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Trabajo Fin de Máster

MULTIPLE INTELLIGENCES
IN THE EFL CLASS

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1. ABSTRACT

This project is focused on showing the possibility of attending to the diversity in the English as a Foreign Language class by following the Multiple Intelligences theory proposals.

Our research through the literature review will show how the methodologies, activities and classroom management proposed by the Multiple Intelligences theory will help teachers to deal with different students’ learning styles, their pace, their strengths and weaknesses, motivations, needs, likes, etc., without worrying about the rate of students per class or the difficulty of introducing a new language when we have to attend other issues before.

Applying the Multiple Intelligences will be the cornerstone to cope with all these vicissitudes and will allow students to acquire communicative competence in a foreign language as English, which at the same time is supported by our current education legal framework, in a practical and enjoyable way.

Definitely, that is the reason why a didactic unit developed following the Multiple Intelligences Theory will be presented as the culmination of this interesting study.

Keywords: Attention to diversity, English as a Foreign Language, Multiple Intelligences, multiple intelligences activities, and a multiple intelligences based didactic unit.
2. JUSTIFICATION AND RELEVANCE OF THE STUDY

As Robinson (2009:18) stated

We need to promote the importance of growing each person’s talent and understand that this is expressed in different ways in each individual. We have to create a framework (in schools, workplaces and public statements) in which each person feels inspired to grow creatively […] We have to embrace with urgency a new and richer vision of human’s abilities (my own translation)

From this previous statement, we consider that attending to the diversity in our class is an essential element to be taken into account not only through all the educational levels but also, and more specifically, in the English as a Foreign Language (hereafter, EFL) class where students turn into the main element of the learning process and the possibility for dynamism and motivation is higher.

Nowadays, although teachers can find extensive activities proposals which work on Multiple Intelligences in class, we consider it remains an actual niche due to the fact that it is quite difficult to find these proposals altogether combined in a lesson plan. For that reason, we think that discovering the manner in which students find it easier to acquire the contents of a specific topic will be such an interesting area of research that it definitely allows us to discover how to work with the Multiple Intelligences (hereafter, MI) within our English class.

After the literature review, our main aim is to design a didactic unit using materials and classroom dynamics which work with these different types of intelligences.

3. OBJECTIVES

The main objectives of this research project are:

1. To define what attention to diversity means and its importance within our educational framework and, especially, in the English as a Foreign Language class.
2. To research how multiple intelligences theory is a construct that helps to attend to diversity in the EFL.
3. To compile activities and classroom techniques to be carried out within the EFL class to attend to each kind of intelligence.
4. To provide a sample of didactic unit basing it on the Multiple Intelligences theory.
4. LITERATURE REVIEW

This section will provide us with the theoretical background on the topic of attention to diversity and Multiple Intelligences theory.

The literature review will be the basic foundation on the basis of which we could further develop a Multiple Intelligence based didactic unit to be borne in mind if we, as EFL teacher, want to attend to diversity in our class.

4.1. What attention to diversity means and its importance within the English as a Foreign Language (EFL) class

Before dealing with the concept of Attention to diversity, it would be necessary to define what diversity means and why this is an issue that teachers must take into account when they are designing their didactic proposals.

According to Consejería de Educación, Cultura y Deporte from Cantabria (2004)

Diversity is an intrinsic feature of human beings because each person has a special way to think, feel and act, independently from an evolutionary point of view in which, normally, all humans follow similar cognitive, affective and behavioural patterns […] This variety is also linked to different human abilities, needs, interests, sociocultural conditions, maturity, etc. (my own translation)

For that reason, attention to diversity will involve all the educative actions designed by professionals from education in order to deal with these human and natural differences.

In fact, a famous quote by Robinson (2009) stated that

The fact is that given the challenges we face, education doesn't need to be reformed -- it needs to be transformed. The key to this transformation is not to standardize education, but to personalize it, to build achievement on discovering the individual talents of each child, to put students in an environment where they want to learn and where they can naturally discover their true passions.
From this previous quote we can come to the conclusion that attention to diversity means personalisation, bearing our students capacities and abilities in mind, sharpening their potentials, discovering their “element” and, as it follows, we, as teachers, are the people in charge of encouraging and valuing this diversity. “A school system can never be any better than their teachers teaching in it, if you want to start a revolution in education, make it happen in your own classroom” (Robinson, 2009)

Due to the fact that in an EFL situation the natural human diversity can be noticed even more because we are using a language which is not the students’ native language, we consider that introducing dynamism in class, enjoyable practices and another way to understand the teaching and learning process could cope with this diversity and will increase our students’ motivation.

4.2. Why Multiple Intelligences theory is a construct that helps to attend to diversity in the EFL class

Multiple intelligences is an inclusive and student centred-approach which focuses more on our students’ positive qualities and strengths in different areas than on their weaknesses. It considers that everybody is gifted with a wide spectrum of abilities and also with one or more of the eight intelligences that can be developed throughout students’ lifetime.

According to Gardner (in Armstrong, 2006:5) “we are so different largely because we all have different combinations of intelligences” and Armstrong (2006:15-16), following Gardner’s theory, states in its book that “each person possesses all eight intelligences and we can achieve an adequate level of competence in each one because the intelligences are all the time interacting. Nevertheless, the intelligences work in a unique way for each person”

Indeed, some of the ways in which the MI theory can be used in the classroom (Christison and Kennedy, in Saleh, 2006: 292) can be:

- As a tool to help students understand and appreciate their own strengths and learning preferences.
- As a tool to develop a better understanding of students’ intelligences.
- As a guide to provide students with an extensive variety of ways to learn and demonstrate their learning.
- As a guide to develop lesson plans that address the full range of learners needs.

Due to the fact that encouraging our students’ strengths is the reason of being of our teaching practice, students feel valued and the increase of their self-esteem (Armstrong 2006:159) and motivation for learning are ensured. Moreover, students start to understand, accept and appreciate their individual differences, tolerance, peer collaboration and peer cooperation being enhanced.

In this regard, a famous quote by Goethe states: “Treat people as if they were what they ought to be and you help them to become what they are capable of being”.

For that reason, we come to the conclusion that if we, as teachers, want to attend to the diversity in our class and empower our students to learn through different ways, we must act as detectives and discover our students’ potentials, likes and needs and activate their intelligences even if they are well-developed or underdeveloped, neglected or paralyzed (Armstrong, 2006:30) by broadening our procedures, techniques, strategies and activities in class.

Recent researches into the effect of MI strategies in foreign and second language instruction (Halley, in Saleh, 2013: 295) show that “students who receive MI-based instructions feel more enthusiastic about learning and behaviour problems are minimised”. Most students tend to have positive feelings about the teacher and the learning process and also teachers feel that their classroom management is enhanced. In this regard, the teacher and students are involved in a powerful expectation-response cycle (Saleh, 2013:296). As the author also states: “MI theory could have a vital role in creating an attractive, encouraging and motivating atmosphere in ELT class”.

In addition, some of the instruments which will help us value our students’ strengths or even if our multiple intelligences based didactic unit is dealing with all of our students’ multiple intelligences according to Armstrong (2006:41) will be:

- A checklist for each of our students through which, based on our observation in class, we can guess which inclinations our students have toward specific intelligences in order to adapt our teaching practice.
• A teacher’s dairy in which we can record every observation which could be considered crucial for the good development of our students’ different intelligences. Teachers will record how their students respond to the different activities followed in class, seeing how our students function in each area and which are their strongest and weakest points.

• Our students’ amazing logbook, which will offer us the possibility to see our student’s main interests, needs and likes, what activities are more fruitful, which ones could be considered susceptible to be changed, etc. This instrument can be considered, as well, as a step for the teaching practice evaluation.

• Talks with parents and other previous or current teachers which will provide us extra information about our students’ strengths.

4.3. General activities which can be carried out in the EFL class to attend to each kind of intelligence

In the light of our literature review, it could be said that MI theory provides teachers with different stimulating activities, materials and techniques intended to ‘awaken’ students’ minds and also teachers’ repertoire of teaching practices.

This fact makes us reflect on the need of providing this project with an overview of the ample opportunities that MI activities have in order to attend to our students’ different intelligences and contribute enormously to the dynamism in our English class in order to draw our students’ attention.

For this purpose, an introduction about the eight multiples intelligences theory will be presented, followed by some general examples of activities which help us work on the type of intelligence in question.

A. Visual/Spatial intelligence

It is manifested by the ability to identify the visual world accurately, imagine objects movements or translations, distinguish objects through different perspectives or angles and get orientated in the space. These people love to play with riddles and puzzles and work on creativity and logical thinking. For that reason, it is good to present to them information through visual (Amstrong, 2006:79) as well as auditory modes. Pictures,
photos, movies, drawings, paintings or both, drawing-and-painting, imaginative storytelling, picture literacy experiences, graphic symbols and visual awareness activities, such as visual seeking, will succeed with this kind of students.

B. Musical intelligence

These people are gifted with the ability to perceive, recognise, distinguish and express different sounds, tones and rhythms. They learn better through rhythm and music as a way to memorise things. For that reason, some of the activities (Borek, 2003:26) to be followed which this kind of students will be the use of songs, raps, chants, group singing, humming or whistling, percussion with the body, association between sounds and corporal movement or, for instance, carrying out different activities using background music which invites them to feel relaxed and concentrated.

