Developing Primary Students' Oral Communicative Competence through the use of Games

Final degree dissertation

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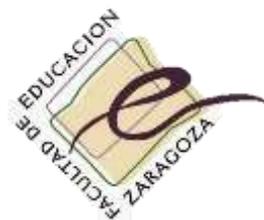
Abstract

El aprendizaje de una lengua extranjera casi siempre ha estado centrado en el proceso de la memorización de estructuras sintácticas y listas de palabras en los diferentes niveles educativos, incluida la Educación Primaria. El propósito de este Trabajo de Fin de Grado es el diseño y desarrollo de distintos juegos para el área de inglés relacionados con la producción oral para el desarrollo de la competencia comunicativa en el aula de Educación Primaria. Los juegos que se presentan están adecuadamente organizados y estructurados siguiendo la programación didáctica de un libro de texto previamente seleccionado, *Tiger Tema 3*. La propuesta didáctica de este trabajo se basa en los principios del enfoque comunicativo y del aprendizaje colaborativo basado en taras. Los resultados de este pueden ser empleados para introducir actividades innovadoras en cualquier clase de inglés que fomente el uso de la lengua en contexto. Puede ser útil para los profesores de colegios de Educación Primaria.

Palabras clave: Educación Primaria, inglés, competencia comunicativa, producción oral, juego.

The learning of a foreign language has almost always been centered at the process of memorizing syntactic structures and word lists at different levels of education, including Primary Education. This dissertation presents the purpose of the design and development of different games related to oral production for the development of communicative competence in the area of English in Primary Education classrooms. Games presented are properly organized and structured according to the syllabus of a previously selected textbook, *Tiger Team 3*. Didactic proposal of the dissertation is based on the principles of the communicative approach and collaborative learning based on tasks. Its results can be used to introduce innovative activities in any English class which promote the use of the language in a context. The dissertation may be useful to Primary Education school teachers.

Key words: Primary Education, English, communicative competence, oral production, game.

Contents

1.   Introduction

English is currently the most widely used language in the world. It is present almost everywhere and it is considered the main element of communication between speakers with diverse languages and cultures. The importance of English nowadays is no longer considered as an alternative or complement to one's educational training. It becomes an educational requirement on a personal level to achieve full development in many fields of life, whether professional, academic and even personal. Job prospects, approach to new technologies, knowledge of other cultures, establishment of new training and information channels can all be enhanced if English is mastered.

Current Spanish Education regulators are aware of this relevance and consider the knowledge of a foreign language, especially English, as a priority in education. They support multilingualism and the fact that students achieve oral and written comprehension and expression in English as a Foreign Language (EFL) (LOMCE, 2013). In this legal framework, it is also included that due to the globalization process, as one of the main objectives, education should give learners useful tools to develop competences which allow them to adapt suitably to the present and future society; and one of them is the use of English as a foreign language (RD, 126/2014). In addition, knowing a foreign language requires the ability to be able to communicate in it in an increasingly multicultural and multilingual context. In the Primary Education context priority is given to the development of communication skills, with special emphasis on oral skills in first levels (RD, 126/2014).

However, the development of students' oral communicative competence does not seem to be generally fostered to a great extent in our EFL classrooms. As a result, it is often the case that Spanish learners, despite having had lessons for many years, are not able to communicate their ideas and meanings in English. Teachers usually use textbooks in the EFL classroom which supposedly develop oral communicative competence and follow the communicative approach but the activities proposed tend to focus rather on form and on the students' development of their linguistic competence mostly grammar and vocabulary, and to a lower extent on, pronunciation.

In order to learn a language, motivation plays a very important role. The use of games, especially in the Primary Education EFL classroom, can contribute to raising students' motivation and fostering their learning of English. According to Norman (1986: 73) "It is widely believed that motivation is the key to successful learning". Games are also a valuable tool to encourage spontaneous students' participation because they provide a meaningful context for communication creating a communicative context in which to use the language. In addition, playing games in teams or groups in a cooperative way can facilitate the learners' development of social, intrapersonal and interpersonal skills. As the legal regulations include, they are essential components to establish properly the bases for the knowledge of a language and they allow English subject to become a means of socialization (RD, 126/2014). In a competence-based view of learning and education in Primary levels, games are to be considered essential.

The aim of this dissertation is to analyze some activities (especially games) from the textbook called *Tiger Team 3*, aimed at developing the speaking skill; and in the light of the analysis propose and design communicative activities which develop students' oral communicative competence through the implementation of games in the Primary Education EFL classroom. More specifically, the proposal is based on a textbook as a way of supplementing it; in this way, a game that fosters oral communication among students is planned and designed for each unit throughout whole Primary year (3rd grade) in order to develop their speaking skills in line with the curriculum.

The dissertation is divided into six sections. I will first include the theoretical and curricular framework on which the teaching proposal is based, focusing on the Communicative Language Teaching (CLT) principles, communicative competence and how it can be fostered in the Primary Education EFL classroom, and on the role that games can play to promote such competence. Also some specific considerations related to the curriculum will be presented which will be taken into account for the teaching proposal. I will then go on to describe the methodology which was followed in order to develop this dissertation: selection of textbook, analysis of games and design of own activities. Section 4 will present the analysis of the speaking activities of the textbook that was chosen for this dissertation. Together with my own proposal of games which can be an alternative for activities proposed in the textbook. The whole design of different games integrated in a year syllabus of English subject in third grade of Primary Education can be found in the Appendix 7.5. Finally, some conclusions will be drawn on the implications of this proposal.

2.   Theoretical and Curricular Framework

2.1.   Theoretical Framework

One of the main characteristics about this dissertation is that it will attempt to make students learn and practice English through interactive and communicative activities. This kind of activities is related to Communicative Language Teaching (CLT) (Brown, 2001). That is, CLT principles will guide the proposal made. "Real-life" communication should be brought in the classroom on the assumption that development of fluency is more important than accuracy when teachers want to facilitate lifelong language learning to students.

The target of a communicative approach to teaching-learning process understands discourses as real language, which should be taken into account in classrooms. We want children to be able to use the foreign language with real people for real purposes. Part of this requires that children know how the foreign language works in conversations and longer stretches of discourse and text (Cameron, 2001). As a result, opportunities need to be offered in the classroom for students to practice these types of discourse or speech events.

According to Larsen-Freeman (2000), learners must be able to manage the process of negotiation meaning with their interlocutors. Communication is a process for which knowledge of the forms of language is insufficient. Communicative activities need to be planned and brought into the Primary EFL classroom so that students can interact with their peers and negotiate meaning. If students can communicate in that language, they will be able to do different activities in real life with that language. They will be able to get what they want because they will be able to communicate, to convey meanings, to be more self-sufficient and independent. Communicative activities promote all these aspects and also students' motivation and relationships; they are more connected with real life and real contact between people. All this considerations could be the reason why English foreign language is considered as a core subject. There, the relevance of the learning of a foreign language and the importance of a communicative attitude are again main points.

However, it is true that students need some linguistic competence to be able to communicate. As a result, activities focused on teaching useful and common words (vocabulary) or specific structures (grammar) should be contextualized so students are able to convey meanings and combine all elements developing communicative competence. In this dissertation attention is paid to the linguistic part of the language but the final goal is for students to develop communication taking a CLT approach. In line with this, the success of a teaching program would be judged in terms of the learners' growing ability to use the language for communication (Willis and Willis, 2007).

Communicative activities should achieve a series of methodological principles according to Morrow (1981) and Johnson (1982). Activities are considered communicative, according to Morrow (1981), when they have three features: information gap, choice, and feedback. In this dissertation, all the activities attempt to fulfill these characteristics. Johnson (1982) contributed to the development of the communicative approach in classrooms by proposing a series of methodological principles on which many syllabus designing processes and activities were based. The principles he expounds are: task-dependency, information transfer, information-gap, jigsaw and content correction. They are explained in detail below, and they will be also retaken in section 4 where it is explained how they were taken into account for the analysis of the activities of the textbook and for the design of the games proposed as a complement or as a supplement:

Task dependency principle is based on the idea that there should be a connection between activities; there should be something in common between them or some knowledge from a previous activity that students need to reuse in the next activity. This fact is convenient to achieve coherence, understanding, acceptance of the activities and to raise students' motivation. For example, activities can be connected by the topic they are related to. They can be organized in a way so that students need to complete first an activity to be able to fulfil the next one (Johnson, 1982).

The second principle Johnson (1982) proposes is the Information transfer principle. Some activities are focused on the reception and comprehension of information, however this principle refers to the idea that activities need to go one step further to become communicative activities: there should be a transmission of information between students which they do not know. If there is a transmission of information between interlocutors, it means that

information was received, understood and processed in order to be transmitted consequently. A communicative activity should encourage the transmission of information by students, not only the comprehension or reception.

The third principle Johnson (1982) puts forward is the Information-gap principle and which is also included in Morrow (1981). Authentic communication encounter requires obtaining some necessary information from interlocutors. It is worthy to design activities in which there is an exchange of information between students to complete the task, a transfer of information between them; causing in this way the necessity to come into communicative contact with another person. An interlocutor needs unknown information which other interlocutor has to complete a task.

Another CLT principle according to Johnson (1982) is jigsaw principle. It is based on the fact that each person has different information and because of that, it is necessary to promote communicative situations in order to have all the information. It is also connected to the previous principle because that information, that each person has, can be considered "the information-gap". The particularity of this principle is based on the fact that in order to overcome that information-gap, several interlocutors need to exchange information communication with more than one person as necessary.

The last principle Johnson (1982) indicates is content correction related to the assessment process. It is based on the fact it is necessary to correct only in those cases the mistake hinders comprehension causing an interruption of the communication process. These cases are the ones in which students continue talking in a dialogue for example within understand an important part of the conversation. If there is no lack of comprehension, correcting mistakes should be done at the end of the interactions. Teacher should wait until students finish their "communicative situations" in order to correct them linguistic or communicative aspects. This principle should be taken into account when implementing the games so that they are given feedback at the end.

Task-Based Teaching (TBT) is based on two main ideas: 1) promoting learners' confidence with opportunities to use language in the classroom without being constantly afraid of making mistakes to complete tasks or to do different things with language and 2) engaging them in real language use in classrooms with discussions, problems and games. It is more effective to encourage learners to use the language as much as possible, even if the language

they produce is inaccurate (Willis and Willis, 2007). In addition, when students know some linguistic aspects, they can initiate communications and take in turns, when students begin to communicate, teachers are able to shape their language in order to make it more complex and grammatical (Willis and Willis, 2007). For this reason this dissertation is focused on meaning more than on specific components of the language, in which participants are concerned with communication.

The activities proposed develop speaking macro and micro skills in the English area. According to Brown (2000: 272), there are two different lists of micro and macro skills; they were taken into account on the designing process of games in this dissertation (see Appendix 7.1). Morrow distinguishes macro-skills which are involved in speaking skill. Speaking skill is a global and complex skill in a language and it can be divided in these macro-skills. Morrow differentiates five macro-skills which break down the main speaking skill because it integrates many different elements such as: communicative functions, registers, body language, non-verbal communication or several speaking strategies to know how well your interlocutor is understanding your messages. They are focused on the "socio-linguistic part" of speaking. However, Morrow also includes sixteen micro-skills. They are more particular than the macro-skills and they are focused more on the form, on the "linguistic part" of the speaking skill. But, last five micro-skills are also connected with macro-skills (12, 13, 14, 15, 16; see Appendix 7.1). Although designing process of games in this dissertation was based on all these considerations, it is true that not all of the macro and micro skills are developed in one game. However, all of them are developed along all the games included as will be shown in detail in the analysis of the proposed games (Section 4.2).

Games can promote collaborative and cooperative learning. Since first investigations of the benefits of this kind of teaching-learning process (Slavin, 1980), it is known that cooperative and collaborative learning fosters psychosocial and interaction skills (with respect to others, acceptance of points of view, communication, negotiation, self-esteem ...) based on values such as collaboration, mutual aid and solidarity. Strengthening interactions among students is a motor for the meaningful learning. In fact, research in recent decades has shown that the interaction between peers (in this case, students) can positively affect aspects such as the socialization process, acquisition of social skills, relativization of points of view or increase students' academic performance (Coll and Colomina, 1990). As it will be discussed and shown in section 4, all the games in this dissertation follow a cooperative or collaborative learning

design where students need to work together to complete tasks or, at least, students need something (information) from other students. In order to make games develop easier this kind of learning, students are organized in pairs or in small groups in proposed games. And in the cases in which they are not in groups, they need the collaboration from other students to complete the task.

Games can be considered to promote communication in the EFL classrooms and to enhance students' oral communicative competence. They can help in the development of the communicative competence in addition to other aspects. Games have several positive aspects. Playful activities can be useful to students of all ages, social and cultural level, ethnicity or mental capacity. Therefore they facilitate didactic principles such as socialization, communication, globalization, activity, intuition or creativity (López Pérez, 2009: 8). Games, in foreign language learning, allow students to activate their motivation, facilitate observation and research in children, judge different variables within the same game, relate to peers, strengthen confidence and self-confidence (López Pérez, 2009: 11).

According to Clark (1981), in order to have real communication, it is necessary to have interlocutors who are personally committed to the achievement of an objective by meaningful messages in a communicative exchange when they need information-gaps to complete. And it is precisely within the framework of artificial and simulated games and activities in the classroom where we can often observe authentic communicative or quasi-communicative discourses.

Games according to Littlewood (1998) can be considered as a social interaction activity, as a communicative activity. Social interaction activities are focused on the exchange or expression of meanings. They are connected to the development of sociolinguistic competence, the ability to adapt the statements to a specific context, taking into account the accepted uses in a particular linguistic community (Durán, 2004: 37). Students should be aware of the social meaning of the linguistic forms that they use in the communicative exchanges and the register of the language.

2.2. Curricular Framework

The Aragonese Curriculum in Primary Education states that communicative competence, gap between communicative competence and communicative activities, should be developed by the students in the area of English. Communicative activities are essential in a foreign language classroom because they contribute students' attention and efforts towards a meaningful, personal and creative use of the language and that in turns leads to their autonomy.

> El aprendizaje de lenguas extranjeras cobra una especial relevancia en este plano, ya que la capacidad de comunicación es el primer requisito que ha de cumplir el individuo para desenvolverse en un contexto crecientemente pluricultural y plurilingüe (RD 126/2014).

Therefore, it is considered pertinent that activities and games proposed in this dissertation pursue a communicative approach that allows the development of the communicative competence in the area of English as a foreign language.

In line with the legal regulations, games are considered an essential part in teaching-learning process because of the relation with real contexts and motivation:

> Se fomentará un uso de la lengua contextualizado, en el marco de situaciones comunicativas propias de ámbitos diversos y que permitan un uso de la lengua real y motivador. El empleo del juego, sobre todo en los primeros años, y la realización de tareas conjuntas, no sólo son elementos esenciales para sentar adecuadamente las bases para la adquisición de una lengua, sino que pueden además contribuir a que la materia, lejos de limitarse a ser un mero objeto de estudio (RD 126/2014).

In line with the curriculum guidelines, topics of the proposed games are related to familiar contexts for the students and they are those which are interesting for them to increase their positive attitude and motivation in their learning-teaching process. In any learning process, motivation is fundamental, understood as the reason that comes with the emotional and cognitive involvement of the students in their proposed tasks, for both, for speakers in their oral production preparation and for listeners to be interested in what they are going to listen to

(Dornyei, 1994). For this, it is indispensable that the proposed games for students deal with topics close to them that involve them. They should be related to their world, their experiences, stories, their interests or their daily routines. Games in this dissertation are related to students' contexts and interests: school, animals, daily routines, sports, etc. These considerations are gathered by legal regulations as well:

> En la etapa de Educación Primaria deberá tenerse muy en cuenta que se parte de un nivel competencial básico por lo que, tanto en la interacción comunicativa como en la comprensión y producción de textos, resultará esencial remitirse siempre a contextos familiares para el alumnado de esta edad, aprovechando así los conocimientos previamente adquiridos y las capacidades y experiencias que posee (RD 126/2014).

Assessable learning standards taken into account in the designing process of the supplementing games for Primary Education students of 3rd grade are the ones related to the first and second block of contents (see Appendix 7.2). More specifically, assessable learning standards are structured depending on the game they are developed in the Appendix 7.6.

Apart from linguistic competence that it is obviously achieved by proposed games, these games contribute to the development of social and civic competence. This is developed because it is a proposal based on games in which students have to be in contact with other people, behave or simply respect turns. In a more specific way, it could be considered that game 9 (see Appendix 7.5.9) contributes to the development of cultural awareness and expression competence. This is because game 9 involves some activities related to artistic expression in which students must create a song for Grandparents' Day or perform a role-play of a book that they choose for Book Day.

> La lengua inglesa permite al alumno la expresión creativa de sus ideas y emociones a través de diferentes medios incluyendo la música o la literatura. El desarrollo adecuado del área debe ayudar al alumno a comprender la diversidad cultural y lingüística a nivel internacional desarrollando una actitud positiva que le permita expresar sus gustos y emociones ante diferentes tipos de manifestaciones culturales (RD, 126/2014).

3.   Methodology

In this section a justification of the analysis and which criteria were taken into account for the designing process will be presented. The aspects on which the analysis was based will be indicated. First, it was necessary to check if games in the selected textbook could be considered communicative activities which promote the development of students' oral communicative competence; and if contents and topics in games in the textbook are related to the curriculum for 3rd grade in Primary Education. In addition, in this section, establishment of clear criteria and procedures to design the games proposed will also be included and explained in detail.

3.1.   Why is there a need to analyse and design games?

As indicated at the beginning of this dissertation, teaching with appropriate learning methods for the development of students' communicative competence is relevant nowadays and it is also included in the legislation, in English classes of Primary Education. It is necessary to know if this competence is promoted in textbooks. In the case of this dissertation the textbook chosen as an example has been the one titled *Tiger Team 3*, corresponds to the 3rd grade of Primary Education. That is because series Tiger Team textbooks are common nowadays in actual Primary Education schools. They are known by English teachers and they use them very often as a tool for their teaching-learning process. They should be analyzed to confirm their validity.

The focus of the analysis is on oral communicative competence because we need to know if games in textbooks are communicative activities in which the competence is promoted. For this, for a coherent analysis, it was necessary to take into account different aspects:

- ✓ If oral communicative competence is promoted in games in the textbook by suggesting appropriate situations in which students exchange information and interact.

- ✓ If games in textbook take into account principles from Morrow (1981) or Johnson (1982) which promote the development of students' oral communicative competence.

- ✓ If contents and topics in games in the textbook are related to the curriculum for 3rd grade in Primary Education.

In order to verify the first two aspects we needed to focus on the games included in the textbook and the references from Morrow (1981) and Johnson (1982). The obtained results (see section 4.1) involve the necessity to propose a series of playful activities that could supplement or replace the ones in the textbook and through which students could develop oral communicative competence. A set of nine games in total-one for each unit of the textbook- were in relation to the other aspects treated in the didactic units are proposed. These games are connected to the textbook and to the curriculum. They seek to develop students' communicative competence through cooperative and collaborative work; but also they had to be connected with the textbook themes, adapted to the grammatical structures, language functions and vocabulary that is treated in each unit.

