Trabajo Fin de Máster

GAMES RECIPE KIT:
(AN INTEGRATED SKILL APPROACH)
FOR ENGLISH PRIMARY TEACHERS

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1. INTRODUCTION

It is well established that games play a key role in many children’s lives. Games constitute an innate activity that accompanies human beings in every stage of their lives. It is during childhood when children live their evolution as if it were a game itself. Games mark and shape children in different aspects, especially in values, social norms, interpersonal and intrapersonal intelligence...

It is through games that we develop ourselves culturally and satisfy our need to learn. In this sense, the verbs play and learn walk hand in hand.

In the Education of languages, games offer the opportunity of integrating the fun and ease factor of playing with the communicative factor of learning in English. According to Bestard (1996:407) “learning a foreign language is not ‘an easy game to play’, it requires many effort and dedication”. Learning English can be an abstract process, especially when they are young and have little exposure of this language. However, if children associate learning English with having fun, then English will be present in the child’s life and English will not be considered an unpleasant and boring subject.

Games can offer contexts of authentic communication as they involve active participation of the players and they emulate real-life situations. Besides, they help children to be focused on the task and provide funny and motivating atmospheres. On top of this, games and all the motivating activities and resources used by teachers to motivate their students, such as songs, projects, films…are capable of involving everyone, even the most reluctant and difficult students.

Nevertheless, all these rewarding and meaningful experiences that games can offer can disappear if games are not properly designed, organized and lead by a skillful teacher.

In the following paper, we will be examining the extent to which games-based learning is one of the most efficient and meaningful ways of teaching and learning in the current Spanish education system. In order to do so, we will deepen in the advantages and functions of games.

On top of this, the present project offers a didactic proposal for English Primary teachers which consist of a kit of twenty-eight games that is based on a recipe book format. With this kit we pretend to demonstrate that games can offer authentic and meaningful contexts where the communicative competence can be achieved by working on different skills following an integrated approach.
For the purpose of understanding better the structure and contents of this project, it is convenient to summarize, what has been tackled in every section.

Therefore, this project is divided into nine sections. The first one is the introduction; the second one, the personal and academic justification; the third one, the objectives; the fourth one, the theoretical background; the fifth one, the methodology; the sixth one, the results (our kit of games) and discussion; the seventh one, the conclusions; the eighth one, the bibliography and finally, the ninth one, the appendix, that is to say, the games-recipe kit.

The justification, along with the introduction pretend to describe what this project is about, why the research question is so important and how we will analyze and solve this research problem.

The theoretical framework that underpins this project is, in turn, organized in sub-sections. In the first place, some enquiries were made concerning the state of art of English in Spanish Primary Education and around the world; placing more emphasis on the shift that English, as a subject, has experimented in the last years. Thereafter, we focus on the communicative competence, being the primary goal in Education when teaching a language. In the following sub-section, we revise the concepts of games and playful activity and we highlight their importance in our society. Then, we describe a number of advantages and disadvantages from different perspectives. To continue, we explain how the age can affect the use of games. To conclude, we offer a game classification depending on different variables. In the last-sub section of this chapter we describe the notion of materials and we outline the process of material writing.

On the other hand, in the Methodology section we specify the approach followed in our kit of games. Then, we detail the context of the group of people where we have applied and worked with the kit. After that, we revise the structure of the material, providing an analysis of the steps of the creative process; and finally we provide a description of the types of materials and activities included in the kit.

In the sixth section, we include the results of the Games-recipe kit, as the result of the creative process. In this section we start by explaining the purpose of the kit. Later on, we offer the criteria followed to organize the kit and finally we describe how the content of the kit has been structured and sequenced.

In the seventh section, we revise one more time the objectives going one by one and drawing the final conclusions.

To end up, we present the bibliography and web pages that have supported our project and the corresponding appendix where we can find the truly essence of this project.
2. JUSTIFYING ACADEMIC AND PERSONAL INTEREST OF THE TOPIC

Currently we are living in a shifting, competitive and globalised world where English is seen as unquestioned and it is worldwide accepted. Within the education framework, “English is no longer that of ‘foreign language’, it seems to have joined this list of basic skills and this is bringing about profound changes” (Graddol 2006:72). Apparently, the role of education is switching, teachers are no longer ‘transmitters’ of knowledge but ‘facilitators’ and ‘orchestrators’ of challenging activities; creating real contexts of authentic interaction and involving the students in the teaching and learning process. However, theory and practice come apart and there is still much controversy over how the English subject is addressed in Spanish Primary Schools. Furthermore, there are still many factors which prevent children from learning this foreign language.

On the one hand, our students are not exposed enough to English output at Primary school (from one-to-three hour lessons a week) and they have few opportunities, if not none, to practice English at home. There are some researchers, such as Curtain and Dahlberg (2004) who stated that the amount of time spent for learning a language is probably one of the important factors on building foreign language proficiency. Besides, the high ratios and the heterogeneous groups do not make it easier.

On the other hand, the journalist Carbajal (2007:2) wrote “getting students to feel comfortable speaking in English is probably one of the mayor problems that teachers have ever experimented”. Students work under a lot of pressure on oral tasks as they are afraid of errors and miss the little chances they get to participate within the lessons.

Another tricky issue that teachers have to face is the lack of motivation. Motivation, especially at lower stages, plays a very important role and determines, in many occasions, to what extent a student is involved in the learning process. According to Winne and Marx (1989:232), “motivation is both a condition for, and a result of, effective instruction”. In many cases, it is challenging to raise consciousness among young learners about the importance of English as a lifelong learning skill as they still see it in the distant future.

On top of this, the way some English lessons are carried through, make the process of learning unnatural and tedious. Thornbury and Ball (n.d: 13) and Johnson and Morrow (1981:46) stated “there are still many language teachers who work within the constraints of a timetable and a course-book, without any attempt to relate it to some goal and without paying attention to their student’s characteristics”. In Spain, the Primary teacher’s training, is still limited and poor, there is a lack of mastery on communicative, pedagogic and academic skills. English primary teachers are
asked a B2 (according to the Common European Framework) which may not be enough if the teacher attempts to communicate in the target language most of the time.

For all these reasons, among many others, we consider that game based learning is one of the most efficient ways to learn English in a meaningful way as it provides authentic, stimulating and familiar materials and techniques, to encourage students to participate and communicate in English in the classroom.

We believe that games contribute to create positive feelings towards English due to their connection to real life. Besides, the FL Curriculum for Primary Education emphasizes the significance of games by stating “the use of games, especially at the first stages, and the realization of collaborative tasks, are not only essential elements to settle properly the basis of second language acquisition, but can also contribute to make the subject of English an instrument of socialization to the groups”. (Organic Law for the Improvement of Educational Quality 8/2013 passed on the 9th of December)

From a personal perspective, we have chosen this topic mainly because of its practical implementation in any foreign language teaching context. Games and songs are probably the most common resources within language teachers and the widest accepted among learners. However, if used improperly, they may not have so effective results. There are many language teachers who believe that, for the mere fact of playing games in their lessons, they become better professionals. In this sense, we would like to analyze the different factors affecting games of which teachers should be aware of to make full use of them and offer a meaningful process of teaching and learning.

On the other hand, with our compilation of games within our “Games Recipe Kit”, we intend to convince those reluctant teachers by demonstrating that games can integrate different skills and all together can develop the communicative competence. According to Bestard (1996: 395), a great number of teachers “feel insecure about their qualities as organizers of such activities, which they think are beyond their professional role”. Besides, they believe that games are time-consuming and distracting.

To conclude, we have also chosen this topic because it is a great opportunity to deepen and put into practice the acquired knowledge throughout this Master degree, in order to deliver some quality pedagogical resources which aim to make up an attractive and stimulating way of learning.
3. AIMS OF THE STUDY

In the following section we will set the primary focus of this research project as well as the steps on the way to meeting the main goal.

3.1. Main goal:

- To elaborate a “Games recipe kit” with a compilation and classification of games intended to integrate different skills that promote communication in English Primary classrooms.

3.2. Specific objectives:

1. To classify the games into four categories according to each level: ‘Starters’, ‘Movers’, ‘Flyers’ and “all-levels”.
2. To propose games which involve learners in the experience of communication using different resources.
3. To design games which work on several skills and competences at the same time.
4. To select games which cater different learning styles and personalities.
5. To create meaningful, non stressful and natural contexts for language use.
6. To promote imagination and creativity in language learning.
7. To elaborate a list of factors which must be considered when designing effective games
8. To determine when and how teachers can introduce games that allow integrating skills.
9. To enhance the motivation and interest for the English subject in Primary schools.
10. To evaluate and analyze the effectiveness of the games found within the “Recipe kit”

4. THEORETICAL BACKGROUND

4.1 State of the Art

Primary Education is the first stage of Spanish compulsory education. It comprises six academic years which are ordinarily taken from the age of six to twelve. Students generally incorporate to the first course of this educative stage in the natural year in which they turn six years old. In order to have a better understanding of the current teaching situation of English in Spanish Primary schools, we should make reference of the existing legal regulations which are established by the Spanish Constitution, which includes in the Article 27 that “everybody is entitled to education”; The rest of the legislation depends on the Organic Law 8/2013 passed the 9th of December for the Improvement of the Educational Quality (LOMCE) which modifies the existing Organic Law
2/2006, of Education passed the 3\textsuperscript{rd} of May (\textit{LOE}); and on the Royal Decree 126/2014 passed on February 28\textsuperscript{th}, which establishes the Minima Teaching Requirements and the Basic Competences for Primary Education nationwide under the principles on \textit{LOMCE}. Furthermore, every Autonomous Community has its own Decrees which sets the curriculum for all the areas at this stage and which can slightly vary depending on each Community.

The legal regulations currently in force establish the subject of English as a Foreign Language as an important part of the curriculum at this stage. The main aim of foreign language learning is to achieve students’ communicative competence, which will allow them to handle different situations in the foreign language, by means of producing appropriate messages in the different communicative situations. The profile of the students in Primary Education demands the use of communicative elements. Their immature minds make it almost impossible for them to cope with abstract concepts. Therefore, Spanish Educational Authorities have fostered the use of authentic, stimulating and familiar materials and techniques, such as games, to motivate students and encourage them to participate in the classroom.

On the other hand, English, along with the rest of the subjects are multidisciplinary, that means that from this area we can achieve many other aims of Primary Education such as the development of their personality, their communicative skills and socio-linguistic strategies, the improvement of their ability to feel empathy, the diversification of their sources of information, and the establishment of social and cultural relationships with tolerance in a world where international communications has an increasing relevance. All these aims will contribute to the educational development of the students from a global perspective.

Once we have described the legal framework of our Spanish Educational system, we will now focus on the current situation of English and Education nation and world-wide speaking. Currently English has turned into a source of knowledge, the main language for access to new information, be it related to science, political affairs, technology or any sort of discovery or anything which goes on in this world, in other words, it is the language of international communication (Martín, 2014 a). According to Hyde (1998: 7), “if English is to maintain its position as a global language, we need to take a different view of what we provide when we teach English.”

Anna Suh, cited by Carbajal (2007:1) in her article on the New York Times, wrote “our aim as English teachers is to prepare and equip our students to be global leaders in this new era of internationalization”. Brookfield (1985) cited by Wirth and Perkins (2014:3) argues that “the role of teachers is to “facilitate” the acquisition of knowledge, not “transmit” it”. He also stated that the primary goal of education should be “to help students to develop their own intellectual tools and
learning strategies (ibid).” Graddol (2006: 71, 72) shared this point of view in his book and highlighted:

The learner needs higher order and more flexible skills […] Education is now seen as something which will occur throughout someone’s life. The nature of work, the skills and knowledge required will be constantly shifting […] The role of education in school is now seen as to provide the generic skills needed to acquire new knowledge and specialist skills in the future.

In this sense, games constitute a useful tool as they create situations where students are offered the opportunity to develop their learning strategies, their social skills, and many other aspects and values which form them as world citizens.

On the other hand, Hyde (1998:8) in his article goes further and states that being English the language of international communication, “it needs to develop as an inclusive mean of intercultural communication and leave behind the preconceived concept of English as “English as a foreign language”.

The impulse to use English in the world is communicative; however, as language reflects culture, culturally distinct groups will inevitably be using the language in culturally different ways and so there is a need to add to ELE the dimension of intercultural communication skills to help people deal with the inevitable differences in the cultural use of English that they will experience in their international communication. (Hyde, 1998:10)

There are hardly any materials which tackle this cultural area of language. We could use games to introduce these cultural aspects in a funny way. However, we would not introduce these aspects before the age of eight as students need to achieve a particular cognitive stage; otherwise some of these concepts (intonation, silence, back-channeling, taboo, body language…) are too abstract for them.

For many years now, English teachers have worked in unrealistic contexts that nothing had to do with native-speaker language use. In fact, text books contain a type of English that many times is “old-fashioned” and you only find it out when you travel abroad and interact with native speakers and they say “you sound weird” or “that is too formal, we would never say it that way”. (Martín, 2014 b)

In these sense, students need to learn up-to-date and authentic English. In order to solve this problem, teachers can offer authentic activities (such as games, projects…) which provide students with real-world situations and authentic materials such as newspapers, videos, magazines, etc;
Another existing problem with pedagogical materials is that most English teachers prefer to use course-books rather than designing their own materials. The vast majority of course books contain grammar exercises, stories, listening exercises, vocabulary… and they hardly contain exiting games or real-world activities. Besides, most of the games included are too typical (hangman, crosswords, bingo…) and they are not stimulating enough at certain ages. By sticking to the course-book and the syllabus, many teachers impede their students learning in a more authentic and entertaining way. Games, if ever played, are used as a reward at the end of the lesson. Despite the fact that the Publishing Houses are changing the book formats, including ICT, projects, role-plays…The English teacher still works within the constraints of a syllabus and a course-book.

4.2 The communicative competence

The primary goal of language instruction, namely, to go beyond the teaching of the discrete elements, rules and patterns of the target language and to develop the learner’s ability to take part in spontaneous and meaningful communication in different contexts, with different people, on different topics, for different purposes, that is to develop the learner’s communicative competence. (Celce Murcia, Dörnyei and Thurrell 1999:144)

We would like to briefly define what the communicative competence refers to. It is the ability one has to communicate and interact effectively in different tasks and situations. According to Savignon (1991: 262), “the terms that best represent the collaborative nature of communication are: interpretation, expression and negotiation of meaning”. The communicative competence encompasses the four basic language skills: listening, reading, writing and speaking (Thiel, nd). Furthermore, it includes the grammatical, discourse, sociolinguistic, pragmatic and strategic competences, among others (Shuming, 2006).

If the aim of language teaching and learning is to develop learners” communicative competence, a whole language approach whereby all the skills are treated in a more interrelated way, should be at the heart of L2 classes and, whenever possible, they should be integrated as happens in actual language use. Teaching language as communication calls for an approach which brings linguistic skills and communicative abilities into close association with each other. One way to obtain this association is by using an integrated approach which gives the students greater motivation that converts to better retention of all the principles related to language learning: speaking, listening, reading, and writing. (Moghadam & Adel 2011: 1644)

Language games help to achieve this concept of communicative competence referred above. In fact, the ultimate aim of language games should be to provide opportunities where children can communicate in English freely in a more natural way.
It is when playing games that children forget about they are at school or learning a language. It may be daunting at the beginning to ask our students to communicate all the time in English while they are playing, but this is not necessary from the very beginning. It is more advisable to follow a gradual process. We can start by asking them for the very communicative function of games themselves. That is to say, games have their own language like (up to you, roll the dice, my turn, fair play…) and knowing this vocabulary will help our students to feel more confident and take it to the next level in communicating in English.

Once again, as we previously explained, games are ‘magic’ in the sense they manage to join the fun factor with the learning factor, turning the experience of learning English into an important part of our student’s lives and daily realities.

When learning a language, teachers often ask themselves what aspects have to be learnt. In many cases, teachers use the concept of communicative competence as a guide and base their methods on this term. In this sense, games offer a great variety of opportunities to work on all these aspects in an integrated way.

### 4.3 Games in English foreign language teaching

We will start to develop this part by explaining the notion of games. According to Prodromou (1992, p.120): “a game is an enjoyable activity involving an objective that is achieved by following certain rules, usually in competition with one or more other people.” Likewise, Fleta (2009) cited by Ioannou-Georgiou (2010:4) stated that “games are simple structured activities which may involve little language but are meaningful to students and involve the whole self, thus creating strong associations with the language used”. For Roger Caillois (2006), a game should have the following characteristics: it must be fun, separate, uncertain, non-productive, governed by rules and fictitious. Apart from them, other authors have also tried to define what a game is, like Haycraft (1978:94), “Games are an agreeable way of getting a class to use its initiative in English” or Rixon (1991:3) who referred to game as ‘form of play governed by rules’. As we can see, all these definitions have several elements in common. Therefore, it can be said that a game is an activity with a definite beginning and end, a goal and an element of fun, and it is governed by rules.

Playful activity, in particular games, often play a key role when children are growing and are developing their human capacities. Games have usually been recognized as elements for amusement in children’s free time, however, there are a great number of researches who believe that games have a crucial function when acquiring knowledge. Groos (1901) stated that when
playing games, we are sort of exercising and practicing instincts; games are like training exercises to develop the necessary adult skills. Thus infancy is fundamental since games within this period are like pre-exercises which will activate and favour the development of psychological superior functions where imagination plays an important role. Hall (1904), associated games with the evolution of the human culture, because through games children experiment and recapitulate the process of history. He also stated that games involve genuine, primitive and unconditioned actions which can turn into more elaborated and efficient modern behaviors. Huizinga (1968:4) in his book ‘Homo ludens’ highlighted some transcendental ideas in the evolution of the game concept. He believed that culture and game go hand in hand. He stated “In culture we find play as a given magnitude existing before culture itself existed, accompanying it and pervading it from the earliest beginnings right up to the phase of civilization we are now living in.” In this sense, games offer endless pedagogical opportunities as they involve diverse branches of culture. Freud (cited by Felluga, 2012) proposed that games served to satisfy erotic and aggressive impulses and they helped human-beings to solve conflicts through fiction. More recently, Piaget (1991) cited by Crespillo (2010) established a parallelism between human cognitive states and games; he defended that games develop intelligence in the triple structure of thought: sensory-motor, representative and reflexive.