C. Intrapersonal intelligence

This kind of intelligence refers to those people who are gifted with the ability to recognise their own feelings, motivation and goals. They are typically intuitive and learn best independently because they prefer working alone. They like to spend time on self-thinking and reflection. To start to encourage this type of intelligence in class, a good strategy will be to provide time to students to work at their own pace.

As Armstrong (2006:91) states in his book, this previous strategy will “offer students time to digest the information presented or to connect it to happenings in their own life”. Other activities to be followed will be to carry out individualised projects and games, self-esteem activities, bearing in mind students’ interest centres, giving them option for doing homework or independent study, among others.

D. Interpersonal intelligence

Regarding this type of intelligence, we refer to those people who are gifted with the ability to be sensitive to others’ mood and understand them. They are good at helping and counselling. They also like to meet new people and to have many friends. They learn best when they work in cooperative groups because their strength is the interaction and dialogue with others. Key proposals with this kind of students will be to carry out in class
activities which favour apprenticeship, peer sharing and interpersonal interactions. The use of cooperative groups and games in class will be crucial to enhance these abilities.

**E. Bodily/Kinaesthetic intelligence**

We see here the ability to use the body or part of it in order to solve problems or also the ability to use the body with expressive purposes. These people could also have touch sensitivity and a high-developed sense of taste. This intelligence can be worked by encouraging our students to use their body to achieve different goals. For instance, body answers, classroom theatre, mime, using body language to communicate, manipulating things or objects with their hands such as in the case of making crafts, hands-on activities and competitive and cooperative games, among others will be highly fruitful and useful to use with this type of students (please, see Antunes, 2006: Chapter 7).

**F. Naturalist intelligence**

It is manifested by the empathy and appreciation for nature not only for animals and vegetation but also for the passionate relationship with the environment and their surroundings and how people can fit into it. For this purpose, activities which stimulate students’ curiosity, exploration and discovery, adventures, games (Antunes, 2006: Chapter 8) in which students must interact interpersonally with others or other ways of life, to bring nature into the classroom or imagine what is happening out from the class will be classroom practices highly recommended in order to attend this kind of intelligence.

**G. Logical/Mathematical intelligence**

This one is expressed by the facility for calculation, the solution of logical problems and critical thinking. For that reason, calculation, quantification, classification and categorization of things, as well as sequencing objects or facts, creating graphs, a continuous questioning for everything and a relation of new knowledge with previous one will be the responsible of sharpening this kind of intelligence in our students (cf. Antunes, 2006: Chapter 4).
H. Verbal/Linguistic intelligence

According to Gardner (1983:81-82), verbal or linguistic intelligence is based on the sensitivity to the meaning of words and their order in a sentence, the capacity to follow rules of grammar, the sensitivity to the sounds, rhythms, inflections and meters of words and also the sensitivity to the different functions of language. Following Antunes (2006: Chapter 3) this intelligence can be worked with games used for working on vocabulary and grammar and also for stimulating their verbal memory, such as memory games. Storytelling is seen as an entertaining and vital teaching tool as well as, for instance, brainstorming practices, writing personal journals in order to record their experience, working on worksheets and the encouragement of creative writing, among others.

5. METHODOLOGY

5.1. The procedures to design the unit

In order to design the present MI didactic unit, firstly we have carried out the literature review in order to know what studies or researches have already existed in the field. After having discovered them and compiling ideas of possible activities to follow in our class in relation to how to work on different students’ intelligences styles, we designed a draft graphic with all the activities that we liked to include in our didactic unit which attended to the diversity in our class. This, definitely, resulted in a elaborated MI graphic lesson (please, see section 6.3 in this text).

Then, regarding the Presentation-Practice-Production cycle (please, see section 5.4 in this text) that is highly recommended to follow in an EFL class, we started to define what activities were more appropriate for each kind of lesson stage (Christison, in Saleh, 2013:294).

After having designed these previous elements (lesson stages), we found it essential to establish which goals were more important for our students to acquire, firstly in a general view (lesson aim) and then, in a specific one (activity aim). Afterwards, we drew from these objectives the different contents to be worked in every single lesson, as well as what our students were going to be capable of doing with the language at the end of the lesson (language competence). As might be expected, a section which provides details
about the multiple intelligences which are worked in each lesson and, particularly, in each activity is also suggested. They have also been identified with images in order to make it easier for teachers to recognise the intelligences to be worked on and, likewise, the type of activity or the material to be used (a video, an audio, a game and so on and so forth). As can also be seen, we have tried to include in every lesson activities which contribute to enhance all kinds of multiple intelligences with successful results.

Last but not least, due to the importance of classroom management, we also decided to explain in detail in every particular activity the different materials to be used in class and, naturally, the teacher’s and students’ roles and the timing of each activity.

5.2. Official regulations

The legal framework considered for the elaboration of this MI didactic unit has three lines. One related to The Common European Framework of Reference for Languages (2001:3) which establishes “the promotion of research and development programmes leading to the introduction, at all educational levels, of methods and materials best suited to enabling different classes and types of students to acquire a communicative proficiency appropriate to their specific needs”.

On the other hand, we have also used a legal educational framework nationwide, which is regulated by Organic Law 8/2013, December 9th, for the Improvement of the Quality of Education (BOE-A-2013-12886) and Royal Decree 126/2014, February 28th (BOE 01-03-2014), which establishes the core curriculum for Primary Education and the minimum teaching requirements for this stage and, finally, a legal educational framework from the region of Andalusia, bearing in mind Decree 97/2015, March 3rd, which establishes the planning and the core curriculum for Primary Education in Andalucía (BOJA 13-03-2015), Order 17/2015, 3rd March, which develops the core curriculum for Primary Education in Andalucía (BOJA 27-03-2015) and Order 25th of July 2008, which regulates the attention to diversity of students from basic education in the public centres of Andalucía (BOJA 22-08-2008).
5.3. The context

The school is situated in a neighbourhood in an urban area where their inhabitants belong to a medium-low socio-economic level. A large part of the population is from the capital city or the same province, but there are also families that come from other regions of Spain and from other countries.

It is a two-line centre with a ratio of around 22 students per class. Our school covers from second cycle of Nursery Education to the sixth level of Primary Education, that is, we have students from 3 to 11 years old.

The centre has a staff composed by one Educational Therapeutic Teacher, one Linguistic Pedagogical Teacher, one Physical Education teacher, one Music teacher, three English specialist teachers, one French specialist teacher and a School Counsellor. Most of the teachers have a huge interest in the development of collaborative, interdisciplinary and innovation plans. This fact has hugely favoured a rapid acceptance of this MI didactic unit in the centre.

Related to my students, they are a mixed ability group. There are 24 students and they are between 7 and 8 years old. In our class group, we find:

- The main group, which involves the majority of the class, which needs attention in order to follow the course.
- One student who misbehaves very often.
- A student who has low vision.
- Some immigrant students. There are some students from other parts of Spain and also two students from Peru and a student from Equator.

Regarding families, we consider them a crucial element in our proposal because they can encourage their children to learn and to feel secure and comfortable in our class. Moreover, families tend to be very collaborative and supportive in everything proposed by the teachers.

Finally, the present MI didactic unit has been designed for students in the second year of Primary Education. It has been particularly developed for the teaching and learning of English as a Foreign Language and more specifically, to make students learn, being aware of and valuing the Halloween festival as a sociocultural aspect of the English
language. The unit has seven sessions resulting in approximately fifteen days of class work.

5.4. General methodological principles

Apart from following the Multiples Intelligences theory by Howard Gardner (1983) as the leading approach, our proposal also envisages the following teaching principles:

Each lesson has been divided into the same phases, Presentation, Practice and Production, which is called the PPP Cycle, following the Communicative Language Teaching or Communicative Approach (Richards, 2006). In the presentation stage, structured and non-communicative activities will be introduced. It is the time in which the language input takes place and the important thing is that our students get in touch with how the language works. In the second stage, language structures will be reinforced and it is a pseudo-communicative stage because it is when the structured output takes place. Finally, the production stage will be the communicative one since it is when students have a certain degree of autonomy in language use and this one starts to be used in context, as in real life situations.

As regards Order 17/2015, 3rd March (BOJA 13-03-2015), which develops the core curriculum for Primary Education in Andalusia, we also take into account other methodological principles which can be considered crucial in the teaching and learning process.

a. As we follow the Communicative Approach, it can be seen that, in each session, oral skills are worked before written skills, trying to imitate the natural way in which students acquire their mother tongue.

b. As in the whole Multiple Intelligences theory itself, we work on a student-centred approach where students are seen as an active part with voice and vote in their learning process. The teacher tends to act as facilitator, organiser, guide, assessor and evaluator, giving priority to the students and their surrounding reality.

c. As can be seen, some teaching and learning practices lead our students to be in contact with a real use of the language, such as the case of “The pen pal exchange” (see session 7, Unit test and E-twinning, production stage).
Furthermore, the writing skill is being worked from a playful and a problem-solving task perspective which highly emphasizes the students’ creativity and their critical analysis.

d. In order to work on phonics, at this level, we work on isolated phonemes and how they are combined in simple words in order that in a near future (higher levels) our students can access to complex reading easily. Moreover, because we usually work with chants, we provide the students with the particular stressed-time and rhythm of the English language.

e. We do our best for every single chunk of language (such as grammar structures, vocabulary, phonics, etc.) to be related to our students’ previous knowledge, going from the easiest to the most complex language elements.

f. As regards the reading skill, we also start from our students’ existing knowledge about the topic, providing them with a visual and verbal context where the visual one is predominant so that our students can make connections between the oral and the written word and its meaning. Moreover, we work with real materials or realia since Mr Men and Little Miss by Roger Hargreaves is a well-known and hilarious reading collection used by English children as native speakers. For that reason and because of its complexity, we decided to adapt the reading to our students’ language level of English.

g. Last but not least, as can be seen through the session’s development, group working and peer cooperation and collaboration, in order that they can carry out and solve different tasks together, is also a cornerstone in our didactic unit.