3.2. Criteria and procedure to design the proposed games

For the proposal of games as a complement or a replacement of those proposed in the textbook, different aspects were taken into account for the designing process. The steps followed were the following:

- ✓ What are the contents in each didactic unit?
  - ➢ To know which contents should be developed in each game that is going to be proposed in connection with the textbook.

- ✓ What should a game have to be considered a communicative activity which develops students' oral communicative competence?
  - ➢ To design games which develop students' oral communicative competence.

✓   What is included in the curriculum for English area in 3rd grade of Primary Education?

➢   To design games related to the textbook and to the curriculum.

✓   What other components can we take into account to make games promote students' oral communicative competence?

➢   To make sure that proposed games promote students' oral communicative competence including aspects as collaborative and cooperative atmosphere.

Firstly, it was necessary to keep in mind the contents of each unit of the textbook. This information is included in Appendix 7.3: a) objectives and key competences, b) contents related to lexis, structures, phonics and sociocultural aspects; c) and cross-curricular links. They were taken into account so that the supplementing games could coherently fit in with the textbook and also to ensure task dependency (Johnson, 1982). Especially grammatical structures and vocabulary targeted in the unit were taken into account for the design of the games in order to make them finally also connected to the unit.

It was also necessary to take into account what was collected in the curriculum corresponding to the evaluable learning standards for the 3rd grade of Primary Education for the designing process of the communicative games. Appendixes 7.2 and 7.6 gather those standards related to the proposed games in general and then, a table which includes the standards developed in each proposed game.

Once all these considerations were covered, the focus was centered on making games as much communicative as possible. For that reason, other important aspects such as collaborative and cooperative teaching-learning process were taken into account in the proposed games. Students are organized in games in pairs or small groups. In games where students work individually they always need something from other students.

Consequently, a common structure was followed for the proposed games:

Procedure	
Detailed description of the activity: introduction of the game, and steps and procedures to be followed by the teacher and students. Here it will be also included how teacher could divide students into groups of different number of members during the games.	

Learning outcomes	
Statements of what students will learn in the lesson. They are focused on student learning: what students will be able to do after the lesson. It can be added how they will apply that skill or knowledge. Micro and macro skills that are supposed to be developed will be added in Skill practice point.	

Strengths	
Positive aspects of the game.	

Weakness	
Possible negative aspects of the game.	

Speaking skill practice	
A table with the lists of micro and macro skills from speaking skill according to Brown (2000) will be included. The ones that are developed in the game will be marked.	

Language exponents	
Language we use to express a function. Sometimes an exponent is a set phrase, for example, *sorry, I don't quite follow that;* or sometimes it is placed at the beginning of a sentence that could have a variety of different endings: *Please can I...?* Vocabulary can also be considered in this point.	

Teacher' instructions	
Specific sentences teachers will use to explain the activity or game: how to express the ideas and the rules to learners.	

Observations	
Some additional notes in which specific aspects are included to consider in this activity that allows better comprehension and execution.	

Materials	
The necessary materials that teacher provides students to carry through the activity.	

Interaction patterns	Time
This section facilitates the group organization in each activity by codes: individually (S), pairs (S-S), groups (Ss-Ss). In case the *teacher* is involved, it will be also symbolized (T).	This indicator indicates the approximate time required to perform an activity with a group of 20-25 members. However, its duration may vary depending on the particular implementation of each group and its size.

Table 1. Structure proposed games

4.   Analysis

Taking into account all the above, a critical analysis of the games proposed in the textbook *Tiger Team 3* will be presented; specifically as regards the use of "games". In the light of this analysis I will make my own proposal to introduce a game per unit throughout the year so that students' oral communicative competence may be enhanced through them.

4.1.   Analysis of games in *Tiger Team 3*

The games in the textbook and analyzed are included in Appendix 7.4. As it was already anticipated in the methodology section, Morrow's (1981) and Johnson's (1982) criteria were followed as a reference to analyze game by game and obtained the following conclusions.

TIGER TEAM 3 GAMES	Morrow's (1981) and Johnson's (1982) principles				
	Choice	Task dependency	Information transfer	Information -gap	Jigsaw
Arrange the letters (Starter Unit)				✓	
Copycat chain (Unit 1)	✓				
Guess who! (Units 1, 3, 4, 5, 6)	✓		✓	✓	
Arrange the cards (Unit 1)			✓	✓	
Question chain (Unit 1)	✓				
Say what it's got (Unit 2)	✓		✓		
Guess the animal! (Unit 2)	✓		✓	✓	
Play Animal riddles (Unit 2)	✓		✓	✓	
True or false (Unit 2)				✓	
"Can do" chain (Unit 3)	✓				
Memory (Unit 3)	✓				
Ask and show (Unit 3)					
Repeat if it's true (Unit 4)					
Snap! (Unit 4)					

Mime and guess (Units 5, 6, 7)	✓		✓	✓	
Find the same (Unit 5)					
Time puzzles (Unit 5)			✓		
Say and arrange (Unit 6)	✓		✓	✓	
Name the animal (Unit 6)			✓	✓	
Word chain (Unit 7)	✓				
Sentence bingo (Unit 7)			✓		

Table 2. Morrow (1981) and Johnson (1982) principles in games in Tiger Team 3

First, according to Morrow (1981) and Johnson (1982), it was observed that many of the included games did not take into account the information-gap principle. Students do not really need to interact to find out some important information they do not have but they need. For example, there are activities in which students need to spell (Arrange letters, Appendix 7.4.1) or just say a sentence and mime (Copycat chain, Appendix 7.4.2). Very few games follow information-gap principle. It is true that, for example, "Guess Who?" game is included in various units (Units 1, 3, 4, 5, 6), which is a clear example of as activity which follows the information-gap principle. Students have a table which shows activities that people do and do not do, pictures of the food that people like and do not like or daily routines of people and the times at which they do them. Students need to match activities, picture of the food or daily routines with people by asking question to their peers. Each student corresponds with one person on those tables. Students need some necessary and unknown information that other students have to complete the task. However, they include many others in which interaction is limited; for example, mimicking words related to the vocabulary of that didactic unit and try to guess it. This game is Mime and Guess which is repeated over three different didactic units (Appendixes 7.4.6, 7.4.7, 7.4.8). There is no information-gap that encourages an exchange of information, to promote interaction skills such as negotiation of meaning.

Taking into account the information transfer principle (Johnson, 1982), we were able to observe how in the majority of the games that the textbook includes it is not taken into account. Games are included in which students' speaking performance is limited, for example, to identify animals in a text (Name the animal, Appendix 7.4.7) or as in the case of Sentence Bingo game (Appendix 7.4.8). Students choose six cards and lay them out. When students hear a sentence that corresponds with one of their cards, they should turn that card over and say *Yes!* The first student to turn over all six cards says *Bingo!* and is the winner. These are activities in which

there is no transmission or exchange of information between interlocutors. In addition, when this transmission or exchange of information occurs, it would be between teacher and the whole class, whereas according to CLT principle, teachers should try to foster students' interaction and transfer information among them. In almost no game is the transmission of messages between students promoted since the organization is almost always as a whole group, in a few cases the organization is centered in pairs or groups.

The jigsaw principle can be considered as one type of activity not really a principle for an activity to be considered communicative. Nevertheless there is a connection between this kind of activity and the last principle of information-gap. In this way we can only find in the textbook the game "Guess Who?" which is the only one that clearly fulfilled that principle; but this information is not shaved among more than two people. In all other games all students have the same information, in no case is information supplementary to the one that is necessary for the completion of the activity. Clear examples of this are the games "Snap!" (Unit 4) and "Find the same" (Unit 5) in which students do something individually and the prize of winning points occurs when, at random, they coincide. In the first game, each student of the couple orders the same cards with words related to vocabulary about foods in two groups: those which the student likes and those which the student does not like. Once they have done so, they check if they have agreed on something orally. The second of the games mentioned consists on the same; they only must complete individually at what time they develop some daily routines, then they check if they match. In both examples of games there is no extra information. Both students have the same information, the same list of cards with vocabulary words. They do not need extra information to solve the activities, there is not a "puzzle of information" to complete.

The games in the textbook do not leave room for the possibility of choices (Morrow, 1981). In most of the playful activities, students must find a number of specific people who develop a different action (Guess who!, Appendix 7.4.2) or must respond to a series of true or false sentences that the teacher asks regarding the characteristics of mammals and reptiles to earn points with each correct answer (True or False, Appendix 7.4.3).

Analyzing games in the different units, it has been possible to determine that task dependency principle (Johnson, 1982) is applied in all of the games. These games are connected with the content of each of the didactic units. They are connected with the grammatical structures and vocabulary that must be put into practice by students in class. In addition to the

existence of this series of didactic units structured and ordered theoretically from simpler to more complex contents makes proposed games to be consistently ordered.

Therefore, general conclusions obtained after analyzing each of the games of the textbook through these principles are as follows. First, in general, games in the textbook could not be considered especially communicative activities; students' oral communicative competence is not developed to the maximum as an advisable. Therefore, there is a need to develop a proposal of games that can come to be considered in turn communicative activities. This analysis of the teaching proposal of games is explained in detail in the following section.

The other aspect that we needed to clarify in the analysis was if contents and topics in games in *Tiger Team 3*, which corresponds with 3rd grade in Primary Education, are related to the curriculum for that grade. Corresponding curriculum was checked and contents and topics were appropriate among all the didactic units of the textbook. In order to show this fact, connection between contents in blocks 1 and 2 from the curriculum of 3rd grade and objectives and contents in Unit 1 in the textbook (see Appendix 7.3.2) is presented as an example:

- Identify and name activities (objective).
- Ask and say what you do and don't do (objective)
- Listen and use everyday classroom language (objective)
- Practice pronunciation: /ʌ/ and /uː/ (objective)
- Do you…? Yes, I do./No, I don't. (core structure, content)
- Core structures: Do you…? Yes, I do./No, I don't. What do you do in your free time? I do… /I don't… Are you…? Yes, I am./No, I'm not. I use a computer to… I also…

INGLÉS	Curso: 3º
BLOQUE 1: Comprensión de Textos Orales	BLOQUE 2: Producción de Textos Orales: Expresión e Interacción

Contenidos:
Estrategias de comprensión:
  Movilización de información previa sobre tipo de tarea y tema.
  Identificación del tipo textual, adaptando la comprensión al mismo.
  Distinción de tipos de comprensión (palabras y frases cortas).
  Formulación de hipótesis sobre contenido y contexto (imaginación y predicción; inferencia a partir de imágenes y gestos)
  Inferencia y formulación de hipótesis sobre significados a partir de la comprensión de elementos significativos, lingüísticos y paralingüísticos (gestos, expresión facial, contacto visual).
Aspectos socioculturales y sociolingüísticos: convenciones sociales (saludos y despedidas), normas de cortesía	

(excuse me, sorry, thank you, please); costumbres (hábitos, horarios y celebraciones), condiciones de vida ("the weather", trabajos…), relaciones interpersonales (familia y colegio); actitudes (interés y respeto por las particularidades de los países de habla inglesa); comportamiento (gestos, expresión facial, contacto visual).

Funciones comunicativas:

Saludos y despedidas ("Hello", "GoodBye", "Good Morning",…) y presentaciones (introductions), disculpas ("Excuse me", "Sorry"…), agradecimientos ("thank you"), invitaciones.

Expresión de la capacidad ("can"), el gusto ("Like/Don'tlike, 3ª p. Sing; like + "-ing"), la preferencia ("favourite"), acuerdo o desacuerdo ("Yes I do", "No, I don't"), el sentimiento (happy, sad, scared, angry, unhappy, hot, cold, hungry, thirsty).

Descripción de personas y animales (1ª, 2ª y 3ª, p. + "have got"; "It can fly"…), actividades, lugares, objetos (p.ej.: "Is it slow/fast/old/new/big/small?"), hábitos.

Preguntas, respuestas y expresión de la posesión, ubicación, gusto ("Do you like?", 3ª p.) y precio (números enteros).

Petición y ofrecimiento de ayuda, de información, de objetos, de permiso.

Instrucciones.

Estructuras sintáctico-discursivas: Expresión de relaciones lógicas (p.ej. "and"), Afirmación. Exclamación. Negación ("Doesn't,"; "Hasn't"); Interrogación (p.ej.: "What are you doing?"; "Do you like…?"). Expresión de la posesión (his/her; genitivo sajón; "to havegot"); Expresión del tiempo (Simple present); . Expresión del aspecto (puntual; p.ej: "always", "every day"; presente continuo), Expresión de la modalidad (capacidad, "Can"). Expresión de la existencia ("There is/are"). Expresión de la cantidad (sing. y plural; cardinales, centenas, 1st to 9th, precio con números enteros), Expresión del espacio ("in, on, here, there, up, down, under, behind, next to, opposite, to"), Expresión del tiempo (horas, en punto; morning, afternoon; seasons; "first, next, finally", frecuencia: p.ej: "sometimes on Sundays"). Expresión de ubicación de las cosas ("to be + preposiciones"; "Where…?"). Expresión del gusto ("To like" en afirmativo, negativo, interrogativo "Do you like?")

Léxico oral de alta frecuencia (recepción) relativo a identificación personal; posesiones; preposiciones, colores, números, familia, comidas, bebidas, juguetes, material escolar, partes del cuerpo, animales, días de la semana, ropa, adjetivos, lugares (campo, ciudad…), monedas…

Patrones sonoros, acentuales, rítmicos y de entonación. Reconocimiento de aspectos fonológicos: sonidos, ritmo, entonación y acentuación de palabras y frases uso frecuente en el aula.

Table 3. Contents in block 1 and 2 in curriculum for 3rd graders in English area

4.2. Analysis of the teaching proposal to introduce games to enhance students' oral communicative competence

As it was included in last section, games proposed in the textbook do not seem to foster the development of students' oral communicative competence. So, it would be coherent to propose a series of games that can supplement or replace the original ones. In the design process, as it was included in the last section too, some aspects were taken into account: contents, what a game should have to be considered a communicative activity, curriculum and other components to make games promote students' oral communicative competence. Games proposed are included in Appendix 7.5.

In order to propose a series of games connected with *Tiger Team 3,* designing process of games began taking into account its contents (grammar points and vocabulary) and topics. Each game from the proposal is connected with the contents and the topic of the didactic unit in which it is developed. In addition, highlighting that a communicative context or situation is provided in the introduction of each proposed game is necessary.

Once contents and communicative contexts were clear to include in games, it was necessary to retake what was included in section 2 of the dissertation to take into account CTL principles to make games develop students' oral communicative competence.

Morrow's (1981) and Johnson's (1982) principles					
GAMES	Choice	Task dependency	Information transfer	Information-gap	Jigsaw
1. Tiger Street Club board game	✓	✓	✓	✓	
2. Stairs board game	✓	✓	✓	✓	
3. The Clue	✓	✓	✓	✓	
4. Sporting Cluedo	✓	✓	✓	✓	
5. Guess What?	✓	✓	✓	✓	
6. Daily routines Taboo	✓	✓	✓	✓	
7. What's happening at the beach?	✓	✓	✓	✓	
8. Dialogues Scrabble	✓	✓	✓	✓	
9. Get the Treasure	✓	✓	✓	✓	

Table 4. Morrow (1981) and Johnson (1982) principles in proposed games

According to Task-dependency principle (Johnson, 1982), in the supplementing games of this dissertation, there is always a context provided related to a club called *Tiger Team*. This aspect can be considered as a reference for the Introduction paragraph that all proposed games include. This is the first paragraph in every description of games in which a context is provided for students. In addition, students should complete first previous games in order to be able to complete last ones, in which previous knowledge is integrated; some linguistic and communicative aspects are retaken. For example, in game 8 and 9, some contents were practiced for the first time in previous games; students will have to retake their previous knowledge if they try to complete the game faster than the other players.

In the supplementing games proposed in this dissertation, information students need to use to complete the game should be transferred to another person to be successful (Information-transfer principle, Johnson, 1982). Students in these games need information that other students have, so they will have to interact and transfer information. Students will have to produce information in order to make listeners receive, understand and produce other information, and then they get the information they needed. For example, in game 1 (see Appendix 7.5.1) students need to spell words aloud in order to make their peers say he/she is right and keep playing. In game 5 (see Appendix 7.5.5), students ask a question and depending on the answer they get information they need to figure out what the card of their partner is.

In all games that are proposed students are not limited to receiving information from their peers, they also need to do something with that information to be able to win the game or just finish it. For example in game 5 (see Appendix 7.5.5) they will have to use information that they collected previously by asking different questions to face down cards and find out which card their partner has. Depending on the information they get in the answers of their partner, they will ask a kind of question or a different one. That is if they ask first: *do you like fruit?* And if the answer they get is positive and students transfer this information they should not ask afterwards: *do you like meat?* Because of the answer previously obtained, it is obvious that the card that its opponent has is a fruit one, it is not a food related to meat.

There are information-gaps (Morrow, 1981; Johnson, 1982) in all the games that students have to find out to simply complete the game or to be winners. In all of them this consideration is followed. In game 1 in which students need to find a person with a certain characteristics, that is precisely the information-gap, that person. In game 2, what each student likes or does not like

doing (as long as they do not know before hand) in order to complete the table. In game 3, students need to know the animal that matches with the description provided. In game 4, students need to figure out what a person in a particular place related to sports does. In game 5, students need to guess what it is on the card that the partner has. In game 6, students need to name the activity by its definition. In game 7, students need to find the person who is doing a specific action at the beach which it is said in their cards. In game 8 students need a missing word in the dialogue and its letters to win. And in game 9 there are different information-gaps since this game is composed of several subgames or sub-activities integrated. For example, students need to write a recipe or a song which they will be the corresponding information-gaps (Sub-Appendixes in 7.5).

The proposed games do not comply with the jigsaw principle (Johnson, 1982). Sometimes it is achieved when the organization of the activity is in small groups or couples. However, in the vast majority of them a weak reference to the principle can be found. For example in game 4 (Appendix 7.5.4), each player receives some cards that are different from other players'. Students need to collect that information distributed among the other players. Or game 7 (Appendix 7.5.7) in which each student has a card on which finding a specific person is asked. Each of the players has different information and although it is not a question of finding out all the information of all the players to be able to win the game, they must obtain the necessary information that a specific player has. The same happens in game 9 in which pairs of students have the same map but with different information. They will have to complement both information, both players, to achieve a common goal. These examples can be understood as information-gaps too if jigsaw principle is considered a technique, type of activity, not a principle.

In the same way, in the majority of games, students have the possibility to choose (Morrow, 1981), either why or who to begin the communicative experiences, as in game 1 or 5 (Appendixes 7.5.1 and 7.5.5). In number 1, students have to find a person who has a specific requirement; students are the ones who choose by whom from their peer they start asking. In number 5, students have to find out the food that their partner chose previously. I order to guess it, they will have to ask yes/no questions, but they can choose which questions in each moment and following questions will be adapted according to the obtained answers. Or, students have the possibility to choose how to begin those communicative experiences necessary to complete the game. We can find game 2 or 4 as examples of this, in which students choose how they will start their turns. In number 2 they can start by choosing to ask a question or construct a positive

or negative sentence. In number 4, students can choose where to go first to try to guess the information-gap and thus win.

