things about Sopuerta in English classes?	Yes	89,5%
	No	10,5%
Have you enjoyed spending time outdoors in English classes?	Yes	94,7%
	No	5,3%
Have you enjoyed putting into practice in real life	Yes	68,4%

what you learn in English classes?	No	31,6%
Which has been your favourite activity of these last English lessons?	Model	47,4%
	Outdoors activities	31,6%
	Explore	21%
What don't you like about these last English lessons?	No complaints	63%
	Group work	21%
	Too difficult	15,8%

### 3. Annexe 3. Didactic unit

THE COUNTRYSIDE	
<b>Duration:</b>	12 sessions
<b>Context</b>	This teaching unit is based on theme 6 of the Macmillan Tiger books. The topic is called "The Countryside". During the unit, adaptations will be made to the activities and materials proposed in the book, seeking to introduce new strategies that will increase students' motivation towards the subject.
<b>Basic competences:</b>	<ol style="list-style-type: none"> <li>1. Competence in linguistic and literary communication.</li> <li>2. Scientific competence.</li> <li>3. Motor competence.</li> <li>4. Social and civic competence.</li> </ol>
<b>Cross-curricular competences:</b>	<ol style="list-style-type: none"> <li>1. Competence in verbal, non-verbal and digital communication.</li> <li>2. Competence in learning to learn and in thinking.</li> <li>3. Competence in living together.</li> <li>4. Competence in initiative and enterprising spirit.</li> <li>5. Competence in learning to be.</li> </ol>
<b>Aims:</b>	<ol style="list-style-type: none"> <li>1. To identify and name the vocabulary and the cross-disciplinary vocabulary.</li> <li>2. To be able to give directions correctly, written and orally.</li> <li>3. To understand written and oral texts.</li> <li>4. To produce written and oral simple and small texts.</li> <li>5. To actively participate in activities that the aim is to work together in a respectful manner.</li> <li>6. To have interest in expressing and communicating orally in a foreign language.</li> </ol>

<b>Contents:</b>	<p><b>1. Vocabulary:</b> river, lake, bridge, mountain, forest, gate, path, campsite, singpost, farm, adventure park</p> <p>In the book there are 10 vocabulary words but it was decided to add "Adventure park" as there is a well-known zip wire park next to the school called "Sopuerta Aventura". It is believed that it is important for students to know this word as it matches the theme of the unit and it is also something very close to the children and they often talk about it.</p> <p><b>2. Cross-disciplinary vocabulary:</b></p> <p>Birds: woodpecker, owl  Mammals: fox, deer, squirrel  Fungus: mushrooms  Plants: mistletoe, flowers  Insects: beetle, ant</p> <p><b>3. Grammar:</b></p> <p>Turn left / Don't turn left  Turn right / Don't turn right  Go to the end of the path / Don't go to the end of the path  Go straight on/ Don't go straight on  Go over the bridge / Don't go over the bridge  Do I turn left at the singpost?  Do I go straight on?  Do we go over the bridge?</p>
<b>Methodology:</b>	<p>The methodology of this didactic unit is based on achieving meaningful learning, thus trying to motivate the students, as explained in the body of the project. That is to say, during the design and implementation of the unit, the strategies explained in the theoretical framework will be followed.</p>

**Structure of the unit and procedure:**

<b>LESSON 1</b>		
<b>Activity 1</b>	<b>Duration</b>	10 minutes
	<b>Place</b>	Outside in the playground, sitting in a big circle
	<b>Procedure</b>	This activity consists of asking students to look around them and mention what they see. The aim is to get them to mention vocabulary words that will be worked on during the unit, such as gate, forest or mountain. It will be usual for the students to mention these words in Spanish, as they do not yet know the vocabulary in English. They will be asked if they would know how to say it in English and they will be made to see that there are many things around them in their daily lives for which they do not know the correct word in English. Finally, they will be introduced to the vocabulary theme of the unit, telling them that they are going to learn about things they have in their village, such as a bridge or a farm in a way that they can use in their real life.
	<b>Grouping</b>	Big group
	<b>Materials</b>	-
<b>Activity 2</b>	<b>Duration</b>	5 minutes
	<b>Place</b>	Outside in the playground, sitting in a big circle
	<b>Procedure</b>	In this activity they will have their first contact with written vocabulary words, using flashcards. At the beginning they will be shown the pictures of the vocabulary and they will try to find the word themselves. If someone guesses, they will be shown the card on which the written vocabulary appears, so that they can match the picture with the correct spelling of the word. There will be words that they already know such as lake or mountain but there will be others that will be new to them such as road or sign. There will be several rounds.

	<b>Grouping</b>	Big group
	<b>Materials</b>	Flashcards (See Annexe 6.1)
<b>Activity 3</b>	<b>Duration</b>	30 minutes
	<b>Place</b>	Outside in the playground
	<b>Procedure</b>	This activity will consist of creating a poster with pictures of the vocabulary. The pupils will receive real photos of things they have in their village. For example, the characteristic bridge at the entrance of Sopuerta, the river "Barbadun" that crosses the village or the mountain "Alen" that can be seen from the school. All these images will be quickly recognised by the pupils. Before starting the poster, each image will be discussed in the large group so that they can identify them. To create the poster, they simply have to be creative and stick the pictures together with the name of the vocabulary next to it. In this way they relate the new vocabulary they are learning to places in their everyday life that they relate to all the time. The posters will be glued to the walls of the school corridor.
	<b>Grouping</b>	Small groups of 3-4 students
	<b>Materials</b>	Poster board, glue, scissors and the pictures

## LESSON 2

<b>Activity 4</b>	<b>Duration</b>	15 minutes
	<b>Place</b>	Outside in the playground
	<b>Procedure</b>	This activity will be a jigsaw activity. For this, a comic has been designed as a reading activity. In the comic the main characters are pupils from the classroom, so that the students become more interested in reading. The provincial story takes place in the 4th grade class of the Sopuerta school going on a trip to the countryside. For the activity, the comic will be

		printed out and cut out vignette by vignette. Each vignette will be divided into pairs and the activity will consist of the whole class having to put the comic in order to make sense of the story by reading the vignette that each pair has been assigned. Students should move freely to talk to other pairs and communicate with each other in order to decide the order of the vignettes.
	<b>Grouping</b>	Big group/Pairs
	<b>Materials</b>	Comic (See Annexe 6.2)
<b>Activity 5</b>	<b>Duration</b>	35 minutes
	<b>Place</b>	Outside in the playground
	<b>Procedure</b>	This activity will consist of reading the comic from the previous activity. First it will be read aloud by everyone, each person reading what corresponds to their character. Afterwards, they will be given time in pairs to comment on the words they did not understand in the text and to discuss which was their favourite vignette and why. In the designed comic, apart from a lot of vocabulary words, there are also integrated structures that belong to the grammar of this unit, the directions.
	<b>Grouping</b>	Big group/Pairs
	<b>Materials</b>	Comic See Annexe 6.2)