To sum up, by using all the extensive possibilities that MI theory as an educational approach and the MI activities compiled beforehand, we have done a personal unit design by means of which all the Multiples Intelligences are being taken into consideration in each session.
5.5. MI didactic unit implementation

Despite the fact that this multiple intelligence based didactic unit derives from our research throughout the literature review, its practical effectiveness could not be shown because it could not be definitely implemented in a class. In this regard, from this point we can extract some lines for future research (please, see section 7.2 in this text).

6. A MULTIPLE INTELLIGENCE BASED DIDACTIC UNIT

6.1. The aim of the MI didactic unit

Following Armstrong (2006:49), “teach an eight-way lesson on a particular subject or in a specific skill area […] reinforces students’ metacognitive awareness because we help students begin to understand which strategies they prefer to use when learning something new.”

Thanks to this, we are able to say that students will be ready to cope with a more and more globalised and diverse world where the important thing is not to be such an expert in a specific area but to be a citizen capable of dealing with a changeable social reality in which sooner or later their metacognitive strategies must be put into practice.

In this regard, our multiple intelligences’ work throughout the different sessions of our didactic unit would provide our students with the tools needed to successfully become that competent citizen which is required in the demanding and challenging society in which we live.

6.2. Summary of the MI activities to be followed

Before showing the development of each session, we can see below a MI activities graphic which will help us visually see at a glance how we try to put into practice all the literature about the topic in our didactic proposal.
IN OUR UNIT, WE WORK ON

MULTIPLE INTELLIGENCES

**VISUAL / SPATIAL**
- Wallchart
- Videos/Karaoke time
- Flashcards games
- Worksheets
- My amazing logbook
- Story time (Mr Men stories)
- Action! Mr Men stories
- Grammar PPT rules and dominoes
- Grammar Worksheets
- Learning Stations
- ICT activities
- TIC TAC TOE
- Ghostbuster games
- Final Task – Craft

**BODILY/KINESTHESIC**
- Songs / Phonics
- Flashcards games
- Action! Mr Men or Little Miss story
- Find it! Mr Men story
- Learning stations
- Ghostbuster game
- ICT activities
- Final Task - Craft

**NATURALIST**
- Wallchart
- Games in general
- Story time (Mr Men stories)
- Final Task – Craft

**LOGICAL/MATHEMATICAL**
- What’s missing game?
- Sequence Mr Men Story
- Grammar PPT rules and dominoes
- Grammar worksheet
- Spelling rainbow
- Building words
- Silly sentences
- Tic Tac Toe game

**MUSICAL**
- Videos/Songs /Audios
- Chants and Karaoke time
- Dancing with flashcards
- TIC TAC TOE
- Ghostbuster game
- Final Test

**VERBAL/LINGUISTIC**
- Wallchart
- Chants/Phonics-Karaoke
- Videos/Songs
- Flashcards games
- Worksheets
- My amazing logbook
- Story time (Mr Men stories)
- Grammar (Mr Men stories)
- Grammar rules and dominoes
- Grammar worksheets
- Learning rules and dominoes
- Learning Stations
- ICT activities
- TIC TAC TOE game
- Ghostbuster game
- Final Task – Craft
- Final Test
- Pen Pal exchange

**INTRAPERSONAL**
- Worksheets
- My amazing logbook
- Working in values worksheets (Mr Men stories)
- Grammar worksheets
- Building words
- Silly sentences
- Final Task - Craft
- Pen pal exchange
- Final Test

**INTERPERSONAL**
- Wallchart
- Videos/Songs
- Chants and Karaoke time
- Flashcards games
- Story time (Mr Men stories)
- Action! Mr Men stories
- Grammar rules and dominoes
- Learning Stations
- ICT activities
- TIC TAC TOE game
- Ghostbuster game
- Final Task – Craft
- Pen Pal exchange

My own elaboration
6.3. MI didactic unit development (Sessions 1 to 7)
Aim:

- To encourage students to pronounce and to follow the sound patterns of the language
- To present vocabulary and expressions related to Halloween festival
- To make students internalise the Halloween typical vocabulary and expressions.
- To improve listening comprehension

Vocabulary and structures: Knock, knock, Trick or Treat, Happy Halloween! Who took the candy from the Trick or Treat bag? Ghost, mummy, vampire, witch, monster and pirate.

Materials: videos, flashcards, CD, worksheets and “My amazing logbook”

Language competences: Students will be able to use popular Halloween expressions and value the sociocultural aspects of the language.

Multiple intelligences: verbal/linguistic, body/kinaesthetic, musical, intrapersonal, interpersonal, naturalistic, logical/mathematical and visual/spatial.

UNIT 3. KNOCK, KNOCK, TRICK OR TREAT

SESSION 1 – Listening and speaking

WARM UP: WELCOME EVERYONE!

(5 minutes)

- Aim: To greet pupils, to talk about daily life and to work on pronunciation, sound patterns and rhythm of the language
- Skills: Listening and speaking
- Grouping: Whole group
- Teacher’s role: Facilitator and guider
- Materials:
  - A wallchart
  - Who took the candy?
    https://www.youtube.com/watch?v=veZlIX6d63Y

The teacher and students are together in the class meeting.

Using the wall chart, the teacher will ask them for the day of the week, the date, the weather, how they feel, etc.

Students listen to “Who took the candy?” Chant for the first time and then, they repeat for a second time.
Firstly, students listen to the song and the teacher uses flashcards as a visual aid. Then, while listening to the song, students have to fill in the gaps with the vocabulary from the song. Finally, students will listen to the song again and will check their answers with the teachers’ help.

**PRESENTATION: KNOCK, KNOCK, TRICK OR TREAT** (10 minutes)

- **Aim:** To work on listening comprehension
- **Skills:** Listening and speaking
- **Grouping:** Whole group
- **Teacher’s role:** Facilitator, encourager, guide and evaluator.
- **Materials:**
  - Song: Knock, knock, trick or treat by Super Simple Songs at [https://www.youtube.com/watch?v=4jxcWlq3CBg](https://www.youtube.com/watch?v=4jxcWlq3CBg)
  - Song: Knock, knock, trick or treat_Part 2 by Super Simple Songs at [https://www.youtube.com/watch?v=aZHxiShEUtg](https://www.youtube.com/watch?v=aZHxiShEUtg)
  - Gap filling lyric song (for students) and answers for teachers (Appendix 1)

**PRACTICE: LET’S PLAY WITH FLASHCARDS!** (15 minutes)

- **Aim:** To use the Halloween vocabulary
- **Skills:** Listening and speaking
- **Grouping:** Whole group and small groups
- **Teacher’s role:** Encourager, resource, guide and evaluator.
- **Materials:**
  - Song: Thriller by Michael Jackson
  - Song vocabulary Flashcards (Appendix 2)
What is missing?

− Rearrange and display four flashcards on the board
− Ask student for keeping their eyes closed.
− Ask students for opening their eyes
− Students have to guess which flashcard is out.
− The student who guesses it gets the flashcard for him/her.

Dancing with flashcards

− The class is divided into two small groups.
− One student from every group needs to get one of the flashcards which is hidden around the class.
− At the rhythm of the song “In the jungle, the mighty jungle”, students go dancing around the class.
− The teacher stops the music and says a word from the vocabulary, for instance, ‘Ghost!’
− A student from each group has to run around the class to look for the flashcard. The first who gets it wins a point for his/her group. The group who finds more flashcards will be the winner.

PRODUCTION: TIME TO REFLECT! (10 minutes)

• **Aim:** To consolidate vocabulary and structures learnt and to relation words and their relevant images.

• **Skills:** Listening, speaking, reading and writing

• **Grouping:** Individual

• **Teacher’s role:** Encourager, assessor and evaluator.

• **Materials:**
  − Knock, knock, trick or treat by Super Simple Songs at [https://www.youtube.com/watch?v=4jxcWlq3CBg](https://www.youtube.com/watch?v=4jxcWlq3CBg) and Knock, knock, trick or treat, Part 2 by Super Simple Songs at [https://www.youtube.com/watch?v=aZHxiShEUtg](https://www.youtube.com/watch?v=aZHxiShEUtg)
  − Listening comprehension worksheet (Appendix 3)
  − Matching activity worksheet (Appendix 4)
Listening comprehension worksheet

− Students listen to the song and circle the Halloween characters they listen to.

Matching activity worksheet:

− Students match the written words with their appropriate images.

ENDING THE LESSON: MY AMAZING LOGBOOK (5 minutes)

• **Aim:** To review the lesson and reinforce language items

• **Skills:** Reading and writing

• **Grouping:** Individual

• **Teacher's role:** Encourager, assessor, evaluator and problem detector.