As this proposal is based on the design process, not on the implementation of activities; feedback (Morrow, 1981) was not really taken into account on the designing process. Some relation to feedback can only be found in the last game of the proposal. It is the longest and most extensive one on the proposal. At the end of the game, some of summary and feedback from the teacher is necessary for the re-counting points.

The design also bore in mind what is stated in the curriculum in relation to students' oral communicative competence. Teachers can assess some learning standards with games proposed in this dissertation. In Appendix 7.2 and 7.6 standards that can be assessed with games are included; they are also structured game by game proposed. As it was mentioned in section 2.2 proposed games develop linguistic competence and social and civic competence. Students are in contact with people and they should behave and respect turns for example. Cultural awareness and expression competence could be considered also in game 9 because it involves some artistic expression among students.

In addition, following TBT (Willis and Willis, 2007), students need to do things with language, to complete tasks. In game 1 they need to ask students to find the person they are looking for. In game 2, students need to produce orally true sentences to win. In game 4, students need to gather information about what people can or cannot do in different places to know exactly what a specific can do. In game 5, students need to get answers of their partner to dismiss cards and find the correct one. In game 6, they need to collect information they get by the definition of the word they need to say to win. In game 7, students need to ask about the information they have to find the person they are looking for. In game 8, when students need the missing word (information) of their dialogues to get its letters and win the game. In game 9, the need to collet all the information in every sub-game to complete the whole one.

Another aspect that was taken into account was micro and macro skills of the speaking ability determined by Brown (2000). In Appendix 7.1 a table that includes all of them in its entirety is included, and in Appendix 7.6 a second table showing which micro and macro skills

were developed in each one of the games is integrated. These skills were taken into account so that in the end all the games could get to practice some of them. A great variety of them is fostered in most of the games.

Cooperative and collaborative learning has been incorporated in the design of games. This methodology, as already mentioned in the section of the theoretical and curricular framework, fosters the relationship between students, personal autonomy, and communication; which facilitates the development of students' oral communicative competence (Grenfell, 2002). Therefore all games that have been proposed are developed in pairs or small groups to facilitate the proposed final objective. In this way, social and civic competence is fostered.

5. Conclusions

In this section a summary of the main points of the dissertation will be offered, followed by the strengths of the dissertation and a critical review of the limitations of the analysis developed in it. Finally, a personal reflection on the usefulness of the elaboration of the dissertation will be presented.

First, a summary will be presented of the conclusions and reflections that have been reached in section four of the dissertation analysis. The proposal that is included finally was necessary due to the lack of promotion of students' communicative competence of the games included in the textbook *Tiger Team 3*. Analyzing textbook's games following specific principles of the CLT approach, it was concluded that they could not be considered communicative activities in themselves. This meant creating a series of materials that would complement or even replace them. All this, finally, concluded in a series of games that make students use and practice micro and macro speaking skills (that involve the speaking skill as well as key competences) and develop oral communicative competence in a foreign language.

Secondly, the dissertation has several strengths. Games provide motivation to students because they are fun for them; that is why they were understood as a methodological proposal in this dissertation. Games of different types are included: more or less cooperative, collaborative or competitive. Although they are marked by the contents and competences from the original book, the topics covered in them are varied and are connected to the usual contexts of students (e.g. daily routines, sports or animals). Different games are proposed so that with that variety they can match different students' learning styles and needs. There are more systematic games and more free or creative other ones. Another strength in the systematicity in the design and planning of games is the inclusion of different sections in each game (see Table 1).

Thirdly, it is necessary to carry out a critical review of the limitations of the analysis included in this dissertation. The first limitation is that games have not been implemented and hence students' output and reaction to them was not evaluated. Also, it must be acknowledged that by analyzing these materials throughout the dissertation, it does not mean that the conclusions obtained in this analysis can be considered extrapolated to all the materials that are available for teaching English. The analysis that has been made of these materials is specific to

the textbook *Tiger Team 3*. In the same way, the proposal that is suggested is related to this analysis and the conclusions obtained. Another limitation is that adjustments may need to be made to different groups of students bearing in mind their level, rhythm, interests, likes, etc.

Here it is a personal reflection on the usefulness of the development of this dissertation for both, professional and personal life. This development, I suppose as other ones, began by carrying out a series of diffuse and disconnected steps; there was no clear and definite objective. It took a long time to focus the work on a particular aim in order to be able to complete the different phases that the whole elaboration process has in itself. Little by little, the deviations in terms of elaboration ceased to be centered on the objective of the dissertation to be centered on the analysis and proposal of the games. After reviewing the literature and looking into the activities proposed in the Primary English textbook, the aim of proposing further, more motivational speaking activities became clear.

There were many aspects to take into account and it was a little bit dizzy: theoretical and curricular framework, grammatical structures and vocabulary from the textbook or lack of originality at the beginning in proposed games. It was difficult to combine all these elements with innovation. This produced a lack of motivation at the same time for all these facts which made the development of the dissertation more difficult. Fortunately all this was gradually taking shape. At the beginning there were many issues or problems to solve, then they were solved but they could be improved and finally there were positive results after the analysis and the design. Little by little, games were more original and communicative taking into account all the studied terms by the chosen literature. All the elements were integrated and more connected between them. In general, it is clear that all this has finally brought me all positive aspects. Now, if I had to develop another dissertation or similar task, I would organize in a different way. At the beginning I understood the elements that I had to integrate separately; now I would take into account all together to make them integrated since the beginning.

I have always been very interested in knowing why teaching speaking skill in the classroom nowadays was not carried as effectively as it should; why students always ended their learnings in a foreign language without being able to speak fluently despite the years of study. Personally the elaboration of this dissertation has allowed me to think more critically about why this may happen (no really communicative activities are proposed in the classroom) and how it can be solved (proposing communicative activities in the classroom in which students

communicate for a clear purpose in a communicative context). It has been very enriching also that this proposal has been done through the development of games in the English area. Before the development of this dissertation I had already designed many activities for the English area where in the end students were able to carry out different actions or where in the end students used some grammatical structures or vocabulary. However I had never been proposed to design games, and much less so communicative games. In relation to my field of study I have been able to gather relevant ideas, different pieces of knowledge and also skills to apply that knowledge and put it into practice; in my opinion, all this is necessary to continue expanding in the future. I would like to be able to continue studying how to develop students' oral communicative competence, delving deeper into some aspects that have not been given sufficient space such as implementation, evaluation, the use of gamification or information and communication technologies.

Carrying out a big project such as this one, for me, has been a challenge. From the beginning of the degree in the Primary Education we are allowed to work in groups, of more or fewer people. Also from the beginning we had to carry out individual work, although it is clear that the workload involved was nothing compared to this dissertation. Personally, it has given me above all values of overcoming, perseverance and commitment. It has also put me to the test regarding the organization of the writing process of carrying out this dissertation in line with the rest of personal matters, which has not been a tough process.

Finally, to conclude, I only hope that the final results of the entire dissertation have been adequate and considered interesting for peers. I hope this dissertation has been able to show that speaking skills need to be given importance in the EFL Primary classrooms and that its teaching learning process can be approached through the design of appropriate, integrating games throughout the syllabus which can foster students' oral communicative competence. Finally, I only hope that the vision of the games in the area of English is always positive and enriching for both parts, students and teachers.

6.   References

6.1.   Legislation

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Orden de 16 de junio de 2014 currículo educación primaria. Anexo II. Lengua extranjera: inglés. Consultado en: www.educaragon.org/Files/Files/UserFiles/File/ING%20ANEXO%20II%20BOA.pdf

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7. Appendixes

7.1. Micro and macro skills according to Brown (2000: 272)

	Microskills of speaking skill
1	Produce chunks of language of different lengths.
2	Produce differences among English phonemes and allophonic variants.
3	Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.
4	Produce reduced forms of words and phrases.
5	Use an adequate number of lexical units (words) to accomplish pragmatic purposes.
6	Produce fluent speech at different rates of delivery.
7	Monitor one's own oral production and use various strategic devices – pauses, fillers, self-corrections, back tracking – to enhance the clarity of the message.
8	Use grammatical word classes (nouns, verbs, etc.) systems (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms
9	Produce speech in natural constituents: in appropriate phrases, pause groups, breath groups, and sentence constituents.
10	Express a particular meaning in different grammatical forms.
11	Use cohesive devices in spoken discourse.
12	Accomplish appropriately communicative functions according to situations, participants, and goals.
13	Use appropriate registers, implicature, pragmatic conventions, and other sociolinguistic features in face-to-face conversations.
14	Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
15	Use facial gestures, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.
16	Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.
	Macroskilss of speaking skill
1	Appropriately accomplish communicative functions according to situations, participants and goals.
2	Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping and –yielding, interrupting and other sociolinguistic features in face-to-face conversations.
3	Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification.
4	Convey facial features, kinesics, body language and other nonverbal cues along with verbal language.
5	Develop and use battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of sounds, appealing for help, and accurately assessing how well your interlocutor is understanding you.

Microskills of speaking skill	GAMES
1	Number 1, 2, 3, 4, 6, 7, 8, 9.
2	Number 1, 3, 5, 6, 7, 8.
3	Number 5, 7.
4	Number 1, 3, 6.
5	Number 1, 3, 4, 5, 6, 7, 8, 9.
6	Number 6, 9.
7	Number 9.
8	Number 1 2, 3, 4, 6, 7, 8, 9.
9	
10	Number 3, 6.
11	Number 4, 6, 8, 9.
12	Number 2, 3, 4, 5, 6, 7, 8, 9.
13	Number 1, 8, 9
14	Number 9.
15	Number 9.
16	Number 6, 9
Macroskills of speaking skill	GAMES
1	Number 2, 3, 4, 5, 6, 7, 8, 9.
2	Number 1, 8, 9.
3	Number 9.
4	Number 9.
5	Number 6, 9.

7.2. Assessable Learning Standars

Block of content 1. Comprehension of oral texts.

Est.ING.1.1.1. Reconoce palabras y frases cortas en anuncios publicitarios sobre temas relativos a sus propios intereses (juguetes, comidas…) con apoyo de imágenes para aproximarse a la comprensión del texto oral.

Est.ING.1.1.3. Reconoce palabras y frases cortas en transacciones habituales sencillas y breves (instrucciones, indicaciones, peticiones, avisos), que le son transmitidas de manera lenta y clara, aunque sea necesario volver a escuchar lo dicho, pedir confirmación o apoyo gestual para aproximarse a la comprensión del texto oral.

Est.ING.1.1.4. Reconoce palabras, frases cortas, y estructuras hechas, y las relaciona para captar la idea general, cuando escucha una conversación sobre temas cotidianos (por ejemplo, en el contexto escolar).

Est.ING.1.1.5. Reconoce palabras y frases cortas en conversaciones breves y sencillas en las que participa, que traten sobre temas cercanos, para interactuar adecuadamente.

Est.ING.1.1.6. Entiende palabras y frases cortas o expresiones hechas, cuando escucha una presentación sobre temas cotidianos, como por ejemplo: uno mismo, comidas y bebidas, juguetes y material escolar, animales, ropa, etc.; y las estructura para tener una idea general del mensaje.

Est.ING.1.2.4. Reconoce palabras, frases cortas, y estructuras hechas, y las relaciona para captar la idea general, cuando escucha una conversación sobre temas cotidianos (por ejemplo, en una tienda o en el contexto escolar) mediante el uso de estrategias de comprensión.

Est.ING.1.2.5. Reconoce palabras y frases cortas en conversaciones breves y sencillas en las que participa, que traten sobre temas cercanos, (p.ej: mascotas, comidas preferidas, descripciones de personas o lugares), utilizando la información de los elementos lingüísticos y paralingüísticos, para interactuar adecuadamente.

Est.ING.1.3.3. Reconoce palabras y frases cortas en transacciones sencillas, dirigidas a la satisfacción de necesidades sencillas y cotidianas (instrucciones, indicaciones, peticiones, avisos), apoyándose en el reconocimiento de expresiones corrientes básicas y de uso muy frecuente (convenciones sociales; normas de cortesía).

Est.ING.1.3.4. Reconoce palabras, frases cortas, y estructuras hechas, cuando escucha una conversación sobre temas cotidianos y/o relaciones interpersonales (amistad, familiares) y las relaciona para identificar alguna idea general, en contextos próximos (p.ej.: en una tienda).

Est.ING.1.3.6. Entiende palabras y frases cortas o expresiones hechas, cuando escucha una presentación sobre temas cercanos como costumbres (horarios, actividades, celebraciones) y las relaciona para tener una idea general de la misma.

Est.ING.1.3.7. Conoce y muestra interés y respeto por aspectos relacionados con las costumbres de países de habla inglesa (horarios, actividades, celebraciones) en programas o entrevistas sencillas donde se habla sobre ello.

Est.ING.1.4.3. Reconoce palabras y frases cortas en transacciones habituales sencillas y breves (instrucciones, indicaciones, peticiones, avisos), apoyándose en el reconocimiento de las funciones comunicativas del texto (p. ej.: fórmulas básicas de saludos y despedidas; preguntas y respuestas sobre posesión, ubicación...)

Est.ING.1.5.2. Identifica estructuras sintácticas relativa a horarios, ubicación de las cosas, precios, y sus significados asociados, en anuncios públicos breves y sencillos (ej.: en el colegio, en casa, una tienda...).

Est.ING.1.5.3. Reconoce estructuras elementales relacionadas con indicaciones, instrucciones, peticiones y/o avisos, cuando se dirigen a él, en transacciones habituales y breves.

Est.ING.1.5.4. Reconoce palabras y frases cortas y estructuras hechas (p.ej. Interrogación, negación, afirmación; expresión del gusto o posesión, etc.) y las utiliza para tener una idea general, cuando escucha una conversación sobre temas cotidianos y se habla de manera lenta y clara (por ejemplo, en una tienda).

Est.ING.1.6.3. Reconoce vocabulario relacionado con temas próximos (p.ej.monedas, salud, trabajos, alimentación...), en transacciones habituales sencillas y breves (instrucciones, indicaciones, peticiones, avisos), y lo utiliza para comprender lo que se le dice.

Est.ING.1.6.4. Reconoce palabras y frases cortas cuando escucha una conversación sobre temas relacionados con rutinas diarias, identificación y/o posesiones personales o lugares en una ciudad y en el campo (por ejemplo, en una tienda, el colegio...).

Est.ING.1.6.5. Entiende palabras y frases cortas en conversaciones breves y sencillas en las que participa, que traten sobre temas familiares como por ejemplo, identificación personal, familia, rutinas, aficiones, animales, lugares (ciudad y campo); y que le permiten seguir la conversación aunque sea con ayuda de gestos.

Est.ING.1.7.4. Reconoce aspectos de ritmo y acentuación de palabras y frases básicas y sus intenciones comunicativas generales, cuando escucha una conversación sobre temas cotidianos y se habla de manera lenta y clara (por ejemplo, en una tienda).

Est.ING.1.7.5. Diferencia patrones sonoros, acentuales, rítmicos y de entonación básicos y sus significados asociados, en conversaciones breves y sencillas en las que participa, que traten sobre

temas familiares como por ejemplo, mascotas, comidas preferidas, descripciones de personas o lugares.

Block of content 2. Production of oral texts.

Est.ING.2.1.2. Participa en transacciones cotidianas del aula y la escuela (p. ej.: pedir en el comedor escolar) utilizando frases sencillas de uso muy frecuente y se consideren normales las pausas y titubeos y el uso de gestos para reforzar el mensaje.

Est.ING.2.1.4. Intercambia información (p. ej.: preguntando y contestando a un compañero en una entrevista de forma guiada sobre la familia, aficiones, gustos…) aunque sean evidentes las pausa y los titubeos, y se tenga que repetir las preguntas para que fluya la comunicación.

Est.ING.2.2.4. Intercambia información (p. ej.: a un compañero en una entrevista de forma guiada sobre la familia, aficiones, gustos) aunque sea ayudándose de gestos, utilizando palabras de significado parecido y demostrando que puede aplicar otras estrategias practicadas en clase.

Est.ING.2.3.2. Participa en transacciones cotidianas del aula y la escuela (p. ej.: pedir en el comedor escolar) que apoyan lo que está diciendo y usando convenciones sociales y normas de cortesía aplicables a este tipo de intercambio oral.

Est.ING.2.3.3. Dramatiza conversaciones cara a cara o por medios técnicos (juegos simulados de llamadas de teléfono) en las que establece contacto social (saludar, despedirse, interesarse por el estado de alguien, felicitar a alguien), se intercambia información personal básica (nombre, edad) o se dan instrucciones (p.ej.: en una receta), y expresa sentimientos practicando fórmulas de cortesía sencillas y cotidianas.

Est.ING.2.4.2. Participa en transacciones cotidianas del aula y la escuela (p. ej.: pedir en el comedor escolar) ayudándose de gestos que apoyan lo que está diciendo para intentar cumplir una determinada función comunicativa.

Est.ING.2.4.4. Pregunta y responde (p. ej.: a un compañero en una entrevista de forma guiada sobre la familia, aficiones, gustos) para saber más sobre aspectos personales de las demás personas.

Est.ING.2.5.1. Hace presentaciones muy breves y sencillas sobre sí mismo preparadas de antemano y ensayadas (dar información personal, presentarse a sí mismo, describirse físicamente y a su familia y/o animales) y participa en narraciones muy breves y sencillas con lenguaje repetitivo, reproduciendo estructuras sintácticas sencillas aunque se cometas errores en los tiempos verbales o en la concordancia.

Est.ING.2.5.2. Participa en transacciones cotidianas del aula y la escuela (p. ej.: pedir en el comedor escolar) ayudándose de gestos que apoyan lo que está diciendo, reproduciendo estructuras sintácticas dadas o siguiendo un modelo.

Est.ING.2.5.3. Dramatiza conversaciones cara a cara o por medios técnicos (juegos simulados de llamadas de teléfono) en las que establece contacto social (saludar, despedirse, interesarse por el estado de alguien, felicitar a alguien), se intercambia información personal básica (nombre, edad) o se dan instrucciones (p.ej.: en una receta) y expresa sentimientos, intentando aplicar, aunque se cometan errores, estructuras aprendidas como nexos de unión o tiempos verbales conocidos.

Est.ING.2.5.4. Intercambia información (p. ej.: preguntando y contestando a un compañero en una entrevista de forma guiada sobre la familia, aficiones, gustos) demostrando que conoce y aplica estructuras sintácticas básicas.

Est.ING.2.6.1. Hace presentaciones muy breves y sencillas sobre sí mismo preparadas de antemano y ensayadas (dar información personal, presentarse a sí mismo, describirse físicamente y a su familia y/o animales) y participa en narraciones muy breves y sencillas con lenguaje repetitivo, demostrando que conoce y puede utilizar un léxico apropiado a la temática de la presentación.

Est.ING.2.6.2. Participa en transacciones cotidianas del aula y la escuela (p. ej.: pedir en el comedor escolar) ayudándose de gestos que apoyan lo que está diciendo, repitiendo léxico y estructuras muy conocidas.