It goes without saying that games are basic elements in our society. They take part of our culture and we can find them from the moment we are born until we die. Traditionally, games have been a common/usual learning tool throughout history and more recently, some surveys have tried to highlight their importance when learning a foreign language, especially with primary and pre-primary students. According to Linwood (2006:1), “play is engaged in wholeheartedly.” “During the time allotted to play, it commands a person’s entire attention.”

4.3.1. Functions and advantages of Games

In the following section we will try to summarize some functions and advantages of games. As we know, games are fun activities that give learners the opportunity to practise the FL in a relaxed and enjoyable way. They add variety to the range of learning situations and add interest to what students might not find very interesting. Therefore, they can be used to change the pace of a lesson and keep pupils’ motivation, as well as renewing their energy. According to Bransford & Brown (2004), the emotions aroused when playing games add variety to the sometimes dry, serious process of language instruction. Furthermore in games, “the use of language is necessary to achieve an immediate aim, in this sense; the chances of learning successfully are greater than ever” (Bestard 1996: 407)
Firstly, among the linguistic functions, we find that games encourage unconscious learning since the students’ attention is focused on playing rather than on the language; therefore acquisition is fostered. Also, games enable us to introduce, reinforce or recycle any aspect of language, providing lots of natural and enjoyable repetition. “Games are naturally repetitive; they maximize input, frequency of target items without boring the students” (Ioannou-Georgiou, 2010:1)

In addition, the four linguistic skills are developed in an integrated way. During GBL, learners also use the target language to persuade and negotiate their way to desired results (I-Jung, 2005). Finally, according to Prasad (2003:1), “games introduce an element of competition into language-building activities. This provides valuable impetus to a purposeful use of language”.

Secondly, among the pedagogical functions, we find that games create a pleasant atmosphere in the classroom and motivate both strong and weak students helping to develop positive attitudes towards the language. In this sense, games foster the interest for the English subject in Primary Schools. In part, this is due to the fact that games allow students to be exposed to language without being pressured to produce it. On top of this, Horwitz, Horwitz and Cope (1986:131) in their article about FL classroom anxiety added: “While playing games, the learners' attention is on the message, not on the language. This eases the fear of negative evaluation, the concern of being negatively judged in public, and which is one of the main factors inhibiting language learners from using the target language in front of other people”. According to Wright (1984:46), “games offer the participants confidence on themselves and their capacities.”[…] “Reducing this classroom anxiety and creating this comfortable environment speed up the process of learning and allows students retaining better the knowledge acquired”.

On top of this, games contribute to create meaningful contexts. According to Fleta, (2009) cited by Ioannou-Georgiou, (2010:6) “games are simple structured activities which involve little language but are meaningful to students and involve the whole self, creating strong associations with the language used”. As we know, students learn best when they have active roles. In this sense, games allow ‘learning by doing’. Wolpert (2012:1) explained in her article: “An immersive game can help people learn knowledge and skills in a more meaningful way”. Another pedagogical advantage is that “games develop autonomy and personal initiative and foster participatory attitudes of the students” (ibid). The communicative approach, as well as GBL is student centered, that means that learners have more active roles. In this sense, games can be an excellent tool for allowing learning at the student’s pace and level as they cater different learning styles and personalities. Cognitively speaking, games are also useful to review, reinforce and broaden the acquired knowledge. Besides, games develop critical thinking. According to Wolpert (2012:1) “games can spark discussion and debate, even if learners are playing ‘alone’.”
Last but not least, games can be easily adapted to any age, level or topic of interest, so in this sense, teachers can fully exploit them.

Thirdly, among the psychological functions, we find that games are an innate necessity in children. According to Piaget, playing enables them to organize their thinking, interact with reality and build their knowledge. Also, Freud claimed that children express their subconscious feelings and instincts through games, and this helps them to make sense of these feelings. The psychologist Paul Moor (1981), or the psychoanalysts Erickson (1982) and Winnicot (1986), share the opinion that children are much more motivated and stimulated in the English Foreign class when authentic materials are used, such as games, songs, images, realia…instead of artificial and traditional resources as course-books and boring grammar exercises. Authentic materials promote concentration and involve the children in the teaching and learning process. Besides, using these authentic materials, contribute to connect student’s learning to the real world.

According to Moyles (1990:87) “games create situations where we can find stimulation, variety, interest, concentration, creativity and motivation”. According to Dörnyei (1998: 117) “Motivation provides the primary impetus to initiate learning the L2 and later the driving force to sustain the long and often tedious learning process; indeed, all the other factors involved in L2 acquisition presuppose motivation to some extent”.

Fourthly, among the social reasons, we find that games are useful to develop social skills. Playing together is a shared social experience that develops the class identity. Games also promote cooperative learning as they encourage students to solve problems collaboratively. GBL enable the development of coexistence, teamwork, communication, leadership and collaboration, that is to say social skills. Moreover, games improve the relationship between teachers and students (Wolpert, 2012).

Finally, among the cultural reasons, we find that most games are authentic resources. Consequently, they provide examples of the way in which language is used by its native speakers, developing both the students’ socio-cultural competence and Cultural and Artistic BBCC, fostering creativity and attitudes of respect towards foreign cultures.

Games develop children’s creativity, since they imagine situations and play different roles. Creativity is an essential feature of the individual and it is expressed in terms of imagination, open mindedness and self-confidence. In this sense, creativity entails a disposition and an aptitude to do something new and innovative. In addition, the development of creativity involves flexibility, originality and the ability to suggest new ideas and solve problems.

Games have a number of characteristics which are common to any child’s creative activity: (1) They are spontaneous and free activities; (2) They have an end in themselves; (3) They have an
educational value since they contribute to the full development of the child’s personality; (4) They combine the three essential elements of creativity: imagination, originality and expression. 

Regarding the main function of creativity in FLL is enabling learners to make utterances in a creative way, using their cognitive abilities. This will make them more independent learners since they do not repeat structures; they construct rules and experiment with them.

Moreover, there are two authors that support with their theories the use of games and creativity to learn a FL. On the one hand, according to Stephen Krashen’s input hypothesis (1981), in order for acquisition to occur, learners need to be exposed to input that is just beyond their current level of competence in the language, which is something that can be easily achieved with games. Also, as he explained in his affective filter hypothesis, the use of motivating materials and techniques like games helps to lower the student’s affective filter, as they create a pleasant atmosphere in the classroom, which facilitates learning.

On the other hand, Howard Gardner (1983) claimed that individuals have at least eight different intelligences that can be developed over a lifetime. Traditionally, schools have just focused on the development of linguistic and mathematical intelligences. However, modern teaching like the Communicative Approach emphasizes the need for teachers to design activities that focus on the eight intelligences, not only to facilitate language acquisition, but also to help students realize their full potential. In this sense, games are connected to a variety of intelligences.

Last but not least, we cannot forget the fact that “technology and Internet have become an integral part of our lives” (Mujtaba and Mubarak n.d: 2). We are all aware that technology is progressing too quickly and these tremendous shifts have also reached our education system. The new generations have grown up surrounded by technological devices and students love learning with them. In this sense, “games are a great way to get students working with technology in an exciting and productive way”. (Wolpert, 2012:1). In fact, there are many pedagogical games that can be incorporated into the English lesson; this new ‘trend’ is called “Digital games-based learning”.

### 4.3.2. Disadvantages of Games

Once we have described some benefits of games in foreign language education, we will now look at the other side of the coin. According to Palánová (2010:10) “the use of games in teaching English is not appropriate at all times”. First of all, games generate lots of feelings such as euphoria, excitement, pressure or frustration which can obstruct learning, if the situation gets out of hand. This reality happens very often if the game is not properly planned, explained and organized.
Teachers should be cautious, especially when playing competitive games, as they can confront and separate the group. When teaching a second language, the concept of game must be understood as a way of learning while having fun and it is essential that our students are aware of this. On the other hand, “it may also occur that the fulfilment of the established objectives superimposes the essence of the play itself” (Palánová, 2010:10).

Another disadvantage is that the process of design and selection is time consuming and finding the appropriate games and resources is not very easy as there are different likes and interests in every classroom. This is probably one of the main reasons why many teachers are reluctant to use games, as they complain about the little time allotted to plan and organize personalized activities. Besides there are some students who prefer quieter atmospheres to learn or work on their own doing other type of tasks.

According to Palánová, (2010:11) “teachers must carefully consider how much and when it is appropriate to use games in the language teaching in order to be beneficial to the students and the whole teaching process. The overuse of games might bring the opposite results and students may get bored.”

**4.3.3. The age factor**

The age is another significant factor that the teacher must consider when preparing or designing games for language lessons. Age affects children’s social, psychological and cognitive development. For this reason it is of prime importance to have an overall picture of our student’s characteristics during the Primary stage.

Individually, play develops in stages that correspond to a child’s social and cognitive development. Initially, a child's play is solitary in nature. Next comes parallel play, where children are in each others’ company but playing independently. Socially, the final stage is cooperative play, which consists of organized activities characterized by social roles (Linwood, 2006:2)

Spanish children start Primary school at the age of six. At these ages, children discover a new world. They do not need so many toys as they spend most of their time playing with their friends. They also start reading and writing and they start doing things by themselves. Their drawings and works are more creative and they pay more attention to what they do.

When they turn to six years old, they can already play in teams and cooperatively. They are very active, so they enjoy running, jumping… and they start to be competitive. Besides, their fine and gross motor skills are much developed and their coordination is better. Some games that can be worked at these ages are: puzzles, painting, drawing, TPR, handcrafts, domino, board games, role-
plays...Between the ages of six and seven, most of the activities are physical ones (running, jumping, skating…) and require strength.

“By the age of seven-eight, children start developing a more flexible, organized and logic thought” (Córdoba, 2009:108). This new cognitive stage was called by Piaget ‘concrete operational stage’ and it lasts until the age of eleven. This means that from now on, children start to comprehend and organize better their world. Rules can also be introduced at this age. Imagination and fantasy keeps playing an important role, however animism of objects and things disappears and they can distinguish tales from legends and reality. Children stop being so self-centered by the age of seven and they tolerate better the feeling of frustration. At these ages, they can memorize all kinds of data (weird animals, countries, songs, football players…). They can be concentrated when something interests them; however their attention span is limited. Some games that can be played at these ages are: handcrafts, magic, tricks, puppets, theatre plays…At these ages girls and boys play together, however girls tend to prefer games that require movement and boys prefer games which involve speed and strength.

At the age of nine, children find themselves living in a material world where they are simple objects of that world. Their interest and curiosity are insatiable. They start collecting things. They also become familiar with the concept of time and space. They enjoy talking with their classroom peers and they start to get organized and make teams. They like secret codes, puzzles, handcrafts, riddles…

From the age of ten to twelve years old some girls experiment important physical and mental changes as they start the pre-puberty phase. Obviously, this requires a mental preparation to confront all these changes. There is a need to be accepted in a group. The class group becomes more homogeneous and stable. Children at the end of this stage also begin to be more caring and cooperative; they help at home with the domestic tasks. They love playing computer and board games, word games, riddles, theatre plays, competitions, TV format games such as ‘Who want to be a millionaire’…

4.3.4. Variables to Classify Games

The exercise of trying to group games has been very useful and provided and interesting and stimulating intellectual challenge for many researches and practitioners involved. There are a great number of game taxonomies and categorizations available. […] It must be stressed that the most important element in game selection is to have a clear understanding of the specific learning objective(s), together with the knowledge of which features a game should have to best support the achievement of that objective (Dondi, Edvinsson and Moretti, 2004:54)
In my opinion, the fundamental variables to classify games are the following:

Figure 4.1.
Game classification depending on diverse variables

As we can see, there can be as many types of games as variables exist. However, categories found when classifying games are not exclusive; in other words, a game can be played indoors, cooperative, guided and be focused on communication. In the same way, the same game can be played indoors and outdoors. In this sense, all types of games are interrelated; as a result of this, there are endless possibilities depending on the objectives to be fulfilled in each moment.

4.4 Materials writing:

In this last sub-section we will focus on the process of materials design, but before tackling this job, it is important to define what we understand by materials. According to Tomlinson (1998),

Materials are anything which is used to help to teach language learners. Materials can be in the form of a textbook, a workbook, a cassette, a CD-Room, a video, a photocopied handout, a newspaper, a paragraph written on the whiteboard: anything which presents or informs about the language being learned. (Tomlinson 1998: 11 cited by Ball and Lennon, n.d:1)

In this action-research project we have designed a pedagogical proposal for English Primary teachers, that is to say, a games-recipe kit. A kit can be defined as a set or collection of items or components needed for a specific purpose or activity (Cambridge Dictionary). There are different
types of kits. The kit we have designed is a teaching kit which means that it is a teaching resource developed by any professional or entity in the field of Education.

As Ball and Lennon point out, “Whatever materials are used, they cannot be seen in isolation, but are embedded within a broad professional context” (Ball and Lennon, n.d:1). This professional context refers to the trends, methods and theories of language learning and teaching which influence the nature of materials. Some characteristics of the recent trends that are reflected on updated materials are: learner-centredness, an integrated skill approach, authenticity and the concept of English as a core skill.

In the process of materials writing, there are some context variables such as the learner’s characteristics and the educational setting that affect in great measure the material’s design. According to Jolly and Bolitho (1998:111) “the most effective materials are those which are based on a thorough understanding of learner’s needs […] This implies a learning-centered approach, rather than one which is driven purely by the subject through syllabus specifications”.

The process of materials writing is rarely a neat self-contained linear process, but an activity which is intimately bound up with all questions that teaching itself raises: learner’s needs, syllabus, schemes of work, lesson plans, classroom management, resources, outcomes and assessment, the relation of learning/teaching to real life and so on. (Jolly and Bolitho 1998:108)

In fact, the process of materials writing has numerous benefits for teachers and learners which were highlighted by Jolly and Bolitho (1998). On the one hand, teachers understand their learner’s best as they become sensitive and responsive to the student’s needs. Secondly, this writing process raises almost every issue which is important in learning to teach and allows teachers to develop a set of criteria to evaluate other materials. Thirdly, enabling teachers to produce their own effective materials helps them to ‘teach themselves’ as learning to write materials is a matter of trial and error. Fourthly, if the teacher-writer is working with a group, he or she can listen to the student’s feedback and opinions, in this sense, they can make the necessary adaptations more directly.

After having explained the concepts of materials, kit and materials writing, we will now show a chart that contains one of the many options of the steps involved in the process of material writing.
Finally we agree with Lennon and Ball (n.d) when they stated that Pedagogy and the ‘teaching world’ is now embarking on a period which will see the eventual disappearance of the textbook-as-we-know-it. One reason why this is happening is because of the new technologies and the internet. Teachers who do not conform themselves with the course-book, find easier to ‘build’ their own material thanks to the internet resources. Lots of teachers regard the course-book as a mere resource to check the contents that appear on the syllabus or as a second option in case they have ran out of time or ideas. To conclude, we would like to highlight that our role as teachers is to facilitate the tools and create the appropriate atmosphere where learner’s autonomy and communication are promoted. Besides, we also believe that the teacher is the only one who knows the reality of his class and is capable of producing innovative, coherent, up-to date and learner-centered materials.

5. METHODOLOGY

5.1 Description of the approach adopted for material design

The ‘games recipe kit’ is the result of an eclectic approach. This compilation of games represents a mixture of styles and techniques. Nevertheless, of all this combination of approaches, the Communicative approach has been the most influential. According to Celce Murcia, Dörnyei and Thurrell (1994:149), CLT highlights the primary goal of language instruction that is to develop the learner’s Communicative Competence (C.C) and prepare students for real life communication.
Perhaps the most enduring legacy of the communicative approach will be that it has allowed teachers to incorporate motivating and purposeful communicative activities and principles into their teaching while simultaneously retaining the best elements of other methods and approaches rather than rejecting them whole. (Bowen n.d:1)

As the term communicative is so broad and has so many interpretations, we would like to highlight two concepts that bridge the gap between direct and indirect approaches and which summarize the guidelines/content elements of our kit.

On the one hand, Widdowson (1989:135) stated:

Communicative Competence is not a matter of knowing rules; it is much more a matter of knowing a stock of partially pre-assembled patterns, formulaic frameworks, and a kit of rules, so to speak, and being able to apply the rules to make whatever adjustments are necessary according to contextual standards.

Some of our games, are focused on lexical items and grammar points, this does not mean that there is a focus on form as it used to be with former approaches such as the ‘Grammar-Translation Method’, but on practicing formulaic language to apply these structures on real contexts of communication.

According to Dörnyei and Thurrel (1994:148), the shift towards direct teaching involves three tendencies: (a) adding specific language input to communicative tasks, (b) raising learners’ awareness of the organizational principles of language use within and beyond the sentence level, and (c) sequencing communicative tasks more systematically in accordance with a theory of discourse-level grammar.

On the other hand, we would like to retake the term suggested by Kumaravadivelu: Principled communicative approach. According to Celce Murcia (1994:148) this approach has the potential to synthesize direct, knowledge-oriented and indirect, skill oriented teaching approaches.

This is probably the term that best fits our kit of games, since it offers an eclectic view of language teaching without leaving behind meaning and the new concept of focus on form.

Besides, this approach is expected to incorporate a Task-Based Methodology which represents ‘a very strong version of CLT’ and is the one we have followed when designing our kit. Willis (1996:1) wrote that TBL combines the best insights from communicative language teaching with an organized focus on form.

“Language, including both communicative and linguistic competence, is acquired through engagement with meaning, not through focusing learners on structure. The mental act of reasoning is what sets the process of acquisition in notion, and tasks are seen as an effective medium through which to do this in the language classroom.” “Learners focus on the task, not on language, and if
there is any focus on language it is only so as to complete the task. No rules of grammar are offered. Correction is ‘incidental’, in that the correct form is given by the teacher with no subsequent focus on the rules of language lying behind it” (Arzamendi, Ball, Gassó and Hocklyn n.d:93).

5.2 Description of the target group:

The target group corresponds to primary students of the Spanish Education System, that is to say, students aged from 6 to 12 years old. Primary Education is divided into 6 grades. The ratio in the classes can vary, but in general it is 1:24-25. The classes also tend to be gender-compensated and we can find different nationalities as well as different learning styles.

There is a heterogeneous level of English, but usually it goes from “poor-beginner” in the first stages up to A1/A2 (according to the Common European Framework) in the latter stages.