• **Materials:**
  − My amazing logbook
  − Clean up song. Super Simple Songs at [https://www.youtube.com/watch?v=SFE0mMWbA-Y](https://www.youtube.com/watch?v=SFE0mMWbA-Y)

− Students go to their logbook and record something they have learnt in this session. It could be a word or a part from the lyric. Here, they could also draw what they write.

− After 5 minutes working on this, students will listen to the “Clean up” song, which invites them to tidy their things up. That is the end of the lesson.
The teacher and students are together in the class meeting.

Using the wall chart, the teacher will ask them for the day of the week, the date, the weather, how they feel, etc.

Students will chant and play “Who took the candy?”

Aim:
- To create expectations and encourage students to feel captivated by the story
- To work on reading comprehension (make predictions)
- To learn to cooperate in class and with their peers
- To work on the importance of behaving well with others

Vocabulary and structures from the story:
Halloween, scary, a pumpkin, a skeleton, a ghost, Trick-or-Treat, a spider, a pirate, a witch, a devil, a wizard, a bat, to dress up and to tickle.

Materials: Mr. Tickle and the Scary Halloween by Roger Hargreaves adapted version (Cristina García), flashcards, worksheets and ‘The amazing logbook’

Language competences: Students will be able to value the richness and enjoyment of reading, to appreciate the sociocultural aspects of the English language, to value the importance of behaving well with others and recognising a bad behaviour

Multiple intelligences: verbal/linguistic,
PRESENTATION (Before and while reading):

MR TICKLE AND THE SCARY HALLOWEEN (10 minutes)

- **Aim:** To create expectations, to encourage students to feel captivated by the story and to make predictions.
- **Skills:** Listening and speaking
- **Grouping:** Whole group
- **Teacher's role:** Facilitator, guide and encourager
- **Materials:**
  - Mr. Tickle and the Scary Halloween adapted version (Appendix 5)

- Show the front and back cover from the book to students and ask them what they think the story is going to be about, predict from the title, who are the main characters from the story, what they think is happening in the story, etc., in order to encourage students to interact with each other and encourage guessing strategies.

- Then, tell students the story, making emphasis on the different pictures.

- Ask them about the colours that they can see in every picture, the elements or objects that they already know, where the main characters are, etc.

PRACTICE (After reading): ACTION! (10 minutes)

- **Aim:** To re-act the story and to learn cooperatively in class and with their peers.
- **Skills:** Listening, speaking and reading
- **Grouping:** Small groups
- **Teacher’s role:** Encourager, resource and evaluator.
- **Materials:**
  - Flashcards made from the Mr. Tickle and the Scary Halloween storybook story (Appendix 6)
  - Word flashcards (Appendix 7)
− Use simple prompts from the story such as a picture of a witch or a ghost.

− When students look at the flashcard, they must relate the picture to what happened with it in the story and, consequently, they have to make facial expressions, movements or sounds to imitate the different characters.

PRODUCTION: TIME TO REFLECT! (15 minutes)

• **Aim:** To check students’ story comprehension, to work on the importance of behaving well with others and recognising a bad behaviour.

• **Skills:** Listening, speaking, reading and writing

• **Grouping:** Individual

• **Teacher’s role:** Encourager, assessor, resource and evaluator.

• **Materials:**
  − Sequence Mr. Tickle and the Scary Halloween story Worksheet (Appendix 8)
  − The importance of behaving well with others. Working in Values Worksheet (Appendix 9)

• **Sequence Mr. Cheerful story worksheet:** Students are given a worksheet with unscrambled pictures from the story. They must sequence the pictures according to when the actions happen within the story.

• **Working in Values worksheet:**
  - Students are invited to reflect about Mr. Tickle and the Scary Halloween story and to do so, the teacher will make emphasis on the importance of behaving well with people and also with the environment (plants and animals)
  - After this, they will receive a worksheet where they will find some pictures which illustrate children involved in different daily situations.
  - Students must circle each illustration with a thumb up if they consider it is a good behaviour or circling a thumb down if the picture illustrates a bad behaviour.
Students go to their dossier where they have to draw a picture of their favourite part of the Mr. Tickle and the Scary Halloween story and they also have to draw themselves behaving well.

After 5 minutes working on this, students will listen to the “Clean up” song which invites them to tidy their things up. That is the end of the lesson.

TIME FILLER ACTIVITY: FIND IT!

The class is divided into small groups.

Show students the pictures used as prompts of the storybook (Appendix 5).

Say a word from the story and then, Find it!

Students from the groups must look around the class in order to find the appropriate writing word for the picture concerned.

The first student who finds it has to say the word aloud and get a point for his/her group.
Aim:

- To recognise the adjective placement in English sentences.
- To use some common adjectives to describe things related to Halloween.
- To make students internalise the typical Halloween vocabulary and expressions.
- To learn to cooperate in class and with their peers.

Vocabulary and structures: scary monster, spooky vampire, scary witch, spooky ghost, spooky goblin, scary spider, spooky skeleton and scary bat, colours, It is a…

Materials: Video, power point, worksheets and ‘The amazing logbook’

Language competences: Students will be able to describe the typical characters or things associated with Halloween.

Multiple intelligences: verbal/linguistic, body/kinaesthetic, musical, intrapersonal, interpersonal, naturalistic, logical/mathematical and visual/spatial.

UNIT 3. KNOCK, KNOCK, TRICK OR TREAT
SESSION 3 – 4 skills and grammar

WARM UP: WELCOME EVERYONE!
(5 minutes)

- Aim: To greet pupils, to be able to talk about daily life and to work on pronunciation, sound patterns and rhythm of the language
- Skills: Listening and speaking
- Grouping: Whole group
- Teacher’s role: Facilitator and guide
- Materials:
  - A wallchart
  - Who took the candy?
  https://www.youtube.com/watch?v=veZlIX6d63Y

The teacher and students are together in the class meeting.

Using the wall chart, the teacher will ask them for the day of the week, the date, the weather, how they feel, etc.

Students chant and play “Who took the candy”
Students will watch a video in order to be introduced to the use of adjectives, and their correct position inside the sentence, to describe Halloween characters.

After this, write the words *scary* and *spooky* on the board. Then, click on the following PPT slides and before showing students the results, they must guess where they will place the previous adjectives.

Students will be invited to describe the characters using colours and being encouraged to place the colour adjective before the noun.

To help students to get the sentence pattern (adjective + noun), all the slides will follow exactly the same model, changing only in colour adjectives, where they do not have a written word but a coloured circle instead.

**PRESENTATION: GO AWAY!** (10 minutes)

- **Aim:** To introduce our students on the placement of adjectives in English to help them to describe different Halloween characters.
- **Skills:** Listening and speaking
- **Grouping:** Whole group
- **Teacher’s role:** Guide, controller, encourager and evaluator.
- **Materials:**
  - *Go away!* by Super Simple Songs at [https://www.youtube.com/watch?v=Ec1cz_jHQMR](https://www.youtube.com/watch?v=Ec1cz_jHQMR)
  - *Go away spooky Goblin!* by Super Simple Songs at [https://www.youtube.com/watch?v=gWwGeeYKEAo](https://www.youtube.com/watch?v=gWwGeeYKEAo)
  - Adjectives + Noun Power Point Presentation (Appendix 10)

**PRACTICE: DOMINOES** (15 minutes)

- **Aim:** To recognise and reinforce the use of adjectives before nouns to describe things or people.
- **Skills:** Listening and speaking
- **Grouping:** Small groups
- **Teacher’s role:** Guide, controller, encourager and evaluator.
- **Materials:**
  - Adjective + Noun Dominoes Power Point (Appendix 11)
Divide the class into two groups.

Set the Dominoes Power Point (PPP) on the digital board.

Each counter will show students a picture with a written adjective or a coloured circle that describes the picture. The order of the adjective and noun can be correct or incorrect. The teacher will show the counter and read it aloud in order that students can also recognise it orally.

In turns, each group will have the chance to decide in their groups if the counter shows a description that follows the sentence pattern (adjective + noun), which will be correct, or not, which will be incorrect.

A student from the group will click on the counter and this one will move automatically to the appropriate place (Correct or Incorrect) If the group is right, they will get a point. If they do not, they point will go to the other group.

**PRODUCTION: TIME TO PRACTICE GRAMMAR!** (15 minutes)

- **Aim:** To consolidate the sentence structure (adjective + noun) to describe different Halloween characters.
- **Skills:** Reading and writing.
- **Grouping:** Individual
- **Teacher's role:** Encourager, assessor and evaluator.
- **Materials:**
  - Adjectives and nouns writing worksheet (Appendix 12)

**ADJECTIVES AND NOUNS worksheet:**

- Students have to do a worksheet in which they have to consolidate the grammar key point from the unit.
- Regarding the picture that they have on their left, they will describe the Halloween characters, selecting one correct option from the two that they have been given.
Students go to their logbook. They have to draw their two favourite Halloween characters. Following the same procedure as in the previous activity, they have to describe the characters that they have before using the sentence pattern (adjective + noun) from the lesson. After 5 minutes working on this, students will listen to the “Clean up” song, which invites them to tidy their things up. That is the end of the lesson.

### TIME FILLER ACTIVITY: DOMINOES

The teacher can give students the dominoes markers physically in order that our students, in small groups, can continue playing the game.
Aim:
- To work on word spelling and order.
- To introduce sentence order.
- To expand students’ creativity.
- To learn to cooperate in class and with their peers.