Est.ING.2.6.4. Intercambia información (p.ej.: preguntando y contestando a un compañero en una entrevista de forma guiada sobre la familia, aficiones, gustos) eligiendo léxico de un banco de palabras.

Est.ING.2.7.1. Hace presentaciones muy breves y sencillas sobre sí mismo preparadas de antemano y ensayadas (dar información personal, presentarse a sí mismo, describirse físicamente y a su familia y/o animales) y participa en narraciones muy breves y sencillas con lenguaje repetitivo, imitando patrones sonoros, acentuales, rítmicos y entonación.

Est.ING.2.7.3. Dramatiza conversaciones cara a cara o por medios técnicos (juegos simulados de llamadas de teléfono) en las que establece contacto social (saludar, despedirse, interesarse por el estado de alguien, felicitar a alguien), se intercambia información personal básica (nombre, edad) o se dan instrucciones (p.ej.: en una receta) y expresa sentimientos, reproduciendo la entonación de la lengua inglesa, aunque se perciba una clara influencia de la primera lengua.

Est.ING.2.8.2. Participa en transacciones cotidianas del aula y la escuela (p. ej.: pedir en el comedor escolar) e intenta hacerse entender, ayudándose de gestos que apoyan lo que está diciendo.

Est.ING.2.8.3. Dramatiza conversaciones cara a cara o por medios técnicos (juegos simulados de llamadas de teléfono) en las que establece contacto social (saludar, despedirse, interesarse por el estado de alguien, felicitar a alguien), se intercambia información personal básica (nombre, edad) o se dan instrucciones (p.ej.: en una receta) y expresa sentimientos, aunque sean normales los titubeos, las pausas y el apoyo gestual para la comunicación.

Est.ING.2.8.4. Intercambia información (p. ej.: preguntando y contestando a un compañero en una entrevista de forma guiada sobre la familia, aficiones, gustos) aunque para ello el intercambio oral sea lento, haya repeticiones, pausas o titubeos.

Est.ING.2.9.3. Participa en conversaciones cara a cara o por medios técnicos (juegos simulados de llamadas de teléfono) en las que establece contacto social (saludar, despedirse, interesarse por el estado de alguien, felicitar a alguien), se intercambia información personal básica (nombre, edad) o se dan instrucciones (p.ej.: en una receta) y expresa sentimientos utilizando técnicas lingüísticas o no verbales muy sencillas.

7.3. Contents in *Tiger Team 3* units

7.3.1. Starter Unit. Welcome to the Tiger Street Club

Unit	Objectives and Key Competences	Contents
		Lexis
Starter Unit Welcome to the Tiger Street Club!	• Greet people and say goodbye • Meet the course characters • Ask for and give personal details • Watch a video clip • Say the days of the week • Recognise and say the letters of the alphabet • Ask and say where things are • Use the Student's Resource Centre • Ask and say how to spell words • Review language from *Tiger Time 1* and *2* • Play the games • Sing a song and say a rap	**Core vocabulary** • club, join, project, street • the alphabet **Receptive vocabulary** • amazing, exciting, fun ○ **Recycled vocabulary** • hello, goodbye • days of the week • numbers • Vocabulary from previous levels

Unit	Contents			Cross-curricular links
	Structures	Phonics	**Sociocultural aspects**	
Starter Unit Welcome to the Tiger Street Club!	**Core structures** • How do you spell ... ? • Where do you live? ○ **Recycled structures** • What's your name? • How old are you? I'm ... • How are you? I'm fine, thanks. • I live in ... • Where's the ... ? It's in/on/under/behind/next to ... • Language from previous levels		• Video clip: Meet the Tiger Street Club: Welcome to the Tiger Street Club • Interest in learning English • Enjoyment in meeting the course characters • Pleasure in belonging to the Tiger Street Club • Interest in learning the alphabet • Willingness to participate in class • Respect for others in the group • Satisfaction in recalling familiar language	

7.3.2 Unit 1. A Computer for the Club

Unit	Objectives and Key Competences	Contents
		Lexis
1 A Computer for the Club	• Identify and name activities • Learn the grammar table for Unit 1 • Ask and say what you do and don't do • Read an email • Watch video clips • Listen and use everyday classroom language • Listen and read about using computers • Ask and say what you use computers to do • Listen and read a report • Use the Student's Resource Centre • Spell words • Predict what happens in the story • Practise pronunciation: /ʌ/ and /uː/ • Review, assess and plan your own learning • Understand and think about values • Make and sort the activity cut-out cards • Play the games • Prepare, plan and write your project • Listen, read, understand and act out the story • Sing a song and say a rap • Listen and read for pleasure	**Core vocabulary** • do sports, go on excursions, help people, listen to music, make things, paint pictures, play games, take photos, use a computer, watch films **Story vocabulary** • kind, laptop, shed, thief **CLIL vocabulary** • blog, document, email, internet, keyboard, mouse, printer, screen **Receptive vocabulary** • falls over, drops, lucky, mobile phones, MP3 players, policeman, runs away, window cleaner ○ **Recycled vocabulary** • club, draw, family, friends, games, home, listen, present, project, read a book, look at photos, school, sing songs, write stories, study, videos • the alphabet

Unit	Contents			Cross-curricular links
	Structures	Phonics	**Sociocultural aspects**	
1 A Computer for the Club	**Core structures** • Do you ... ? Yes, I do./No, I don't. • What do you do in your free time? I do ... /I don't ... • Are you ... ? Yes, I am./No, I'm not. • I use a computer to ... • I also ... **Classroom Language** • Main function: saying you've finished and asking what to do • I've finished. What do I do now? ○ **Recycled structures** • It's a ...	• /ʌ/ and /uː/ (club, run / do, music)	• Video clip: Tiger Street Club Report: How I use a computer • Interest in naming activities • Pleasure in doing a Spelling Bee • Enjoyment in reading a photo story • Awareness of the value of helping people • Recognition of people who are kind • Interest in using computers • Satisfaction in preparing and writing your project • Enjoyment in reading an email • Confidence in using classroom language • Pleasure in reading a cartoon strip story • Willingness to review, assess and plan your own learning	• ICT: How techy are you?

7.3.3   Unit 2. Animal World

7.3.4   Unit 3. Sport Star

3 Sports Star	Contents			Cross-curricular links
	Structures	Phonics	Sociocultural aspects	
	Core structures • Can you ... ? Yes, I can./No, I can't. • I/He/She can/can't ... • What can you do? **Classroom language** • **Main function:** asking for help • I can't do ... Can you help me, please? Yes, all right. I think the answer is ... Can you repeat that, please? Yes, of course. It's ... ⟳ **Recycled vocabulary** • I play... • Let's...	• /eɪ/ and /ɔː/ (play, skate / football, horse)	• **Video clip:** Tiger Street Club Report: My exercise • Interest in and enjoyment of sport and exercise • Enjoyment in reading a story about football • Awareness of equal opportunities • Awareness of the value of practising and making an effort • Respect for what people can and can't do • Confidence in using classroom language • Pleasure in reading a cartoon strip story • Enjoyment in planning, preparing, writing and presenting your project • Willingness to review, assess and plan your own learning	• PE: Workouts for kids

7.3.5 Unit 4. Food We Like

Unit	Objectives and Key Competences	Contents
		Lexis
4 Food We Like	• Identify and name food • Learn the grammar table for Unit 4 • Ask and say food you like and don't like • Say food other people like • Talk about ways you and your friends like to eat fruit and vegetables • Listen and read a report • Watch a video clip • Listen and use everyday classroom language • Listen and read about five fun ways to eat fruit and vegetables • Use the Student's Resource Centre • Spell words • Predict what happens in the story • Practise pronunciation: /ʌ/ and /eɪ/ • Review, assess and plan your own learning • Understand and think about values • Make and play with the food cut-out cards • Play the games • Prepare, plan and write your project • Listen, read, understand and act out the story • Sing a song and say a rap • Read a recipe • Listen and read for pleasure	**Core vocabulary** • chicken, chocolate, crisps, fruit juice, ice cream, salad, sandwiches, strawberries, water, yoghurt **Story vocabulary** • bread, dinner, lunch, meat, slice, Bring me ...! **CLIL vocabulary** • fruit salad, ice cube, ice lolly, smoothie, sugar, vegetable stick, vitamin • hot/packed lunch, raw, treat **Receptive vocabulary** • blender, fibre, ingredients, minerals, nuts, portions, preparation method, recipe • a great invention, work very hard ⟳ **Recycled vocabulary** • apples, bananas, biscuits, carrots, cheese, eggs, fruit, meat, milk, peas, potatoes, vegetables • eat, delicious, healthy, hungry, play cards • the alphabet

4 Food We Like	Contents			Cross-curricular links
	Structures	Phonics	Sociocultural aspects	
	Core structures • I like ... /I love ... /I don't like ... • Do you like ... ? Yes, I do./No, I don't. • I like ..., but I don't like ... • He/She likes ... **Classroom language** • **Main function:** asking what a word means • Sorry, I don't understand. What does ... mean? ⟳ **Recycled structures** • Are you ...? Yes, I am./No, I'm not. • My favourite is ...	• /ʌ/ and /aɪ/ (biscuit, chicken / likes, nice)	• **Video clip:** Tiger Street Club Report: Lunch at my school • Interest in food • Pleasure in reading a legend about the origin of a word • Respect for other people's likes and dislikes • Enjoyment in interacting with others • Awareness of sounds and spelling • Interest in learning fun ways to eat fruit and vegetables • Enjoyment in reading a recipe • Confidence in using classroom language • Pleasure in reading a cartoon strip story • Enjoyment in preparing, planning, writing and presenting your project • Willingness to review, assess and plan your own learning	• Social Science: Five-a-day the fun way!

7.3.6 Unit 5. Things We Do Every Day

Unit	Objectives and Key Competences	Contents
		Lexis
5 Things We Do Every Day (continued on next page)	• Identify and name daily routines • Learn the grammar table for Unit 5 • Say what other people do every day • Listen and use everyday classroom language • Listen and read about time zones • Listen and read a report • Watch a video clip • Use the Student's Resource Centre • Spell words • Predict what happens in the story • Practise pronunciation: /æ/ and /ʌ/ • Review, assess and plan your own learning	**Core vocabulary** • brush your teeth, get up, go home, go to bed, go to school, have a shower, have breakfast, have dinner, have lunch, put on your pyjamas • ... o'clock, half past ... • every day **Story vocabulary** • clock, genie, gold, greedy, king, princess, wish **CLIL vocabulary** • midday, dark, light, hour, night, time zone **Receptive vocabulary** • go away, hairbrush, hug, koala, meets, more important than, never mind, time difference

Unit	Objectives and Key Competences	Contents
		Lexis
(continued) 5 Things We Do Every Day	• Understand and think about values • Make and play with the daily routine cut-out cards • Play the games • Prepare, plan and write your project • Listen, read, understand and act out the story • Sing a song and say a rap • Read traditional bedtime rhymes • Listen and read for pleasure	♻ **Recycled vocabulary** • afternoon, clock, do homework, evening, hungry, love, morning, play, read a book, rich, sleep, study, use a computer, wash my face/hands, watch TV • the alphabet • numbers

5 Things We Do Every Day (continued on next page)	Contents			Cross-curricular links
	Structures	Phonics	Sociocultural aspects	
	Core structures • I ... at ... What about you? Me too! • Do you ... at ...? Yes, I do./No, I don't. • He/She has lunch/goes to school ... • What do you do every day? I ... • What time is it? **Classroom language** • Main function: asking about the time • What time is it, please? It's time to ... Have I got time to ... ? ♻ **Recycled structures** • It's (nine o'clock).	• /æ/ and /ʌ/ (snack, cat / car past)	• **Video clip:** Tiger Street Club Report: A day in the life ... • Interest in your and other people's daily routines • Awareness of the importance of loving your family and not being greedy • Awareness that the world has got different time zones • Enjoyment in a myth and in finding out about children around the world • Satisfaction in writing your project • Pleasure in learning bedtime rhymes • Confidence in using classroom language • Pleasure in reading a cartoon strip story • Willingness to review, assess and plan your own learning	• **Geography:** Time zones

7.3.7 Unit 6. At the Beach

Unit	Objectives and Key Competences	Contents
		Lexis
6 At the Beach	• Identify and name beach activities • Learn the grammar table for Unit 6 • Ask and say what you and other people are doing • Read a poem • Listen and use everyday classroom language • Listen and read about rock pools • Listen and read a report • Watch a video clip • Use the Student's Resource Centre • Spell words • Predict what happens in the story • Practise pronunciation: /b/ and /v/ • Review, assess and plan your own learning • Understand and think about values • Make and play with the beach cut-out cards • Play the games • Prepare, plan and write your project • Listen, read, understand and act out the story • Sing a song and say a rap • Listen and read for pleasure	**Core vocabulary** • collecting shells, fishing, lying in the shade, making a sandcastle, playing Frisbee, playing volleyball, playing with a bat and ball, putting on sun cream, snorkelling, swimming in the sea • beach, seaside **Story vocabulary** • dolphin, shark **CLIL vocabulary** • crab, jellyfish, rock pool, seahorse, sea urchin, seaweed, star fish **Receptive vocabulary** • attack, danger, donkey rides, kite, protect, rescue, safe, shadow ♻ **Recycled vocabulary** • cloudy, dive, fish and chips, hot, jump, live, look, play football, raining, read a book, ride, row, run, sing, sit, sunny, swim, T-shirt, walk, weather • the alphabet • colours

6 At the Beach	Contents			Cross-curricular links
	Structures	Phonics	Sociocultural aspects	
	Core structures • What am I doing? You're ... • What are you doing? I'm/We're ... • Are you (fishing)? Yes, I am./No, I'm not. • I'm/He's/She's/We're/They're (fishing). **Classroom language** • Main function: asking and saying what you're doing • What are you doing? I'm ... ♻ **Recycled structures** • I've got ... • I'm/He's/She's wearing ... • It's ... /It isn't ... • There is/are ...	• /ɪ/ and /v/ (bat, beach / very, vest)	• **Video clip:** Tiger Street Club Report: A holiday postcard • Interest in beach activities and sea life • Enjoyment in reading an adventure story • Awareness that it's important to keep safe • Willingness to take turns • Recognition that you can find things out by close observation • Satisfaction in writing your project • Pleasure in reading a poem • Confidence in using classroom language • Enjoyment in reading a cartoon strip story • Willingness to review, assess and plan your own learning	• **Natural Science:** Secrets of the sea

7.3.8   Unit 7. Tiger Street Club Review

Unit	Objectives and Key Competences	Contents
		Lexis
7 Tiger Street Club Review	• Identify and name theatre vocabulary • Listen and read a report • Watch a video clip • Read a programme • Listen and use everyday classroom language • Use the Student's Resource Centre • Predict what happens in the play • Revise language from Units 1–6 • Practise pronunciation: /s/ before a consonant • Review, assess and plan your own learning • Understand and think about values • Listen and read about teamwork for a show • Make and play with the review sentence cut-out cards • Play the games • Prepare, plan and write your project • Listen, read, understand and act out the play • Sing a song and say a rap • Listen and read for pleasure	**Core vocabulary** • actor, audience, costume, lights, make-up, poster, programme, script, stage, ticket **Story vocabulary** • hiker, knock, plate, stove, village **CLIL vocabulary** • design, job, rehearse, show, teamwork **Receptive vocabulary** • dinnertime, charity, end-of-year show, mountains, narrator, pot, share • Wait a minute, Remember ♻ **Recycled vocabulary** • Vocabulary that has been previously introduced

7 Tiger Street Club Review	Contents			Cross-curricular links
	Structures	Phonics	Sociocultural aspects	
	Core structures • Structures that have been previously introduced **Classroom language** • Main function: giving and following stage directions • Can you ... ? Like this? Yes, that's it! Perfect! Then what do I do? ♻ **Recycled structures** • Structures that have been previously introduced	• /s/ before a consonant (stage, script)	• **Video clip:** Tiger Street Club Report: Stone Soup: A review • Interest in learning theatre vocabulary • Pleasure in acting out a well-known story as a play • Pleasure in demonstrating what you can do in a board game • Enjoyment in reviewing what you have learnt in a quiz • Awareness of the work involved in putting on a show • Recognition of the value of teamwork and sharing • Satisfaction in writing your project • Interest in reading a programme • Confidence in using classroom language • Enjoyment in reading a cartoon strip story • Willingness to review, assess and plan your own learning • Satisfaction with learning in Tiger Time 3	• **Citizenship:** Teamwork for a show

7.3.9 Festivals: World Food Day, Grandparent's Day, World Book Day

Unit	Objectives and Key Competences	Contents
		Lexis
Festivals	• Identify items relating to festivals • Ask and say what you have got in your lunchbox • Use the Student's Resource Centre • Play a game • Make a paper lunchbox, do a survey and make a book mark • Listen and read about festivals • Identify healthy foods • Identify different kinds of books • Compare your culture with UK culture • Sing the songs and say the chants • Ask and say your favourite kind of book	**Core vocabulary** • healthy, unhealthy, packed lunch, lunchbox, fruit • adventure, far away, places, look after • book token, fact, fairy tale, legend, myth, poem **Receptive vocabulary** • crunch • celebrate, win • celebrate, special **♻ Recycled vocabulary** • apple, carrot, strawberry, orange, banana, peas, celery, yoghurt, fruit juice, chicken, mushroom, potato • play games, walk, park, • book, read, shop, weather

Festivals	Contents			Cross-curricular links
	Structures	**Phonics**	**Sociocultural aspects**	
	Core structures • Structures that have been previously introduced **♻ Recycled structures** • I'm a ... • I've got ... • ... don't ... • Do you ... ? Yes, I do./No, I don't. • It's ... /It's got ... • Has it got ... ? Yes, it has!/No, it hasn't! • I love/like ... Me too! • What's your favourite ... ? It's ...		• Festivals: World Food Day in the UK • Festivals: Grandparent's Day in the UK • Festivals: World Book Day in the UK • Pleasure in learning about World Book Day, Grandparent's Day and World Book Day in the UK • Interest in comparing World Book Day, Grandparent's Day and World Book Day in the UK and in your country • Awareness that some foods are healthy • Awareness that grandparents are important • Awareness of the pleasure that books and reading gives • Enjoyment in singing songs and saying chants about World Book Day, Grandparent's Day and books	

Objectives and key competences
- Identify items connected with World Food Day, Grandparent's Day and World Book Day
- Listen and read about World Food Day, Grandparent's Day and World Book Day in the UK
- Ask about and say your favourite kind of book
- Ask about and say what you can do
- Identify healthy food
- Identify different kinds of books
- Compare your culture with UK culture
- Sing the songs and say the chants
- Guess what's in the lunchbox
- Make a lunchbox
- Do a survey and complete grid
- Make a book mark

Active language
Core vocabulary
healthy, unhealthy, packed lunch, lunchbox, strawberry, peach
celebrate, September, far away, important, share
information, tell stories, adventure, interesting places
adventure story, book token, fact, fairy tale, legend, myth, poem

Structures
(see recycled language)

Recycled language
sandwich, apple, orange, banana, yoghurt, fruit juice, water, carrot, peas, celery, chicken, tomato, cheese
grandma, grandpa
make a cake, sing songs, read a story
play games
What have you got...?
Is it healthy?
Yes, it is. / No, it isn't.
I've got ...
I can/can't
Can you ...?
Yes, I can. / No, I can't.
I love... Me too!
What's your favourite...? It's...
Book, read

Receptive language
other countries, celebrate, tradition, special

Values and attitudes
- Pleasure in learning about World Food Day, Grandparent's Day and World Book Day in the UK
- Interest in comparing school lunches in the UK and in your country
- Interest in comparing the role of grandparents in the UK and in your country
- Interest in comparing how children celebrate World Book Day in the UK and in your country
- Awareness that a healthy lunchbox is easy to make
- Awareness that grandparents play a big part in our lives
- Awareness of the pleasure that books and reading give
- Enjoyment in singing songs and saying chants about food, Grandparent's Day and books

7.4. Games in *Tiger Team 3*

7.4.1. Starter Unit. Arrange the letters

> **Student's Book Activity 7**
>
> Go to Activity Book page 89. Make the alphabet cut-out cards. Play *Arrange the letters.*
>
> - The students cut out and make their cards. Demonstrate the game. Dictate letters: **c-a-t, p-e-n, s-o-f-a, d-o-g, c-a-r, c-a-r-d-s, s-h-o-e, b-i-k-e, j-u-m-p-e-r**. Only dictate familiar words that have one instance of each letter. The students listen, arrange the cards on their desks and identify the words. (Optional) The students can also play the game in pairs.
> - **Note:** The students stick the alphabet cut-out cards in order in their notebooks, perhaps in a later lesson or as homework.