There are some groups that had their first contact with English when they started Primary Education. However, there are some latter generations who already attended to English lessons in Pre-primary and Kindergarten and their “starting level” is higher. Students who receive extra support (native parents) or attend to private lessons or to English Academies often have better results. In general, there is a big difference between the input and the output or the “comprehensible level” and the “production level” (the latter, much worse). Despite the fact that the LOMCE establishes that the main aim is to achieve the Communicative Competence, making our students speak in English is still the ‘Achilles heel’ of our system. LOMCE has increased in half an hour the English lessons. That is to say, 1st and 2nd grades will have two hours per week; 3rd and 4th grades will have two and a half hours per week; 5th and 6th grades maintain their 3 hours per week.

The student’s attitude towards English can vary from very motivated students who like English, its culture and learn it in order to do something else, to other students who find English tedious and difficult and useless. At these ages, they tend to participate actively in class and they are involved in tasks if they are motivating and funny, especially in games as they are quite competitive.

Regarding the student’s needs and interests, we could say that they are attracted to new or different activities. In general, they love being the center of attention and they prefer when the contents are connected to their real life. Their immature minds make it impossible for them to cope with abstract concepts. For this reason, they prefer learning in a funny way through games, songs, computers…
In every classroom there are some children who are very noisy and hinder the learning-teaching process. There are as well students with low-self-esteem and introverted (they hardly ever participate in class) who have more difficulties with English, especially on oral tasks.

At the first stages, they are not autonomous enough and they seek the teacher´s attention whereas at higher levels they have developed their capacity of collaborative work, the personal initiative and responsibility.

5.3 Description of the structure where the material will be included

As we explained above, the present project is a “Games recipe kit” for English teachers on Primary schools. However it could also serve for other FL teachers, as games can be easily adapted. The kit contains a compilation of games which have been divided into four categories (starters, movers, flyers and all-levels). Every game comes with a brief guide where we summarize the skills, competences, intelligences that are addressed in that game following an integrated-skill approach.

Besides, instructions and some samples of materials are also included. Every category includes a number of games which intend to cover the student’s needs and interests. For this reason, we have used different sources of input such as: drama, books, songs, videos, ICT, TPR, arts and crafts, flashcards, balls, costumes, creative writing…

On the preface of this kit, we can find some ´tips´ that FL teachers should bear in mind when designing or planning a game.

This kit of games has been designed as additional or supplementary resources for the FL teacher with the purpose of guiding and giving ideas. As games are so flexible and can be adapted to any circumstance and level, teachers can also develop their creativity by using this kit as an inspirational tool and designing new games. These games can be implemented at any time during the English lesson and they can serve to revise, to warm up, to practice…Finally, they have also been carefully chosen taking into account the most interesting and popular topics that are tackled on the different English course-books throughout Primary Education.

5.4 Description of the creative process

In this following section we will describe the steps we have followed to design the kit of games. In order to help the reader understand better this process, we have created a flow chart which includes the phases of this creative process.
In the first phase, we will highlight the two most immediate needs from our point of view. Firstly, our students love playing games in the English classroom, they report that when playing games they are having fun and time flies. Besides, they think they retain better the information as they are more involved in learning. The feedback from our students is that more games should be included in every lesson. Secondly, the course-book materials do not include many games, and there are not enough resources to play games or books containing ideas of language games in the School English Department.

In the second phase, we had to set the main target. To do so, we asked ourselves: What is our goal? What do we want the student to do at the end? And the answer was quite simple. We want the learners to use socially, contextually and culturally appropriate language in communicative natural and motivating contexts, that is to say, we want our students to develop the Communicative Competence Savignon (1991).

In the third phase, we decided we would create a kit with a compilation of games. We established some selection and organizational principles. We decided that the games should be divided into 4 categories taking into account the English level. To select the games, we thought that they should offer a variety of topics and resources. We also decided to include games which could be used in different moments and situations (warm-ups, wrap-ups, to activate students, to calm them down…)

Source: Adapted from Estaire & Zanón, (1994) and by Jolly & Bolitho (1998)
In the fourth phase, we had to choose the contents to be worked in each game. In order to do so, we decided to organize the contents in different categories. These categories are: (1) skills, (2) Basic Competences BBCC, (3) Intelligences, (4) Main objective. Regarding the linguistic contents, as we said above, we tried to select different topics for each level to offer variety.

In the fifth phase, we select and design, if necessary, the materials to be used in each game. We also wrote the instructions for each game. According to Jolly and Bolitho (1998) ‘part of effective pedagogical realization of materials is efficient and effective writing of instructions’ that means that games must be clear and meet the need initially recognized. We have to say, that the 3rd and 5th phase were done simultaneously. This is due to the fact that, in many occasions, we used the resources as the starting point to design the game. For example, we used songs, theatre plays, balls… as inspirational sources to design the games. Likewise, we also had to design specific materials after coming up with some ideas.

When designing games, it is of prime importance to bear in mind the stages in which games are divided in order to use them more efficiently in the English lesson. For this reason we decided to draw a parallel between the TBL cycle and the games-based lesson cycle that we have designed:

Figure 5.2.
Framework for a task-based lesson and games-based learning

Source: Adapted from Willis and Willis (1996)

On the sixth phase, we would evaluate the materials designed against the objectives we set. To do so, we can both evaluate them before and after student use. Those materials which do not work can be thrown away. To do so, it is a good idea to share these materials with other professionals to get feedback.
5.5 Description of the material and/or activities typology.

Within this kit we can find different types of games as our intention was to offer teachers a wide variety of activities which cater their student’s different interests and needs. Games can be classified in different categories depending on many variables as we explained in the theoretical background section. This helps the teacher to use them more efficiently and it is time saving. So in the following lines we will mention some of these games that can be found within our kit:

Bestard (1996) established a distinction between ‘language’ games which are focused on concrete and formal aspects of language (grammar, vocabulary, phonetic) and ‘interaction’ games which stimulate the communicative competence.

On the other hand we can also find ‘competitive’ and ‘cooperative’ games. Despite the fact that children at these ages love competition, we must be careful because using too many competitive games could be uninteresting for children. Depending on the resources we use, we can find within our kit: games without materials: “Desert Island”, “Can you read my mind”; Games using songs: ‘Who took the cookie’; Games using books: ‘Brown, bear’; Drawing games: ‘The monster factory’, ‘Awesome artists’; Games with cards/flashcards containing words or information: ‘Find the pairs’, ‘Island Hopping’; Games with dices: ‘The rolling Dice’; Board games: ‘The passenger game’; ICT: ‘Doodle video’, etc; Another variable we could use to classify the types of games is the skills which are involved in each game.

Figure 5.3.
Types of games depending on the skills variable

Source: Beltrán (n.d):2
6. RESULTS AND DISCUSSIONS

6.1 Justification of the kit

The present kit aims to provide English Primary Teachers with materials, resources and ideas of games. As we stated before, we believe that games-based-learning is probably one of the most efficient and meaningful types of instruction for children. However, designing and creating games is a time consuming process which also requires motivation and imagination. As a consequence, many teachers refuse to use games. Therefore, we designed this kit to convince these reluctant teachers of using games. On the other hand, we believe that going through this ‘creating-material process’ is a ‘must’ for teachers. As it allows collecting many useful webs, resources, ideas etc; and it involves the teacher is a continuous reflection and evaluation of his or her work produced.

6.2 Organization of the kit

This kit follows the structure of a ‘recipe book’ as it includes the ‘ingredients’, that is to say, the (1) main objective, (2) timing, (3) the interaction between the participants, (4) the knowledge of the language, (5) the skills, (6) the basic competences, (7) the intelligences and finally (8) some suggestions. On the other hand, we include the ‘steps’, in other words, the instructions to carry out the game. Finally, we have also added extra materials or pictures to illustrate how to carry out the game. On the pre-face of this kit we have also included a Decalogue with ten tips for teachers to use games effectively.

The criterion for organization and classification that we have followed is the level. Therefore, the kit has been divided into four categories or stages which are: ‘Starters’, ‘Movers’, ‘Flyers’ and finally ‘All-levels’. In spite of using the level to classify the games, we have to say that this kit is flexible and can be adapted to any circumstance and context. Besides, every level contains seven games which have been carefully chosen depending on the materials, resources, skills, contents… In order to offer similar “topics” in each level; we decided to organize the games in seven sub-categories.

As we stated above, this sub-division is flexible. In fact, there are games which combine the sub-categories. For example, the same game can use flashcards, songs and be creative. The reason why we have chosen these sub-categories and not others such as the skills involved or the contents worked is because it was the simplest and quickest way to do it. In this sense we decided to use the resources as a starting point to design our kit. For example if we wanted to work with songs, we would design one game which would include songs for each level.

Below there is a chart with the internal organization of our kit. However, the order of appearance in this classification chart is not the same order as in our kit of games.
6.3 Structure and sequence of the contents

In the following pages we include a summary chart with the main aspects of each game. The order of display is the same as in our kit of games (See Appendix 1).

<table>
<thead>
<tr>
<th>Name:</th>
<th>Sub-category:</th>
<th>Level:</th>
<th>Timing:</th>
<th>Basic Competences¹:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Monster’s factory</td>
<td>Creativity</td>
<td>Starters</td>
<td>20’</td>
<td>C1, C2, C4, C6, C7</td>
</tr>
<tr>
<td><strong>Main objective:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-To review body parts, numbers, colors</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-To develop the creativity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Contents:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1) <strong>Listening, Speaking and Conversing:</strong></td>
<td>Understanding instructions, Describing a monster</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(2) <strong>Reading and writing:</strong></td>
<td>Reading the flashcards vocabulary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(3) <strong>Knowledge about the language</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1 <strong>Functions:</strong></td>
<td>Physical Descriptions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.2 <strong>Vocabulary:</strong></td>
<td>Colour, Numbers, Body Parts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.3 <strong>Grammar:</strong></td>
<td>verb “HAVE GOT” and present simple</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.4 <strong>Pronunciation:</strong></td>
<td>Intonation of affirmative sentences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(4) <strong>Socio-cultural aspects and intercultural awareness:</strong></td>
<td>Enthusiasm, interest and respect</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

¹ Basic competences: C1 - Competence in linguistic communication; C2 - Competence in mathematics, science and technology; C3 - Digital competence; C4 - Learning to learn; C5 - Social and civic competences; C6 - Sense of initiative and entrepreneurship; C7 - Cultural awareness and expression.
<table>
<thead>
<tr>
<th>Name:</th>
<th>Sub-category:</th>
<th>Level:</th>
<th>Timing:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,2,3 It’s memory</td>
<td>Images</td>
<td>Starters</td>
<td>15’</td>
</tr>
</tbody>
</table>

**Main objective:**
- To practice the structure there is/there are
- To improve the skills to describe pictures.

**Interaction:** Individual

**Basic Competences¹:** C1, C2, C4, C6

**Contents:**
1. **Listening, Speaking and Conversing:** Describing pictures
2. **Reading and writing:** Reading the grammar structures from the blackboard
3. **Knowledge about the language**
   - **3.1 Functions:** Describing pictures
   - **3.2 Vocabulary:** Any (food, animals, school objects, sports…)
   - **3.3 Grammar:** There is, There are, How many..?, prepositions
   - **3.4 Pronunciation:** Intonation when asking questions and of affirmative sentences
4. **Socio-cultural aspects and intercultural awareness:** Interest and appreciation

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<table>
<thead>
<tr>
<th>Name:</th>
<th>Sub-category:</th>
<th>Level:</th>
<th>Timing:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brown bear, what do you see?</td>
<td>Books, texts</td>
<td>Starters</td>
<td>20’</td>
</tr>
</tbody>
</table>

**Main objective:**
- To review animals and colors
- To improve their intonation skills.

**Interaction:** Group

**Basic Competences¹:** C1, C4, C5,C6,C7

**Contents:**
1. **Listening, Speaking and Conversing:** Listen the audio-book, making questions, singing
2. **Reading and writing:** Reading the book, subtitles of the audio-book
3. **Knowledge about the language**
   - **3.1 Functions:** Talking about animals
   - **3.2 Vocabulary:** Animals, colors.
   - **3.3 Grammar:** Present simple: What do you see? I see ‘a+ adj+ noun’, present continuous
   - **3.4 Pronunciation:** Intonation when singing. Sound /ə/: bear/beə/ and bird/bəːd/
4. **Socio-cultural aspects and intercultural awareness:** Respect, Interest

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1. **Basic competences:**
   - C1 - Competence in linguistic communication
   - C2 - Competence in mathematics, science and technology
   - C3 - Digital competence
   - C4 - Learning to learn
   - C5 - Social and civic competences
   - C6 - Sense of initiative and entrepreneurship
   - C7 - Cultural awareness and expression
<table>
<thead>
<tr>
<th>Name: Who took the cookie?</th>
<th>Sub-category: Song</th>
<th>Level: Starters</th>
<th>Timing: 20’</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Main objective:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-To keep the right intonation, pronunciation and stress when singing songs</td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Interaction:</strong></td>
<td>Group</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Basic Competences</strong>:</td>
<td></td>
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</tr>
</tbody>
</table>

**Contents:**

1. **Listening, Speaking and Conversing:** Singing and listening the song “Who took the cookie?”
2. **Reading and writing:** Reading the ‘NOT ME’ cards
3. **Knowledge about the language**
   3.1 **Functions:** Making questions
   3.2 **Vocabulary:** Family members, animals, Halloween characters, cookie, candy
   3.3 **Grammar:** Past simple of the verb take: took- Who took the cookie?
   3.4 **Pronunciation:** Intonation and rhythm of chants
4. **Socio-cultural aspects and intercultural awareness:** Interest on traditional chants

<table>
<thead>
<tr>
<th>Name: The spelling ball</th>
<th>Sub-category: Ball</th>
<th>Level: Starters</th>
<th>Timing: 20’</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Main objective:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-To practice the alphabet letters</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>-To blend words</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>-To reinforce the spelling skills</td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Interaction:</strong></td>
<td>Group</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Basic Competences</strong>:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Contents:**

1. **Listening, Speaking and Conversing:** Spelling words, saying individual sounds
2. **Reading and writing:** Reading the words from the cards
3. **Knowledge about the language**
   3.1 **Functions:** Pronouncing words properly
   3.2 **Vocabulary:** Any (classroom objects, animals, food, sports, colors, numbers…)
   3.3 **Grammar:** (How do you spell…?) (Can you blend this word…?)
   3.4 **Pronunciation:** Phonemes and the alphabet letters
4. **Socio-cultural aspects and intercultural awareness:** Interest for the English sounds and alphabet.

---

1. **Basic competences:**
   - C1 Competence in linguistic communication
   - C2 Competence in mathematics, science and technology
   - C3 Digital competence
   - C4 Learning to learn
   - C5 Social and civic competences
   - C6 Sense of initiative and entrepreneurship
   - C7 Cultural awareness and expression
### Name: Can you read my mind?

**Sub-category:** Rule-governed game  
**Level:** Starters  
**Timing:** 20’

**Main objective:**
- To practice vocabulary  
- To improve the guessing skills

**Interaction:** Group  
**Basic Competences**: C1, C2, C4, C6,C7

**Contents:**

1. **Listening, Speaking and Conversing:** Listening descriptions of clues
2. **Reading and writing:** Unknown words in the whiteboard
3. **Knowledge about the language**
   - **3.1 Functions:** Guessing vocabulary words
   - **3.2 Vocabulary:** Any (classroom objects, animals, food, sports, colors, numbers…)
   - **3.3 Grammar:** Present simple of the verb TO BE. It is+ noun
   - **3.4 Pronunciation:** Pronunciation of affirmative sentences
4. **Socio-cultural aspects and intercultural awareness:** Interest and participation.

---

### Name: Find the pairs!

**Sub-category:** Competition  
**Level:** Starters  
**Timing:** 20’

**Main objective:**
- To practice vocabulary and phonetic spelling.  
- To develop memory skills

**Interaction:** Individual  
**Basic Competences**: C1, C2, C4, C5,C6

**Contents:**

1. **Listening, Speaking and Conversing:** Saying the words out-loud from the cards
2. **Reading and writing:** Reading the vocabulary words from the cards
3. **Knowledge about the language**
   - **3.1 Functions:** Matching the phonemes sounds and words with the pictures
   - **3.2 Vocabulary:** Any (classroom objects, animals, food, sports, colors, numbers…)
   - **3.3 Grammar:** Structure: ‘This one’ to choose the card, verb: point and the phrasal verb: pick up,
   - **3.4 Pronunciation:** Keeping the right pronunciation when blending the words
4. **Socio-cultural aspects and intercultural awareness:** Enthusiasms, curiosity, fair competition

---

1. **Basic competences:** C1 - Competence in linguistic communication; C2 - Competence in mathematics, science and technology; C3 - Digital competence; C4 - Learning to learn; C5 - Social and civic competences; C6 - Sense of initiative and entrepreneurship; C7 - Cultural awareness and expression
<table>
<thead>
<tr>
<th>Name:</th>
<th>Sub-category:</th>
<th>Level:</th>
<th>Timing:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our class´s mascot</td>
<td>Creativity</td>
<td>Movers</td>
<td>Task for the weekends 10’ exposition in class</td>
</tr>
</tbody>
</table>

**Main objective:**
- To improve writing skills
- To foster creativity

**Interaction:** Individual - Group

**Basic Competences**: C1, C2, C4, C5, C6

### Contents:

1. **Listening, Speaking and Conversing:** Summarizing the mascot´s adventure in front of their classmates for 4 minutes

2. **Reading and writing:** Reading and writing (10 lines) a summary of the travels and adventures of the mascot

3. **Knowledge about the language**
   
   3.1 **Functions:** Summarizing and describing the mascot´s experiences.
   
   3.2 **Vocabulary:** Days of the week, family members, free time and daily routines
   
   3.3 **Grammar:** Present Simple, In the (morning, afternoon), On Sunday, connectors…
   
   3.4 **Pronunciation:** Intonation in affirmative and negative questions

4. **Socio-cultural aspects and intercultural awareness:** Interest, confidence and awareness

---

<table>
<thead>
<tr>
<th>Name:</th>
<th>Sub-category:</th>
<th>Level:</th>
<th>Timing:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who am I?</td>
<td>Images</td>
<td>Movers</td>
<td>20’</td>
</tr>
</tbody>
</table>

**Main objective:**
- To ask and respond about identities
- To practice guessing skills

**Interaction:** Group

**Basic Competences**: C1, C2, C4, C5, C6, C7

### Contents:

1. **Listening, Speaking and Conversing:** Describing and making questions

2. **Reading and writing** Unknown words in the whiteboard

3. **Knowledge about the language**
   
   3.1 **Functions:** Asking and responding about people´s identity
   
   3.2 **Vocabulary:** Adjectives, Nationalities, Famous people, animals, professions, family members…
   
   3.3 **Grammar:** Present simple: Am I a girl? Can I sing? Am I Spanish?
   