Vocabulary and structures: scary and spooky (as adjectives), a monster, a vampire, a witch, a ghost, a wizard, a bat, a spider, a skeleton, a mummy, a witch, a devil, a pirate, Halloween, Trick or Treat, colours, verb to be (third person of singular), tree, free, see, bee, pea, tea, sea and flea.

Materials: Video, chants, game instructions for learning stations, dices, alphabet beads, small cards, worksheets, a board game, board game markers and ‘The amazing logbook’

Language competences: Students will be able to spell words and to understand the order of a sentence subconsciously.

Multiple intelligences: verbal/linguistic, body/kinaesthetic, musical, intrapersonal, interpersonal, naturalistic, logical/mathematical and visual/spatial.

UNIT 3. KNOCK, KNOCK, TRICK OR TREAT
SESSION 4 – Pronunciation and Learning Stations

WARM UP: WELCOME EVERYONE!
(5 minutes)
- Aim: To greet pupils, to be able to talk about daily life and to work on pronunciation, sound patterns and rhythm of the language
- Skills: Listening and speaking
- Grouping: Whole group
- Teacher’s role: Facilitator and guide
- Materials:
  - A wallchart
  - Who took the candy?
    https://www.youtube.com/watch?v=veZlIX6d63Y

The teacher and students are together within the class meeting.

Using the wall chart, the teacher will ask them for the day of the week, the date, the weather, how they feel, etc.

Students chant and play “Who took the candy?”
Students will watch a video to be introduced to the long vowel ee and ea.

This video includes a karaoke chant so, at the same time, students will start to practise the long vowel sound /i:/ in context.

Because the chant gets more difficult, it would be a good challenge to divide the class into two groups. Each group will chant in turns every slide of the video.

After this practice, we will show students a poster with some words which are pronounced using the long vowel /i:/ All students together will have to pronounce the different words aloud.

Learning stations activities will be based on working simultaneously with small groups in class.

For that purpose, our class group will be divided into four small groups.

Each group will have to work on solving different tasks together during ten minutes.
After these ten minutes, the teacher rings the hand bell and students must change their positions and go to another work station. When students have worked in all the stations, they will finish.

**LEARNING STATION: SPELLING RAINBOW** (7 minutes)

- **Aim:** To reinforce language items, to work on word spelling and to expand students’ creativity
- **Skills:** Listening, speaking, reading and writing.
- **Grouping:** Small groups (4 – 5 students)
- **Teacher’s role:** Organiser, encourager, assessor and evaluator.
- **Materials:**
  - Spelling rainbow instructions (Appendix 14)
  - Small cards with written words (Appendix 15)
  - A dice
  - A writing worksheet to record the spelling words (Appendix 16)

In this learning station “Spelling Rainbow”, students must spell the vocabulary words from the unit picking up some of the small cards they have on their work station.

The group will be composed by 4 or 5 students. The four/five students will have in front of them some vocabulary cards, the spelling instructions, a dice and four worksheets (one per each student) on which they will write the word spelt by one of their partners.

First, one student from the group picks a vocabulary card without showing it to the rest of the group.

Then, this student must spell this word to the others. Before doing it, s/he will throw the dice to know what colour the other students must write the word spelt in.

Once they know it, the remaining three students will write the word three times in the appropriate colour following the rainbow space. After finishing, it is another student's turn.

If, after rolling the dice, the students obtain the same colour sequentially, the dice must be rolled again in order to obtain another colour. The final purpose of this activity is that in each turn students use a different colour from the rainbow.

This learning station will be finished when they complete all the colours of the rainbow or after 7 minutes.
In this learning station “Building words”, students must create some vocabulary bracelets for themselves using printed alphabet beads.

Each student will have a card with seven gaps to be filled.

On their working station, students will have a pile of small cards with vocabulary from the unit.

The purpose is that students start to create their own bracelets individually using printed alphabet beads.

First, students will face up a card and then, they will start to design their bracelet.

Once students design their first word, they will write the word on the list of their vocabulary card and they will continue up to the last word (six or seven) or after 7 minutes.

LEARNING STATION: SILLY SENTENCES (7 minutes)

- **Aim:** To reinforce language items, to work on the sentence order and to expand students’ creativity
- **Skills:** Listening, speaking, reading and writing.
- **Grouping:** Small groups
- **Teacher’s role:** Organiser, encourager, assessor and evaluator.
- **Materials:**
  - Silly sentences instructions (Appendix 20)
  - Small cards with written words – Silly sentences cards (Appendix 21)
  - Silly sentences worksheet (Appendix 22)
In this learning station students will have some small cards with written words on them and each card will have a colour depending on what function the word has in the sentence.

Following the colour sentence pattern provided by the teacher, students pick the cards up in order to create sentences.

These sentences do not have to have sense at all. The importance here is not just on having a first experience with the language sentence order but also on expanding students' creativity.

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**LEARNING STATION: GAME TIME!** (7 minutes)

- **Aim:** To reinforce the knowledge acquired.
- **Skills:** Listening, speaking, reading and writing.
- **Grouping:** Small groups
- **Teacher’s role:** Organiser, encourager, assessor and evaluator.
- **Materials:**
  - Game time board game (Appendix 23)
  - Markers
  - A dice

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In this learning station, students will have a board game which reviews all the key words and structures they have worked on during all the lesson.

Students will use a marker and a dice.

They will roll the dice and they will go the boxes forward saying what they can see in each of them.

If they are right, they will go forward. If they are wrong, they will go back a box.

The first student to reach the end will be the winner.
ENDING THE LESSON: MY AMAZING LOGBOOK (5 minutes)

• **Aim:** To review the lesson and reinforce language items

• **Skills:** Reading and writing

• **Grouping:** Individual

• **Teacher’s role:** Encourager, assessor, evaluator and problem detector.

• **Materials:**
  – My amazing logbook
  – Clean up song. *Super Simple Songs* at https://www.youtube.com/watch?v=SFE0mMWbA-Y

– Students go to their logbook and select which working station they enjoyed most, adding information about something they have already learnt in that working station.

– Then, they will have to write some of the words that they have spelt before.

– After 5 minutes working on the dossier, students will listen to the *Clean up* song which invites them to tidy their things up. That is the end of the lesson.
The teacher and students are together in the class meeting. Using the wall chart, the teacher will ask them for the day of the week, the date, the weather, how they feel, etc.

**Aim:**
- To work on word spelling.
- To work on oral and written word association.
- To develop ICT skills.
- To learn to cooperate in class and with their peers.

**Vocabulary and structures:** scary monster, spooky vampire, scary witch, spooky ghost, spooky goblin, scary spider, spooky skeleton and scary bat, colours, It is…

**Materials:** computer and ICT activities.

**Language competences:** Students will be able to put into practice their ICT skills in order to solve problems.

**Multiple intelligences:** verbal/linguistic, body/kinaesthetic, musical, intrapersonal, interpersonal, naturalistic, logical/mathematical and visual/spatial.

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**SESSION 5 – ICT and TIC TAC TOE**

**WARM UP: WELCOME EVERYONE!**

(5 minutes)

- **Aim:** To greet pupils, to know each other and to work on pronunciation, sound patterns and rhythm of the language
- **Skills:** Listening and speaking
- **Grouping:** Whole group
- **Teacher’s role:** Facilitator and guide
- **Materials:**
  - A wallchart
  - *Who took the candy?*
  
  [Link](https://www.youtube.com/watch?v=veZlIX6d63Y)
ICT ACTIVITIES

ICT activities will be based on working simultaneously with the Information and Communication Technologies and the contents from the unit. For that purpose, we will use the ICT room in the school.

Once all students are in class, they will start to work in pairs or threes and they will have to carry out different tasks in order to review contents from the unit such as vocabulary, grammar, spelling and pronunciation thanks to the use of the new technologies.

All students will start in activity number 2 and so on up to activity number 4. All the activities will always be done under the teacher’s supervision.

PRACTICE/PRODUCTION: ICT ACTIVITY 1 (7 minutes)

- **Aim:** To develop matching pictures and word recognition, to create opportunities for student autonomous and peer learning and to apply ICT skills.

- **Skills:** Listening, speaking and reading.

- **Grouping:** Pairs or threes.

- **Teacher's role:** Guide, controller, encourager and evaluator.

- **Materials:**
  - Computer

Students will work on a memory game which will help them to match pictures with their appropriate written words.
This time students will play a guessing game. For this purpose, as in Hangman, students will have to guess the spelling of words by clicking on the different letters of the alphabet; the lose ‘pumpkins’ or lives if they are wrong.

**PRACTICE/PRODUCTION: ICT ACTIVITY 2** (7 minutes)

- **Aim:** To work on word spelling and guessing strategies, to create opportunities for student autonomous and peer learning and to apply ICT skills.
- **Skills:** Listening, speaking, reading and writing.
- **Grouping:** Pairs or threes.
- **Teacher’s role:** Guide, controller, encourager and evaluator.
- **Materials:**
  - Computer
  - Halloween guessing game at [http://www.anglomaniacy.pl/halloweenHangman.htm](http://www.anglomaniacy.pl/halloweenHangman.htm)

- **PRACTICE/PRODUCTION: ICT ACTIVITY 3** (7 minutes)

- **Aim:** To associate the pronunciation of words with their appropriate writing, to create opportunities for student autonomous and peer learning and to apply ICT skills.
- **Skills:** Listening, speaking, reading and writing.
- **Grouping:** Small groups (4 – 5 students)
- **Teacher’s role:** Organiser, encourager, assessor and evaluator.
- **Materials:**
  - Computer
− Students will listen to the pronunciation of different Halloween vocabulary words.
− They will select its appropriate written word and they have to drag and drop the box with its appropriate picture.