7.4.2. Unit 1. Copycat chain, Guess who!, Arrange the cards, Question chain

> **Student's Book Activity 2**
>
> Play *Copycat chain.*
>
> - Draw the students' attention to the recycle logo. Explain that this game gives the students an opportunity to use the new words for activities as well as other words they know. Ask them to give you examples (*read, write, draw, sing ...*).
> - Explain and demonstrate the game. One student says a sentence (*I take photos*) and mimes. Everyone repeats the sentence and copies the mime. The next student does the same (*I do sports*), and so on. The students then go back to the beginning and repeat all the sentences and mimes.

> **Student's Book Activity 9**
>
> Play *Guess who!*
>
> - The students look at the table which shows activities that the members of the Tiger Street Club do (✓) and don't do (✗).
> - Explain and demonstrate the game. Student A pretends to be one of the members of the Tiger Street Club. Student B asks questions to identify the member.
> - Student B: *Do you (paint pictures)?* Student A: *Yes, I do./No, I don't.* Student A: *Are you (Ben)?* Student B: *Yes, I am.*
> - Play the game with the whole class. The students then play the game in pairs.

> **Student's Book Activity 13**
>
> Go to Activity Book page 89. Make and sort the activity cut-out cards. Play *Arrange the cards.*
>
> - The students cut out and make their cards.
> - Arrange your cards in two rows. Explain that in the top row you will put things you do. In the bottom row you will put things you don't do. Say **What do you do in your free time?** *I do sports. I don't paint pictures.* Place your cards in the corresponding rows.
> - Divide the class into pairs. Each pair places a book between them to serve as a screen.
> - Demonstrate the game. Student A arranges his or her cards in two rows, following your example. Student B asks *What do you do in your free time?* Student A says *I do sports. I play games. I don't take photos.* Student B arranges his or her own cards accordingly.
> - The students remove the screen and check their cards are in the same order. Student B asks *Is this right?* (*Yes, it is*) They change roles and play again.
> - **Note:** Once finished, the students stick the cards in their notebooks and write sentences. *I do sports. I don't make things.* This could also be done in a later lesson or for homework.

> **Student's Book Activity 16**
>
> Play *Question chain.*
>
> - Demonstrate the game. Ask a student **Do you (watch DVDs)?** They respond and ask a question to another student. *Yes, I do./No, I don't. Do you (write emails)?* That student responds and asks a question to the next student.
> - **Note:** The question chain can either go round the class or the students choose who to ask.
> - The game finishes when all the students have asked and answered at least one question. (Optional) The students can also play the game in groups.

7.4.3. Unit 2. Say what it's got, Guess the animal!, Animal riddes, True or false

Student's Book Activity 2

Play Say what it's got.
- Draw the students' attention to the recycle logo. Explain that this game gives the students an opportunity to use the new words for animal parts of the body as well as words they already know and names of animals.
- Ask the students to give you examples of animals (snake, mouse, monkey ...) and parts of the body (eyes, ears, legs ...).
- Explain and demonstrate the game. One student names an animal. (A hamster) The next student says something that a hamster has got (It's got fur.) and names another animal. The next student says something that animal has got, names another animal, and so on.

Student's Book Activity 8

Play Guess the animal!
- Look at the pictures and read the names of the six animals.
- Explain and demonstrate the game. Student A chooses an animal from the grid. Student B asks questions to identify it. *Has it got fur? (No, it hasn't.) Has it got wings? (Yes, it has.) Is it a bird? (Yes, it is.)*
- Play the game with the whole class.
- Divide the class into pairs. The partners play the game.

Student's Book Activity 12

- Go to Activity Book page 91. Make the body part cut-out cards. Play *Animal riddles.*
- The students cut out and make their cards.
- Divide the class into pairs. They place a book between them to serve as a screen.
- Read the speech bubble exchanges and demonstrate the game. Student A chooses one card. Student B lays out all his or her cards for reference. Student A describes their animal. *It's got (fur). It's got (a tail).* Student B eliminates any cards that haven't got these characteristics and guesses what the animal is. *Is it a (rabbit)? No, it isn't.* Student A continues to describe the animal until the riddle has been solved. *Is it a (tiger)? Yes, it is!*
- The students change roles and play again.
- **Note:** Once the students have finished, they stick the body part cut-out cards in their notebooks and write sentences. *A rabbit has got fur. A monkey has got a tail.* This can also be done in a later lesson or for homework.

Student's Book Activity 15

Play *True or false.*
- Say true and false sentences about mammals and reptiles. The students respond, scoring a point for every correct answer. **Mammals have got fur.** (*True!*) **Reptiles have got warm blood.** (*False!*)
- Extend the game by asking individual students to say the sentences.

7.4.4. Unit 3. "Can do" chain, Guess who!, Memory, Ask and show

Student's Book Activity 2

Play 'Can do' chain.
- Draw attention to the recycle logo. Explain that the game gives the students an opportunity to use new and familiar words for sports.
- Ask the students to give you examples of sports (run, climb, dance, swim, play football, etc.).
- Read the speech bubbles. Explain and demonstrate the game. One student says *I can (rollerblade). Can you?* The next student answers *Yes, I can./No, I can't.* He or she then says *I can do (judo). Can you?* The next student answers, and so on.

Student's Book Activity 8

Play Guess who!
- The students look at the table, which shows the activities the members of the Tiger Street Club can do (✓) and can't do (✗).
- Explain and demonstrate the game. Student A pretends to be one of the members of the Tiger Street Club. Student B asks questions to identify the member. *Can you (rollerblade)?* Student A answers *Yes, I can* or *No, I can't.* Student B then guesses the Tiger Street Club member. *Are you (Clare)? Yes, I am.*
- Play the game with the whole class. The students then play the game in pairs.

Go to Activity Book page 91. Make the sports cut-out cards. Play *Memory*.

- The students cut out and make their cards. Divide the class into pairs. Demonstrate the game. The students put their sets of cards together and lay them face down in a random order on the desk. Student A turns over a card and says what the boy or girl can do: *She can (rollerblade)*. Student A turns over another card and says *And she can (skateboard)*. If the cards are the same (*She can skateboard. She can skateboard, too!*), Student A keeps them and Student B says *Yes! it's a pair! Well done!* If not, Student B says *No! My turn!* Student A turns the cards face down again in exactly the same position and Student B has the next turn. The winner has the most pairs.
- **Note:** Once the students have finished, they stick the sports cut-out cards in their notebooks and write sentences. *He can dive. She can row.* This can also be done in a later lesson or for homework.

Play *Ask and show*.

- Ask individual students questions based on the speaking model. **Can you (tap your fists)?** The students reply and do the action. (*Yes, I can! Look!*)
- Divide the class into pairs. The students take turns to ask and show each other three actions from the workout. They then change roles.

7.4.5. Unit 4. Repeat if it's true, Guess who!, Memory, Snap!

Listen and play *Repeat if it's true*.

▶ CD 2 Track 25 p181

- Draw the students' attention to the recycle logo. Explain that the game gives the students an opportunity to use the new food words as well as other food words they know.
- Ask the students to name different foods.
- Read the speech bubbles and demonstrate the game. The students listen. They wave their arms and repeat if the sentences are true for them; if not, they fold their arms and stay silent.
- Play the CD. The students respond.
- Continue, naming recycled food words. *I like (carrots). I don't like (cheese).* The students respond.
- The students take turns to say sentences. The rest of the class responds.

Play *Guess who!*

- The students look at the pictures of the food that the members of the Tiger Street Club like (✓) and don't like (✗).
- Explain and demonstrate the game. Student A pretends to be one of the members of the Tiger Street Club. Student B asks questions to identify the member. *Do you like sandwiches? (Yes, I do.) Do you like chicken? (No, I don't.) Are you Nasim? (Yes, I am.)*
- Play the game with the whole class. The students then play the game in pairs.

Say what the Tiger Street Club like. Play *Memory*.

- Refer to the grammar table and *Tiger Tips* from Activity 7. Remind the students that we add an 's' to the verb when we talk about other people: So we say *'I like sandwiches'* but *'He or she likes sandwiches'*.
- Tell the students to look at the table from Activity 8. Individual students then say what members of the Tiger Street Club like. *(Clare) likes (sandwiches).*
- Play *Memory*. Give the students thirty seconds to memorise what Clare, Nasim, Ellie and Ben like. Say **Close your books!** See how many of the twelve possible sentences the students can say. Keep score on the board.

Answers: Clare likes sandwiches/crisps/salad. Nasim likes strawberries/ice cream/sandwiches. Ellie likes crisps/fruit juice/strawberries. Ben likes chocolate/salad/chicken.

Go to Activity Book page 93. Make and sort the food cut-out cards. Play *Snap!*

- The students cut out and make their cards. They then sort their cards into foods they like (top row) and foods they don't like (bottom row). Arrange your cards in two rows to demonstrate.
- Divide the class into pairs, placing a book between them to serve as a screen.
- Explain and demonstrate the game. Student A says *I like (water), but I don't like (fruit juice)*. If Student B's cards are arranged differently, he or she says *No, I love/like (fruit juice)!* Student B then says a sentence. *I like (ice cream), but I don't like (yoghurt)*. If Student A's cards correspond, then he or she says *I don't like (yoghurt)*. Snap!
- The pairs count the number of times they say snap! They then change partners and play the game again.
- The students play the game in pairs, placing a book between them to serve as a screen. They count the number of times they say Snap! and report back. They then change partners and play again.
- **Note:** Once finished, the students stick their cards in their notebooks and write sentences such as *I love fruit juice. I like sandwiches, but I don't like chicken.* This can be done in a later lesson or for homework.

7.4.6. Unit 5. Mime and guess, Guess who!, Find the same, Time puzzles

Play *Mime and guess*.

- Draw the students' attention to the recycle logo. Explain that this game gives the students an opportunity to use the words for the new daily routines and other familiar words for things they every day.
- Ask the students to give you examples (*study, sleep, do homework, wash face/hands*, etc.).
- Explain and demonstrate the game. Read the speaking model. One student mimes a daily routine and asks *What's this?* The other students guess *(brush your teeth)!*
- Play the game several times with the whole class. The students can also play in pairs.

Play *Guess who!*

- The students look at the table, which shows the daily routines of the members of the Tiger Street Club and the times at which they do them.
- To familiarise the students with the table and to give them practice saying the time, say sentences for the students to complete. **Ben gets up at ...** (*seven o'clock*). **Nasim has breakfast at ...** (*half past seven*).
- Explain and demonstrate the game. Student A pretends to be a member of the Tiger Street Club. Student B asks questions to identify the club member. *Do you get up at seven o'clock? (Yes, I do.) Do you go to bed at half past nine? (No, I don't.) Are you Ben? (Yes, I am.)*
- Play the game with the whole class. The students then play the game in pairs.

7.4.7. Unit 6. Mime and guess, Guess who!, Say and arrange, Name the animal

7.4.8. Unit 7. Word chain, Sentence bingo, Mime and guess

Student's Book Activity 2

Play Word chain.

- Draw the students' attention to the recycle logo. Explain that this game gives the students the opportunity to use new theatre vocabulary and other words they know.
- Read the speech bubbles. Point out that some letters are highlighted. Explain that the words 'reptile', 'email' and 'lights' begin with the last letter in the previous word.
- The students play the game, following the example. The word chain goes round the class.

Student's Book Activity 10

Go to Activity Book page 95. Make the review sentence cut-out cards. Play *Sentence bingo*.
- The students cut out and make their cards.
- Demonstrate the game. The students choose six cards and lay them out, face up, on their desks. Explain that you will read out the sentences. **He gets up at half past seven every day. A bird has got wings and feathers ...** When the students hear a sentence that corresponds with one of their cards, they should turn that card over and say *Yes!* The first student to turn over all six cards says *bingo!* and is the winner.
- The students play the game again in groups of 4–6 students.
- **Note:** Once the students have finished, they stick the sentence review cut-out cards in their notebooks. Explain that these are example sentences which contain the main language structures they have learnt in *Tiger Time 3*.

Student's Book Activity 13

Play *Mime and guess*.
- Explain and demonstrate the game. Student A mimes an action relating to preparations for a show and asks *What am I doing?* Student B tries to guess the mime. *Are you (reading a script)?* Student A responds *Yes, I am./No, I'm not.*
- The students play the game in pairs.

7.5. Supplementing games for games in *Tiger Team 3*

7.5.1. Game 1. Tiger Street Club board game

PROCEDURE

Introduction. In this unit in the beginning of the year "Tiger Street Club" was formed.

Now we are going to know each other better playing a game that the Tiger Street Club proposes to us. We are going to sit down on the floor in a circle. We are going to play a special board game all together.

Description. This game is played on a crossed board with 20 squares. There are special squares; there are 5 kinds of squares:

- Start/End: starting and ending square, where the game begins and finishes.
- Star: player has to take a card in the middle of the board and read it aloud.
- Die: player has another turn; throws the die again.
- Stop: player misses the turn immediately; turn is for the next player
- Spell: player has to take a card from the *spell* pile of cards. Player has to spell aloud the word that the card describes. If the player is right, he/she can have another turn; and he/she misses the turn if he/she is wrong.

Each player has their own piece (they can use a paper with their name). The pieces move forward along the squares of the route according to the number shown on the die that players have to roll every turn. This is the look of the board:

Firstly, each player throws the die. The one who gets the higher punctuation will start the game. Player will throw again the die and will move their piece. There are two kinds of cards in the middle of the board:

1. Cards with a star have instructions of what players should find. Every time that a player takes a card from this pile has to read it aloud. Everyone playing should find what the card says. Students will be allowed to stand up, stay around the class and find people in order not to have a very noisy atmosphere in the circle Teacher, as a moderator, should pay attention to see who the first student to find it is. The fastest one will get the turn to throw the die. This is the look of the cards:

Find someone whose **first letter in his/her name** is yours and his/her **birthday** is in the **same month** as yours. Example: My name is Marina. I found Alberto whose birthday is in January as me. **HELP:** What's your name? What's the first letter in your name? When is your birthday? When were you born? Is your birthday in ___? Were you born in ___?	Find someone whose **favorite number** is the same as yours. **HELP:** What's your favorite number? Is ___ your favorite number? Is number ___ your favorite?	Find someone whose **favorite animal** is the same as yours. **HELP:** What's your favorite animal? Is ___ your favorite animal?
Find someone whose **favorite color** is the same as yours. **HELP:** What's your favorite color? Is ___ your favorite color?	Find someone who has the **same number of books** at home as you. **HELP:** How many books have you got at home? How many books do you have at home? Have you got ___ books at home? Do you have ___ books at home?	Find someone who has the **same number of siblings** as you. **HELP:** How many siblings have you got? How many siblings do you have? Have you got ___ siblings? Do you have ___ siblings?

Find someone who has the **same number of cousins** as you. **HELP:** How many cousins have you got? How many cousins do you have? Have you got ___ cousins? Do you have ___ cousins?	Find someone who **has travelled by plane** the **same number of times** as you. **HELP:** How many times have you travelled by plane? Have you travelled by plane ___ (number/once/twice) times?	Find someone who has the **same number of cars** at home as you. **HELP:** How many cars have you got at home? How many cars do you have at home? Have you got ___ cars at home? Do you have ___ cars at home?
Find someone who has the **same number of pets** at home as you. **HELP:** How many pets have you got at home? How many pets do you have at home? Have you got ___ pets at home? Do you have ___ pets at home?	Find someone who has the **same number of laptops and computers** at home as you. **HELP:** How many laptops and computers have you got at home? How many laptops and computers do you have at home? Have you got ___ laptops and computers at home? Do you have ___ laptops and computers at home?	Find someone who has the **same number of cars** at home as you. **HELP:** What's your name? What's the first letter in your name? When is your birthday? When were you born? Is your birthday in ___? Were you born in ___?
Find someone whose **favorite meal** is the same as yours. **HELP:** What's your favorite meal? Is ___ your favorite meal?	Find someone who has the **same size of shoes** as you. **HELP:** What's your size of shoes? Is ___ your size of shoes?	Find someone who knows how to spell your name. **HELP:** Can you spell my name?

Find someone who is **scared of the same animal** as you. **HELP:** What animal scares you? Are you scared of ___ (animal)?	Find whose **favorite film** is the same as yours. **HELP:** What's your favorite film? Is ___ your favorite film?	Find someone who has the **same number of balls** at home as you. **HELP:** How many balls have you got at home? How many balls do you have at home? Have you got ___ balls at home? Do you have ___ balls at home?
Find someone who has been the **same number of times in the same city** as you. **HELP:** Have you been in ___ (city)? How many times have you been there? How many times have you been in ___ (city)?	Find someone who has the **same number of aunts** as you. **HELP:** How many aunts have you got? How many aunts do you have? Have you got ___ aunts? Do you have ___aunts?	Find someone who has the **same number of uncles** as you. **HELP:** How many uncles have you got? How many uncles do you have? Have you got uncles? Do you have ___ uncles?
Find someone who has the **same age** as you and who has **two letters in common with your name**. Example: My name is M**ar**in**a**. I found **A**lbe**r**to who is the same age as me and he has letters **A** and **R** in common with my name. **HELP:** How old are you? Are you ___ years old? In which year were you born? Were you born in the year ___? What's your name?	Find someone who has the **same age** as you and who has **two letters in his/her name in common with your surname.** Example: My surname is Esc**rib**ano. I found **A**lbe**r**to who is the same age as me and he has letters **A** and **R** in common with my surname. **HELP:** How old are you? Are you ___ years old? In which year were you born? Were you born in the year ___? What's your name?	Find someone who has the **same age** as you and whose **first letter in his/her surname is in your name.** Example: My name is Ma**r**ina. I found **Alber**to who is the same age as me and whose surname is **R**odríguez. **HELP:** How old are you? Are you ___ years old? In which year were you born? Were you born in the year ___? What's your surname?