   3.4 **Pronunciation:** Pronouncing interrogative questions

4. **Socio-cultural aspects and intercultural awareness:** Curiosity, motivation

---

1. Basic competences: C1 - Competence in linguistic communication; C2- Competence in mathematics, science and technology; C3-Digital competence; C4-Learning to learn; C5-Social and civic competences; C6-Sense of initiative and entrepreneurship; C7-Cultural awareness and expression.
<table>
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<tr>
<th>Name:</th>
<th>Sub-category:</th>
<th>Level:</th>
<th>Timing:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bananas 4nanas</td>
<td>Rule-governed game</td>
<td>Movers</td>
<td>20’</td>
</tr>
</tbody>
</table>

**Main objective:**
- To review and practice new vocabulary and structures

**Interaction:**
Small groups (4-6)

**Basic Competences:**
C1, C2, C4, C5, C6

**Contents:**

1. **Listening, Speaking and Conversing:**
   - Listening and answering questions, listening to songs
2. **Reading and writing:**
   - Unknown words in the whiteboard
3. **Knowledge about the language**
   - **Functions:** Understanding questions and answering them correctly
   - **Vocabulary:** animals, bananas, rungs and any vocabulary (be it related to sports, free time activities, house parts… depending on the topic you choose)
   - **Grammar:** Present simple: verbs TO BE & HAVE GOT… /Do you…? Can you…?
   - **Pronunciation:** Interrogative questions and these words: /bəˈnaːnə/, /raŋ/
4. **Socio-cultural aspects and intercultural awareness:**
   - Fair competition, interest, enthusiasm, respect.

---

<table>
<thead>
<tr>
<th>Name:</th>
<th>Sub-category:</th>
<th>Level:</th>
<th>Timing:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hey, Mr Dj!</td>
<td>Songs</td>
<td>Movers</td>
<td>30’</td>
</tr>
</tbody>
</table>

**Main objective:**
- To improve listening skills
- To identify and recognize verbs, nouns and adj.

**Interaction:**
Group
Pairs

**Basic Competences:**
C1, C4, C5, C6

**Contents:**

1. **Listening, Speaking and Conversing:**
   - Listening to songs, identify vocabulary words
   - **Reading and writing:** Writing the words on a list. Reading them out-loud
2. **Knowledge about the language**
   - **Functions:** Recognizing and classifying types of words
   - **Vocabulary:** (any vocabulary that may appear in songs: adjectives, verbs, nouns…)
   - **Grammar:** Present simple, verbs in infinitive.
   - **Pronunciation:** Intonation and rhythm of songs.
3. **Socio-cultural aspects and intercultural awareness:**
   - Interest and culture of songs

---

1. **Basic competences:** C1 - Competence in linguistic communication; C2 - Competence in mathematics, science and technology; C3 - Digital competence; C4 - Learning to learn; C5 - Social and civic competences; C6 - Sense of initiative and entrepreneurship; C7 - Cultural awareness and expression.
<table>
<thead>
<tr>
<th>Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The changing ball</td>
</tr>
<tr>
<td>Sub-category:</td>
</tr>
<tr>
<td>Ball</td>
</tr>
<tr>
<td>Level:</td>
</tr>
<tr>
<td>Movers</td>
</tr>
<tr>
<td>Timing:</td>
</tr>
<tr>
<td>15’</td>
</tr>
<tr>
<td>Main objective:</td>
</tr>
<tr>
<td>- To practice and review adjectives</td>
</tr>
<tr>
<td>Interaction:</td>
</tr>
<tr>
<td>Group</td>
</tr>
<tr>
<td>Basic Competences¹:</td>
</tr>
<tr>
<td>C1, C4, C5, C6.</td>
</tr>
<tr>
<td>Contents:</td>
</tr>
<tr>
<td>(1) Listening, Speaking and Conversing: Speaking about and listening to descriptions</td>
</tr>
<tr>
<td>(2) Reading and writing: Unknown words in the whiteboard</td>
</tr>
<tr>
<td>(3) Knowledge about the language</td>
</tr>
<tr>
<td>3.1 Functions: Describing objects.</td>
</tr>
<tr>
<td>3.2 Vocabulary: heavy, hot, cold, light, alive, smelly, sticky, happy, sad, bored…</td>
</tr>
<tr>
<td>3.3 Grammar: Present simple: It is + adjective</td>
</tr>
<tr>
<td>3.4 Pronunciation: ‘h’ sound at the beginning of the word: /ˈhæp.i/, /ˈhɑːt/ /ˈhev.i/</td>
</tr>
<tr>
<td>(4) Socio-cultural aspects and intercultural awareness: Interest, enthusiasm.</td>
</tr>
</tbody>
</table>

1. Basic competences:  
C1 - Competence in linguistic communication;  
C2 - Competence in mathematics, science and technology;  
C3 - Digital competence;  
C4 - Learning to learn;  
C5 - Social and civic competences;  
C6 - Sense of initiative and entrepreneurship;  
C7 - Cultural awareness and expression.
**Name:**  
Island Hopping  
**Sub-category:**  
Competition-Cooperation  
**Level:**  
Movers  
**Timing:**  
30’

**Main objective:**  
- To review and identify basic vocabulary  
- Understanding instructions  

**Interaction:**  
Small groups (4 people)  

**Basic Competences:**  
C1, C4, C5, C6

**Contents:**

1. **Listening, Speaking and Conversing:** Saying and listening the vocabulary words  
2. **Reading and writing:** Unknown words in the whiteboard  
3. **Knowledge about the language**
   - **3.1 Functions:** Practicing vocabulary  
   - **3.2 Vocabulary:** Any vocabulary: house parts, animals, food, clothes, sports…  
   - **3.3 Grammar:** Imperative verbs: Jump, hop, look, go…  
   - **3.4 Pronunciation:** Pronouncing the vocabulary words correctly  
4. **Socio-cultural aspects and intercultural awareness:** Respect, enthusiasm, interest

---

**Name:**  
3, 2, 1 Action!  
**Sub-category:**  
Creativity  
**Level:**  
Flyers  
**Timing:**  
40’ (5’ performance per group)

**Main objective:**  
- To practice oral skills  
- To improve creativity and spontaneity  
- To perform a short play  

**Interaction:**  
Small groups (4-5)

**Basic Competences:**  
C1, C4, C5, C6, C7

**Contents:**

1. **Listening, Speaking and Conversing:** doing role-plays, performing different types of films genres.  
2. **Reading and writing:** write and read short dialogues  
3. **Knowledge about the language**
   - **3.1 Functions:** Acting out short dialogues in English, interpreting a character.  
   - **3.2 Vocabulary:** film genres: action, drama, comedy, adventure, horror, westerns…  
   - **3.3 Grammar:** Present simple, present continuous, past simple, future (going to)  
   - **3.4 Pronunciation:** Intonation of affirmative, negative and interrogative sentences  
4. **Socio-cultural aspects and intercultural awareness:** Respect, culture, interest

---

1. **Basic competences:** C1 - Competence in linguistic communication; C2- Competence in mathematics, science and technology; C3-Digital competence; C4-Learning to learn; C5-Social and civic competences; C6-Sense of initiative and entrepreneurship; C7-Cultural awareness and expression.
<table>
<thead>
<tr>
<th>Name:</th>
<th>Sub-category:</th>
<th>Level:</th>
<th>Timing:</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do I look like?</td>
<td>Images</td>
<td>Flyers</td>
<td>20’</td>
</tr>
<tr>
<td><strong>Main objective:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- To describe objects and people</td>
<td>Interaction: Small groups or pairs</td>
<td>Basic Competences:</td>
<td>C1, C4, C5, C6, C7</td>
</tr>
<tr>
<td>-To give information about physical appearance</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Contents:**

1. **Listening, Speaking and Conversing:** Speaking about and listening to descriptions
2. **Reading and Writing:** Unknown words in the whiteboard
3. **Knowledge about the language**
   3.1 **Functions:** Asking for information, talking about physical appearance
   3.2 **Vocabulary:** Physical description (adjectives, body parts, clothes)
   3.3 **Grammar:** Present simple, present continuous, How do I look like? You are, you are wearing…
   3.4 **Pronunciation:** Intonation of Interrogative questions and affirmative statements
4. **Socio-cultural aspects and intercultural awareness:** Respect, cultural, interest.

---

<table>
<thead>
<tr>
<th>Name:</th>
<th>Sub-category:</th>
<th>Level:</th>
<th>Timing:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The four corners</td>
<td>Books, texts</td>
<td>Flyers</td>
<td>20’</td>
</tr>
<tr>
<td><strong>Main objective:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-To infer specific information from texts</td>
<td>Interaction: Small groups (4)</td>
<td>Basic Competences:</td>
<td>C1, C2, C4, C5, C6, C7</td>
</tr>
<tr>
<td>-To get the general meaning from a text</td>
<td></td>
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</tr>
</tbody>
</table>

**Contents:**

1. **Listening, Speaking and Conversing:** Giving details and information, reproducing information taken from a text.
2. **Reading and Writing:** reading texts and inferring both the general and specific information, reading questions and answering to these questions.
3. **Knowledge about the language**
   3.1 **Functions:** Searching for specific information in various texts
   3.2 **Vocabulary:** (Any depending on the type of texts chosen: articles, tales, songs)
   3.3 **Grammar:** (Any adapted to this level: present and past simple, present continuous, future going to)…
   3.4 **Pronunciation:** Sounds [w] and [h] in Wh-elements (Where, when, how, why…)
4. **Socio-cultural aspects and intercultural awareness:** Cultural, interest, enthusiasm

---

1. **Basic competences:**
   - C1 - Competence in linguistic communication
   - C2 - Competence in mathematics, science and technology
   - C3 - Digital competence
   - C4 - Learning to learn
   - C5 - Social and civic competences
   - C6 - Sense of initiative and entrepreneurship
   - C7 - Cultural awareness and expression
Name: Rolling Dice  
Sub-category: Rule-governed  
Level: Flyers  
Timing: 20’

Main objective:
- To review vocabulary and structures
- To practice spelling skills
- Classify words into categories

Interaction: 2 big groups (10-12)

Basic Competences¹: C1, C4, C5, C6, C7

Contents:

1) **Listening, Speaking and Conversing:** Spelling words, reproducing a whole sentence without mistakes

2) **Reading and Writing:** Reading riddles, writing words and sentences, classify words into categories

3) **Knowledge about the language**
   3.1 **Functions:** Using vocabulary and structures in different games
   3.2 **Vocabulary:** Any adapted to this level (alphabet, body parts, sports, hobbies…)
   3.3 **Grammar:** (Any adapted to this level: present and past simple, present continuous, future going to, action verbs, phrasal verbs…)
   3.4 **Pronunciation:** Intonation of riddles, letters of the alphabet.

4) **Socio-cultural aspects and intercultural awareness:** Culture, interest, fair play

---

Name: What a mess!  
Sub-category: Songs  
Level: Flyers  
Timing: 30’

Main objective:
- To improve listening skills
- To put in order the paragraphs in a song

Interaction: Small groups or pairs

Basic Competences¹: C1, C4, C5, C6, C7

Contents:

1) **Listening, Speaking and Conversing:** Listening to songs, singing

2) **Reading and Writing:** Read song lyrics, fill in the gaps, write the missing words

3) **Knowledge about the language**
   3.1 **Functions:** Singing songs and working on its general and specific meaning
   3.2 **Vocabulary:** Any (depending on the song)
   3.3 **Grammar:** Any (depending on the song)
   3.4 **Pronunciation:** Intonation, Rhythm, accent of songs

4) **Socio-cultural aspects and intercultural awareness:** Cultural, interest, enthusiasm

---

1. **Basic competences:** C1 - Competence in linguistic communication; C2 - Competence in mathematics, science and technology; C3 - Digital competence; C4 - Learning to learn; C5 - Social and civic competences; C6 - Sense of initiative and entrepreneurship; C7 - Cultural awareness and expression.
| Name: The dessert island | Sub-category: Cooperation-Competition | Level: Flyers | Timing: 30’ |
| Main objective: -To foster problem-solving and communicative strategies in English. | Interaction: Small groups (4) | Basic Competences¹: C1, C4, C5, C6, C7 |

**Contents:**

1. **Listening, Speaking and Conversing:** Discussing and giving personal views of point, convincing people, listening to other points of view
2. **Reading and writing:** Making a list of the objects in order, reading instructions
3. **Knowledge about the language**
   - **3.1 Functions:** Discussing, agreeing, disagreeing in different topics, reaching and agreement
   - **3.2 Vocabulary:** Survival objects: Money, island, tent, rowing boat, fishing rod…
   - **3.3 Grammar:** I think, I believe, I don´t agree, I see what you mean but…
   - **3.4 Pronunciation:** Affirmative, negative and interrogative statements
4. **Socio-cultural aspects and intercultural awareness:** Culture, respect, enthusiasm

---

| Name: Choose your victim! | Sub-category: Ball | Level: Flyers | Timing: 10-15’ |
| Main objective: -To practice questions and answers -To review vocabulary | Interaction: Group | Basic Competences¹: C1, C4, C5, C6. |

**Contents:**

1. **Listening, Speaking and Conversing:** Listening and answering questions, making questions
2. **Reading and writing:** Making a list of words that start with the same letter
3. **Knowledge about the language**
   - **3.1 Functions:** Answering to questions
   - **3.2 Vocabulary:** Any adapted to this level (hobbies, geographical wonders, food, places)
   - **3.3 Grammar:** Any adapted to this level (Wh-questions, Can you…, phrasal verbs)
   - **3.4 Pronunciation:** Interrogative, negative and affirmative sentences
4. **Socio-cultural aspects and intercultural awareness:** Culture, participation, enthusiasm

---

1. **Basic competences:** C1 -Competence in linguistic communication; C2- Competence in mathematics, science and technology; C3-Digital competence; C4-Learning to learn; C5-Social and civic competences; C6-Sense of initiative and entrepreneurship; C7-Cultural awareness and expression.
<table>
<thead>
<tr>
<th>Name:</th>
<th>Sub-category:</th>
<th>Level:</th>
<th>Timing:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recipes for dreams</td>
<td>Creativity</td>
<td>All levels</td>
<td>2 sessions of 20’</td>
</tr>
</tbody>
</table>

**Main objective:**
- To foster creativity
- To improve writing skills

**Interaction:** Individual

**Basic Competences:**
- C1, C2, C4, C5, C6, C7.

**Contents:**
1. **Listening, Speaking and Conversing:** Listening to the story-teller, giving ideas
2. **Reading and writing:** Reading and writing recipes, reading a chapter from a book, writing words and sentences to do a brainstorm activity.
3. **Knowledge about the language**
   - **Functions:** Expressing creative ideas, using the language to develop imagination
   - **Vocabulary:** Recipes vocabulary: Tablespoon, a pinch of, teaspoon, a drop of
   - **Grammar:** Imperative verbs: put some… add, cut, mix etc;
   - **Pronunciation:** Intonation when reading a book or a story, intonation when reading recipes
4. **Socio-cultural aspects and intercultural awareness:** Culture, participation, creativity

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<table>
<thead>
<tr>
<th>Name:</th>
<th>Sub-category:</th>
<th>Level:</th>
<th>Timing:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who dunnit?</td>
<td>Books, texts</td>
<td>All-levels</td>
<td>40’</td>
</tr>
</tbody>
</table>

**Main objective:**
- To infer global and specific information from a written text.
- To gather information to solve a “mystery”

**Interaction:** Pairs

**Basic Competences:**
- C1, C4, C5, C6, C7.

**Contents:**
1. **Listening, Speaking and Conversing:** Listening to instructions, working in pairs to solve the mystery
2. **Reading and writing:** Reading questions and writing answers, reading brief texts from books or magazines, reading instructions and making notes.
3. **Knowledge about the language**
   - **Functions:** Searching for information, cooperating and communicating.
   - **Vocabulary:** Any vocabulary depending on the level and the book, text chosen.
   - **Grammar:** Any grammar structure depending on the level.
   - **Pronunciation:** Sounds [w] and [h] in Wh-elements (Where, when, how, why…)
4. **Socio-cultural aspects and intercultural awareness:** Culture, participation, appreciation

---

1. **Basic competences:**
   - C1 - Competence in linguistic communication; C2 - Competence in mathematics, science and technology; C3 - Digital competence; C4 - Learning to learn; C5 - Social and civic competences; C6 - Sense of initiative and entrepreneurship; C7 - Cultural awareness and expression.
### Awesome artists

**Sub-category:** Images  
**Level:** Flyers  
**Timing:** 30’

**Main objective:**
- To practice prepositions  
- To improve the listening skills  
- To foster creativity

**Interaction:** Individual

**Basic Competences:** C1, C4, C5, C6, C7.

**Contents:**

1. **Listening, Speaking and Conversing:** Listening and following instructions, making questions  
2. **Reading and writing:** Unknown words on the board  
3. **Knowledge about the language**
   - **3.1 Functions:** Following directions to recreate a picture  
   - **3.2 Vocabulary:** Prepositions of place, adjectives, on the top, on the left, on the right…
   - **3.3 Grammar:** Present simple; There is, There are; imperative form: draw 3 houses…
   - **3.4 Pronunciation:** Interrogative, negative and affirmative sentences

4. **Socio-cultural aspects and intercultural awareness:** Culture, creativity, enthusiasm

---

### Let’s doodle

**Sub-category:** Song (ICT)  
**Level:** All levels  
**Timing:** 20’. Elaboration phase (3 sessions of 1h)

**Main objective:**
- To develop ICT skills  
- To promote students autonomy and creativity  
- To improve listening skills

**Interaction:** Small group (4)

**Basic Competences:** C1, C2, C3, C4, C5, C6, C7.

**Contents:**

1. **Listening, Speaking and Conversing:** Listening to song lyrics, singing the song  
2. **Reading and writing:** Read, understand and work the meaning of the lyrics of a song  
3. **Knowledge about the language**
   - **3.1 Functions:** Get familiarized with the lyrics of a song, guess the meaning of words  
   - **3.2 Vocabulary:** Any vocabulary adapted to the level that may appear in the song  
   - **3.3 Grammar:** Any grammar structure adapted to the level that may appear in the song  
   - **3.4 Pronunciation:** Rhythm, intonation and pronunciation of songs