### LESSON 3

<b>Activity 6</b>	<b>Duration</b>	20 minutes
	<b>Place</b>	Outside in the playground
	<b>Procedure</b>	This activity will consist of a discussion. First, recall what we read in the previous comic and relate the excursion in the reading to excursions that the students have taken to the

		<p>countryside. Then, we will talk about the rules to follow when we go to nature and treat our environment and nature with respect. Relate these ideas to their usual environment, as they are used to spending a lot of time in the countryside due to the village they live in. The main idea will be that most of the time it will be the students who talk and propose ideas, so that the teachers will only guide the activity or intervene with key comments.</p>
	<b>Grouping</b>	Big group/Small group
	<b>Materials</b>	-
<b>Activity 7</b>	<b>Duration</b>	30 minutes
	<b>Place</b>	Outside in the playground
	<b>Procedure</b>	<p>This activity will be the first practical contact with grammar. The students have already worked on the reading in which the structures of the directions appear, but now they will have to put it into practice. Before starting the activity they will be shown the trick to differentiate left from right with their hands, the hand with which they can create an L with their thumb and forefinger will be the left hand. If they have any doubts, they will be able to use this trick to differentiate between them.</p> <p>The idea of the activity is that in groups of three they divide these roles: 1 person guides, another person is guided and the third person evaluates whether the instructions have been given and followed correctly. A table will appear on the sheet where they will have to put a tick for each indication they follow correctly and a cross for each wrong indication they take (Annexe 6.4). These roles will be exchanged so that everyone participates in the same way. On the sheet there will also be written all the ways in which they can give or ask for</p>

		directions, so that they have the language they have to use in front of them at all times.
	<b>Grouping</b>	Small groups
	<b>Materials</b>	Directions worksheet (See Annexe 6.3)

#### LESSON 4

<b>Activity 8</b>	<b>Duration</b>	15 minutes
	<b>Place</b>	Classroom
	<b>Procedure</b>	After having started to see how to give directions in an oral and communicative way, it is important to make sure that they also knew how to transform this knowledge into writing (Annexe 6.5). This is crucial because at the end of the unit they will have to pass a written exam with conventional exercises to fulfil the school syllabus. So this activity will consist of a worksheet. In it there will be exercises of putting words in order to create a direction, filling in the gaps, writing the directions by looking at what the sign indicated...
	<b>Grouping</b>	Individual work
	<b>Materials</b>	Worksheet (See Annexe 6.4)
<b>Activity 9</b>	<b>Duration</b>	30 minutes
	<b>Place</b>	Classroom
	<b>Procedure</b>	For this activity a greeted map of Sopuerta was created. The map was divided into grids marked with letters and numbers so that they can identify them well. In addition, vocabulary pictures such as rivers or bridges appear. (Annexe 6.6). The aim is for them to play in pairs to guide each other on the map until they get to the square they want. In other words, Student A chooses a square and tries to guide Student B with directions, but without Student B knowing which square is the

		target one. First, each student will have to write down the directions he/she was going to follow in the notebook, so that he/she would have them in front of him/her when using them in the game.
	<b>Grouping</b>	Pairs
	<b>Materials</b>	Greeted map of Sopuerta (See Annexe 6.5)

### LESSON 5

<b>Activity 10</b>	<b>Duration</b>	40 minutes
	<b>Place</b>	Outside, sitting in a circle
	<b>Procedure</b>	<p>For this activity, everyone will have to bring from home a photo of themselves in a rural environment. For example, in a river or on a mountain. The idea is that one by one they show and describe the photo to the rest of their classmates.</p> <p>To begin with, the teacher will present the picture. It is important the students have a real example of what to say so they know what the structure of the sentences is, as they are not used to speaking in English. <i>"Hello, my name is Garazi. In my photo you can see a mountain in Ortuella. On the left there is also a river"</i>. The aim was for them to be able to describe in a simple way what is in the picture using the language we had learned, but then everyone will have the opportunity to explain in more detail the story or the context of their picture using another language. So one by one they will make their presentation and tell things about their photo while the others listen. Then the photo will be rotated around the circle so that everyone can see it.</p>

		In this activity a special measure will be taken with a student who is not allowed to have her picture taken at school or to show or bring pictures of herself. As an alternative, she will be asked to print out a photo of a landscape she likes and draw herself on it. As she will not have an anecdote or explanation of the picture to tell, she can explain why she has chosen that landscape.
	<b>Grouping</b>	Big group
	<b>Materials</b>	Pictures of themselves in a rural environment

### LESSON 6

<b>Activity 11</b>	<b>Duration</b>	15 minutes
	<b>Place</b>	Classroom
	<b>Procedure</b>	This activity will consist of watching a video in which several children talked about what they usually do on their summer holidays (Annexe 6.7). The first time we will watch the whole video without cuts and the second time we will stop it when we identify something we have already learned. For example: "I spend my holidays in a campsite in a forest with my family". Then they will be asked if they have ever been to a rural environment with their family on holiday and they will be allowed to tell a story about it.
	<b>Grouping</b>	Big group
	<b>Materials</b>	Digital blackboard
<b>Activity 12</b>	<b>Duration</b>	15 minutes
	<b>Place</b>	Outside, lying in the playground
	<b>Procedure</b>	For this activity a reading proposed by the Tiger Book will be worked on. The text will be about some siblings telling what they had done on their holidays (Annexe 6.8). Then some

		comprehension questions will be done, the question will be spoken aloud, time will be allowed for discussion with those next to you, and then the answer will be spoken aloud.
	<b>Grouping</b>	Big group
	<b>Materials</b>	Book (See Annexe 6.6)
<b>Activity 13</b>	<b>Duration</b>	15 minutes
	<b>Place</b>	Outside, lying in the playground
	<b>Procedure</b>	For this activity students will have to draw a picture of one of the following: a picture of their ideal and dream holiday or a picture of a holiday they had already experienced and enjoyed very much. In the drawing, they should mention what appears in the landscape with words that we have learnt. The idea is that most of the students drew scenes in the countryside and outdoors, surrounded by mountains and lakes.
	<b>Grouping</b>	Individual work
	<b>Materials</b>	Paper, crayons and markers