**PRACTICE/PRODUCTION:** (14 minutes)

- **Aim:** To consolidate vocabulary and structures learnt, to create opportunities for students’ autonomous and peer learning and to make language learning enjoyable.
- **Skills:** Listening, speaking, reading and writing.
- **Grouping:** In pairs
- **Teacher’s role:** Organiser, guide, controller, encourager and evaluator.
- **Materials:**
  - TIC TAC TOE game instructions (Appendix 24)
  - TIC TAC TOE board game (Appendix 25)
  - TIC TAC TOE sample of cards (Appendix 26)

− Working on this activity, students will review all that they have learnt throughout the units in an enjoyable way.
− Students, in pairs, will play three in a line.
− On their boards, each box comes in a different colour. These colours will represent grammar, vocabulary, guessing, chant and mime activities.
− The main purpose of this activity will be that students try to make three in a line but first, once they place in a coloured box, they must solve the respective task according to the colour.
ENDNG THE LESSON: MY AMAZING LOGBOOK (5 minutes)

- **Aim:** To review the lesson and reinforce language items
- **Skills:** Reading and writing
- **Grouping:** Individual
- **Teacher’s role:** Encourager, assessor, evaluator and problem detector.
- **Materials:**
  - My amazing logbook
  - Clean up song. Super Simple Songs at https://www.youtube.com/watch?v=SFE0mMWbA-Y

- Students go to their logbook and record something they have learnt in this session.
- Firstly, the students will have to choose what game online they enjoyed most.
- Then, students will record what they learnt playing tic-tac-toe. Following the coloured boxes which are being provided by the activity, students must write or draw the most significant words for them.
- After 5 minutes working on the dossier, students will listen to the *Clean up* song which invites them to tidy their things up. That is the end of the lesson.
Aim:
- To improve their word recognition
- To practise listening and matching spellings
- To consolidate the vocabulary and grammar aspects from the unit
- To create opportunities for students' socialization
- To learn to cooperate in class and with their peers.

Vocabulary and structures: scary monster, spooky vampire, scary witch, spooky ghost, spooky goblin, scary spider, spooky skeleton and scary bat, colours, verb to be (first person of singular) and classroom commands (cut, paste, write, colour, etc.)

Materials: flyswatters, worksheets, cardboard, scissors, glue stick and cardboard bags.

Language competences: Students will be able to value the joyful aspect of the language and the richness of sociocultural aspects from that language.

Multiple intelligences: verbal/linguistic, body/kinaesthetic, musical, intrapersonal, interpersonal, naturalistic and visual/spatial.

UNIT 3. KNOCK, KNOCK, TRICK OR TREAT
SESSION 6 – GHOSTBUSTER GAME AND FINAL TASK

WARM UP: WELCOME EVERYONE!
(5 minutes)
- Aim: To greet pupils, to talk about their daily life and to work on pronunciation, sound patterns and rhythm of the language
- Skills: Listening and speaking
- Grouping: Whole group
- Teacher’s role: Facilitator and guider
- Materials:
  - A wallchart
  - Who took the candy?
    https://www.youtube.com/watch?v=veZIIX6d63Y

The teacher and students are together in the class meeting.

Using the wall chart, the teacher will ask them for the day of the week, the date, the weather, how they feel, etc.

Students chant and play “Who took the candy?”
PRACTICE: GHOSTBUSTER GAME (10 minutes)

- **Aim:** to improve their word recognition and to practise listening and matching spellings and to create opportunities for students' socialization
- **Skills:** Listening, speaking and reading.
- **Grouping:** Whole group
- **Teacher's role:** Guide, controller, encourager and evaluator.
- **Materials:**
  - Paper ghosts with vocabulary words printed on them (Appendix 27)
  - 2 flyswatters
  - Blackboard/Whiteboard

- Place some of the paper ghosts on the blackboard or whiteboard.
- Divide the class into two groups.
- In turns, a representative from each group comes up to the board and they are given a flyswatter.
- At the rhythm of the Ghostbusters theme song, students will wait for the teacher to stop the song and say aloud a word from the unit.
- Then, students will have to hit onto the appropriate ghost very quickly with their flyswatter.
- The first student who hunts the ghost will win a ghost for his/her group.
- At the end, the team which have more ghosts will be the winner.
This time students will make some creative trick-or-treat bags individually following patterns and characters templates provided by the teacher.

First, students must choose the trick-or-treat bag they want to design.

Once they have decided the pattern, they will use the characters template to put on a coloured cardboard and then cut it.

After having all cut, students will start to paste all the pieces on a cardboard bag.

To complete the process, students will take their trick-or-treat bags with them in order to trick-or-treat on Halloween’s day!

The Clean up song will invite students to tidy their things up. That is the end of the lesson.
Aim:

- To work on the four integrated skills of the language
- To encourage students to be autonomous learners
- To work on writing informal letters
- To make students aware of and value the sociocultural aspects of the language
- To let them learn with peer interaction

Vocabulary and structures: I am/I’m, spooky/scary/colours (as adjectives), monster, witch, wizard, pumpkin, bat, cat, spider, vampire, mummy, devil and skeleton Trick or Treat! Happy Halloween! Tree, bee,

Materials: wallchart, test, guided writing and logbook

Language competences: Students will be able to value their personal learning throughout the lesson and the importance to manage the language for interacting with foreign people.

Multiple intelligences: verbal/linguistic, musical, intrapersonal, interpersonal, naturalistic and visual/spatial.

The teacher and students are together in the class meeting.

Ask them for the day of the week, the date, the weather, how they feel today, etc., using the wall chart.

PRODUCTION: UNIT TEST (25-30 minutes)

- Aim: To check students’ comprehension and learning, to make them autonomous learners and to work on the four integrated skills of the language.
- Skills: Listening, reading and writing.
- Grouping: Individual
- Teacher’s roles: Facilitator, organiser, guide and evaluator.
- Materials:
  - Unit test (Appendix 29)
Here students have to do the exam based on all the contents from the unit and work on the four skills of the language.

The E-twinning project will favour that students, at the end of every unit, will have the chance to interact with students from Gourock (Scotland) and let them know what they have learnt throughout the whole unit and vice versa.

With this great experience, our students will be able to put into practice all that they have learnt throughout the unit, to develop their English knowledge as well as their interest in different countries, cultures and lifestyles, based on exchanging letters with pen pals.

**PRODUCTION: PEN PAL EXCHANGE** (10 minutes)

- **Aim:** To work on informal short letters structure and enhance the intercultural exchange and cooperative learning.
- **Skills:** Reading and writing.
- **Grouping:** Individual.
- **Teacher’s roles:** Facilitator, organiser, guide and evaluator.
- **Materials:**
  - Pen Pal exchange - guided writing (Appendix 30)
To end up the unit, students will be provided with a structured letter that they must fill in with key words they are also given. When they finish writing to their pen pals, the teacher will scan the letter to be sent to students from Gourock.

**ENDING THE LESSON: MY AMAZING LOGBOOK (5 minutes)**

- **Aim:** To review the lesson and reinforce language items
- **Skills:** Reading and writing
- **Grouping:** Individual
- **Teacher’s role:** Encourager, assessor, evaluator and problem detector.
- **Materials:** My amazing logbook

Finally, using their own logbook, students will paste their letter in the corresponding box and they will be looking forward to receiving their pen pal’s answer. In this regard, their pen pal’s reply will also be printed by the teacher and pasted in each student’s logbook. This will be the final activity to conclude the unit.
7. CONCLUSIONS

7.1. Results and discussions

After our literature review on Multiple Intelligences and after compiling the extensive activities we can carry out in our class in order to attend to these multiple intelligences, we consider that this educational approach gives us huge possibilities to attend to students’ diversity in class and thus, to be able to design teaching proposals adapted to this natural human variety.

What is more, if we have a brief look at the different education legal framework, it seems to be clearly evident that attention to diversity is being governed by Order 28\textsuperscript{th} July 2008 of the consolidated text from 2016 which regulates the Attention to Diversity for Primary Education in the community of Andalusia and which in its second title states that “Attention to diversity will be an educational action guideline to be followed in our education system and which will favour a flexible classroom management and a diversified and individualised planning of contents and teaching” (my own translation).

From here we draw the conclusion that attending to diversity is not just a need but also a must for us as teachers and thus, the Multiple Intelligences theory can give us the possibility to have all this human diversity attended in our class with the advantage of being encouraging our students’ motivation and involvement in the teaching and learning process.

7.2. Lines for future research

As has been underlined above, we consider it highly advisable, as a line for future research, to follow the practical implementation of this MI didactic unit for the educative grade (2nd grade of Primary Education) which has been created for.

Apart from that, Gardner (1983) has written about the possible existence of other kinds of intelligences, among them we can find existential intelligence (Amstrong, 2006) Although there is not any research into it yet, we must bear in mind that if new intelligences start to flourish in future researches, it would be a must to compile a list of the most useful activities that help to work on that kind of intelligence in class and, as a
consequence, integrate them in the different sessions of our Multiple Intelligence based didactic unit for English as a Foreign Language.
8. REFERENCES


Decree 97/2015, 3rd March, which establishes the planning and the core curriculum for Primary Education in Andalucía (BOJA 13-03-2015).