2. Cards with the word *spell* have instructions of what players should spell. Every time that a player takes a card from this pile has to read it aloud and try to spell what the card describes. The rest of the players with the moderator of the game (teacher) will say if the player is correct or not. If the player says correctly the word that the card asks for, he/she will have another turn. If the player is not right, he/she will miss their turn. This is the look of the cards:

Spell **the first day of the week** to your classmates; they need to guess what day of the week it is.	Spell **the second day of the week** to your classmates; they need to guess what day of the week it is.	Spell **the third day of the week** to your classmates; they need to guess what day of the week it is.
Spell **the fourth day of the week** to your classmates; they need to guess what day of the week it is.	Spell **the fifth day of the week** to your classmates; they need to guess what day of the week it is.	Spell **the sixth day of the week** to your classmates; they need to guess what day of the week it is.
Spell **the seventh day of the week** to your classmates; they need to guess what day of the week it is.	Spell **the day of the beginning of the week** to your classmates; they need to guess what day of the week it is.	Spell **the last day of the week** to your classmates; they need to guess what day of the week it is.
Spell **the day in the middle of the week** to your classmates; they need to guess what day of the week it is.	Spell **the first month of the year** to your classmates; they need to guess what month of the year it is.	Spell **the second month of the year** to your classmates; they need to guess what month of the year it is.
Spell **the third month of the year** to your classmates; they need to guess what month of the year it is.	Spell **the fourth month of the year** to your classmates; they need to guess what month of the year it is.	Spell **the fifth month of the year** to your classmates; they need to guess what month of the year it is.
Spell **the sixth month of the year** to your classmates; they need to guess what month of the year it is.	Spell **the seventh month of the year** to your classmates; they need to guess what month of the year it is.	Spell **the eighth month of the year** to your classmates; they need to guess what month of the year it is.
Spell **the ninth month of the year** to your classmates; they need to guess what month of the year it is.	Spell **the tenth month of the year** to your classmates; they need to guess what month of the year it is.	Spell **the eleventh month of the year** to your classmates; they need to guess what month of the year it is.
Spell **the twelfth month of the year** to your classmates; they need to guess what month of the year it is.	Spell **a winter month of the year** to your classmates; they need to guess what month of the year it is.	Spell **a spring month of the year** to your classmates; they need to guess what month of the year it is.
Spell **a summer month of the year** to your classmates; they need to guess what month of the year it is.	Spell **an autumn month of the year** to your classmates; they need to guess what month of the year it is.	

Step 1. Teacher (T) explains the board game to the students (Ss).

Step 2. Ss play the game.

LEARNING OUTCOMES. At the end of the activity Ss will be able to:

✓ Ask information about personal details (e.g. name, family, favorite meals, etc.).

✓ Give information about personal details.

✓ Spell names, surnames, days of the week and months of the year.

✓ Use interactional skills to talk to each other (or at least they should be encouraged to do so). E.g.: *pass me the die, whose turn is it? Who goes next? You landed on…, Where's my marker?* Etc.

STRENGTHS

▪ Activity with a communicative purpose as a context and specific situation is provided (i.e. playing the game).

▪ Collaborative activity (Ss need something from Ss).

▪ Meaningful and personal use of language to share personal information.

▪ Motivating for Ss as they can have fun.

▪ A positive atmosphere is created with the game.

▪ Continuous active Ss' participation.

WEAKNESSES

o Noisy atmosphere.

o Loud talking.

o Not much oral production or very simple.

o Fast conversations.

SPEAKING SKILL PRACTICE *(Brown, 2000:272)*

	Micro-skills of Speaking	
Micro-skills of Speaking		
1	Produce chunks of language of different lengths.	**X**
2	Produce differences among English phonemes and allophonic variants.	**X**
3	Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.	
4	Produce reduced forms of words and phrases.	**X**
5	Use an adequate number of lexical units (words) to accomplish pragmatic purposes.	**X**
6	Produce fluent speech at different rates of delivery.	
7	Monitor one's own oral production and use various strategic devices – pauses, fillers, self-corrections, back tracking – to enhance the clarity of the message.	**X**
8	Use grammatical word classes (nouns, verbs, etc.) systems (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms	**X**
9	Produce speech in natural constituents: in appropriate phrases, pause groups, breath groups, and sentence constituents.	
10	Express a particular meaning in different grammatical forms.	
11	Use cohesive devices in spoken discourse.	
12	Accomplish appropriately communicative functions according to situations, participants, and goals.	
13	Use appropriate registers, implicature, pragmatic conventions, and other sociolinguistic features in face-to-face conversations	
14	Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.	
15	Use facial gestures, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.	
16	Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.	
Macroskills of Speaking		
1	Appropriately accomplish communicative functions according to situations, participants and goals.	
2	Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping and –yielding, interrupting and other sociolinguistic features in face-to-face conversations.	**X**
3	Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification.	
4	Convey facial features, kinesics, body language and other nonverbal cues along with verbal language.	
5	Develop and use battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of sounds, appealing for help, and accurately assessing how well your interlocutor is understanding you.	

LANGUAGE EXPONENTS

WH questions: What's your name? What's your surname? What's the first letter in your name? How old are you? When is your birthday? When were you born? In which year were you born? What's your favorite ___ (something)? Have you got ___ (number) ___ (something)? How many ___ (something) have you got? How many ___ (something) do you have? How many times have you been there? How many times have you been in ___? How many times have travelled by plane? What animal scares you?

YES/NO questions: Were you born in ___? Were you born in the year ___? Is your birthday in ___? Are you ___ years old? Are you scared of ___ (animal)? Is ___ (something) your favorite? Do you have ___ (number) ___ (something)? Have you travelled by plane ___ (number/once/twice) times? Have you been in ___ (city)? Can you spell my name?

Short answers: Yes, I am / No, I'm not. Yes, I was / No, I wasn't. Yes, it is / No, it isn't. Yes, I do / No, I don't. Yes, I can / No, I can't. Yes, I have / No, I haven't.

Verb tenses: Present simple, present perfect, past simple.

Vocabulary: Name, surname, birthday, months, animal, color, siblings, book, car, laptop, computer, cousin, plane, times, pet, meal, size, shoes, film, ball, city, aunt, uncle, age, letter.

TEACHER'S INSTRUCTIONS

- *We are going to try to know to each other better by playing a board game.*
- *Let's sit down on the floor in a circle.*
- *It is a board game, so you will need a board, a die and a piece or counter to move.*
- *Firstly everyone will throw the die and the one with the highest number shown on the die will start playing from the start square.*
- *You will move with your piece through the board as many squares as the number shown on the die.*
- *There are special squares.*

- *If you land on star square you have to take a card from the corresponding pile in the middle of the board and read it aloud. (T can demonstrate, model instructions as they are given).*
- *The card will say something that everyone has to find.*
- *For example, it could say: Find someone who likes spaghettis.*
- *All of you will have to stand up and look for that person asking to the rest of the player (Do you like…?).*
- *The fastest player will win the following turn to throw the die.*
- *If you land on die square you will have another turn and you will be able to throw the die again.*
- *If you land on stop square you will miss the turn immediately and the turn will be for the next player.*
- *If you land on spell square you will have to take a card from the corresponding pile in the middle of the board and read it aloud.*
- *The card will define a day of the week or a month of the year that you have to spell and the rest of the players have to guess.*
- *If the rest of players do not guess what the day or month was, it doesn't matter.*
- *If you spell it correctly, you have another turn; and you miss the turn if you do it incorrectly.*
- *The first to get the end square will be the winner of the game.*
- *Let's play.*

MATERIALS	Board game with its cards, die and piece from each player.
INTERACTION PATTERNS	Teacher-students (T-Ss), student-students (S-Ss), students-teacher (Ss-T)
TIME	45 minutes

CURRICULAR CONTRIBUTION I *(Real Decreto 126/2014, 28 febrero, por el que se establece el Currículo Cásico de la Educación Primaria. Primera lengua extranjera. Contenidos, criterios de evaluación y estándares de aprendizaje evaluables por bloques.)*

Bloque 1. Comprensión de textos orales

- Entiende la información esencial en conversaciones breves y sencillas en las que participa que traten sobre temas familiares como, por ejemplo, uno mismo, la familia, la escuela, el tiempo libre, la descripción de un objeto o un lugar.

- Comprende las ideas principales de presentaciones sencillas y bien estructuradas sobre temas familiares o de su interés (por ejemplo, música, deporte, etc.), siempre y cuando cuente con imágenes e ilustraciones y se hable de manera lenta y clara.

Bloque 2. Producción de textos orales: expresión e interacción

- Se desenvuelve en transacciones cotidianas (p. e. pedir en una tienda un producto y preguntar el precio).

CURRICULAR CONTRIBUTION II *(Orden 16 junio 2014 Currículo Educación Primaria. Anexo II. Lengua extranjera: inglés. 3º curso. Contenidos, criterios evaluación, competencias clave, estándares aprendizaje evaluables y relación de éstos con competencias clave).*

Bloque 1. Comprensión de textos orales

- Est.ING.1.1.3.	- Est.ING.1.3.4.	- Est.ING.1.5.4.
- Est.ING.1.1.5.	- Est.ING.1.5.3.	- Est.ING.1.6.5.
- Est.ING.1.2.5.		

Bloque 2. Producción de textos orales: expresión e interacción

- Est.ING.2.1.2.	- Est.ING.2.4.4.	- Est.ING.2.6.4.
- Est.ING.2.1.4.	- Est.ING.2.5.2.	- Est.ING.2.8.2.
- Est.ING.2.2.4.	- Est.ING.2.5.4.	- Est.ING.2.8.4.
- Est.ING.2.3.2.	- Est.ING.2.6.2.	- Est.ING.2.9.3.
- Est.ING.2.4.2.		

7.5.2. Game 2. Stairs board game

PROCEDURE

Introduction. Following the theme of the previous unit and linking it with the content of this one, it will be explained to the students that once we have formed a club with members we have to promote activities to perform in our club. For that reason, we will have to know what each student likes to do during their free time. For that, students will play a game.

Description. This game is played on crossed board with 69 squares. This is the look of the board:

There are special squares and elements; there are 6 kinds of elements:

- ? square: player has to ask a question to a partner.
- + square: player has to say a positive sentence correctly. If the player is right, he/she has another go; if the player is wrong, he/she misses their turn.
- - square: player has to say a negative sentence correctly. If the player is right, he/she has another go; if the player is wrong, he/she misses their turn.
- x2?: player has to ask two questions. The same partner will be asked or two different players will be asked.
- Ladder: player has to move to the square at the top or at the bottom of the ladder; it depends on the position of the player.
- Die: player has another turn; throws the die again.

Each player has their own piece (they can use a paper with their names). The pieces move forward along the squares of the route according to the number shown on the die that players have to roll every turn. Pieces can be moved back and forth following the squares' numbering.

Firstly, each player throws the die. The one who gets the higher number will start the game. Students have a card to complete. All the cards are different. This is the look of each player card:

TIGER STREET CLUB				TIGER STREET CLUB			
NAME	LIKES	DOESN'T LIKE	ACTIVITY	NAME	LIKES	DOESN'T LIKE	ACTIVITY
			Doing sports				Playing computer games
			Going on excursion				Taking photos
			Meeting friends				Reading books
			Helping people				Reading magazines
			Listening to music				Watching films
			Making things				Traveling
			Painting pictures				Writing stories
			Drawing pictures				Watching videos
			Using computer				Going shopping
			Playing games				Cooking

TIGER STREET CLUB			
NAME	LIKES	DOESN'T LIKE	ACTIVITY
			Making things
			Painting pictures
			Drawing pictures
			Using computer
			Playing games
			Playing computer games
			Taking photos
			Reading books
			Reading magazines
			Watching films

TIGER STREET CLUB			
NAME	LIKES	DOESN'T LIKE	ACTIVITY
			Making things
			Painting pictures
			Drawing pictures
			Using computer
			Playing games
			Traveling
			Writing stories
			Watching videos
			Going shopping
			Cooking

TIGER STREET CLUB			
NAME	LIKES	DOESN'T LIKE	ACTIVITY
			Doing sports
			Going on excursion
			Meeting friends
			Helping people
			Listening to music
			Playing computer games
			Taking photos
			Reading books
			Reading magazines
			Watching films

TIGER STREET CLUB			
NAME	LIKES	DOESN'T LIKE	ACTIVITY
			Cooking
			Watching videos
			Traveling
			Reading magazines
			Doing sports
			Meeting friends
			Listening to music
			Painting pictures
			Playing computer games
			Going on excursion

TIGER STREET CLUB			
NAME	LIKES	DOESN'T LIKE	ACTIVITY
			Doing sports
			Going on excursion
			Meeting friends
			Helping people
			Listening to music
			Traveling
			Writing stories
			Watching videos
			Going shopping
			Cooking

TIGER STREET CLUB			
NAME	LIKES	DOESN'T LIKE	ACTIVITY
			Doing sports
			Going on excursion
			Meeting friends
			Making things
			Painting pictures
			Drawing pictures
			Playing computer games
			Taking photos
			Reading books
			Cooking

TIGER STREET CLUB			
NAME	LIKES	DOESN'T LIKE	ACTIVITY
			Helping people
			Listening to music
			Using computer
			Playing games
			Reading magazines
			Watching films
			Traveling
			Writing stories
			Watching videos
			Going shopping

TIGER STREET CLUB			
NAME	LIKES	DOESN'T LIKE	ACTIVITY
			Helping people
			Listening to music
			Making things
			Painting pictures
			Drawing pictures
			Playing computer games
			Taking photos
			Reading books
			Reading magazines
			Watching films

NAME	LIKES	DOESN'T LIKE	ACTIVITY	NAME	LIKES	DOESN'T LIKE	ACTIVITY
			Doing sports				**Going on excursion**
			Meeting friends				**Helping people**
			Listening to music				**Making things**
			Painting pictures				**Using computer**
			Playing games				**Drawing pictures**
			Using computer				**Playing games**
			Playing computer games				**Taking photos**
			Reading books				**Reading magazines**
			Watching films				**Traveling**
			Writing stories				**Watching videos**

In order to get points students have to go to + *square* and – *square* and say a sentence like: *Marina likes going on excursion or Marina doesn't like helping people.* However, these sentences need to be true. If players are not sure about the sentence they are going to say, they should go first to *? square* and ask. Everyone can take notes of what the other player says and answers. Players get points when sentence are correctly said (teacher will approve it) and they are true according to the player who they refer to (corresponding player will approve it). The game ends when someone gets 10 points.

Teacher, as a moderator, should pay attention to guide the game and help if there are questions or doubts. T will monitor the groups' working. There will be groups of 6 players as maximum.

Step 1. Teacher (T) explains the board game to the students (Ss) and divides Ss in groups of 6 students as maximum.

Step 2. Ss play the game.

LEARNING OUTCOMES. At the end of the activity Ss will be able to:

✓ Ask their partners about likes and dislikes.

✓ Ask about what others like doing in their free time.

✓ Give information about their own likes (hobbies) and dislikes; and those of their partners.

✓ Use and practice vocabulary related to activities that people like or do not like doing in their free time.

✓ Use correctly the third person singular form of present tense to talk about other classmates' likes and hobbies.

✓ Use interactional skills to talk to each other (or at least they should be encouraged to do so). E.g.: *pass me the die, whose turn is it? Who goes next? You landed on…, Where's my marker?* Etc.

STRENGTHS   Same as in Game 1.

WEAKNESSES   Same as in Game 1.

SPEAKING SKILL PRACTICE *(Brown, 2000:272)*

	Micro-skills of Speaking	
1	Produce chunks of language of different lengths.	X
2	Produce differences among English phonemes and allophonic variants.	
3	Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.	
4	Produce reduced forms of words and phrases.	
5	Use an adequate number of lexical units (words) to accomplish pragmatic purposes.	
6	Produce fluent speech at different rates of delivery.	
7	Monitor one's own oral production and use various strategic devices – pauses, fillers, self-corrections, back tracking – to enhance the clarity of the message.	
8	Use grammatical word classes (nouns, verbs, etc.) systems (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms	X
9	Produce speech in natural constituents: in appropriate phrases, pause groups, breath groups, and sentence constituents.	
10	Express a particular meaning in different grammatical forms.	
11	Use cohesive devices in spoken discourse.	

12	Accomplish appropriately communicative functions according to situations, participants, and goals.	X
13	Use appropriate registers, implicature, pragmatic conventions, and other sociolinguistic features in face-to-face conversations.	
14	Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.	
15	Use facial gestures, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.	
16	Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.	
Macroskills of Speaking		
1	Appropriately accomplish communicative functions according to situations, participants and goals.	X
2	Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping and –yielding, interrupting and other sociolinguistic features in face-to-face conversations.	
3	Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification.	
4	Convey facial features, kinesics, body language and other nonverbal cues along with verbal language.	
5	Develop and use battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of sounds, appealing for help, and accurately assessing how well your interlocutor is understanding you.	

LANGUAGE EXPONENTS

Questions: What do you like doing in your free time? Do you like…?

Short answers: Yes, I do/No, I don't.

Verb tense: Present simple.

Vocabulary: Doing sports, going on excursions, meeting friends, helping people, listening to music, making things, painting pictures, drawing pictures, using computer, playing games, playing computer-games, taking photos, reading books, watching films, travelling, singing songs, dancing, writing stories, watching videos.

TEACHER'S INSTRUCTIONS

- *We need to propose activities to perform in our formed club.*

- *We will have to know what each of us likes doing during our free time.*
- *To do so, we are going to play a board game, so you will have a die and a piece to move.*
- *Let's make groups of 6 as maximum.*
- *Firstly everyone will throw the die and the one with the highest number shown on it will start playing from the Go! square.*
- *You will have to move your piece through the board as many squares as the number shown on the die.*
- *Pieces can be moved back and forth following the squares' numbering.*
- *The aim of the game is to get 10 points before the rest of the players.*
- *You get a point when you say a sentence that it is correctly formed and it is true corresponding to the person you are referring to.*
- *In order to say a sentence and get a point, you should go to the + square or − square, it depends on the sentence.*
- *If you want to say a positive sentence, like Marina likes going on excursion; you will have to go to the + square.*
- *If you want to say a negative sentence, like Marina doesn't like helping people; you will have to go to the − square.*
- *If you are not sure about the sentence and you feel that maybe you don't get the point, you can go first to ? square and ask the person. And then, when you are sure about the answer, go to + square or − square.*
- *Everyone can take notes of what other players say and answer. You can take advantage of what the rest of the players say.*
- *There are other kinds of squares that you need to know to play.*
- *If you land on x2? square you will be able to ask two questions to someone. The two questions could be asked to the same person or a different one each one.*
- *If you land at the top or on the bottom of the ladder drawn you have to move to the opposite site. If you land at the bottom of the ladder, you will have to go to the top and vice versa.*
- *If you land on the die drawn, you will be allowed to throw again the die.*
- *Let's play.*

MATERIALS   Board games with 6 cards each one and dice.