### LESSON 7

<b>Activity 14</b>	<b>Duration</b>	10 minutes
	<b>Place</b>	School garden
	<b>Procedure</b>	The aim is to work on the cross curricular vocabulary, which is animals and plants that live in the forest. At the back of the school building there is a grass garden with different trees. We will all sit together and read the reading that the book proposes. In it there is a description and interesting facts about the following living creatures: woodpecker, mushrooms, beetle, squirrel and mistletoe (Annexe 6.9).
	<b>Grouping</b>	Big group

	<b>Materials</b>	Book (See Annexe 6.7)
<b>Activity 15</b>	<b>Duration</b>	15 minutes
	<b>Place</b>	School garden
	<b>Procedure</b>	The idea of this next exercise is to explore the garden to try to find one of the living creatures that appeared in the reading ( <i>Activity 15</i> ). Before leaving them free to investigate, a number of rules should be made clear. In case someone found one of these living beings, they will have to tell the group to go and see it, but always respecting the living being, for instance, no harming or pulling them out of the ground. Beforehand the garden will be inspected by the teaching staff to make sure there is something they can find. In this case there were several mushrooms and beetles, both vocabulary words within the unit.
	<b>Grouping</b>	Big group
	<b>Materials</b>	-
<b>Activity 16</b>	<b>Duration</b>	5 minutes
	<b>Place</b>	School garden
	<b>Procedure</b>	<p>The idea of this activity is to play a game as a way to end the previous activity and start the next one. The game will consist of saying out loud a living being (both those we had learnt and others that they had already internalised) and the pupils will have to move freely and imitate it.</p> <p>For this game a helper will be chosen to say the names of the animals out loud with me. This pupil is going through a difficult time and does not participate in the lessons as he is very unmotivated and isolated in his own world due to personal severe issues. That's why it was thought it would be a good idea to give him the leading role in this activity, so that he would feel integrated and participative.</p>

	<b>Grouping</b>	Big group
	<b>Materials</b>	-
<b>Activity 17</b>	<b>Duration</b>	20 minutes
	<b>Place</b>	School garden
	<b>Procedure</b>	As the last activity of this session, first it will be discussed the importance of conserving all these natural spaces so that vicious beings like the ones we had learned about would have a safe place to live ( <i>Activity 17</i> ). Afterwards, groups will be done and give them a piece of paper. The idea was for them to write down in groups ideas of actions we could take to protect the wilderness. This time, to create the groups a dynamic will be used, trying to avoid conflicts. Each pupil will be told the name of an animal and then they will look for their classmates by asking each other which animal they were.
	<b>Grouping</b>	Small group
	<b>Materials</b>	Piece of paper and some pens

### LESSON 8

<b>Activity 18</b>	<b>Duration</b>	30 minutes
	<b>Place</b>	Classroom
	<b>Procedure</b>	<p>The activity will start by discussing the ideas they wrote on the slips of paper in the last lesson about what ideas they had to help protect and care for the forest and its living creatures. Ideas will be expected to emerge such as: "Make sure the fire is out after camping" "Don't throw rubbish in the field".</p> <p>Then a video will be watched, in it explanations about these 5 groups of living beings: fungi, plants, mammals, birds and insects will appear. In addition, different examples will be</p>

		shown for each of these groups (Annexe 6.10). After watching the video a couple of times, we will all create a mind map of the 5 groups on the blackboard, trying to give as many examples as possible.
	<b>Grouping</b>	Big group
	<b>Materials</b>	Digital blackboard
<b>Activity 19</b>	<b>Duration</b>	15 minutes
	<b>Place</b>	Classroom
	<b>Procedure</b>	In this activity two exercises from the Activity book will be done. One of them will be about putting "A woodpecker is a .....bird.....". And another one will be about ordering the letters of each word to form the following sentences: "Protect and respect forests" and "Don't cut down trees". Finally, the class will end by telling them what the plan is for next week's project, which will consist of creating a model, and the groups will have some time to discuss the material they want to bring.
	<b>Grouping</b>	Individual/Small group
	<b>Materials</b>	Book (See Annexe 6.8)

### LESSONS 9, 10 and 11.

<b>Activity 20</b>	<b>Duration</b>	50 minutes each session
	<b>Place</b>	Plastic arts workshop
	<b>Procedure</b>	The aim of these sessions is to carry out the final project of the didactic unit. This consists of creating a model in groups (Annexe 6.11). The model will have to be about Sopena and it will have to include the 11 vocabulary words that we have learnt in the topic, as well as the words of the cross-curricular vocabulary. That is to say, the model will have to have a bridge, a mountain... and they will have to be marked with a

	<p>small sign with their name; "Mountain: Alen" "River: Barbadun".</p> <p>In addition, during the 3 sessions they will have to work on their model, they will have written on the blackboard the language they could use in their conversations while doing the project. For example: <i>"Can you pass me the glue?" "What colour should we paint the bridge?" "Do you like the way it looks?"</i>. This is to encourage them not only to communicate in their mother tongue but to make an effort to use English in everyday context.</p>
<b>Grouping</b>	Small groups
<b>Materials</b>	<p>All kinds of materials that could be used for the model. They will be offered a wooden board, acrylic paint, cardboard, wooden sticks, plasticine... But afterwards the pupils could agree in the group to bring all sorts of materials that they could think of from home, such as stones, grass, glitter...</p> <p>(See Annexe 6.9)</p>

## LESSON 12

<b>Activity 21</b>	<b>Duration</b>	25 minutes
	<b>Place</b>	Playground
	<b>Procedure</b>	<p>To conclude this didactic unit, the models created will be shown and presented to the rest of the courses at school. Taking advantage of the fact that it is a very small family school, the models will be exhibited in a corner of the playground. Each group will have to stand next to their model and answer the questions that the rest of the classes will ask when they come to see the models. The teachers of the other subjects will come by at playground time to see the models so</p>

		that the students have the opportunity to explain them and to receive feedback and words of congratulation.
	<b>Grouping</b>	Small groups
	<b>Materials</b>	The finished model

### LESSON 13

<b>Activity 22</b>	<b>Duration</b>	1 hour
	<b>Place</b>	Classroom
	<b>Procedure</b>	In this session the final exam will be done (Annexe 6.13). This exam will consist of 4 parts; listening, reading, writing and speaking. In all these parts the vocabulary and grammar we had worked on during the whole didactic unit will appear. The process will be as follows; first we will do the listening, so that every student can do it at the same time. Then the students will be left free to do the writing and reading exercises. Finally, the students who finish the exam will go one by one to the teacher's table to do the speaking.
	<b>Grouping</b>	Individual work
	<b>Materials</b>	Exam worksheet (See Annexe 6.10)