Order, 17/2015, 3rd March, which develops the core curriculum for Primary Education in Andalucía (BOJA 27-03-2015).

Order 25th of July 2008, which regulates the attention to diversity of students from basic education in the public centres of Andalucía (BOJA 22-08-2008).

Phonics Kids (5a) - The Vowel Pairs. Retrieved from https://www.youtube.com/watch?v=fZ_nq3YqG-4 [09/11/2016, 0:12].


Royal Decree 126/2014, February 28th, which establishes the core curriculum for Primary Education and the minimum teaching requirements for this stage (BOE 01-03-2014).


Super Simple Songs. *Go away!* Retrieved from https://www.youtube.com/watch?v=Ecz_qM_Bg [09/11/2016, 0:14].


9. APPENDICES

In all the appendices I took the images from Internet.

9.1. Appendix 1 – Gap-filling lyric song (for students) and answers for teachers

<table>
<thead>
<tr>
<th>For students</th>
<th>For teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WITCH</strong></td>
<td><strong>1. KNOCK, KNOCK, TRICK OR TREAT</strong></td>
</tr>
<tr>
<td><strong>PIRATE</strong></td>
<td>Knock, knock, trick or treat</td>
</tr>
<tr>
<td></td>
<td>Who are you?</td>
</tr>
<tr>
<td></td>
<td>I'm a ________</td>
</tr>
<tr>
<td></td>
<td>(Repeat twice)</td>
</tr>
<tr>
<td><strong>MUMMY</strong></td>
<td>I'm a little ________</td>
</tr>
<tr>
<td></td>
<td>(Repeat twice)</td>
</tr>
<tr>
<td><strong>MONSTER</strong></td>
<td>Knock, knock, trick or treat</td>
</tr>
<tr>
<td></td>
<td>Who are you?</td>
</tr>
<tr>
<td></td>
<td>I'm a ________</td>
</tr>
<tr>
<td></td>
<td>(Repeat twice)</td>
</tr>
<tr>
<td><strong>HAPPY</strong></td>
<td>I'm a little ________</td>
</tr>
<tr>
<td><strong>HALLOWEEN</strong></td>
<td>(Repeat twice)</td>
</tr>
<tr>
<td><strong>VAMPIRE</strong></td>
<td>Knock, knock, trick or treat</td>
</tr>
<tr>
<td></td>
<td>Who are you?</td>
</tr>
<tr>
<td></td>
<td>I'm a ________</td>
</tr>
<tr>
<td></td>
<td>(Repeat twice)</td>
</tr>
<tr>
<td></td>
<td>I'm a little ________</td>
</tr>
<tr>
<td></td>
<td>(Repeat twice)</td>
</tr>
<tr>
<td><strong>TRICK-OR-</strong></td>
<td>Knock, knock, trick or treat</td>
</tr>
<tr>
<td><strong>TREAT</strong></td>
<td>Who are you?</td>
</tr>
<tr>
<td></td>
<td>I'm a ________</td>
</tr>
<tr>
<td></td>
<td>(Repeat twice)</td>
</tr>
<tr>
<td><strong>GHOST</strong></td>
<td>I'm a little ________</td>
</tr>
<tr>
<td></td>
<td>(Repeat twice)</td>
</tr>
</tbody>
</table>

Knock, knock, trick or treat
Who are you?
I'm a ________
I'm a little ________
(Repeat twice)

Song at *Super Simple Songs*. Halloween songs. *Knock, knock, trick or treat* and
*Knock, knock, trick or treat – Part 2*
9.2. Appendix 2 – Song vocabulary Flashcards
### LISTENING COMPREHENSION: KNOCK, KNOCK, TRICK OR TREAT

Circle the Halloween characters you hear.

<table>
<thead>
<tr>
<th>I’m a ...</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Character 1" /></td>
</tr>
<tr>
<td><img src="image4.png" alt="Character 4" /></td>
</tr>
<tr>
<td><img src="image7.png" alt="Character 7" /></td>
</tr>
<tr>
<td><img src="image10.png" alt="Character 10" /></td>
</tr>
<tr>
<td><img src="image13.png" alt="Character 13" /></td>
</tr>
<tr>
<td><img src="image16.png" alt="Character 16" /></td>
</tr>
</tbody>
</table>

52
MATCHING ACTIVITY
Match each picture with its appropriate word.

1. A VAMPIRE
2. TRICK OR TREAT
3. A MONSTER
4. A PIRATE
5. A MUMMY
6. A WITCH
7. A GHOST
Halloween is coming!
Mr Tickle is preparing an enormous pumpkin.
Halloween is always scary!

Last year, Little Miss Scary scared all people.
She scared Mr Happy, for example, using a skeleton puppet!

Then, she scared Little Miss Giggle and her little bows, jumping out from the pumpkin.

And she also scared Mr Brave and his hat, dressing up as a ghost!

‘This year, Halloween will be different’, says Mr. Tickle.
Little Miss Scary goes out with the full moon getting ready for her tricks or treats.
- I am going to scare Little Miss Ditzy! Ha, ha, ha!

But, suddenly, an extraordinary long arm starts to tickle her!!

Little Miss Scary starts to laugh a lot!
- 'I like your spider, Mr. Scary' – says Little Miss Ditzy.

Little Miss Scary was angry because her trick hasn’t worked.
- 'Well, I am going to climb up this tree now and with my glow, I will scare Mr. Bump!' she said.

But look! Again a long arm is approaching to her.

- 'Oh, Mr Scary, you are so funny!' – says Mr. Pump dressed up as a pirate.
Every time Little Miss Scary tried to scare someone, Mr. Tickle’s long arm appeared to tickle her!

Her tricks didn’t work anymore!

That night, she couldn’t scare Little Miss Neat dressed up as a witch and she spilled the green go on herself!

She wanted to scare Mr. Quiet, dressed up as a devil, and she laughed so hard that she fell into the bin.

She also decided to scare Mr. Grumpy, dressed up a wizard, with a rubber bat, but… Look in the right-down corner! What can you see?

Finally, Mr. Scary was really sad on her way home and she found Mr. Tickle

- ‘Hello, Mr. Tickle, how was your Halloween?’ asked Mr. Tickle.
- ‘Not very funny. I couldn’t trick or treat anyone’ answer Little Miss Scary.
- You mean, Tickle-treating, don’t you? Suggested Mr. Tickle, laughing so happy.

**THE END**

Adapted from *Mr. Tickle and the Scary Halloween* (Hargreaves, 2013)
<table>
<thead>
<tr>
<th><img src="image1.png" alt="Image" /></th>
<th><img src="image2.png" alt="Image" /></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image3.png" alt="Image" /></td>
<td><img src="image4.png" alt="Image" /></td>
</tr>
<tr>
<td><img src="image5.png" alt="Image" /></td>
<td><img src="image6.png" alt="Image" /></td>
</tr>
<tr>
<td><img src="image7.png" alt="Image" /></td>
<td><img src="image8.png" alt="Image" /></td>
</tr>
</tbody>
</table>

### 9.6. Appendix 6 – Story flashcards - Pictures
<table>
<thead>
<tr>
<th>PUMPKIN</th>
</tr>
</thead>
<tbody>
<tr>
<td>SKELETON</td>
</tr>
<tr>
<td>GHOST</td>
</tr>
<tr>
<td>TICKLE</td>
</tr>
<tr>
<td>SPIDER</td>
</tr>
<tr>
<td>WITCH</td>
</tr>
<tr>
<td>DEVIL</td>
</tr>
<tr>
<td>WIZARD</td>
</tr>
<tr>
<td>BAT</td>
</tr>
<tr>
<td>PIRATE</td>
</tr>
</tbody>
</table>
9.8. Appendix 8 – Sequence Mr. Tickle and the Scary Halloween story

SEQUENCE MR. TICKLE AND THE SCARY HALLOWEEN STORY

Order the pictures below from Mr. Tickle’s Halloween story writing a number (from 1 to 12) in every square.