INTERACTION PATTERNS   Teacher-students (T-Ss), student-student (S-S), student-students (S-Ss)

TIME   45 minutes

CURRICULAR CONTRIBUTION I *(Real Decreto 126/2014, 28 febrero, por el que se establece el Currículo Cásico de la Educación Primaria. Primera lengua extranjera. Contenidos, criterios de evaluación y estándares de aprendizaje evaluables por bloques.)*

Bloque 1. Comprensión de textos orales

- Entiende lo que se le dice en transacciones habituales sencillas (instrucciones, indicaciones, peticiones, avisos). Identifica el tema de una conversación cotidiana predecible que tiene lugar en su presencia (por ejemplo, en una tienda, en un tren).
- Entiende la información esencial en conversaciones breves y sencillas en las que participa que traten sobre temas familiares como, por ejemplo, uno mismo, la familia, la escuela, el tiempo libre, la descripción de un objeto o un lugar.

Bloque 2. Producción de textos orales: expresión e interacción

- Se desenvuelve en transacciones cotidianas (p. e. pedir en una tienda un producto y preguntar el precio).

CURRICULAR CONTRIBUTION II *(Orden 16 junio 2014 Currículo Educación Primaria. Anexo II. Lengua extranjera: inglés. 3º curso. Contenidos, criterios evaluación, competencias clave, estándares aprendizaje evaluables y relación de éstos con competencias clave).*

Bloque 1. Comprensión de textos orales

- Est.ING.1.1.3.
- Est.ING.1.1.4.
- Est.ING.1.1.5.
- Est.ING.1.2.4.
- Est.ING.1.5.4.
- Est.ING.1.6.3.
- Est.ING.1.6.5.

Bloque 2. Producción de textos orales: expresión e interacción

- Est.ING.2.1.2.
- Est.ING.2.1.4.
- Est.ING.2.2.4.
- Est.ING.2.4.4.
- Est.ING.2.5.4.
- Est.ING.2.6.4.
- Est.ING.2.8.4.

7.5.3. Game 3. The Clue

PROCEDURE

Introduction. Following the theme of the previous units and linking it with the content of this one, students will be explained that the management of the club Tiger Street Club has organized this week a trip to the Zoo. In order to know previously animals, their parts of the body and actions, we are going to play a game.

Description. The game is the one called *The clue*. The game is played in pairs. The goal is to guess a word from the clues given. Each time one player reads one clue; their partner has to try to guess the word. If the player fails, the one reading the clues will read another clue. There are in total five clues. The number of points won depends on the clues the pair of players had to use to guess the word. If you get the answer with the first clue, the team wins 5 points; with the second clue, 4 points; and so on until the last clue, with which the team would only gain one point.

Step 1. Teacher (T) explains the game to the students (Ss).

Step 2. T forms pairs of students and ask each pair to make two cards of two different animals to play the game. T explains that they need clues that help to guess the animal. T recommends them to order the clues from the most difficult one to the easiest one. T reminds Ss that they can include parts of the body of the animals in the clues as well as their actions.

Step 3. Ss make cards of the game individually. T reminds Ss that they can use computers or dictionaries if they need them.

Step 4. Ss play the game in pairs.

LEARNING OUTCOMES. At the end of the activity Ss will be able to:

- ✓ Write descriptions of animals (at sentence level).

- ✓ Ask and give clues related to animals.

- ✓ Identify and name animals.

- ✓ Identify and name parts of the animals' bodies and actions.

✓ Use interactional skills to talk to each other (or at least they should be encouraged to do so). E.g.: whose turn is it? Who goes next? Etc.

STRENGTHS

▪ Activity with a communicative purpose as a context and specific situation is provided (i.e. playing the game).

▪ Collaborative activity (Ss need something from Ss).

▪ Motivating for Ss as they can have fun.

▪ A positive atmosphere is created.

▪ Continuous active Ss' participation.

WEAKNESSES   Same as in Game 1.

SPEAKING SKILL PRACTICE *(Brown, 2000:272)*

	Micro-skills of Speaking	
1	Produce chunks of language of different lengths.	X
2	Produce differences among English phonemes and allophonic variants.	X
3	Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.	
4	Produce reduced forms of words and phrases.	X
5	Use an adequate number of lexical units (words) to accomplish pragmatic purposes.	X
6	Produce fluent speech at different rates of delivery.	
7	Monitor one's own oral production and use various strategic devices – pauses, fillers, self-corrections, back tracking – to enhance the clarity of the message.	
8	Use grammatical word classes (nouns, verbs, etc.) systems (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms	X
9	Produce speech in natural constituents: in appropriate phrases, pause groups, breath groups, and sentence constituents.	
10	Express a particular meaning in different grammatical forms.	X
11	Use cohesive devices in spoken discourse.	
12	Accomplish appropriately communicative functions according to situations, participants, and goals.	X

13	Use appropriate registers, implicature, pragmatic conventions, and other sociolinguistic features in face-to-face conversations.	
14	Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.	
15	Use facial gestures, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.	
16	Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.	
Macroskills of Speaking		
1	Appropriately accomplish communicative functions according to situations, participants and goals.	X
2	Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping and –yielding, interrupting and other sociolinguistic features in face-to-face conversations.	
3	Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification.	
4	Convey facial features, kinesics, body language and other nonverbal cues along with verbal language.	
5	Develop and use battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of sounds, appealing for help, and accurately assessing how well your interlocutor is understanding you.	

LANGUAGE EXPONENTS

Verb tenses: Third person form in present simple *(It's got…, it flies, etc.)*.

Vocabulary: Animals, parts of their bodies and actions they do (bark, beak, claws, feathers, fur, scales, shell, tail, teeth, whiskers, wings, etc.)

TEACHER'S INSTRUCTIONS

- *The management of the club Tiger Street Club has organized a trip to the Zoo this week.*
- *In order to know animals, their parts of the body and actions, we are going to play a game.*
- *The game is the one called The clue and it is played in pairs.*
- *The goal is to guess a word from the clues given.*
- *Each time one player reads one clue; their partner has to try to guess.*
- *If the player fails, the one reading the clues will read another clue.*
- *There are in total five clues.*
- *The number of points won is defined according to the clues the pair of players had to use to guess the word.*

- *For example, if you get the answer with the first clue, the team wins 5 points; with the second clue, 4 points; and so on until the last clue, with which the team would only get one point.*
- *Let's form pairs and each pair has to make two cards of two different animals.*
- *You need to write clues that help to guess the animals.*
- *I recommend you to order the clues from the most difficult one to the easiest one.*
- *You can include parts of the body of the animals in the clues as well as their actions.*
- *You can use computers and dictionaries if you need them.*
- *When you are done, give me back the cards to correct them before playing.*
- *I am going to mix all the cards together and we are ready to play the game.*

OBSERVATIONS	Ss can choose their two animals for the cards. It doesn't matter if there are animals that are repeated because clues are going to be different.
MATERIALS	Cards that Ss prepared and computers or dictionaries if it is necessary.
INTERACTION PATTERNS	Teacher-students (T-Ss), student-student (S-S), students-students (Ss-Ss)
TIME	45 minutes

CURRICULAR CONTRIBUTION I *(Real Decreto 126/2014, 28 febrero, por el que se establece el Currículo Cásico de la Educación Primaria. Primera lengua extranjera. Contenidos, criterios de evaluación y estándares de aprendizaje evaluables por bloques.)*

Bloque 1. Comprensión de textos orales

+ Entiende lo que se le dice en transacciones habituales sencillas (instrucciones, indicaciones, peticiones, avisos). Identifica el tema de una conversación cotidiana predecible que tiene lugar en su presencia (por ejemplo, en una tienda, en un tren).

+ Entiende la información esencial en conversaciones breves y sencillas en las que participa que traten sobre temas familiares como, por ejemplo, uno mismo, la familia, la escuela, el tiempo libre, la descripción de un objeto o un lugar.

Bloque 2. Producción de textos orales: expresión e interacción

+ Se desenvuelve en transacciones cotidianas (p.e. pedir en una tienda un producto y preguntar el precio).

CURRICULAR CONTRIBUTION II *(Orden 16 junio 2014 Currículo Educación Primaria. Anexo II. Lengua extranjera: inglés. 3º curso. Contenidos, criterios evaluación, competencias clave, estándares aprendizaje evaluables y relación de éstos con competencias clave).*

Bloque 1. Comprensión de textos orales

- Est.ING.1.1.3.
- Est.ING.1.6.3.
- Est.ING.1.6.5.

Bloque 2. Producción de textos orales: expresión e interacción

- Est.ING.2.1.4.
- Est.ING.2.5.4.
- Est.ING.2.8.4.

7.5.4. Game 4. Sporting Cluedo

PROCEDURE

Introduction. Following the theme of the previous units and linking it with the content of this one, students will be explained that the management of the Tiger Street Club is thinking of offering users places in different activities so that they can join and practice them. In order to do so, we need to know what our members can or cannot do. For that, we are going to play a version of the game *Cluedo.*

Description. *Cluedo* is a game where five players try to figure out what a person can do. They do this by having their characters run around a sport area and gather evidence.

The game includes 20 cards with different sports: diving, judo, karate, ice-skating, table-tennis, tennis, riding a bike, riding a horse, rollerblade, rowing, skateboarding, basketball, climbing, dancing, football, golf, volleyball, badminton, ice-hockey, swimming. It also includes a board with squares and 8 different special places: volleyball court, ice-skating rink, football field, park, swimming pool, sports hall, basketball court and tennis court. Squares with +1 symbol mean player has another turn and he/she can throw the die again. Finally there would be a secret envelope, one die, a pad of detective notebooks sheets. This is the look of the board and the cards:

TENNIS	VOLLEYBALL	RIDING A HORSE	FOOTBALL	BASKETBALL
SWIMMING	ROWING	ROLLERBLADE	RIDING A BIKE	DANCING
CLIMBING	ICE-HOCKEY	BADMINTON	SKATEBOARDING	GOLF

The goal of the game is to correctly name the sport or the activity that a member of Tiger Street Club can do and where he/she can do it.

Setup. Each player has their own piece (they can use a paper with their names). The pieces move along the squares (never diagonally) according to the number shown on the die that players have to roll every turn. Place the personal tokens from each player on the assigned starting square and everyone throws the die. The player with the highest number will start the game and turns continue clockwise around the board. Shuffle cards face-down and without looking, take one suspect sport card and slide it into the secret envelope. Shuffle the rest of the cards together and deal them clockwise to the players until all cards are dealt.

On your turn, roll the die, and move your playing piece. You can move only horizontally or vertically, never diagonally, and can't enter a space where someone else is inside. When you enter a place, your movement ends and you can ask to find out the card inside the envelope.

If you end your movement in a room, you get to make a suggestion. To do this, name an activity or a sport that can be made in the place you are. For example, if you just entered the ice-skating rink, you might say, "I suggest that a member of the club can play ice-hockey in the ice-skating rink." Or you might ask, "Can the member of the club play ice-hockey in the ice-skating rink?"

The player to your left should disagree with your suggestion by showing you one card from her hand that matches your suggestion. If that player can't do so, the player to their left must disprove your suggestion by showing you one card from his hand. This responsibility passes clockwise until someone shows you a card, or until all players have passed.

If someone shows you a card, you should cross it off on your detective notebook as a possibility. Any cards you hold should also be crossed off as possibilities. Don't let other players see your notebook. This is the look of it:

CLUEDO									
ACTIVITY/SPORT	ROUNDS								
Diving									
Swimming									
Karate									
Judo									
Riding a bike									
Riding a horse									
Football									
Basketball									
Tennis									
Table-tennis									
Rowing									
Skateboarding									
Volleyball									
Ice-skating									
Ice-hockey									
Climbing									
Dancing									
Rollerblade									
Badminton									
Golf									

In your next turn, you cannot stay in the same place to make another suggestion, you will have to get out the place you were and go in another one.

If you think you have figured out the secret sport on the envelope by eliminating all the false possibilities and have not just had your suggestion disproved this turn, you can end your turn by making an "accusation". Announce that you are making an "accusation", and state your final guess of the sport in the starting square in the middle of the board.

Once this is done, secretly look at the card in the envelope. If you are correct, lay the card face-up on the table, proving to all players that you have won the game.

If you are wrong, you lose the game. Secretly replace the card back in the envelope without revealing them. Your turn is over, and you are now eliminated from the game. Your cards will be seen by the rest of the players.

Step 1. Teacher (T) divides students (Ss) in groups of five people and explains the rules of the game.

Step 2. Ss play the game.

LEARNING OUTCOMES. At the end of the activity Ss will be able to:

- ✓ Identify and name sports and places where they are practiced.

- ✓ Make suggestions based on what S knows.

- ✓ Ask for and give information about what sport the member of the club can or cannot do.

- ✓ Apply logic to solve a mystery.

- ✓ Use interactional skills to talk to each other (or at least they should be encouraged to do so). E.g.: pass me the die, whose turn is it? Who goes next? You landed on…, Where's my marker? Etc.

STRENGTHS

- Activity with a communicative purpose as a context and specific situation is provided (i.e. playing the game).

- Good activity for logic-smart Ss (those with greater logical-mathematical intelligence).

- Collaborative activity (Ss need something from Ss).

- Ss active participants in the game (they have to pay attention in each turn, it could be a clue to figure out)

- Motivating for Ss as they can have fun.

- A positive atmosphere is created.

- Continuous Ss' attention (if Ss want to win, they should be active during the game and pay attention to questions and answers of the rest of the players).

WEAKNESSES   Same as in Game 1.

SPEAKING SKILL PRACTICE *(Brown, 2000:272)*

	Micro-skills of Speaking	
1	Produce chunks of language of different lengths.	X
2	Produce differences among English phonemes and allophonic variants.	
3	Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.	
4	Produce reduced forms of words and phrases.	
5	Use an adequate number of lexical units (words) to accomplish pragmatic purposes.	X
6	Produce fluent speech at different rates of delivery.	
7	Monitor one's own oral production and use various strategic devices – pauses, fillers, self-corrections, back tracking – to enhance the clarity of the message.	
8	Use grammatical word classes (nouns, verbs, etc.) systems (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms	X
9	Produce speech in natural constituents: in appropriate phrases, pause groups, breath groups, and sentence constituents.	
10	Express a particular meaning in different grammatical forms.	
11	Use cohesive devices in spoken discourse.	X
12	Accomplish appropriately communicative functions according to situations, participants, and goals.	X
13	Use appropriate registers, implicature, pragmatic conventions, and other sociolinguistic features in face-to-face conversations.	

14	Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.	
15	Use facial gestures, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.	
16	Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.	
Macroskills of Speaking		
1	Appropriately accomplish communicative functions according to situations, participants and goals.	X
2	Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping and –yielding, interrupting and other sociolinguistic features in face-to-face conversations.	
3	Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification.	
4	Convey facial features, kinesics, body language and other nonverbal cues along with verbal language.	
5	Develop and use battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of sounds, appealing for help, and accurately assessing how well your interlocutor is understanding you.	

LANGUAGE EXPONENTS

Questions: Can you…? Can he/she…?

Short answers: Yes, I can/No, I can't; Yes, he/she can/No, he/she can't.

Tense: Present simple.

Vocabulary: Sports, verbs for sports (diving, judo, karate, ice-skating, table tennis, riding a bike, riding a horse, rollerblade, rowing, skateboarding, golf, climbing, dancing, swimming, etc.)

TEACHER'S INSTRUCTIONS

- *Tiger Street Club wants to offer activities but it needs to know what sports their members can or cannot do.*
- *In order to do so, we are going to play Cluedo.*
- *Let's sit down on the floor in a circle and I will explain you the rules.*
- *Cluedo is a board game, so you will have a die and a piece to move. It can be a piece of paper with your name.*

- *Firstly, place the personal tokens from each of you on the assigned starting square.*
- *Everyone will throw the die and the one with the highest number shown on the die will start playing from the start square.*
- *Turns will continue clockwise around the board.*
- *You will move with your piece through the board horizontally or vertically, never diagonally, as many squares as the number shown on the die.*
- *There are 20 cards with different sports that we will shuffle face-down.*
- *We will take one card without looking and we will put it inside of the envelope.*
- *Then, we will shuffle the rest of the cards and deal all of them clockwise to players.*
- *The aim of the game is to correctly name the sport or the activity that a member of Tiger Street Club can do and where can be done and it is inside the envelope.*
- *In order to do so, you will need to go to a place of the eight that there are on the board and make suggestions based on the cards you have.*
- *For example if I have swimming and rowing cards, those ones cannot be inside the envelope so I won't go to the swimming pool to ask about those cards. I probably will go to the sports hall in order to ask about other cards.*
- *I need evidence so I will enter to the sport hall and I might say, "I suggest that the member of the club can play table-tennis in the sports hall" Or I might ask, "Can the member of the club play table-tennis in the sports hall?"*
- *The player to my left should disagree with me and give me proofs of their disagreement. The player should show me the card of table-tennis to prove it. This responsibility passes clockwise until someone shows you a card, or until all players have passed.*
- *In order to keep in mind all the information that you have and you hear from others, you can use a pad of detective notebook sheet to write down possibilities.*
- *For example, any cards you hold should also be crossed off as possibilities on the table. Be careful. Don't let other players see your notebook.*
- *In your next turn, you cannot stay in the same place to make another suggestion, you will have to get out the place you were and go in another one.*
- *You can't also enter a space where someone else is inside. You will have to wait until the other player goes away or you can go somewhere else.*
- *When you think you have figured out the secret sport on the envelope by eliminating all the false possibilities and have not just had your suggestion disproved this turn, you can end your turn by making an "accusation".*
- *Announce that you are making an "accusation", and state your final guess of the sport in the starting square in the middle of the board.*
- *Once this is done, secretly look at the card in the envelope.*
- *If you are correct, lay the card face-up on the table, proving to all players that you have won the game.*

- *If you are wrong, you lose the game. Secretly replace the card back in the envelope without revealing it. Your turn is over, and you are now eliminated from the game. Your cards will be seen by the rest of the players.*
- *Squares with +1 symbol mean player has another turn and he/she can throw the die again.*
- *Let's divide you in groups of five people and let's play.*

VARIATIONS	It can be played with more than one card inside the envelope.
MATERIALS	Board game, cards of the board game, pieces from each player, a detective notebook and a die.
INTERACTION PATTERNS	Teacher-students (T-Ss), student-student (S-S), student-students (S-Ss).
TIME	45 minutes

CURRICULAR CONTRIBUTION I *(Real Decreto 126/2014, 28 febrero, por el que se establece el Currículo Cásico de la Educación Primaria. Primera lengua extranjera. Contenidos, criterios de evaluación y estándares de aprendizaje evaluables por bloques.)*

Bloque 1. Comprensión de textos orales

- Entiende lo que se le dice en transacciones habituales sencillas (instrucciones, indicaciones, peticiones, avisos). Identifica el tema de una conversación cotidiana predecible que tiene lugar en su presencia (por ejemplo, en una tienda, en un tren).
- Entiende la información esencial en conversaciones breves y sencillas en las que participa que traten sobre temas familiares como, por ejemplo, uno mismo, la familia, la escuela, el tiempo libre, la descripción de un objeto o un lugar.