### Evaluation criteria

In the evaluation criteria of the school-planning, the 4 skills are evaluated, with different percentages between them. In all these percentages, the mark of the final exam (*Activity 22*) is taken into account, which is the only thing that is given importance in the evaluation. The course is divided into 3 evaluations, in each of them 2 different units are taught. In such a way that in each evaluation there are 2 exams, so that each evaluation is averaged with 2 marks for reading, 2 marks for speaking, 2 marks for writing and 2 marks for listening. However, even if the school only takes into account the results of the exam, an

evaluation that only takes into account the end is not in line with the type of didactic unit that has been designed. For this reason, importance has been given to other activities carried out during the process. In addition, the participation and attitude shown by the students has also been valued. Nevertheless, the observations taken from these activities have not been taken into account in the marking of the students. The observations have been used to give feedback to the children, trying to use them as a point of improvement. Activities taken into account and the rubric used to give feedback to students:

**Speaking skill:** Activity 10

**Writing skill:** Activity 9

**Listening skill:** Activity 18 and 19

**Reading skill:** Activity 4 and 5

	EXCELLENT	GOOD	NEEDS IMPROVEMENT	LOW PERFORMANCE
The learner identifies and names the vocabulary and the cross-disciplinary vocabulary.				
The learner is able to give directions correctly, written and orally.				
The learner understands written and oral texts.				
The learner produces written and oral simple and small texts.				
The learner actively participates in activities that the aim is to work together in a respectful manner.				
The learner has an interest in expressing and communicating orally in a foreign language.				

## 4. Annexe 4. Activities classified by skills and content

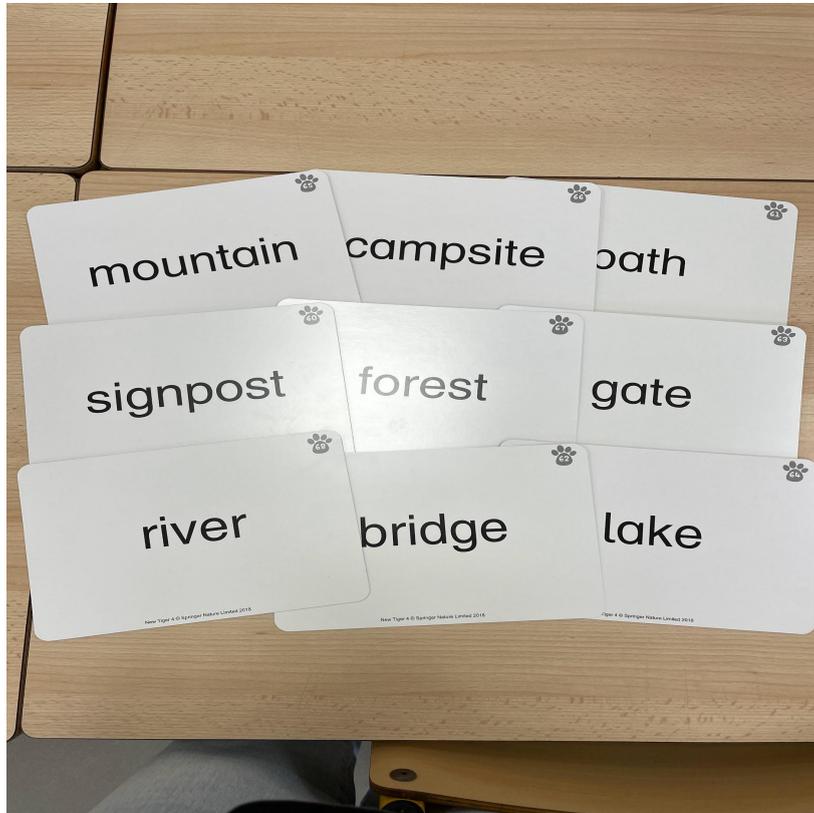
	4 skills				Content		
	<i>Speaking</i>	<i>Listening</i>	<i>Writing</i>	<i>Reading</i>	<i>Vocabulary</i>	<i>Cross-curricular vocabulary</i>	<i>Grammar</i>
<i>Activity 1</i>	X	X			X		
<i>Activity 2</i>	X	X			X		
<i>Activity 3</i>	X	X	X		X		
<i>Activity 4</i>	X	X		X	X		X
<i>Activity 5</i>		X		X	X		X
<i>Activity 6</i>	X	X				X	
<i>Activity 7</i>	X				X		X
<i>Activity 8</i>			X		X		X
<i>Activity 9</i>	X	X	X		X		X
<i>Activity 10</i>	X	X			X		X
<i>Activity 11</i>		X				X	X
<i>Activity 12</i>	X	X		X		X	X
<i>Activity 13</i>			X		X		X
<i>Activity 14</i>	X	X		X		X	X
<i>Activity 15</i>	X	X			X	X	X
<i>Activity 16</i>		X				X	
<i>Activity 17</i>	X	X	X			X	
<i>Activity 18</i>		X	X	X		X	
<i>Activity 19</i>			X			X	
<i>Activity 20</i>	X	X	X		X		
<i>Activity 21</i>	X	X			X		X
<i>Activity 22</i>	X	X	X	X	X	X	X