Images from Mr. Tickle and the Scary Halloween (Hargreaves, 2013)
## 9.9. Appendix 9 – Working on values worksheet

**THE IMPORTANCE OF BEHAVING WELL WITH OTHERS**

Circle a thumb up 🌟 if it is a good behaviour or a thumb down 👎 if it is a bad behaviour

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>![Thumb Up]</td>
<td>![Thumb Down]</td>
<td>![Thumb Up]</td>
<td>![Thumb Down]</td>
</tr>
<tr>
<td>![Thumb Up]</td>
<td>![Thumb Down]</td>
<td>![Thumb Up]</td>
<td>![Thumb Down]</td>
</tr>
<tr>
<td>![Thumb Up]</td>
<td>![Thumb Down]</td>
<td>![Thumb Up]</td>
<td>![Thumb Down]</td>
</tr>
<tr>
<td>![Thumb Up]</td>
<td>![Thumb Down]</td>
<td>![Thumb Up]</td>
<td>![Thumb Down]</td>
</tr>
<tr>
<td>![Thumb Up]</td>
<td>![Thumb Down]</td>
<td>![Thumb Up]</td>
<td>![Thumb Down]</td>
</tr>
<tr>
<td>![Thumb Up]</td>
<td>![Thumb Down]</td>
<td>![Thumb Up]</td>
<td>![Thumb Down]</td>
</tr>
<tr>
<td>![Thumb Up]</td>
<td>![Thumb Down]</td>
<td>![Thumb Up]</td>
<td>![Thumb Down]</td>
</tr>
<tr>
<td>![Thumb Up]</td>
<td>![Thumb Down]</td>
<td>![Thumb Up]</td>
<td>![Thumb Down]</td>
</tr>
<tr>
<td>![Thumb Up]</td>
<td>![Thumb Down]</td>
<td>![Thumb Up]</td>
<td>![Thumb Down]</td>
</tr>
<tr>
<td>Scary</td>
<td>Spooky</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>--------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MONSTER</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VAMPIRE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WITCH</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GHOST</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPIDER</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DEVIL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SKELETON</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BAT</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Grammar PPP - Dominoes Instructions**

<table>
<thead>
<tr>
<th>1st step: Students have this first slide.</th>
<th>2nd step: When the teacher clicks on the mouse, a dominoes counter like this one appears.</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Correct" /> <img src="image2" alt="Incorrect" /></td>
<td><img src="image3" alt="Correct" /> <img src="image4" alt="Incorrect" /></td>
</tr>
</tbody>
</table>

| 3rd step: Students in their groups must decide if the description is correct or incorrect. When they decide it, in turns, a person of one of the group clicks on the mouse and s/he will have automatically an answer. If the group's decision coincide with the game result, they will get a point. If not, the point will go to the other group. |  |
| ![Correct](image5) ![Incorrect](image6) |  |

This is a just a demonstration of what will happen if the descriptions turns out to be incorrect.
These Halloween characters are describing themselves.
Select and circle the correct option.
The first exercise is done as an example.

<table>
<thead>
<tr>
<th>Black bat</th>
<th>I am a …</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bat black</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skeleton spooky</th>
<th>I am a …</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spooky skeleton</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pumpkin orange</th>
<th>I am a …</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orange pumpkin</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scary witch</th>
<th>I am a …</th>
</tr>
</thead>
<tbody>
<tr>
<td>Witch scary</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Monster spooky</th>
<th>I am a …</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spooky monster</td>
<td></td>
</tr>
</tbody>
</table>
9.13. Appendix 13 – Phoneme Poster

- ee
  - BEE
  - TREE
  - SEA
  - HALLOWEEN
  - TEA
  - TRICK-OR-TREAT!

- ea
Roll the dice and write the word according to the corresponding colour. When you have written the word four times, say it aloud!

- Write your word in **red**
- Write your word in **orange**
- Write your word in **yellow**
- Write your word in **green**
- Write your word in **blue**
- Write your word in **purple**

Source at [http://gracehopperlearning.blogspot.com](http://gracehopperlearning.blogspot.com) and [https://drive.google.com/file/d/0BxoORa3TsCocZ3JaX0NwMGVaOUU/edit](https://drive.google.com/file/d/0BxoORa3TsCocZ3JaX0NwMGVaOUU/edit)
# 9.15. Appendix 15 – Spelling rainbow cards

<table>
<thead>
<tr>
<th>Happy</th>
<th>Worried</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sad</td>
<td>Serious</td>
</tr>
<tr>
<td>Dogs</td>
<td>Books</td>
</tr>
<tr>
<td>Sunny</td>
<td>Rainy</td>
</tr>
<tr>
<td>Fine</td>
<td>Cats</td>
</tr>
<tr>
<td>Music</td>
<td>Sport</td>
</tr>
<tr>
<td>Dolls</td>
<td>Toys</td>
</tr>
</tbody>
</table>
9.16. Appendix 16 – Spelling rainbow worksheet
9.17. Appendix 17 – Building words - Printed alphabet beads
<table>
<thead>
<tr>
<th>Fine</th>
<th>Happy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sad</td>
<td>Worried</td>
</tr>
<tr>
<td>Serious</td>
<td>Sunny</td>
</tr>
<tr>
<td>Rainy</td>
<td>Cats</td>
</tr>
<tr>
<td>Dogs</td>
<td>School</td>
</tr>
<tr>
<td>Books</td>
<td>Music</td>
</tr>
<tr>
<td>------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Sports</td>
<td>Toys</td>
</tr>
<tr>
<td>BUILDING WORDS</td>
<td>BUILDING WORDS</td>
</tr>
<tr>
<td>BUILDING WORDS</td>
<td>BUILDING WORDS</td>
</tr>
<tr>
<td>BUILDING WORDS</td>
<td>BUILDING WORDS</td>
</tr>
<tr>
<td>BUILDING WORDS</td>
<td>BUILDING WORDS</td>
</tr>
</tbody>
</table>
9.19. Appendix 19 – Building words worksheet

Adapted from http://mominspiredlife.com/building-sight-words-activity/
9.20. Appendix 20 – Silly sentences instructions

1. Follow the colour pattern below to create a silly sentence!

   ![Colour Pattern](image)

2. Write your silly sentence on your recording worksheet
   (It’s time to laugh!)

## 9.21. Appendix 21 – Silly sentences cards

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>scary</th>
<th>spooky</th>
</tr>
</thead>
<tbody>
<tr>
<td>It</td>
<td>She</td>
<td></td>
<td></td>
</tr>
<tr>
<td>He</td>
<td>is</td>
<td>white</td>
<td>purple</td>
</tr>
<tr>
<td>a</td>
<td>not</td>
<td>witch</td>
<td>devil</td>
</tr>
<tr>
<td>black</td>
<td>red</td>
<td>ghost</td>
<td>vampire</td>
</tr>
</tbody>
</table>

---

**Silly Sentences**

---

**Silly Sentences**

---

**Silly Sentences**

---

**Silly Sentences**
Now, represent the sentences with a drawing
9.23. Appendix 23 – Game time board game
9.25. Appendix 25 – TIC TAC TOE board game
9.26. Appendix 26 – TIC TAC TOE samples of cards

1. Grammar
   It is a ..................
   a. Spooky ghost
   b. Ghost spooky

2. Vocabulary
   What's this?

3. Draw and guess

4. Repeat or Chant
   Trick or Treat
   Trick o Treat
   Give me something
   Nice to eat

4. Mime and guess
9.27. Appendix 27 – Ghostbuster game - Paper ghosts samples

Adapted from http://www.kayedstudio.com/whats-new/flyswatter-vocabulary-game
9.28. Appendix 28 – Final Craft – Students’ samples
3. **KNOCK KNOCK**

**TRICK OR TREAT**

Name: .......................................................... Class: ....................

1. Look and circle the appropriate word.

   1. Halloween/Trick or Treat
   2. Witch/Ghost
   3. Black ghost/White ghost
   4. Mummy/Monster
   5. Angry/Scary
   6. Pumpkin orange/Orange pumpkin

2. Listen, check the pronunciation and circle the ‘ee’ or ‘ea’ long sound words.

Mark ........... / 6

Mark ........... / 5
3. Read and select the appropriate sentence for each picture on the box.

<table>
<thead>
<tr>
<th>Picture 1</th>
<th>Picture 2</th>
<th>Picture 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="" /></td>
<td><img src="image2.png" alt="" /></td>
<td><img src="image3.png" alt="" /></td>
</tr>
<tr>
<td>I’m a black bat</td>
<td>I’m a red devil</td>
<td>I’m a scary monster</td>
</tr>
<tr>
<td>I’m a scary monster</td>
<td>I’m a spooky vampire</td>
<td></td>
</tr>
</tbody>
</table>

4. Listen 🎧 and tick ✓ the box.

<table>
<thead>
<tr>
<th>Question</th>
<th>Option a</th>
<th>Option b</th>
<th>Option c</th>
<th>Mark / 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><img src="image4.png" alt="Ghost" /></td>
<td><img src="image5.png" alt="Skeleton" /></td>
<td><img src="image6.png" alt="Spider" /></td>
<td><img src="image7.png" alt="Correct" /></td>
</tr>
<tr>
<td>2</td>
<td><img src="image8.png" alt="Purple Thing" /></td>
<td><img src="image9.png" alt="Blue Thing" /></td>
<td><img src="image10.png" alt="Ghost" /></td>
<td><img src="image11.png" alt="Correct" /></td>
</tr>
<tr>
<td>3</td>
<td><img src="image12.png" alt="Black Cat" /></td>
<td><img src="image6.png" alt="Spider" /></td>
<td><img src="image13.png" alt="Bat" /></td>
<td><img src="image11.png" alt="Correct" /></td>
</tr>
<tr>
<td>4</td>
<td><img src="image14.png" alt="Mummy" /></td>
<td><img src="image10.png" alt="Ghost" /></td>
<td><img src="image5.png" alt="Skeleton" /></td>
<td><img src="image11.png" alt="Correct" /></td>
</tr>
<tr>
<td>5</td>
<td><img src="image15.png" alt="Witch" /></td>
<td><img src="image16.png" alt="Pumpkin" /></td>
<td><img src="image17.png" alt="Wizard" /></td>
<td><img src="image11.png" alt="Correct" /></td>
</tr>
</tbody>
</table>

Mark .......... / 5
Dear __________,

I'm __________. _______ Halloween!

In this unit, I learnt about __________

We learnt about so many __________

I like __________

But I really love going by houses saying __________

______ you soon.

__________

Cristina (x2)
Mark
see
Halloween
Trick-or-Treat!
Happy
pumpkins
monsters
Love

UNIT 3: KNOCK, KNOCK, TRICK OR TREAT