4. **Socio-cultural aspects and intercultural awareness:** Culture, participation, enthusiasm

---

1. **Basic competences:** C1 - Competence in linguistic communication; C2 - Competence in mathematics, science and technology; C3 - Digital competence; C4 - Learning to learn; C5 - Social and civic competences; C6 - Sense of initiative and entrepreneurship; C7 - Cultural awareness and expression.
<table>
<thead>
<tr>
<th>Name:</th>
<th>Sub-category:</th>
<th>Level:</th>
<th>Timing:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please don’t stop the music</td>
<td>Ball</td>
<td>All levels</td>
<td>25’</td>
</tr>
</tbody>
</table>

**Main objective:**
- To practice and review vocabulary (verbs, actions, nouns…)
- To promote interest and participation

**Interaction:** Group

**Basic Competences:**
1. C1, C4, C5, C6, C7.

**Contents:**

1. **Listening, Speaking and Conversing:** Listening to a song and to the teacher instructions, saying the vocabulary words from the flashcards.
2. **Reading and writing:** reading the unknown words and writing them on the notebook
3. **Knowledge about the language**
   - 3.1 Functions: Identifying a word with its picture
   - 3.2 Vocabulary: Any adapted to the level that appears on the flashcards
   - 3.3 Grammar: Any adapted to the level that appear on the flashcards
   - 3.4 Pronunciation: Interrogative, negative and affirmative sentences
4. **Socio-cultural aspects and intercultural awareness:** Culture, participation, enthusiasm

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<table>
<thead>
<tr>
<th>Name:</th>
<th>Sub-category:</th>
<th>Level:</th>
<th>Timing:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The passenger game</td>
<td>Rule-governed</td>
<td>All-levels</td>
<td>10-15 min</td>
</tr>
</tbody>
</table>

**Main objective:**
- To practice questions and answers
- To review vocabulary

**Interaction:** Group

**Basic Competences:**
1. C1, C4, C5, C6, C7.

**Contents:**

1. **Listening, Speaking and Conversing:** Listening and answering questions, making questions
2. **Reading and writing:** Making a list of words that start with the same letter
3. **Knowledge about the language**
   - 3.1 Functions: Answering to questions
   - 3.2 Vocabulary: Any adapted to this level (hobbies, geographical wonders, food, places)
   - 3.3 Grammar: Any adapted to this level (Wh-questions, Can you…, phrasal verbs)
   - 3.4 Pronunciation: Interrogative, negative and affirmative sentences
4. **Socio-cultural aspects and intercultural awareness:** Culture, participation, enthusiasm

---

1. **Basic competences:**
   - C1 -Competence in linguistic communication; C2- Competence in mathematics, science and technology; C3-Digital competence; C4-Learning to learn; C5-Social and civic competences; C6-Sense of initiative and entrepreneurship; C7-Cultural awareness and expression.
<table>
<thead>
<tr>
<th>Name:</th>
<th>I like brown biscuits</th>
<th>Sub-category:</th>
<th>Ball</th>
<th>Level:</th>
<th>Flyers</th>
<th>Timing:</th>
<th>10-15 min</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main objective:</td>
<td>-To practice questions and answers</td>
<td>Interaction:</td>
<td>Group</td>
<td>Basic Competences¹:</td>
<td>C1, C4, C5, C6.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-To review vocabulary</td>
<td></td>
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</tr>
</tbody>
</table>

### Contents:

1. **Listening, Speaking and Conversing:** Listening and answering questions, making questions
2. **Reading and writing:** Making a list of words that start with the same letter
3. **Knowledge about the language**
   3.1 **Functions:** Answering to questions
   3.2 **Vocabulary:** Any adapted to this level (hobbies, geographical wonders, food, places)
   3.3 **Grammar:** Any adapted to this level (Wh-questions, Can you…, phrasal verbs)
   3.4 **Pronunciation:** Interrogative, negative and affirmative sentences
4. **Socio-cultural aspects and intercultural awareness:** Culture, participation, enthusiasm

As we can see, the vast majority of these games are aimed at reviewing and practicing vocabulary or structures in an authentic, meaningful and funny way. The reason why this is one of the main objectives among these games is because many teachers are still working with textbooks which follow the traditional format of introducing topic-related vocabulary in every unit; and unfortunately, these students do not use these vocabulary words enough in real or authentic contexts. As a consequence, they tend to forget these words more quickly.

We realized that students get to learn the vocabulary by heart, do the exercises on the activity book but do not have enough opportunities to use these words orally. In this sense, our games can be adapted to any of these circumstances and can solve this problem.

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¹. **Basic competences:** C1 - Competence in linguistic communication; C2 - Competence in mathematics, science and technology; C3 - Digital competence; C4 - Learning to learn; C5 - Social and civic competences; C6 - Sense of initiative and entrepreneurship; C7 - Cultural awareness and expression.
7. CONCLUSIONS

First of all, it is important to highlight that the process of elaboration of this didactic proposal has been carefully worked out. Although it may seem easy to work on pedagogical resources related to games learning, due to the great deal of information and materials that encompass this issue; this has also become a double edged sword, since creating innovative and novel materials in this field is virtually impossible because dealing with all the existing resources is unmanageable. On the other hand, we have tried to cover and focus on the existing needs surrounding our teaching context. Therefore, this has been our starting point to select which subjects were going to be addressed in our “Games-recipe kit”. Below is a summary of the conclusions drawn from every stage of this creative process that is directly related to the set objectives of this project.

1. In relation to the four categories according to the game level, this was the first stage of the creative process. We had several options of variables to use them to classify the games, but finally we decided that the level of English was probably the most useful of all. The reason why we chose this variable was also conditioned by the internal organization of Spanish Primary schools. Teachers are accustomed to work and organize themselves in three levels, with the LOMCE this has changed and now there are just two, nevertheless the ‘Level’ is still a very common variable which is also used in books. The four levels chosen are: ‘Starters’ which comprises 1st and 2nd grade, ‘Movers’ which comprises 3rd and 4th, ‘Flyers’ which comprises 5th and 6th and finally the All-levels where we have included all those games that serve for any level and they just need to be adapted. In fact there are games which could be moved from one level to another depending on our student’s maturity and interests. As we can see, we achieved this objective and we could move to the next scenario.

2. As for the games which involve learners in the experience of communication using different resources, we have tried to offer our students a variety of materials through games. Jean Toomer said once “A teacher is one who brings us tools and enables us to use them” In this sense, we have given materials the importance they deserve. We tried to leave behind the concept of working through the activity book and the student’s book and we have carefully chosen those materials that are interesting and meaningful for our students. In fact, when designing the kit, we made a list with materials which could offer our students different experiences and we tried to include all of them in each level.
3. Regarding the inclusion of several skills and competences at the same time when working through games, we have to say that this has been one of the core objectives of our study. First of all, we made lists of the skills and competences we wanted to work with. In order to do this, we took the seven competences set by the curriculum and we made our own list of skills where we included the 4 traditional language skills and some others related to other fields (cognitive, social…). After this, we used these lists to include and design games which tackle as many skills and competences as possible and we discard those games which focused only on one single aspect. As it was quite difficult to create or find a game which covered every skill and every competence at the same time, what we did was to include in each level games which worked on different skills and competences in an integrated way. Therefore, when working through all the games of the same level, the students could work on a wide variety of skills and competences.

4. Another important objective was to select and create games which cater different learning styles and personalities. Obviously the success of the achievement of this target is subjective because there are as many styles and personalities and students we meet. In this sense, when designing our kit of games, we took our teaching context and students as reference therefore; there is hardly any risk of error. To get to know our students likes and learning styles, we used different methods. The most common systems used were direct observation, interviews and questionnaires. For example at the beginning of the year we passed them some questionnaires about how they learn best and what type of learners they think they are, we also asked them about what they expect from the English subject. In this sense, our student’s feedback served us to adapt, create or discard the tasks and make them more ‘customized’. However, we are aware that this kit could not have so positive results with other type of students from another culture or background. Still, this is probably one of the most complicated issues that one can find when creating and designing materials.

5. In relation to creating meaningful, non stressful and natural contexts, we have tried to include games which were funny, related with real-life situations, and which would ‘mark’ our students to some extent. We wanted to create games that children can remember when they grow up and make them think “how funny and interesting was to learn English with those games”. What we have observed is that through some of this games students get so involved and have so much fun that they forget about English as a tedious subject. On top of this, students are sick and tired of using English in artificial contexts where they see themselves ‘forced’ to speak in English without really knowing why. Finally, we also have to say that not every game has had the same success and some students even have found some games a bit boring. In view of this, we could conclude that every game included in our kit aims to achieve the contexts mentioned above, but our students willingness, motivation or mood also influences this.
6. Another target was to promote imagination and creativity in language learning. For this reason, we have designed and chosen games where students could exploit these aspects. To foster imagination we have included games where they had to create or pretend the scenarios such as role-plays and drama games where they can dress up and adopt different roles. To promote creativity we have designed games where they have to use their body, move around or build things such as arts and crafts games. Finally we have to say that some of the games of our kit are rule-governed and this leaves hardly any room for imagination and creativity. Still, children can also play creatively with this type of games if they make up their own rules.

7. Regarding the list of factors which must be considered when designing effective games, we thought it was a good idea to collect teachers’ testimonies and advices about classroom management, the preparation phase, the teacher role… and many aspects that play a role in the success or failure of games. We decided to include it on the pre-face of the Games-recipe-kit and it is a kind of ‘Decalogue’ or a ‘practical guide’.

8. One of our objectives was to set ‘when’ and ‘how’ teachers could introduce games. When we started working on this section we decided that we could establish when was the perfect moment of the lesson to introduce ‘that’ game. However, we soon realized that any game can be played at any part of the lesson. They can be used as warm-ups, wrap-ups, to practice, to recycle, or assess language. Still, there is something that teachers should bear in mind and it is ‘what is the particular aim of that game’. This is in fact what distinguishes games as past-times, time-fillers or games as learning activities. For this reason, we decided not to include explicitly ‘when’ that game should be played, but the time it takes to perform that game and in the ‘main objective’ section of the “Games-recipe-kit” we included the main purpose of that game to help the teacher. On top of this, when and how you decide to implement a game, also affects the classroom environment. That is to say, games can stir a class if we want them motivated or they can also serve to calm our students down, depending on their mood. What we do have done is to include on the pre-face of the kit some advices about when and when not a teacher can play a game in terms of effectiveness. Still, this is again a subjective aspect which can be described as and advice but is the teacher in the end the one who makes the choice. Regarding ‘how’ to introduce games, we describe the stages that should be followed in the game cycle (see above). Furthermore, there is a description of some factors to bear in the on the pre-face of the kit as well, what we believe are the steps that should be followed to play effectively and successfully.

9. Another objective was to enhance the motivation and interest for the English subject through games. Games-based learning increases the genuine willingness to learn English due to several reasons which have been previously explained in this project. From our personal experience with
our group of students, what we have observed is that game-based learning has had very positive effects on shy students and also with students who misbehave and express no interest in school in general. The latter ones are still not very fond of English, but when we played, they participated actively, especially on the competitive ones. On the other hand, the motivated students who like English have also participated actively but we have not noticed an increase on their motivation or the English subject. Finally, there were a few students who did not enjoy learning through games as they reported to be more structure-minded and preferred working through work-sheets or drilling exercises.

10. Finally, the process of evaluation and analysis of the effectiveness of the games found within our “Recipe kit” was conducted by us and some colleagues from our department who accepted to incorporate in their English Primary classrooms some of these games. On the one hand, we received feedback from both our students and our colleagues. This feedback served us to discard some types of games which were unfeasible for different reasons: space, noise… We also discarded some games which were time-consuming or that altered our student´s process of learning. On top of this, students were the ones who decided for how long they could play the game, in this sense, we could notice which games were working effectively and which ones were a mess or not funny at all. Besides, we could move and adapt those games which were too complex or simple for one level. Finally, to measure the effectiveness of these games we used different methods, from direct observation to ‘tests’ where we measured to what extent they had apprehended the knowledge acquired through games. In fact, some games were used to test and review concepts. In view of this, we can conclude that games-based learning is an effective method to learn English in a funny and meaningful way.

Last but not least, we would like to refer to a possible future research line. As we can see, there are plenty of traditional games, board games, TV games which have been adapted by the academic institutions and incorporated into the English classrooms. Still, there are only a few games which have been explicitly designed for the English subject, and which work on very specific aspects of this language such as its phonetics, sight words, verbs…Therefore, a further study on games focused on specific language items would be very useful for us language teachers because this part of the subject is probably the most abstract and tedious for students and games could offer a funny alternative to practice and drill these items.
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R.D.

Royal Decree 126/2014 passed on February 28th, which establishes the Minima Teaching Requirements and the Basic Competences for Primary Education
APPENDICES:

APPENDIX 1: Games-Recipe kit: A guide for English Primary Teachers
A teacher who is attempting to teach without inspiring the pupil with a desire to learn is hammering on a cold iron. Horace Mann.
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Let’s doodle
Please don’t stop the music
The passenger game
I like brown biscuits

Webography
OUR KIT DECÁLOGUE

Teachers should bear in mind all these factors, since the same game can be either a failure or a success depending on how you approach it.

1. **SPOT THE LEARNING GOAL.** It is very important to know from the very beginning why you are playing a game. The learning goals have to be explicit both for the teacher and for the learners.

2. **TEACHER ROLE:** Seize the teachable moment and teach for “high-road transfer”. Make relevant and not intrusive comments. Do not interrupt to correct any student. Make a note and discuss them later, on the feedback phase. Create a stress-free and comfortable environment. Last but not least, do motivate your students and be enthusiastic.

3. **ENCOURAGE HEALTHY COMPETITION.** Competition, yes! But do not forget cooperation.

4. **CONTROL THAT EVERYBODY PARTICIPATES.** Encourage your students to use English frequently and with flexibility.

5. **DEMONSTRATIONS ARE BETTER THAN EXPLANATIONS.** Make sure that everybody has understood the functioning of the game: if necessary, recur to their mother tongue and give students some trial runs before playing the game. Set the time limits clearly. Rules must be clear and concise.

6. **DO NOT PLAY A GAME FOR TOO LONG OR TOO OFTEN** or students can lose interest.

7. **CHOOSE THE TYPE OF GAME AND THE MOMENT** (when you play it) depending on your students’ mood and interests, classroom size and equipment.

8. **GAMES ARE NOT MARGINAL ACTIVITIES NOR TIME FILLERS**

9. **CAREFUL PREPARATION AND ORGANIZATION.** Try always to “test” the game before the instruction. Have all the materials ready. This also means to be prepared to adapt the game to the givens of the class.

10. **BE OPEN TO STUDENTS’ IDEAS AND SUGGESTIONS**
# THE MONSTER’S FACTORY

<table>
<thead>
<tr>
<th><strong>Timing:</strong> 20 min</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Participants:</strong> Individual</td>
</tr>
<tr>
<td><strong>Knowledge of the language:</strong></td>
</tr>
<tr>
<td>- Numbers</td>
</tr>
<tr>
<td>- Colours</td>
</tr>
<tr>
<td>- Body parts</td>
</tr>
<tr>
<td><strong>Resources:</strong></td>
</tr>
<tr>
<td>- Flashcards (numbers 1-10, colors, body parts)</td>
</tr>
<tr>
<td>- 3 boxes to place the flashcards</td>
</tr>
<tr>
<td>- Paper</td>
</tr>
<tr>
<td>- Crayons</td>
</tr>
<tr>
<td>- Big poster SEE BELOW (can be drawn on the board)</td>
</tr>
<tr>
<td><strong>Suggestions:</strong> When the students finish their paintings, we can stick them on the wall and decorate the classroom, they love it.</td>
</tr>
<tr>
<td><strong>Main objective:</strong></td>
</tr>
<tr>
<td>- Review body parts, numbers, colors</td>
</tr>
<tr>
<td>- Develop the creativity</td>
</tr>
<tr>
<td><strong>Skills:</strong></td>
</tr>
<tr>
<td>- Listening</td>
</tr>
<tr>
<td>- Drawing</td>
</tr>
<tr>
<td>- Coloring</td>
</tr>
<tr>
<td>- Giving directions</td>
</tr>
<tr>
<td>- Describing</td>
</tr>
<tr>
<td><strong>Basic Competences:</strong></td>
</tr>
<tr>
<td>- Linguistic</td>
</tr>
<tr>
<td>- Mathematical</td>
</tr>
<tr>
<td>- Cultural</td>
</tr>
<tr>
<td>- Learning to learn</td>
</tr>
<tr>
<td>- Autonomy and personal initiative</td>
</tr>
<tr>
<td><strong>Intelligences:</strong></td>
</tr>
<tr>
<td>- Linguistic</td>
</tr>
<tr>
<td>- Logical-mathematical</td>
</tr>
</tbody>
</table>

## STEPS:

1. Draw a big chart on the board with 3 columns (NUMBERS, COLOURS, BODY PARTS) (See Below) or prepare a big poster and stick it on the wall.
2. Review the vocabulary of the flashcards.
3. Give every student a piece of paper.
4. Ask your students to imagine that they are Scientists working on a big factory and that they are creating the scariest monster.
5. The teacher has to pick up one flashcard from each box (until they are over) and stick them on the poster so that every “Scientist” can follow the instructions.
6. For example if the teacher picks number 6, color red, and the body part is arm, that means the students have to draw six red arms.
7. Despite following the same instructions, students can draw freely and develop their creativity.
8. Once the teacher has completed the chart with all the instructions, students are given some time to name their monsters.
9. After that, the teacher can ask their students to decorate the classroom walls with these monsters.
### Big Poster:

**Let's Create the Scariest Monster!!**

<table>
<thead>
<tr>
<th>Numbers</th>
<th>Colours</th>
<th>Body parts</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>red</td>
<td></td>
</tr>
</tbody>
</table>

### Flashcards:

**Mini Number Flash Cards**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th></th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
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</tr>
</tbody>
</table>

**Colours**

- red
- orange
- yellow
- green
- blue
- purple
- black
- white
- brown

**Body parts**

### Classroom Decoration with Monsters:
**Steps:**

1. Choose a big picture of any topic you would like to review its vocabulary. For example: Christmas, the beach, the supermarket, a zoo...