### 5. Annexe 5. Activities classified by competences and aims

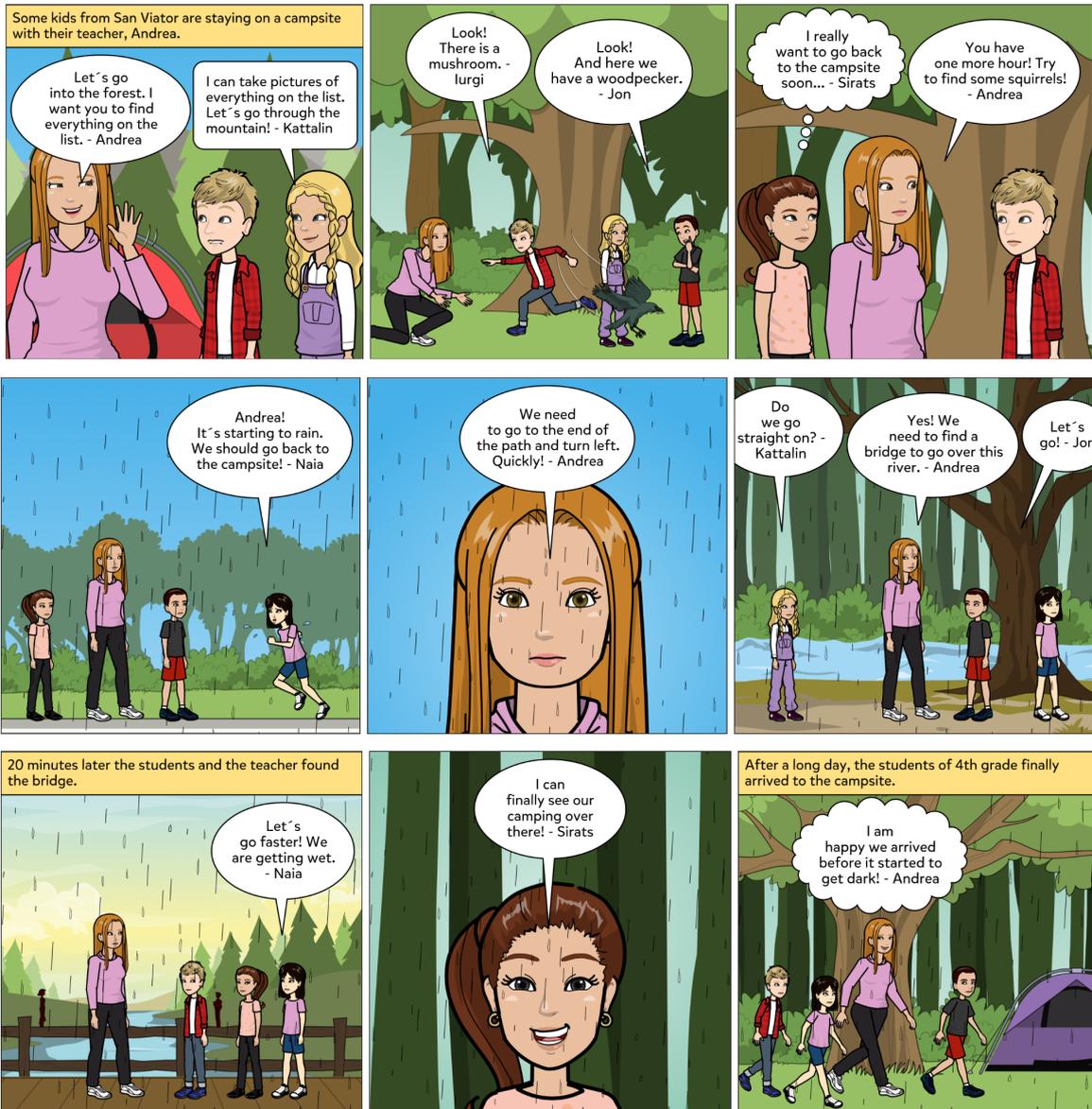
	Basic competences	Cross-curricular competencies	Aims
<i>Activity 1</i>	1	1, 2, 3	1, 5
<i>Activity 2</i>	1	1, 2, 3	1, 5
<i>Activity 3</i>	1, 3	1, 2, 3, 4	1
<i>Activity 4</i>	1	1, 2, 3, 4	3, 5
<i>Activity 5</i>	1	1, 2, 3	3, 5
<i>Activity 6</i>	1, 2, 4	1, 3, 4, 5	4, 5, 6
<i>Activity 7</i>	1	1, 2, 3, 4	2, 5, 6
<i>Activity 8</i>	1	2	2
<i>Activity 9</i>	1	1, 2, 3, 4	1, 2, 4, 5, 6
<i>Activity 10</i>	1	1, 3, 5	1, 4, 5, 6
<i>Activity 11</i>	1, 2	1	1, 3, 5
<i>Activity 12</i>	1, 2	1, 2, 3, 4	1, 3, 4, 5
<i>Activity 13</i>	1, 3	5	5
<i>Activity 14</i>	1, 4	1, 2, 3	1, 3
<i>Activity 15</i>	1, 4, 5	1, 3, 4, 5	1, 5
<i>Activity 16</i>	1, 4, 5	1, 4	1
<i>Activity 17</i>	1, 2, 4	1, 2, 4, 5	1, 4
<i>Activity 18</i>	1, 4	1, 2, 3	1, 3, 5
<i>Activity 19</i>	1, 4	2	1
<i>Activity 20</i>	1, 3	1, 3, 4	1, 5
<i>Activity 21</i>	1	1, 2, 3, 4	1, 4, 5, 6
<i>Activity 22</i>	1, 4	1, 2	1, 2, 3

## 6. Annexe 6: Materials of the didactic unit

### Annexe 6.1: Flashcards



### Annexe 6.2: Comic



### Annexe 6.3: Directions worksheet

**NAME:**

#### GIVE DIRECTIONS

Turn left / Don't turn left  
Turn right / Don't turn right  
Go to the end of the path / Don't go to the end of the path  
Go straight on/ Don't go straight on  
Go over the bridge / Don't go over the bridge

#### ASK FOR DIRECTIONS

Do I turn left at the signpost?  
Do I go straight on?  
Do we go over the bridge?

STUDENT 1:	STUDENT 2:	STUDENT 3:

Annexe 6.4: Grammar exercises

Lesson 3 Grammar and Writing

8 Read and write. Learn.

Turn left (1) at the bridge.

(2) \_\_\_\_\_ turn right.

Go to the (3) \_\_\_\_\_ of the path.

Do I go straight (4) \_\_\_\_\_?

(5) \_\_\_\_\_ we go over the bridge?

Grrr ...  
is for Grammar!

Tiger tips

Remember!

- Turn left.
- Don't turn right.

9 Order and write. Listen and check.



1 right / Turn / tree / at / the  
Turn right at the tree.



2 to / the / go / end / of / path / the / ? / I / Do



3 turn / Don't / right



4 go / on / straight / we / Do / ?



5 over / Go / the / bridge



6 bridge / Don't / under / go / the



7 Go / lake / the / round

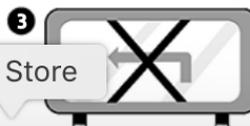
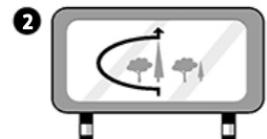
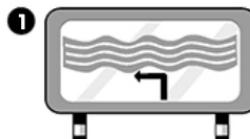
10 Look and write.

1 Turn left at the river.

2 \_\_\_\_\_

3 \_\_\_\_\_

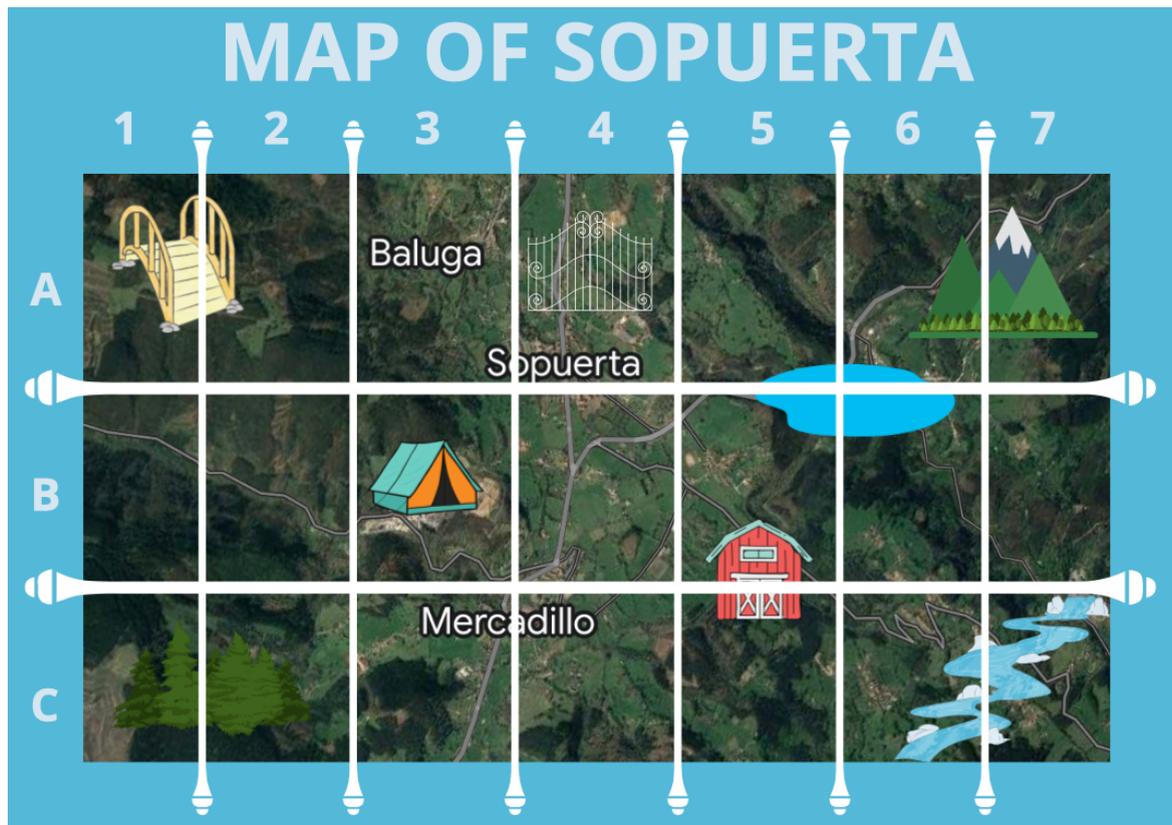
4 \_\_\_\_\_



App Store



**Annexe 6.5: Greeted map of Sopuerta**



**Annexe 6.6: Holidays reading**

**19 Listen and read. Answer the questions.**  3:41

**Tiger Street Club Report**  
**In the UK ...**

School finishes at the end of July. The summer holidays are six weeks long. Many children go to the beach or to campsites. Some children stay with their grandparents. Some children go to other countries with their family. Everyone's holiday is different.

**My ideal holiday destination**



**Our family goes to a holiday camp for the summer holidays.**

It's great fun! We go to a campsite in Sherwood Forest. People stay in cabins or tree houses. There are lots of things to do. There's crazy golf and a climbing wall. There's also an incredible swimming pool. When you go to a holiday camp, remember to take your swimming things.

by Zach



**On holiday, I like exploring the forest with my brother, Zach.**

You can see amazing plants and animals in the forest. When you go, don't forget to take a camera. It's a great place for taking photos.

by Clare

**PROJECT**

**20 Prepare your project**

I want to go to the mountains ...



## Annexe 6.7: Arboreal animals and plants reading

**14 Listen, read and answer. Listen and check.**  3:39  3:40

**Arboreal animals and plants**

**arboreal = about trees**

**Next time you go to a forest, remember that one tree can be the home of many mammals, insects, birds and different types of plants and fungus.**

**1**  This is mistletoe. It grows on tree branches. The plant is a parasite. It takes water and nutrients from the tree. But mistletoe is important because many birds and animals eat it.

**2**  This bird is called a woodpecker because it pecks tree trunks. It makes holes in the trunk. Its babies live in the hole. Woodpeckers eat insects that live in trees.

**3**  Some mushrooms grow on tree trunks, but don't eat them. Some of them are poisonous.

**4**  Squirrels live in nests in trees. They build their nests high in the tree for protection from predators. Their favourite food is nuts.

**5**  These beetles lay their eggs in dead trees. When the larvae are born, they eat the dead wood.

**When we cut down trees and forests, we destroy the natural habitat of many animals and plants.**

**DO YOU KNOW...?**  
Squirrels shake their tails to communicate.

**Respect and protect the forest**  
**Don't cut down our homes**  
**Save our trees**

- 1 Which photos show a mammal, a fungus, a bird, an insect and a plant?
- 2 Which animals eat dead wood?
- 3 Which animals eat insects?
- 4 Why is mistletoe important?
- 5 Where do some mushrooms grow?
- 6 Which animals eat nuts?

**Annexe 6.8: Cross-curricular vocabulary worksheet**

**Lesson 5 Reading, Writing and Grammar**



**15** → Go to Pupil's Book page 50. Read and write.

A squirrel    A mushroom    Mistletoe  
A woodpecker    A beetle

insect    plant    mammal  
bird    fungus

- 1 *A squirrel is a mammal.* \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_



**16** → Go to Pupil's Book page 50. Read and write true sentences.

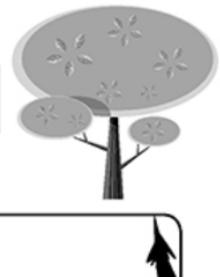
- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1 Mistletoe grows on tree leaves.<br/><i>Mistletoe grows on tree branches.</i> _____</li> <li>3 All mushrooms grow on tree trunks.<br/>_____</li> <li>5 Woodpeckers eat mushrooms.<br/>_____</li> </ol> | <ol style="list-style-type: none"> <li>2 Beetles lay their eggs in tall trees.<br/>_____</li> <li>4 Squirrels live in houses in trees.<br/>_____</li> </ol> |
|--|---|