2. Project this image or poster on the white board and leave your students 3 minutes to try to memorize as many things as they can. Tell them to count the objects (in this case).

3. Write on the board the structure:
   
   **Is there any ... in the fridge?** Yes there is / No there is not
   **How many ... are in the ...?** / **There is / There are...**

4. Remind your students to use these structures (you can help them at the beginning and repeat the sentences with them).

5. After the 3 minutes have gone, switch off the projector and start making questions:
   
   Example: How many eggs are inside the fridge?
   Is there any ice-cream on the fridge?
   How many apples are there?

---

**Timing:**
15 min

**Participants:**
Whole class

**Knowledge of the Language:**
Grammar: Is there? Yes there is, no there is not; how many...?

**Resources:**
A big picture, a poster... you can also project the image on the white board.

**Suggestions:**
You can use pictures to review vocabulary or structures; you just need to find a picture which contains the topic of your unit.

**Main Objective:**
To practice the structure there is/there are and to improve the skills to describe pictures.

**Skills:**
Listening
Speaking
Describing
Memory
Cognitive

**Basic Competences:**
Linguistic
Mathematical
Learning to learn
Autonomy and personal initiative

**Intelligences:**
Linguistic
Logical-mathematical
Spatial/visual
1, 2, 3 it is memory: Examples of pictures
**Tuning:**
20 min

**Participants:**
The whole class in a circle sitting on the floor

**Knowledge of the language:**
-Vocabulary: animals and colours

<table>
<thead>
<tr>
<th><strong>Resources:</strong></th>
<th><strong>Suggestions:</strong></th>
</tr>
</thead>
</table>
| -Animals of plastic/flash-cards of animals or animal toys (one for each child) or animal’s masks...  
-Video of Brown Bear Brown Bear what do you see?  
-Book of Brown Bear Brown Bear what do you see? By Eric Carle  |
| You can also ask your students to bring different animal toys from home. Another alternative is to do a class project where they previously paint different animal’s masks in different colors. |

<table>
<thead>
<tr>
<th><strong>Skills:</strong></th>
<th><strong>Basic Competences:</strong></th>
<th><strong>Intelligences:</strong></th>
</tr>
</thead>
</table>
| Listening  
Speaking  
Coloring  
Describing  
Singing | Linguistic  
Artistic  
Learning to learn  
Social  
Autonomy and personal initiative  
Cultural | Linguistic  
Interpersonal  
Musical  
Visual  
Naturalist |

**Main objective:**
-Review animals and colors and improve their communicative skills.

**Steps:**

1. To do this game we need to read the book previously or listen and watch its video so that they can get familiar with it. (There are available versions on “YouTube” and on the internet)

2. The second step is to make the animals. There are many options. On the one hand, the children can bring toys of animals to the class. The English department can also provide the children with pictures or flashcards of different animals. Thirdly and the most interesting one, we can ask our student to paint masks of different animals in different colors or to do paper lollipops.

3. Once the animals are ready we ask our students to sit on the floor in a circle

4. Every student wears a mask of a different animal or has a different animal

5. The teacher is the brown bear and starts singing “Brown Bear Brown Bear what do you see?” I see a red bird looking at me… Red bird, red bird what do you see? I see a yellow duck looking at me… and keep singing till everybody has finished.

6. Below there is a picture of the order and the animals that appear in the book, but this can be changed and other animals and colors can be introduced.
https://www.youtube.com/watch?v=ek7j3huAApc (Link to the video of the book, contains the song)

(Sequence of the animals that appear in the book)

Paper lollipops for the children
### WHO TOOK THE COOKIE?

#### Timing:
20 min

#### Participants:
The whole class in a circle sitting on the floor

#### Resources:
- A big plastic, paper cookie
- "Not me" cards

#### Knowledge of the Language:
Pronunciation: interrogative questions

#### Skills:
- Listening
- Speaking
- Repeating
- Singing

#### Basic Competences:
- Linguistic
- Artistic
- Social
- Autonomy and personal initiative

#### Intelligences:
- Linguistic
- Interpersonal
- Musical
- Visual
- Bodily

#### Main Objective:
To practice intonation, pronunciation and rhythm of chants

#### Steps:
1. Everyone sits in a circle.
2. Play the song "Who took the cookie" and ask your students to sing it with you.
3. When they learn the song, explain to them that you are going to hide the cookie, and they have to sing the song and guess who has the cookie.
4. Ask the children to close their eyes.
5. Place a "not me" card below every student and leave one out.
6. Place the cookie below one student so that nobody knows where the cookie has been hidden.
7. Sit with them and repeat the song until they find out who has the cookie.

#### Lyrics:
Who took the cookie from the cookie jar?
____ took the cookie from the cookie jar

WHO ME?
yes you

NOT ME

Then, who?
(he/she names another peer)
### The Spelling Ball

**Timing:**
20 min

**Participants:**
The whole class standing in a circle

**Resources:**
- A medium, small soft ball
- Knowledge of the language:
  - Alphabet
  - Spelling words

**Suggestions:**
Instead of using the letters from the alphabet, you can use the phonemes and practice phonetics.

**Basic Objective:**
To practice the alphabet and the spelling skills.

<table>
<thead>
<tr>
<th>Skills:</th>
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<tbody>
<tr>
<td>Listening</td>
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<tr>
<td>Speaking</td>
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<tr>
<td>Repeating</td>
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<tr>
<td>Spelling</td>
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<table>
<thead>
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<tr>
<th>Intelligences:</th>
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</tr>
<tr>
<td>Mathematical</td>
</tr>
<tr>
<td>Interpersonal</td>
</tr>
<tr>
<td>Visual and spatial</td>
</tr>
<tr>
<td>Bodily</td>
</tr>
</tbody>
</table>

### Steps:

1. Everyone stands in a big circle
2. The teacher says a word and tosses the ball to one of the students
3. The student has to say the first letter of that word and tosses the ball to another classmate.
4. The student has to say the second letter and again tosses the ball.
5. Students continue until a complete word has been spelled out.
6. The last student to add a letter says “complete word”.
7. Students who make a mistake must sit down.
8. The last student standing is the winner.
## CAN YOU READ MY MIND?

<table>
<thead>
<tr>
<th>Timing:</th>
<th>Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 min</td>
<td>- Flashcards with colors</td>
</tr>
<tr>
<td></td>
<td>Knowledge of the Language:</td>
</tr>
<tr>
<td></td>
<td>Vocabulary (any as it can be adapted) Animals, house parts, colors, numbers…</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Participants:</th>
<th>Suggestion:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The whole class standing in a circle</td>
<td>Bring a magic wand and say &quot;1,2,3 everybody read&quot; Before they “read” their minds. They love it.</td>
</tr>
</tbody>
</table>

| Main objective: |
| To practice vocabulary and guessing skills |

| Skills: |
| Listening|
| Speaking|
| Spelling |

| Basic Competences: |
| Linguistic |
| Mathematical |
| Social |
| Learning to learn |
| Autonomy and personal initiative |

| Intelligences: |
| Linguistic |
| Mathematical |
| Interpersonal |
| Visual and spatial |
| Bodily |

### STEPS:

1. Tell your students that they have the power of reading their classmates’ mind. They will be surprised.
2. Explain to them that you are going to give two clues about an object and when you count up to 3 they all have to say at once the word they think it is.
3. It is important to choose words that you know for sure they all know.
4. The two clues can be related to the colour of the object and the letter it begins with.
5. For example: (the word is Elephant): Clue 1: the colour of this animal is grey (and show the flashcard). Clue 2: the letter it begins with this word is “E”.
6. As the majority will know this word, they will be amazed when they find out that they have all said the same word.
7. If they do it right tell them “see, you have power and you can read people’s mind”.
8. This game works really well if they are still immature as they totally believe they have this power and they get excited.
### FIND the pairs!

<table>
<thead>
<tr>
<th><strong>Timing:</strong></th>
<th>20 min</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Participants:</strong></td>
<td>Individual</td>
</tr>
</tbody>
</table>

| **Resources:** | -12 Flashcards with pictures  
-12 Flashcard with the phonetic spelling  
Knowledge of the language:  
-Any vocabulary, you can use this game to review colors, numbers, body parts, animals…  
-Phonemes |

| **Suggestions:** | You can play this game on the white board, it is funnier and quicker  
Main objective:  
To practice vocabulary and phonetic spelling |

| **Skills:** | Listening  
Speaking  
Spelling  
Guessing  
Memorizing |

| **Basic Competences:** | Linguistic  
Mathematical  
Learning to learn  
Social  
Autonomy and personal initiative |

| **Intelligences:** | Linguistic  
Mathematical  
Interpersonal  
Visual and spatial  
Bodily |

| **Steps:** |  
1. We place all the flashcards on the floor (the pictures and the writing facing down) or we stick them on the board with blue-tag.  
2. We ask our students to take turns, each time they can pick up two cards.  
3. They have to find a pair consisting of the same word, one written in the standard writing and the other one the picture.  
4. If a matching pair is not found, they have to turn back the cards.  
5. Each time a student picks up two cards he/she has to say the word out-loud.  
6. When a student reveals a matching pair, he/she has to blend the word and keep the pair found. (If the pronunciation is not correct, they have to return the cards back on the floor). This student can turn another two cards.  
7. The winner will be the one who gets more pairs. |
### OUR CLASS’S MASCOT

**Timing:**
Homework for a week during a school year. 10 minutes in class to explain it.

**Participants:**
Individual

**Resources:**
- A small toy or soft puppet which will be the class’s pet.
- Paper or an empty book or notebook to write on it.

**Knowledge of the Language:**
Grammar: present simple, connectors
Vocabulary: hobbies, daily routines

**Suggestions:**
Depending on their level you can help them to write the text.

**Main objective:**
To improve writing skills and promote creativity

**Skills:**
- Writing
- Describing
- Speaking
- Cognitive

**Basic competences:**
- Linguistic
- Mathematical
- Social
- Learning to learn
- Autonomy and personal initiative

**Intelligences:**
- Linguistic
- Logical-mathematical
- Interpersonal
- Naturalist

**Steps:**

1. Find a small toy or soft puppet and explain to your students that it is going to be your classroom’s mascot.
2. Choose a name with your students for the mascot and discuss its background (how many brothers or sisters it has, who its friends are, what its favorite food is...)
3. Let each student take the pet (and the journal to write) home for a week.
4. Ask them to look after the mascot for a week and write in the journal a summary entry, telling what the mascot has done during its stay with them. (they have to write 10 lines)
5. Ask your students to make up the story, if they wish, and to be creative.
6. When they return the pet back to school (on Monday), they have to explain to the rest of the class what they have done with their mascot; they can read their story as well. The rest of students can make questions.
7. The students can decorate the journal apart from describing all the mascot’s travels and experiences.
8. At the end of the year, the journal will be completed and published like a classroom’s journal.
Hi, my name is Mr. Moo. I am so excited about spending time with you and your family. I love meeting new people and seeing new places. I know we are going to have a lot of fun! Please chronicle our adventures in this "Travel Log." I would love it if you could take some photographs of our fun times. We will read my journal aloud on Monday so that the whole class can hear what fun things we did together. Please, limit your journal entry and photos to one page front and back. Let the adventures begin!

P.S. - Some of our classmates may have allergies, so please keep me and my bag away from smoke, strong perfume, fur, etc. Also, don't fret if I get into some sort of messy mishap; I don't mind a spin in the washing machine.
A possible template to write on the mascot’s adventures

Other possible mascots

- Monkey
- Panda
**WHO AM I?**

<table>
<thead>
<tr>
<th>Timing: 20 min</th>
<th>Resources: Cards with the characters (you can choose animals, famous people, jobs, family members...)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants: Whole class</td>
<td>Knowledge of the Language: Vocabulary: Adjectives, nationalities, animals...</td>
</tr>
<tr>
<td></td>
<td>Grammar: Am I?</td>
</tr>
<tr>
<td></td>
<td><strong>Suggestions:</strong> This activity can be a nice ice-breaker</td>
</tr>
<tr>
<td></td>
<td>Main Objective: -To practice describing adjectives and nationalities</td>
</tr>
<tr>
<td></td>
<td>-To practice guessing skills</td>
</tr>
<tr>
<td><strong>SKILLS:</strong></td>
<td><strong>Basic competences:</strong> Linguistic</td>
</tr>
<tr>
<td>Listening</td>
<td>Mathematical</td>
</tr>
<tr>
<td>Speaking</td>
<td>Social</td>
</tr>
<tr>
<td>Cognitive</td>
<td>Learning to learn</td>
</tr>
<tr>
<td>Guessing</td>
<td>Autonomy and personal initiative</td>
</tr>
<tr>
<td><strong>Intelligences:</strong> Linguistic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Logical-mathematical</td>
</tr>
<tr>
<td></td>
<td>Bodily-kinesthetic</td>
</tr>
<tr>
<td></td>
<td>Musical</td>
</tr>
<tr>
<td></td>
<td>Interpersonal</td>
</tr>
</tbody>
</table>

**Steps:**

1. Pick one character for each student. The characters can represent animals, famous people, storybooks characters...
2. Stick one label on each student’s forehead. Do not allow them to see the character before you stick it.
3. Explain the rules. Each student gets 5 questions to find out who he/she is.
   For example: Am I a boy?, Am I a singer? And so forth.
   The questions cannot be either/or questions like “Am I young or old?”
   The students have to roam around the room to ask the other people questions.
4. Tell them they cannot ask only one person all the questions.
5. The student who guesses correctly first wins the game.
6. Before the walk around the classroom ask a student to come to the front of the classroom and ask the rest of the student to make him/her questions to show them how to make the questions.
Examples of cards used of famous people

NAME: CRISTIANO RONALDO
NATIONALITY: PORTUGUESE
PETS: 2 DOGS, 1 HORSE

NAME: ALBERT EINSTEIN
NATIONALITY: GERMAN
PETS: A SNAKE, A CAT

NAME: SHAKIRA
NATIONALITY: COLOMBIAN
PETS: 2 RABBITS, 1 DOG

NAME: NEYMAR DA SILVA
NATIONALITY: BRAZILIAN
PETS: TORTOISE, SPIDER

NAME: JUSTIN BIEBER
NATIONALITY: CANADIAN
PETS: CHICKEN, BEAR

NAME: RAFAEL NADAL
NATIONALITY: SPANISH
PETS: RABBITS, 1 DOG
## Banana’s Wanás

### Timing:
20 min

### Participants:
Groups of 4 or 6

### Knowledge of the Language:
Any vocabulary or grammar structure.

### Resources:
- Board, Chalk, whiteboard pen
- Soft ball, banana
- CD with music (fast and “dancey”)
- Cards with questions
- Blue tag

### Suggested:
- Ask them to draw the animal of their team on a paper
- The music can be the soundtrack of the “Jungle Book”

### Main Objective:
- Review or practice new vocabulary and structures

### Skills:
- Listening
- Speaking
- Cognitive

### Basic Competences:
- Linguistic
- Mathematical
- Social
- Learning to learn
- Autonomy and personal initiative

### Intelligences:
- Linguistic
- Logical-mathematical
- Bodily-kinesthetic
- Musical
- Interpersonal

### Steps:
1. Divide the class in groups of four or six (keep them seated at their desks)
2. Draw one banana tree for each group. Each tree has 10 rungs and some bananas on the top (see picture below)
3. Each time has to choose an animal which will climb the tree, they can draw it on a paper
4. The teacher plays some music and students have to pass the ball
5. The teacher stops the music and asks the student who is holding the ball
6. If the student gets the right answer he/she gets a point for his/her group and climb one rung up the tree otherwise the group stays in the same rung
7. Repeat from step 6 until one team reaches the top.
8. When a team reaches the top, they will have to leave the classroom and the teacher will hide 5 bananas, when they come in, they are given 2 minutes to find them
9. If the team cannot find them, they will have to go back one rung and the game will continue
10. It is a good idea to offer the groups to climb one rung= easy question or two rungs= difficult question.
**Hey, Mr DJ!**

**TIme:**
30 min

**Participants:**
First: Whole group
Second: In pairs

**Knowledge of the Language:**
- Vocabulary: any vocabulary (depending on the song chosen)
- Grammar: Verbs, adverbs...

**Resources:**
- Song
- Paper

**Suggestions:**
The winner couple can have a request card (see below) where they can ask the teacher to play the song they like in another lesson.

**Main Objective:**
Improve listening skills and review vocabulary

**Skills:**
- Listening
- Recognizing
- Identifying
- Writing

**Basic Competences:**
- Linguistic
- Social
- Learning to learn
- Autonomy and personal initiative

**Intelligences:**
- Linguistic
- Bodily-kinesthetic
- Musical
- Interpersonal

**Steps:**
1. Choose a song adapted to your students’ level and interests.
2. Try also to find a song that contains adjectives, verbs, nouns...
3. Tell your students you are going to play the song and that they have to put their hands up when they recognize a verb.
4. Put the song again and ask them now to put their hands up when they listen to adjectives...
5. Repeat steps number 3 and 4 with all the categories you want (animals, food, adverbs...)
6. Now reorganize the class in pairs.
7. Ask them now to write down as many words as they recognize of the category you say.
8. For example verbs: Jump, cry, tell, run...
9. Play the song one more time
10. Collect their papers, the pair who has more correct words wins
**SNOWBALL FIGHT**

**Timing:**
- 10 min

**Participants:**
- Whole class

**Resources:**
- Paper

**Knowledge of the language:**
- Vocabulary: give personal information (age, likes, pets, family, hobbies...)
- Grammar: I am/ I have, I live in/ My favourite ... is, I like..., I can, I can’t

**Suggestions:**
- When they do the snowball fight, tell them they cannot shout, and they can do gestures but as if they were speechless.

**Main objective:**
- Improve writing skills

**Skills:**
- Writing
- Guessing
- Listening
- Reading
- Speaking
- Identifying
- Asking

**Basic Competences:**
- Linguistic
- Social
- Learning to learn
- Autonomy and personal initiative

**Intelligences:**
- Linguistic
- Bodily-kinesthetic
- Interpersonal
- Intrapersonal
- Spatial-visual

**Steps:**

1. Ask your students to write 3 facts about themselves on a blank paper.
   - Example: I like football, I cannot speak Chinese, I have 2 brothers.
2. Ask them to crumple and have a snowball fight in the class for one minute.
3. Then they have to pick up one snowball, un-crumple it and walk around the class trying to find out who has written it.
4. They have to make questions like: Do you like football? Can you speak Chinese? How many brothers have you got?...
5. The student who first finds the person wins.