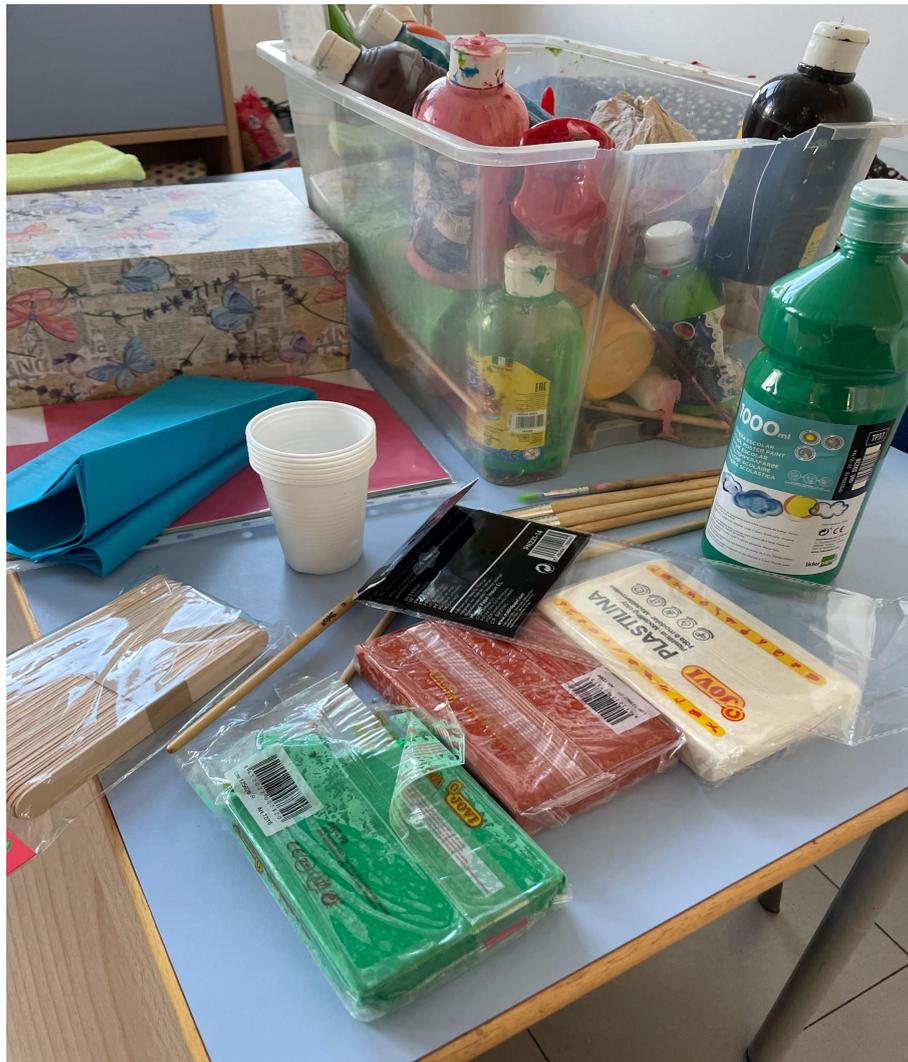
**17** Order and write.

s e e t R c p n d a r p e o t t c s s o e t r f  
*Respect* \_\_\_\_\_

o t n ' D u c t w d n o e e t s r  
\_\_\_\_\_



**Annexe 6.9: Materials for the model**



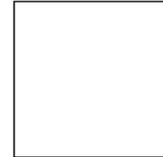
Annexe 6.10: Final exam



CURSO 22-23 IKASTURTEA

ENGLISH EXAM LH 4.maila

3.EBALUAZIOA Unit 6



Name and surname: \_\_\_\_\_

WRITING

1-Look and write:



1 right / Turn / tree / at / the  
Turn right at the tree.



2 to / the / go / end / of /  
path / the / ? / ! / Do  
\_\_\_\_\_



3 turn / Don't / right  
\_\_\_\_\_



4 go / on / straight / we /  
Do / ?  
\_\_\_\_\_



5 over / Go / the / bridge  
\_\_\_\_\_



6 bridge / Don't / under /  
go / the  
\_\_\_\_\_



7 Go / lake / the / round  
\_\_\_\_\_

2-  
Write  
the



1 woodpecker



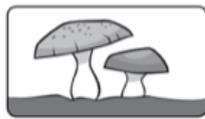
2 \_\_\_\_\_



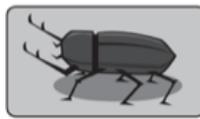
3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_



7 \_\_\_\_\_



8 \_\_\_\_\_

vocabulary:

3- Complete the sentences:

Do you know the way to the farm?

1



2



3



1 Go straight on. Then

2 \_\_\_\_\_ at the hospital

and then 3 \_\_\_\_\_.

Do you know the way to the river?

4



5



6



7



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

5 \_\_\_\_\_ the bridge.

6 \_\_\_\_\_ the park and

then 7 \_\_\_\_\_.

COPIABLE

3- Write the vocabulary:







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---



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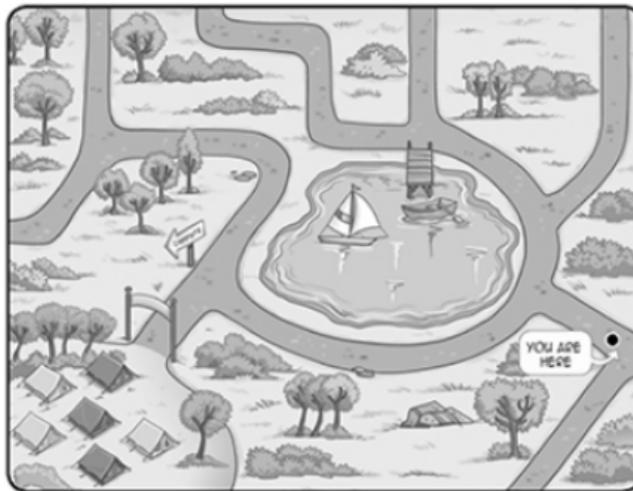


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**4- Order the question and answer it:**

Excuse me, know/you/do/to/the/campsite/way?

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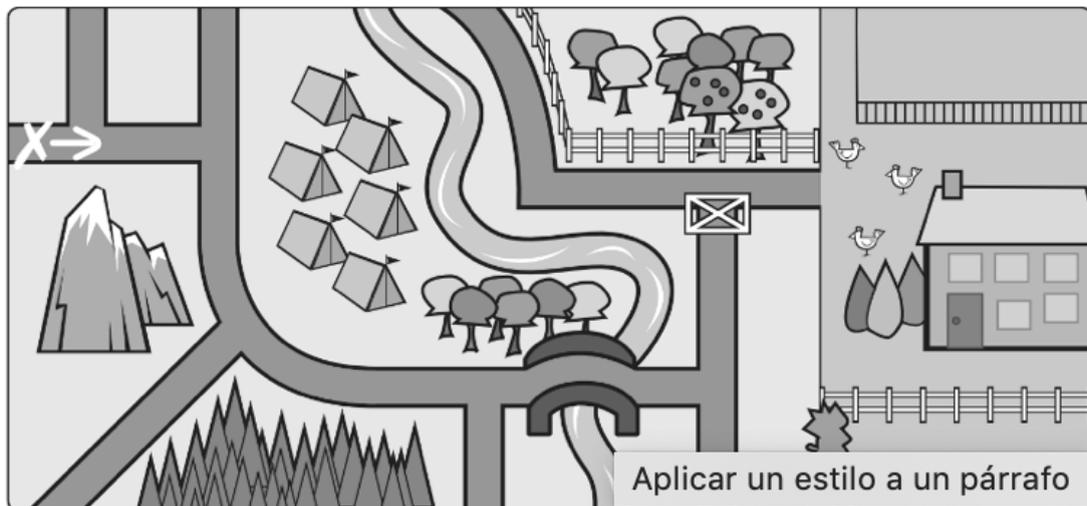
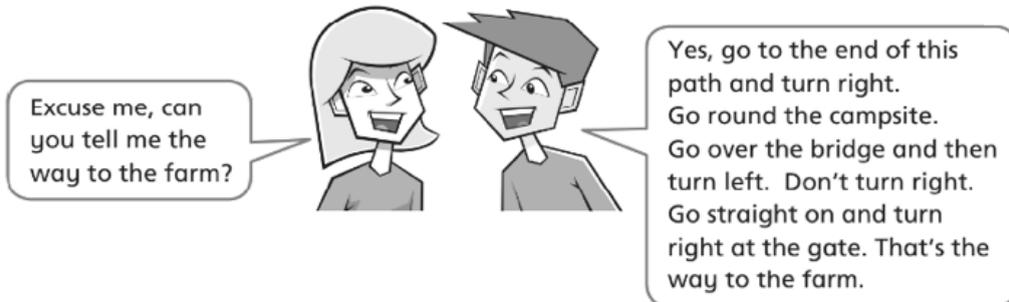
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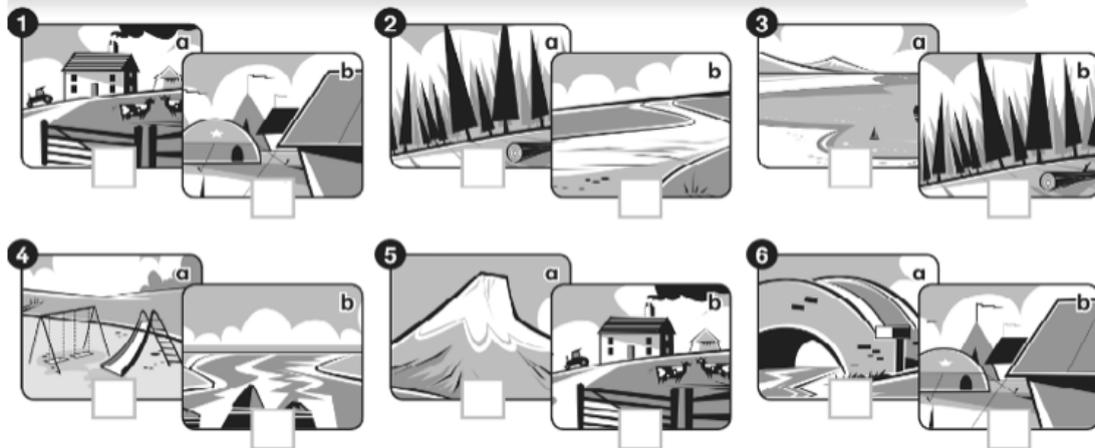
2- Read and draw:



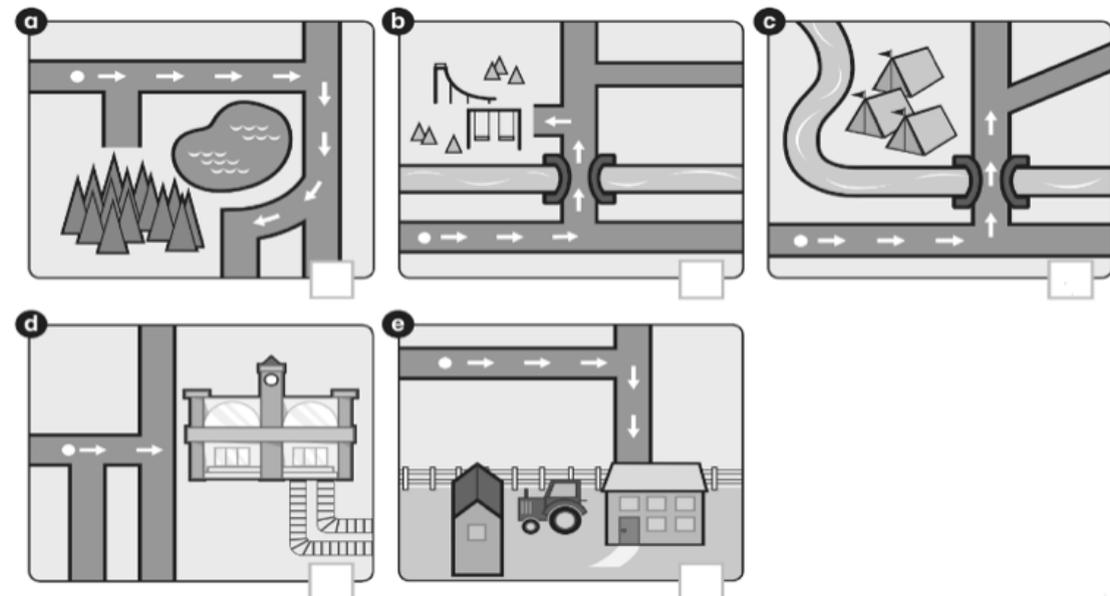
Name: \_\_\_\_\_

**LISTENING**

**1-Listen and tick:**



**2- Listen and number:**



## 7. Annexe 7. Pictures taken during the intervention



*Pictures 1 and 2. Lesson 1: Doing the posters.*



*Picture 3. Lesson 1: Final product of the posters.*



*Pictures 4 and 5. Lesson 3: Playing the directions game*



Picture 6. Lesson 5: Explaining the pictures of themselves in a rural environment



Pictures 7 and 8. Lesson 6: Drawing the picture of their ideal holiday



Pictures 9 and 10. Lesson 7: Exploring the school garden



*Pictures 11 and 12. Lessons 9, 10 an 11: Doing the model*



*Pictures 13 and 14. Lesson 12: Final product of the model*