Depending on the season you are you can use different objects to do the fight.

Example: Paper leaves: Autumn; Paper Flowers: spring...
### THE CHANGING BALL

<table>
<thead>
<tr>
<th><strong>Timing:</strong></th>
<th><strong>Resources:</strong></th>
<th><strong>Suggestions:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>15 min</td>
<td>A medium or small soft ball</td>
<td>You can also practice nouns (animals) or action verbs...</td>
</tr>
<tr>
<td><strong>Participants:</strong></td>
<td>You can also use a Gel stress ball they are funnier</td>
<td><strong>Main objective:</strong></td>
</tr>
<tr>
<td>Whole class standing or sitting in a circle</td>
<td>Knowledge of the language: Vocabulary: Adjectives Grammar: It is...</td>
<td>To practice adjectives</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Skills:</strong></th>
<th><strong>Basic competences:</strong></th>
<th><strong>Intelligences:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>Linguistic Social Learning to learn Autonomy and personal initiative</td>
<td>Linguistic Interpersonal Visual and spatial Bodily</td>
</tr>
<tr>
<td>Speaking</td>
<td>Describing Artistic</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>STEPS:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ask your students to stand or sit in a circle</td>
</tr>
<tr>
<td>2. Pass the ball to the person next to you in the circle and pretend the ball is really hot by miming</td>
</tr>
<tr>
<td>3. Ask the student next to you to say that it is hot and pass it; he or she has to pretend it is really hot</td>
</tr>
<tr>
<td>4. Students continue passing the ball around the circle making it is hot</td>
</tr>
<tr>
<td>5. When the teacher says “changing ball” the student who has the ball has to say “it is + a new adjective” and therefore change the miming and repeat this process until everyone has had a chance to change the ball’s form</td>
</tr>
<tr>
<td>6. At the end ask the students the adjectives that they remember and get them to mime them for the others to guess</td>
</tr>
</tbody>
</table>

Possible adjectives: heavy, hot, cold, light, alive, smelly, sticky, happy, sad, bored, etc!
ISLAND HOPPING

**Timing:**
30 min

**Participants:**
Groups of 4 people

**Resources:**
A-4 laminated Flashcards

**Knowledge of the language:**
Any vocabulary: house parts, animals, food, clothes, sports...

**Suggestions:**
You can also use small flashcards and do the “race” on the desk

**Main objective:**
To practice or review vocabulary

**Skills:**
Listening
Speaking
Vocabulary Building

**Basic competences:**
Linguistic
Social
Learning to learn
Autonomy and personal initiative

**Intelligences:**
Linguistic
Interpersonal
Visual and Spatial
Bodily-Kinesthetic

**Steps:**

1. Divide the class in groups of 4 students.

2. Give each group the same amount of flashcards.

3. Explain to your students that they are on an island, and they have to go to another island to the opposite part of the classroom. To do so, the students have to build a path on the floor with the flashcards. But they can only move forward if they can say in English the picture on the flashcards. Each flashcard has to touch the edge of the previous card.

4. When the teacher says “go!”, the students have to pick up the top card of their pile of cards and shout out the word on the card.

5. If a student gets stuck and does not know the word, another person from the team can continue.

6. The first student that reaches the other side of the classroom wins a point for his team.

7. You can do as many rounds as students are in a team, so the team that gets more points wins!
**Timing:**
40 min (10’ of preparation and 5’ of performance per group)

**Participants:**
The whole class participates and they act in groups of four or five.

**Resources:**
- Costumes
- Cards with the film genres (see below)
- A clapper

**Knowledge of the Language:**
Vocabulary: Film genres
Grammar: Present simple, present continuous, past simple, future (going to)

**Suggestons:**
In order to get better results, show them some clips of these types of films before you play.

**Main Objective:**
- To practice oral skills, improve creativity and spontaneity

**Skills:**
- Speaking
- Cognitive
- Listening
- Social
- Writing
- Cultural

**Basic Competences:**
- Linguistic
- Learning to learn
- Autonomy and personal initiative
- Social cultural

**Intelligences:**
- Linguistic
- Bodily-kinesthetic
- Spatial
- Interpersonal

**STEPS:**
1. Divide the class in small groups of four or five students.
2. Ask your students to bring as many costumes they can and share them with the rest of the classroom.
3. Give each group a card with a film genre.
4. Tell them to prepare a little dialogue and dress up depending on the film genre.
5. They are given 10 minutes to prepare the dialogue and dress up.
6. Then each group comes to the front of the classroom. They do their performance in 3-4 minutes.
7. When they finish, the rest of the classroom has to guess which film genre they are representing.
8. The group that guesses it can come to the front of the classroom and do their performance.
Examples of film genres cards:

- Action
- Adventure
- Comedy
- Crime & Gangster
- Drama
- Horror
- Musicals / Dance
- Westerns
- War
- Epics / Historical
# How Do I Look Like?

**Timing:**
20 minutes

**Participants:**
Small groups or pairs

**Resources:**
- Pictures or cards with pictures of people, animals...
- Head bands to place the pictures
- Sand timer

**Knowledge of the Language:**
- Vocabulary: Physical description (adjectives, body parts, clothes)
- Grammar: How do I look like?, you are, you are wearing...

**Main Objective:**
Describe objects, people

**Skills:**
- Listening
- Speaking
- Social
- Describing
- Guessing

**Linguistic Competences:**
- Social skills and citizenship
- Artistic and cultural
- Learning to learn
- Autonomy/personal initiative

**Intelligences:**
- Linguistic
- Bodily-kinesthetic
- Visual-Spatial
- Interpersonal

**Steps:**
1. Divide the class in small groups or pairs
2. Give every group some pictures and ask them to pick one without looking and place it on their head band.
3. Every student has to ask “How do I look like”? One by one.
4. The rest of the group has to give a small description

Example: You are a girl; you are beautiful; you are wearing a dress
You are scary, you are wearing glasses...

5. The students can give descriptions until the sand timer stops.
6. When every student has finished, their allotted time to listen to their descriptions, the teacher shows a big picture that contains 24 (as many students you have) people, objects, animals...
7. The teacher asks one by one to come to the front of the class and point the character they think they are (basing their choice on their peer’s descriptions)
8. If they guess it correctly they get one point for their team
9. The team that gets more points wins


THE FOUR CORNERS

**Timing:**
20 min

**Participants:**
Groups of 4

**Knowledge of the language:**
Vocabulary (any depending on the text chosen)
Grammar: present and past simple, present continuous, future (going to)

**Resources:**
- Cello tape or blue tag
- 4 different texts (original or adapted) about any topic or type (articles, tales, songs...)

**Suggestions:**
The prize can be a diploma, some sweets, house points, stickers...

**Main objective:**
Infer specific information from texts

**Skills:**
Speaking   Cognitive
Listening   Social
Writing    Cultural
Reading
Spelling

**Basic Competences:**
Linguistic
Mathematical
Learning to learn
Autonomy and personal initiative
Social
Cultural

**Intelligences:**
Linguistic
Mathematical
Bodily-kinesthetic
Spatial
Interpersonal

**Steps:**

1. Choose four different types of written texts and stick them on each of the corners of the room
2. Divide the class in groups of four people
3. Give each group a worksheet with 10 questions (1 point each question)
4. Read the questions with them to make sure that they understand the questions
5. Explain that in each group there must be a person who writes the answers and a person who stands up and retrieves the information from the texts on the corners. Students can rotate the roles.
6. The one that stands up, must collect the information from the corners, go back to his/her group and report it to his/her group
7. When they are ready, set up the timer and give them 10 minutes to complete the answers.
8. In order to make it funnier, tell them that there can just be a maximum of two people in each corner
9. When the time is off, the groups interchange the worksheets and the teacher gives the solutions and students assess their peer’s worksheet.
10. The group that gets more points wins.

**10 questions quiz:**

1. Where is The Empire State located in? ___________________
2. When were the Pyramids of Giza built? ___________________
3. It was built by ___________________
4. He built it for a ___________________
5. It is the __________________ building in New York.
6. It has __________________ floors.
7. Five people __________________ during the construction.
8. Anecdote: A __________________ is located at the top.
9. The Empire State is made of __________________ and __________________
10. Machu Picchu is __________________ high.
### Examples of texts

#### The Empire State Building
- It is located in New York.
- It was built in 1931.
- It was built by William F. Lamb.
- It took 803,936 man-hours to build.
- It is 102 stories.
- Fire caused by a spark from a cigarette during the construction.
- An anecdote: An antenna is located at the top.
- It was made of steel and brick.
- It is 443.2 meters high.

![Empire State Building](image)

#### Colosseum
- It is located in Rome, Italy.
- It was built in 70 A.D.
- It was built with concrete and stone.
- It was known as the Flavian Amphitheatre.
- It is the largest ampitheatre in the world.
- It holds about 50,000 spectators.
- It was used in the early medieval era.
- It was an icon of the Roman Empire.
- It was used for gladiatorial contests.
- An anecdote: It was used for executions and shows.

![Colosseum](image)

#### San Francisco Bridge
- It is known as the Golden Gate Bridge.
- It is located in San Francisco, California (U.S.A.).
- It opened in 1937.
- It is 1,280 meters long.
- It has 8 lanes of vehicles.
- It was made of steel.
- Joseph Strauss was the main designer and engineer.
- It has a bicycle and sidewalk for people.
- Before 1964, it was the longest bridge in the world.
- An anecdote: It is the second most used suicide site in the world.

![San Francisco Bridge](image)

#### Jari Khalifa
- It is the tallest skyscraper in the world.
- It is located in Dubai, United Arab Emirates.
- The building opened in 2010.
- It is 829.8 meters high.
- It was built to promote tourism instead of its oil industry.
- It was designed by Skidmore, Owings, and Merrill.
- The spiral design represents Islamic architecture.
- It can hold up to 35,000 people.
- There is an Armani Hotel inside the building.
- An anecdote: People base-jump off the building.

![Jari Khalifa](image)

#### Machu Picchu
- It is located in Cusco, Peru.
- It is from the 15th century.
- It is known as the “Lost City of the Incas”.
- It is believed to have been built for the emperor Pachacuti.
- It was abandoned during the Spanish Conquest.
- Himar Bingham is the man who told the world about this site.
- It was made of dry-stone walls.
- It has 3 main structures.
- Tourism is affecting its preservation.
- An anecdote: It is 1 of the 7 wonders of the world.

![Machu Picchu](image)

#### The Great Pyramid of Giza
- It is located in Egypt.
- It is the oldest pyramid in the world.
- It is the tallest man-made structure for over 4,000 years.
- It is the largest of the 3 pyramids at Giza.
- It has 3 chambers.
- It was built as a tomb for Pharaoh Khufu.
- It is made of limestone blocks.
- They used爵士s to transport the blocks.
- An anecdote: People used to find inside the Pyramid.
- An anecdote: People would loot artifacts.

![The Great Pyramid of Giza](image)

#### The Great Wall of China
- It is made of stone, brick, earth, and wood.
- It was built as an east to west direction.
- It was built to protect the Chinese Empire from invaders.
- Construction of the wall began in the 7th century B.C.
- It is known as the “Great Wall”.
- It was reconstructed during the Ming Dynasty.
- It is 21,196 kilometers long.
- It encouraged trade.
- It helped control immigration.
- An anecdote: Some claim that they can see the wall from the moon.

![The Great Wall of China](image)

#### Christ the Redeemer
- It is a statue of Jesus Christ.
- It is located in Rio de Janeiro, Brazil.
- It is the largest statue in the world.
- It is 38 meters tall.
- It is located on Corcovado Mountain.
- It is a symbol of Brazilian Christianity.
- It is made of concrete and soapstone.
- It was made from 1922 to 1931.
- It was created by Paul Landowski.
- An anecdote: Bathers and weddings are held here.

![Christ the Redeemer](image)
**Rolling Dice**

**Timing:**
20 min

**Participants:**
One class divided in two teams

**Resources:**
- A big dice
- Cards with questions

**Knowledge of the Language:**
Vocabulary: any
Grammar: action verbs, phrasal verbs

**Suggestions:**
The prize can be a diploma, some sweets, house points, stickers...

**Main Objective:**
Review vocabulary or structures.

**Skills:**
- Speaking
- Affective
- Listening
- Cognitive
- Writing
- Reading
- Spelling

**Basic Competencies:**
- Linguistic
- Mathematical
- Artistic and cultural
- Social
- Learning to learn
- Autonomy/personal initiative

**Intelligences:**
- Linguistic
- Logical
- Bodily-kinesthetic
- Spatial
- Musical
- Interpersonal

**Steps:**

1. Divide the class in two teams, make sure everybody participates
2. Tell them that they are going to roll the dice and depending on the number they will have to perform or play different games
3. Both teams play at the same time, so that they do not get bored
4. **Number 1:** MIME consists of miming a word, action, verb, phrasal verb...in 1´ (choose two students, one from each team, the rest of the team try to guess the word)
5. **Number 2:** FOOTBALL SPELLING two students stand in front of the board, closing their eyes, and with a chalk. Two other volunteers have to pick up a card and spell that word to their team-mates. The student who writes correctly the word and finishes earlier wins one point for their team.
6. **Number 3:** RIDDLES the teacher picks up a card and gives it to a member of the team who reads the riddle out loud, the rest of the team have 2´ to mull over and guess the word.
7. **Number 4:** CATEGORIES: this is a typical game to review vocabulary, students write some categories (food, animals, countries, adjectives) and the teacher chooses one letter from the alphabet, students have to write as many words as they can, the team who gets more correct words wins. Students have 3´ to complete all the categories.
8. **Number 5:** DRAWING: consists of drawing a word in 40´´ (choose two students to draw, the rest, guess the word)
9. **Number 6:** SENTENCE CHAIN: make two rows of people, one for each team, whisper a sentence, when you say “ready, steady, go” they have to whisper the sentence to the one in front of them. The last person on the row has to write the sentence on the board. The team who finishes earlier wins, but the sentence has to be correct, otherwise the most accurate sentence wins.
Dice template:

1: MIME
2: FOOTBALL
3: SPELLING
4: RIDDLES
5: CATEGORIES
6: DRAWING
7: SENTENCE
8: CHAIN
**WHAT A MESS!**

<table>
<thead>
<tr>
<th>Timing:</th>
<th>Resources:</th>
<th>Suggestions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 minutes</td>
<td>- Songs</td>
<td>Examples of songs containing stories:</td>
</tr>
<tr>
<td></td>
<td>- Copies with the lyrics</td>
<td>Nature Boy: Nat King Cole</td>
</tr>
<tr>
<td></td>
<td>- 1 envelope for each group</td>
<td>The Show: Lenka</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Love story: Taylor Swift</td>
</tr>
</tbody>
</table>

**Participants:**
Small groups or pairs

**Knowledge of the language:**
Any vocabulary and grammar structure

**Skills:**
- Listening
- Organizing
- Reading
- Sequencing
- Speaking
- Social

**Basic Competences:**
- Linguistic
- Mathematical
- Social skills and citizenship
- Artistic and cultural
- Learning to learn
- Autonomy/personal initiative

**Intelligences:**
- Linguistic
- Bodily-kinaesthetic
- Visual-spatial
- Musical
- Interpersonal

**Main Objective:**
- Improve listening skills

**Steps:**
1. Choose a song that is adapted to your students’ level and interests. It would be better if it tells a story and is long.
2. Type out the lyrics of the song and make the necessary copies.
3. Cut the lyrics into verses and mix them up and put them inside an envelope.
4. Divide the class in small groups or pairs.
5. Give each group an envelope.
6. Ask your students to read the lyrics and organize them (leave them 10 minutes).
7. Once they have finished, play the song, stopping it after 2 or 3 lines.
8. Leave them 4 more minutes and walk around to check the order is the correct one.
9. Play the song one more time and ask them to sing it too.
10. To conclude you can mull over what the song is about.
THE DESERT ISLAND

Timing: 30 min

Participants: One class divided in groups of four people

Knowledge of the language: Vocabulary: survival objects
Grammar: I think, I believe, I don’t agree, I see what you mean but...

Resources: -Pictures of the objects
-White board
-1 Worksheet per group (see below)

Suggestions: You can change the context, instead of an island they can be in the desert, in the outer space...

Main objective: To foster problem-solving and communicative strategies in English.

Skills:
- Speaking
- Describing
- Listening
- Cognitive
- Reading
- Problem-solving
- Asking
- Vocabulary building

Basic competences:
- Linguistic
- Mathematical
- Social and civic
- Learning to learn
- Initiative
- Cultural

Intelligences:
- Linguistic
- Mathematical
- Interpersonal
- Naturalistic

Steps:
1. Divide the class in groups of 4.
2. Explain to your students they are going to play a dynamic game where they have to choose 5 objects that they would take to a desert island.
3. To do so, the four components of each group have to discuss and reach an agreement during 10 minutes.
4. After the 10 minutes of discussion, they have to come to the front of the class and explain why they have chosen those objects. (Give each group 4 minutes) and they write down the numbers in order of preference (under each picture) Being 5 the most important object and 1 the least important: Example: 5 clothes, 4: food, 3: car, 2: mirror, 1 pen and paper
5. When all the groups have finished, the teacher can gather the points and reorder the objects.
Choose 5 things that you would take to a desert island of 10 square kilometers for four people.

Work in groups of 4 people and try to reach an agreement.

Give a 5 to the most important object and 1 to the least important object.

Remember you can choose no more than 5 objects!

---

**List of objects:**

- Mirror
- Tent
- Clothes
- Car
- Soap
- Medicines
- Money
- A small rowing boat
- Canned goods
- Seeds
- Field tools
- Sharp knife
- Empty bottles
- 1 pen and paper
- Wood tools
- 220 liters of water
- Books
- A guitar
- Radio
- Fishing rod
- Gun
- Board games
- Signal pistols
- Lantern
- Matchbox

---

I only want to see what's inside! Food, clothing... anything would help me at this point!

---

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**CHOSE YOUR VICTIM**

**Timing:** 10-15 min  
**Participants:** The whole class  

**Resources:**  
- A medium soft ball  

**Knowledge of the language:**  
- Vocabulary: any (hobbies, geographical wonders, food around the city...)  
- Grammar: any structure  

**Suggestions:**  
- Children love getting rewards like sweets, diplomas, stickers...  

**Main objective:**  
- Practice questions and answers  

**SKILLS:**  
- Speaking  
- Listening  
- Guessing  

**Basic Competences:**  
- Linguistic  
- Learning to learn  
- Social  
- Autonomy and personal initiative  

**Intelligences:**  
- Linguistic  
- Bodily-kinesthetic  
- Spatial  

**STEPS:**

1. Ask your students to sit on their tables.  
2. The teacher says a name out loud and tosses the ball to that student.  
3. Ask the students to pay attention and catch the ball. If they do not catch the ball, they have to sit and stop playing.  
4. If the student catches the ball, the teacher makes a question: “How do you say... in English?” or “What is the past simple of the verb TO EAT?”... Can you spell...?  
5. If the answer given is correct he/she can keep playing. If it is incorrect the student has to sit on the chair and stop playing.  
6. The teacher tries to ask every student until there is just one student sitting on the table who will take part in “the final.”  
7. To make it more exciting, you can ask the rest of the class to write down on a paper all the words they know which start with B (give them a minute) the one that gets more, can play the final against the other finalist.  
8. On the final, students are the ones who make the questions to the finalist, the one who remains on the table till the end, wins the game.
**Timing:**
Two sessions of 20 minutes and homework to finish and polish it at home.

**Participants:**
Individual.

**Resources:**
- Book: Big Friendly Giant by Roald Dahl.
- Some decorations to make a journal.
- Paper, or cardboard.

**Knowledge of the Language:**
- Vocabulary: Recipes (a pinch of, a tablespoon)
- Grammar: Present Simple

**Suggestions:**
If the students are very young, you can ask them to write the recipe with words instead of sentences or use pictures or do drawings.

**Main Objective:**
- To foster creativity and writing skills.

**Skills:**
- Reading
- Writing
- Listening
- Drawing
- Painting

**Basic Competences:**
- Linguistic
- Mathematical
- Learning to Learn
- Social
- Cultural
- Autonomy and personal initiative

**Intelligences:**
- Linguistic
- Mathematical
- Interpersonal
- Bodily-kinesthetic

**Steps:**
1. Remind the students the story of Roald Dahl: Big Friendly Giant, you can use a video, or read a summary.
2. Read the chapter “Dreams” to the students, so that they can get some ideas.
3. Explain to your students they are going to write a recipe for a dream.
4. To do so they have to name the dream. Ex: “Silver Phizzwizard” or “Trogglehummer.”
5. They can set the dream out as a cooking recipe with ingredients and instructions.
6. Ask them to do a brainstorm with all their ideas, then walk around the classroom and help them if necessary with vocabulary doubts.
7. They can take it home and finish it or polish it for homework.
8. When every recipe is finished, they bring it back and the teacher can make a dream-recipe book with all their dreams.
Example of a dream recipe that the teacher can show to their students so that they can get an idea.

<table>
<thead>
<tr>
<th>Name: The country of the Lollipops</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ingredients:</strong></td>
</tr>
<tr>
<td>- A tablespoon of big castle</td>
</tr>
<tr>
<td>- A pinch of boy called Erik</td>
</tr>
<tr>
<td>- A drop of girl called Susan</td>
</tr>
<tr>
<td>- 150 lollipops</td>
</tr>
<tr>
<td>- A sprinkle of 200 workers</td>
</tr>
<tr>
<td>- A cup of the Queen of the Lollipops</td>
</tr>
<tr>
<td>- A cup of the Queen of the Liquorices</td>
</tr>
<tr>
<td>- A teaspoon of sugar</td>
</tr>
<tr>
<td><strong>Instructions:</strong></td>
</tr>
<tr>
<td>- In your brain, put all the ingredients</td>
</tr>
<tr>
<td>- Add the Queen of the Lollipops to the big castle</td>
</tr>
<tr>
<td>- In the big castle there are 200 workers</td>
</tr>
<tr>
<td>- Add to the 200 workers a boy called Erik and a girl called Susan</td>
</tr>
<tr>
<td>- Add sugar to the former ingredients and you will get 150 lollipops</td>
</tr>
<tr>
<td>- Watch out the Queen of the Liquorices is trying to steal the 150 Lollipops to sell them.</td>
</tr>
<tr>
<td>- Take Erick and Susan and send them to talk to the Queen of the Liquorices</td>
</tr>
<tr>
<td>- The Queen of the Liquorices kidnaps Erick and Susan</td>
</tr>
<tr>
<td>The Queen of the Lollipops has to give the 150 lollipops to the Queen of the Liquorices</td>
</tr>
</tbody>
</table>
WHO DUNNIT?

**Timing:**
40 min

**Participants:**
Pairs

**Knowledge of the Language:**
Any vocabulary or grammar structure as it depends on the book or magazine chosen.

**Resources:**
- Books and magazines in English

**Suggestions:**
If the students are very young, you can ask them to look for pictures, objects instead of words.

**Main Objective:**
- Inferring the global and specific information from a written text.

**Skills:**
- Reading
- Spelling
- Guessing
- Recognizing
- Skimming and scanning

**Basic Competences:**
- Linguistic
- Learning to learn
- Autonomy and personal initiative
- Social cultural

**Intelligences:**
- Linguistic
- Bodily-kinesthetic
- Spatial

**Steps:**

1. This game requires some previous preparation of materials. Firstly, the teacher has to choose some level-adapted books or magazines and select words, images or figures which serve as clues to solve the mystery. Secondly, the teacher has to prepare a worksheet with questions (see below an example).
2. Before the students arrive the teacher has to prepare and set the classroom. That is to say, the teacher has to place the books or magazines all around the classroom.
3. Divide the class in pairs and give each pair the worksheet with the questions.
4. They have to find the answers to these questions within the book or magazine and once they have gathered all these ‘answers’ they will be able to solve the unsolved mystery.
Hello I am Holmy a British detective. I have a new unsolved mystery. Somebody has stolen a precious object from a museum.

Can you help me to solve WHO did it, WHEN, HOW and WHERE it is hidden now?

WHO?

Walk around the classroom until you find a red book. The last letter of the first page contains the initial letter of the name of our suspect.

What is the third letter of a word that is an anonymous of black?

Go to page 9 of the red book and find a synonymous of interesting. Take letter 1.

Walk around the class and you find a magazine called “English 4kids”, find a picture of a family inside. What letter is the father wearing in his t-shirt?

When?

Walk around the class and take the book called “The friend of the Moon”, there is a watch in one of its pages. That was the time when the thief stole the object.

Go to page 15. Look at the picture. What day of the week is it?

How?

Now you have to look for different words which are hidden in this book, put them in order and form a sentence and you will guess how the theft was organized.

In page 4 find the first letter of an animal...

Where?

Now you have to find out where the thief has hidden the object.

You can find the name of the street in the picture of page 7.

The name of the street is _ _ _ _ _ _ _ _ _
## Awesome Artists

### Timing:
30 min

### Participants:
Individual

### Knowledge of the Language:
Vocabulary: prepositions of place, adjectives,
Grammar: Present Simple, There is, there are...

### Resources:
- paper
- Pencil
- crayons
Or any material you wish to use to decorate the “piece of art”

### Suggestions:
If the students are very young, you can use very simple instructions.

### Main Objective:
Practice prepositions and listening skills, develop creativity.

### Skills:
- Speaking
- Listening
- Drawing
- Coloring

### Basic Competences:
- Linguistic
- Mathematical
- Learning to learn
- Autonomy and personal initiative
- Cultural

### Intelligences:
- Linguistic
- Bodily-kinesthetic
- Spatial

### Steps:
1. Ask your student to take a paper, some crayons, a pencil...
2. The teacher is going to choose a picture of a face, an island, a house, a photo on the beach... (the complexity of the picture will depend on the age and likes)
3. The teacher has to describe the picture orally (the objects, how to colour it...)
4. Every student has to follow these instructions and “recreate” the picture on a sheet of paper.
5. The teacher can use prepositions such as: On the top, on the left of, on the middle of, under the... there is a...
6. When the students have finished their “master-pieces” they can decorate the classroom with them and you can show them the real picture.
7. This game is useful for both practicing prepositions and reinforcing the vocabulary of concrete topics that students have previously learned.
Possible pictures to describe:
## LET’S DOODLE

### Timing:
2-3 sessions of 1 hour

### Participants:
Small groups (4 people)

### Knowledge of the language:
Any vocabulary or structure depending on the song chosen

### Resources:
- Songs
- Internet
- Computers
- Picasa, Flickr, Paint, Photoscape, Windows movie Maker
- Projector
- White board

### Suggestions:
The prize can be a diploma, some sweets, house points, stickers...

### Main objective:
Develop ICT skills and promote students’ autonomy and creativity

### Skills:
- Listening
- Reading
- Sequencing
- Writing
- Speaking
- Social

### Basic Competences:
- Linguistic
- Mathematical
- Digital
- Social skills
- Artistic and cultural
- Learning to learn
- Autonomy

### Intelligences:
- Linguistic
- Bodily-kinesthetic
- Visual-Spatial
- Musical
- Interpersonal

### All Levels

### Steps:
1. This activity will take place in the computer room and students will work collaboratively in groups of four.
2. Explain to your students the concept of a doodle video. 
   **A possible explanation:** (Videos which consist of clips that contain drawings that support the lyrics of the song. Students design and prepare the drawings and then they are put together with the music to make a video.)
3. Each group will be given a song related to any topic. The songs need to be carefully chosen, bearing in mind the student’s age, musical likes and of course their relation in terms of content and topic.
4. Before asking the students to make the doodle video, it is important that they learn the lyrics of the song and get familiarized with it, so you can prepare activities related to the songs such as fill in the gaps, karaoke, guessing the meaning...
5. When students are ready, they can start designing the pictures.
6. To design the pictures: they can draw their own pictures, they can use Microsoft programs like Paint, they can also download pictures from Picasa, or Flickr and edit them using Photoscape which is free and simple to use.
7. For time-saving reasons, the teacher will ask the students to write in clear print their lyric line on the bottom of the picture. This will save them from having to put subtitles on when they make the video.
8. When they have the pictures ready, ask them to open up Windows movie Maker (WMM) which is free. Once students have put the photos into WMM, they can add the mp3 file of the song and then “sync” or “time” them both together. Finally they can produce it as a movie in mp4 or Avi format.
9. After this, the student will do a performance of the song and their doodle video will be projected on the board. The video that gets most votes will be the winner and the group will get a prize.
# PLEASE DON'T STOP THE MUSIC

**Timings:**
- 25 min

**Participants:**
- Whole class sitting in a big circle

**Resources:**
- Flashcards
- Medium or small soft ball
- CD with music

**Knowledge of the language:**
- Any vocabulary depending on the level

**Suggestions:**
- You can have your students choosing the song they like.

**Main Objective:**
- Practice vocabulary with flashcards

<table>
<thead>
<tr>
<th><strong>Skills:</strong></th>
<th><strong>Basic Competences:</strong></th>
<th><strong>Intelligences:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>Linguistic</td>
<td>Linguistic</td>
</tr>
<tr>
<td>Speaking</td>
<td>Learning to learn</td>
<td>Bodily-kinesthetic</td>
</tr>
<tr>
<td>Social</td>
<td>Social skills</td>
<td>Visual-Spatial</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Artistic and cultural</td>
<td>Musical</td>
</tr>
<tr>
<td>Building</td>
<td>Autonomy</td>
<td>Interpersonal</td>
</tr>
</tbody>
</table>

**STEPS:**

1. Ask your students to sit in a circle. Place some flashcards in the center.
2. Explain to them they have to pass the ball around the circle.
3. Nobody can hold the ball for more than a second (this makes it more exciting!)
4. Tell them that when the music stops the student who has the ball must stop and take a flashcard from the pile.
5. Depending on their level, they can either say the word, mime the word, or even use the word in a sentence.
## THE PASSENGER GAME

### Timing:
20 min

### Participants:
One class divided in groups of four people

### Knowledge of the Language:
Vocabulary: Travelling, tourism, holidays...
The vocabulary and structures can be adapted depending on the topic.

### Resources:
- 1 dice per group
- 1 round counters per group
- Board (you can design it on a paper, cardboard or carton)

### Suggestions:
This board game can be adapted to any level or topic, you just need to change the cards and the rules to make it easier.

### Main Objective:
To communicate orally in any topic (tourism in this case) and practice its vocabulary or structures. Can be used as a unit wrap up.

### Skills:
- Speaking
-Describing
-Listening
-Cognitive
-Reading
-Asking
-Vocabulary building

### Basic Competences:
- Linguistic
- Mathematical
- Artistic and cultural
- Social
- Learning to learn
- Autonomy

### Intelligences:
- Linguistic
- Mathematical
- Interpersonal

### STEPS:
1. Divide the class in small groups of 3, 4 or 5 people.
2. Give each group one board, 1 dice and the necessary round counters.
3. Explain to your students that they are going to play a rule-governed game and explain the rules.
4. RULES:
   - Each player chooses a different round counter and places it on the departure position on the board.
   - Each player rolls the dice to see who goes first. Highest roll starts and play follows the right.
   - Player rolls the dice and moves amount of spaces shown on the dice.
   - Player follows the direction along the paths which is numbered.
   - To keep on moving forward, the player must read and answer out loud to the questions written in each path.
   - If the answer is too short or it is wrong, the player loses his/her turn.
   - If the answer is right, the player can go further up to no more than 3 paths.
   - If the player lands in “Free Square” he/she can ask a question to any of the players and he/she does not need to answer to any question.
   - TO WIN: The player who first arrives to path number 31 wins.
The passenger Game!

1. What are the qualities of an ideal travelling companion?
2. What is the last time you went on a sightseeing tour?
3. What is the worst holiday you’ve ever been on?
4. What is the longest trip you’ve ever been on?
5. What is the biggest tourist attraction in your country?
6. How do you plan your holidays?
7. A place you’ve always wanted to go.
8. The worst journey you’ve ever had.
9. Why your country is a good place for foreigners to visit.
10. The thing you miss most about home when you travel.
11. Where you would go for a romantic holiday.
12. What you do to pass the time when you’re travelling.
13. The last souvenir you bought on holiday.
15. Something you never travel without.
16. What you think about package holidays.
17. The most exiting holidays you’ve ever had and why.
18. The worst weather conditions you had on holidays.
19. What do you think about activity holidays?
20. How do you plan your holidays?
22. What do you think about flying?
23. The most important reasons for having a holiday.
24. Your favourite city.
25. The last postcard you sent - who to; where from.
27. A seaside resort you know.
28. What do you think about activity holidays.
29. The worst weather conditions you had on holidays.
30. Why your country is a good place for foreigners to visit.
31. The passenger Game!
<table>
<thead>
<tr>
<th>Timing:</th>
<th>Resources:</th>
<th>Suggestion:</th>
</tr>
</thead>
</table>
| 30 min  | - As many flashcards as students  
|         | - Cards with adjectives  
|         | (colors, big, small...)  
|         | **Knowledge of the Language:**  
|         | **Vocabulary adjectives, nouns**  
|         | **Grammar:** I like + adjective + noun  |
|         | Try to find a separate classroom as this is a noisy activity.  

<table>
<thead>
<tr>
<th>Participants:</th>
<th>Main Objective:</th>
</tr>
</thead>
</table>
| One class divided in groups of four people  
| Do not make more than 4 groups or there will be “accidents”  |
|               | To put into practice the structure: "I like + adjective + noun" and to practice vocabulary words.  |

<table>
<thead>
<tr>
<th>Skills:</th>
<th>Basic Competencies:</th>
<th>Intelligences:</th>
</tr>
</thead>
</table>
| Speaking  
| Describing  
| Listening  
| Cognitive  
| Observing  
| Vocabulary Building  |
| Linguistic  
| Mathematical  
| Artistic and cultural  
| Social  
| Learning to learn  
| Autonomy/personal initiative  |
| Linguistic  
| Mathematical  
| Interpersonal  |

<table>
<thead>
<tr>
<th>Steps:</th>
</tr>
</thead>
</table>
| 1. Spread out some flashcards at the back of the classroom.  
| 2. Clear the room, put aside the chairs and tables to have more space as they have to run. If the weather is good, do this activity outside.  
| 3. Put some folded up cards at the front of the class. Inside each card is an adjective (white, big, small, beautiful)  
| 4. Divide the class in groups of 4. Do not make more than 4 groups for security reasons (as they have to run and they can fall down)  
| 5. One person from each group stands up. When the teacher says “go”, these 3 or 4 students run to the back of the class. They then pick up a flashcard they know. Then they run to the front and pick up one of the folded pieces of paper.  
| 6. They then have to speak out loud “I like” followed by the adjective they have chosen and then the name of the object. For example “I like brown biscuits!”  
| 7. If they say it right they get 1 point, otherwise they do not get any points and get the next person to run and continues the game.  
| 8. The group with more points wins  

I LIKE BROWN BISCUITS
WeboGraphy of Images

For functional and aesthetic reasons we have not include the images’ URL inside the kit. However, we provide them now in order of appearance.

Starters


Nº3: https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcRSt-XGzEaC4gpXNVhEgF-idjb-83ZvqZ7cVHrkVjXezVJnx0XYxQ

Color red:

https://encryptedtbn1.gstatic.com/images?q=tbn:ANd9GcSPQosCrLseQVeFlrzLvQ5LDjQlxV RB4kydt2zn_lkFSEZMJ6s0jOTOig

Piernas: http://quizlet.com/29172810/starters-1-body-parts-legs-flash-cards/

Mini number flashcards: http://learncreatelove.com/?p=2575

Colour flashcards: http://www.dokadok.com/preschool-online-flashcards/kids-flashcards-preschool.html

Body parts flashcards:

http://www.eslprintables.com/vocabulary_worksheets/face_and_body/body_flashcards/Body_parts_Flashcards_and_TicT_325327/

Classroom decorated with monsters: http://www.pinterest.com

Food in a fridge and kitchen:


Zoo: http://johnnez.blogspot.com.es/2012_07_01_archive.html

Bear: https://www.youtube.com/watch?v=ek7j3huAAPc


Boy picture: http://www.krieder.com/one-magazine/

Mr. Moo: http://www.teacherspayteachers.com/Product/Mr-Moo-Classroom-Mascot-143557

Monkey: http://www.eltallerdegeppetto.es/category.php?id_category=11


Cassette: http://toastsandbells.com/newsletter/

Paper ball: http://www.amanecerjuarez.com/poemario


Baseball ball: http://www.trinitywaycross.com/adult_softball

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