Bloque 2. Producción de textos orales: expresión e interacción

- Se desenvuelve en transacciones cotidianas (p. e. pedir en una tienda un producto y preguntar el precio).

CURRICULAR CONTRIBUTION II *(Orden 16 junio 2014 Currículo Educación Primaria. Anexo II. Lengua extranjera: inglés. 3º curso. Contenidos, criterios evaluación, competencias clave, estándares aprendizaje evaluables y relación de éstos con competencias clave).*

Bloque 1. Comprensión de textos orales

- Est.ING.1.1.3.
- Est.ING.1.1.5.
- Est.ING.1.5.3.
- Est.ING.1.6.3.

Bloque 2. Producción de textos orales: expresión e interacción

- Est.ING.2.1.4.
- Est.ING.2.5.4
- Est.ING.2.6.4.
- Est.ING.2.8.4.

7.5.5. Game 5. Guess What?

PROCEDURE

Introduction. Following the theme of the previous units and linking it with this unit, we will introduce the activity in a context. The club formed from the first unit has decided to organize a popular food day for all users. For this it would be necessary to play a new game.

Description. The game we are going to play is a version of *Guess Who?* It is a game for two people. Each player has an identical board that contains 24 drawings of meals or ingredients identified by name. The game begins by selecting each player a random card from a separate stack of cards, which contains the same 24 images. The object of the game is to be the first one to determine which card the opponent selected. This is achieved by asking a question, one per turn, whose answer can be yes or no, to eliminate "meals or ingredients candidates". This is the look of the board and the cards of the game:

SALAD	CHICKEN	CRISPS	FISH
FRUIT JUICE	HAMBURGER	ICE-CREAM	CORN
PEAS	BANANA	POTATO	BREAD
SAUSAGE	SANDWICH	EGGS	STRAWBERRY
TOMATO	CHOCOLATE	YOGURT	CARROT
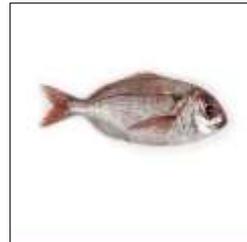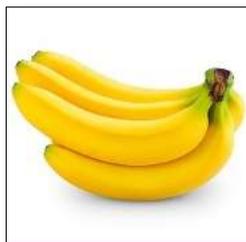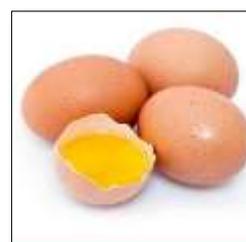
Youngest person in each pair will start asking. If the player asks something and the answer is *yes*, the player can keep asking another question and you turn faced down the picture(s) discarded. For example, if you ask: *"Do you like meat?"* and the answer is *yes*, you will be allowed to turn faced down the pictures of everything except the pictures of *chicken, hamburger and sausage:*

If the answer is no the turn is for the other player and you will be allowed to turn faced down the pictures related to meat:

When you think you know which the mysterious meal or ingredient that your opponent likes, wait for your next turn and try to guess it instead of asking a question. If you are right, you win the game; but if you are wrong, your partner wins.

Step 1. Teacher (T) divides students (Ss) in pairs and explains the rules of the game.

Step 2. Ss play the game.

LEARNING OUTCOMES. At the end of the activity Ss will be able to:

- ✓ Identify and name meals or ingredients.

- ✓ Classify different types of food: fruit, meat, fish…

- ✓ Ask and say what you and other people like and don't like (related to food).

STRENGTHS

- ▪ Activity with a communicative purpose as a context and specific situation is provided (i.e. playing the game).

- ▪ Collaborative activity (S needs something from S).

- ▪ Ss active participants in the game (they have to pay attention in each turn, if they make a mistake they will be wrong when they have to guess).

- ▪ Motivating for Ss as they can have fun.

- ▪ A positive atmosphere is created.

WEAKNESSES   Same as in Game 1.

SPEAKING SKILL PRACTICE *(Brown, 2000:272)*

Micro-skills of Speaking		
1	Produce chunks of language of different lengths.	
2	Produce differences among English phonemes and allophonic variants.	X
3	Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.	X
4	Produce reduced forms of words and phrases.	
5	Use an adequate number of lexical units (words) to accomplish pragmatic purposes.	X
6	Produce fluent speech at different rates of delivery.	
7	Monitor one's own oral production and use various strategic devices – pauses, fillers, self-corrections, back tracking – to enhance the clarity of the message.	
8	Use grammatical word classes (nouns, verbs, etc.) systems (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms	X
9	Produce speech in natural constituents: in appropriate phrases, pause groups, breath groups, and sentence constituents.	

10	Express a particular meaning in different grammatical forms.	
11	Use cohesive devices in spoken discourse.	
12	Accomplish appropriately communicative functions according to situations, participants, and goals.	**X**
13	Use appropriate registers, implicature, pragmatic conventions, and other sociolinguistic features in face-to-face conversations.	
14	Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.	
15	Use facial gestures, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.	
16	Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.	
Macroskills of Speaking		
1	Appropriately accomplish communicative functions according to situations, participants and goals.	**X**
2	Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping and –yielding, interrupting and other sociolinguistic features in face-to-face conversations.	
3	Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification.	
4	Convey facial features, kinesics, body language and other nonverbal cues along with verbal language.	
5	Develop and use battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of sounds, appealing for help, and accurately assessing how well your interlocutor is understanding you.	

LANGUAGE EXPONENTS

YES/NO question: Do you like…?

Short answer: Yes, I do/No, I don't.

Tense: Present simple.

Vocabulary: Chicken, chocolate, crisps, fruit juice, ice-cream, salad, sandwich, strawberries, yoghurt, bread, meat, apples, bananas, biscuits, carrots, cheese, eggs, fruit, peas, potatoes, vegetables, vegetarian, etc.

TEACHER'S INSTRUCTIONS

- *The club is organizing a popular food day for all users and it needs to know what members like related to food.*
- *For this it would be necessary to play a version of the game Guess Who?*

- *I am going to explain you the rules.*
- *It is played in pairs.*
- *There are cards with pictures of different meals or ingredients.*
- *Each of you at the beginning of the game, you will choose one card. Don't let your partner look at yours.*
- *The object of the game is to be the first one to determine which card the opponent selected.*
- *In order to do so, you need to ask yes/no questions, one per turn, to eliminate "meals or ingredients candidates".*
- *Youngest person in each pair will start asking.*
- *If you ask and the answer is yes, you can keep asking another question and you turn faced down the picture(s) discarded.*
- *For example, if you ask: "Do you like meat?" and the answer is yes, you can turn faced down the pictures of everything except the pictures of chicken, hamburger and sausage. One of those pictures will be the one that your partner chose.*
- *If the answer is no, the turn is for the other player and you can turn faced down the pictures related to meat (chicken, hamburger and sausage). Now, you know that any of those cards is the one chosen by your partner.*
- *When you think you know which the mysterious meal or ingredient that your opponent likes, wait for your next turn and try to guess it instead of asking a question.*
- *If you are right, you are the winner; but if you are wrong, your partner wins.*
- *I am going to divide you in pairs and let's play.*

VARIATIONS   Board and cards can be made by students.

MATERIALS   Board game (cards, chopsticks and adhesive tape) and cards of the board game.

INTERACTION PATTERNS   Teacher-students (T-Ss), student-student (S-S).

TIME   45 minutes

CURRICULAR CONTRIBUTION I *(Real Decreto 126/2014, 28 febrero, por el que se establece el Currículo Cásico de la Educación Primaria. Primera lengua extranjera. Contenidos, criterios de evaluación y estándares de aprendizaje evaluables por bloques.)*

Bloque 1. Comprensión de textos orales

- Entiende lo que se le dice en transacciones habituales sencillas (instrucciones, indicaciones, peticiones, avisos). Identifica el tema de una conversación cotidiana predecible que tiene lugar en su presencia (por ejemplo, en una tienda, en un tren).

- Entiende la información esencial en conversaciones breves y sencillas en las que participa que traten sobre temas familiares como, por ejemplo, uno mismo, la familia, la escuela, el tiempo libre, la descripción de un objeto o un lugar.

<u>Bloque 2. Producción de textos orales: expresión e interacción</u>

- Se desenvuelve en transacciones cotidianas (p. e. pedir en una tienda un producto y preguntar el precio).

CURRICULAR CONTRIBUTION II *(Orden 16 junio 2014 Currículo Educación Primaria. Anexo II. Lengua extranjera: inglés. 3º curso. Contenidos, criterios evaluación, competencias clave, estándares aprendizaje evaluables y relación de éstos con competencias clave).*

<u>Bloque 1. Comprensión de textos orales</u>

- Est.ING.1.1.5.
- Est.ING.1.2.5.
- Est.ING.1.6.3.

<u>Bloque 2. Producción de textos orales: expresión e interacción</u>

- Est.ING.2.1.4.
- Est.ING.2.5.4.
- Est.ING.2.8.4.
- Est.ING.2.4.4.
- Est.ING.2.6.4.

7.5.6. Game 6. Daily routines Taboo

PROCEDURE

Introduction. Continuing with the theme of the previous units and linking it with this unit we will propose a new activity. The director of the club wants to know more about its users, wants to be closer and know the routines of its members. For that, we are going to play a game, a version of *Taboo* game.

Description. Taboo is a verbal game played in pairs. It includes a board like this one:

There will be cards in each corner of the board. These cards will have the following look:

Morning cards

Afternoon cards

PLAY COMPUTER GAMES	READ A BOOK	WASH YOUR HANDS	LISTEN TO MUSIC	WATCH TV	MEET WITH YOUR FRIENDS
MOUSE	PAGE	WATER	EAR	CHANNEL	TIME
KEYBOARD	AUTHOR	TOILET	HEAR	PROGRAMME	PHONE
SCREEN	STORY	EAT	SINGER	NEWS	SHOPPING CENTER

Evening cards

BRUSH YOUR TEETH	HAVE A SHOWER	DO HOMEWORK	READ A BOOK	WASH YOUR HANDS	LISTEN TO MUSIC
TOOTHPASTE	WATER	TEACHER	PAGE	WATER	EAR
CLEAN	BODY	SUBJECT	AUTHOR	TOILET	HEAR
WATER	BATHROOM	STUDY	STORY	EAT	SINGER

WATCH TV	HAVE DINNER	HAVE A BATH	PLAY WITH YOUR SIBLINGS	PLAY WITH YOUR PET	RELAX
CHANNEL	EAT	WATER	BROTHER	DOG	TIRED
PROGRAMME	KITCHEN	BODY	SISTER	CAT	SLEEP
NEWS	DINNING ROOM	BATHROOM	FUN	FUN	SOFA

Night cards

BRUSH YOUR TEETH	RELAX	GO TO BED	PUT ON YOUR PYJAMAS	SLEEP	PREPARE YOUR BACKPACK
TOOTHPASTE	TIRED	TIRED	CLOTHES	PILLOW	BOOKS
CLEAN	SLEEP	SLEEP	GET DRESSED	BED	SCHOOL
WATER	SOFA	SHEETS	SLEEP	DREAM	PENCILCASE

DREAM	GET UNDRESSED	SNORE	YAWN	SAY GOODNIGHT	KISS YOUR PARENTS
SLEEP	CLOTHES	NOISE	OPEN	MOUTH	MOUTH
FICTION	CHANGE	NOSE	MOUTH	PARENTS	PARENTS
IMAGINE	PUT OFF	MOUTH	TIRED	BED	LIPS

Setup. The aim of the game is to win points. You can win a point when you guess the colored word of the card by its definition. However the definition of the word is not allowed to include the words below.

Each pair of players have to spin the hands of the clock, say the time correctly, take a card from the pile according to the time and guess the word by the definition. Another player will check that the player does not say the "forbidden words".

If the pair of players does not say the time correctly, the turn is for the next pair of players. If players guess the word, they will have another turn. If they do not, it is next players' turn. The game ends when a pair of players wins 5 points.

Step 1. Teacher (T) divides students (Ss) in pairs and groups of four people.

Step 2. T explains the rules of the game.

Step 3. Ss play the game.

LEARNING OUTCOMES. At the end of the activity Ss will be able to:

- ✓ Identify and name daily routines.

- ✓ Give a definition of daily routines.

- ✓ Say the time.

- ✓ Relate different actions or daily routines to different moments of the day.

STRENGTHS   Same in Game 5.

WEAKNESSES   Same in Game 1.

SPEAKING SKILL PRACTICE *(Brown, 2000:272)*

	Micro-skills of Speaking	
1	Produce chunks of language of different lengths.	X
2	Produce differences among English phonemes and allophonic variants.	X
3	Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.	
4	Produce reduced forms of words and phrases.	X
5	Use an adequate number of lexical units (words) to accomplish pragmatic purposes.	X
6	Produce fluent speech at different rates of delivery.	X
7	Monitor one's own oral production and use various strategic devices – pauses, fillers, self-corrections, back tracking – to enhance the clarity of the message.	

8	Use grammatical word classes (nouns, verbs, etc.) systems (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms	X
9	Produce speech in natural constituents: in appropriate phrases, pause groups, breath groups, and sentence constituents.	
10	Express a particular meaning in different grammatical forms.	X
11	Use cohesive devices in spoken discourse.	X
12	Accomplish appropriately communicative functions according to situations, participants, and goals.	X
13	Use appropriate registers, implicature, pragmatic conventions, and other sociolinguistic features in face-to-face conversations.	
14	Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.	
15	Use facial gestures, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.	
16	Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.	X
Macroskills of Speaking		
1	Appropriately accomplish communicative functions according to situations, participants and goals.	X
2	Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping and –yielding, interrupting and other sociolinguistic features in face-to-face conversations.	
3	Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification.	
4	Convey facial features, kinesics, body language and other nonverbal cues along with verbal language.	
5	Develop and use battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of sounds, appealing for help, and accurately assessing how well your interlocutor is understanding you.	X

LANGUAGE EXPONENTS

Question: What time is it?

Vocabulary: Daily routines (verbs: brush your teeth, get up, go to bed, go to school, have a shower, have breakfast, have dinner, have lunch, put on your pyjamas, afternoon, morning, do homework, evening, read a book, sleep, study, use a computer, wash my face/hands, etc.) and hours (o'clock, quarter past, half past, quarter to, etc.).

TEACHER'S INSTRUCTIONS

- *The director of the club wants to know more about its users, so in order to solve it we are going to play a version of the Taboo game.*
- *I am going to explain you first the rules and then I will divide you in pairs.*
- *Taboo is a verbal game played in pairs in which the aim is to get 5 points before the rest of pairs playing.*
- *The pair of students with the youngest person will start playing the game.*
- *First, it is necessary to spin the hands of the clock and say the time correctly.*
- *If you do it, you can take a card from the pile according to the time.*
- *If you don't do so, the turn is for the next pair of students.*
- *When you are right and you take a card you can get a point.*
- *One person from a pair should define colored word in the card without using the "forbidden words" below to the other person, who will have to guess it.*
- *Another player will check that the one defining does not say the "forbidden words".*
- *If player guesses the word, they will have another turn.*
- *If they don't or say a forbidden word, it is the next players' turn.*
- *The game ends when a pair of players wins 5 points.*
- *I am going to divide you in pairs and groups of four people and let's play.*

VARIATIONS   Board and cards can be made by students.

MATERIALS   Board game and cards of the board game.

INTERACTION PATTERNS   Teacher-students (T-Ss), student-student (S-S).

TIME   45 minutes

CURRICULAR CONTRIBUTION I *(Real Decreto 126/2014, 28 febrero, por el que se establece el Currículo Cásico de la Educación Primaria. Primera lengua extranjera. Contenidos, criterios de evaluación y estándares de aprendizaje evaluables por bloques.)*

Bloque 1. Comprensión de textos orales

🞕 Entiende lo que se le dice en transacciones habituales sencillas (instrucciones, indicaciones, peticiones, avisos). Identifica el tema de una conversación cotidiana predecible que tiene lugar en su presencia (por ejemplo, en una tienda, en un tren).

+ Entiende la información esencial en conversaciones breves y sencillas en las que participa que traten sobre temas familiares como, por ejemplo, uno mismo, la familia, la escuela, el tiempo libre, la descripción de un objeto o un lugar.

Bloque 2. Producción de textos orales: expresión e interacción

+ Se desenvuelve en transacciones cotidianas (p. e. pedir en una tienda un producto y preguntar el precio).

CURRICULAR CONTRIBUTION II *(Orden 16 junio 2014 Currículo Educación Primaria. Anexo II. Lengua extranjera: inglés. 3º curso. Contenidos, criterios evaluación, competencias clave, estándares aprendizaje evaluables y relación de éstos con competencias clave).*

Bloque 1. Comprensión de textos orales

- Est.ING.1.1.4.	- Est.ING.1.3.6.	- Est.ING.1.6.4.
- Est.ING.1.1.5.	- Est.ING.1.3.7.	
- Est.ING.1.2.4.	- Est.ING.1.5.2.	

Bloque 2. Producción de textos orales: expresión e interacción

- Est.ING.2.1.4.	- Est.ING.2.8.4.

7.5.7. Game 7. What's happening at the beach?

PROCEDURE

Introduction. Following the theme of the previous units and linking it with this one, the Tiger Street club has decided to organize a trip to the beach.

Everyone is there, in the beach, going around and doing different things. In order to know what everybody is doing we are going to play a game.

Description. The game has a board game and its look is the following one:

The aim of the game is to make players complete with players' names' the activities they are doing. In order to do this, each player has to take one card from the Tiger Street Club squares. The look of the cards is the following:

Find someone who is collecting shells in the beach. **You're fishing in the beach.**	*Find someone who is fishing in the beach.* **You're lying in the shade.**	*Find someone who is lying in the shade.* **You're making a sandcastle in the beach.**	*Find someone who is making a sandcastle in the beach.* **You're playing Frisbee in the beach.**
Find someone who is playing Frisbee in the beach. **You're playing volleyball in the beach.**	*Find someone who is playing volleyball in the beach.* **You're playing with a bat and a ball in the beach.**	*Find someone who is playing with a bat and a ball in the beach.* **You're putting on sun cream in the beach.**	*Find someone who is putting on sun cream in the beach.* **You're snorkeling in the sea.**
Find someone who is snorkeling in the sea. **You're swimming in the sea.**	*Find someone who is swimming in the sea.* **You're watching jellyfishes in the sea.**	*Find someone who is watching jellyfishes in the sea.* **You're relaxing in the seashore.**	*Find someone who is relaxing in the seashore.* **You're taking care of a sea urchin.**
Find someone who is taking care of a sea urchin. **You're flying a kite in the beach.**	*Find someone who is flying a kite in the beach.* **You're jumping waves in the beach.**	*Find someone who is jumping waves in the beach.* **You're eating fish and chips in the beach.**	*Find someone who is eating fish and chips in the beach.* **You're reading a book in the beach.**
Find someone who is reading a book in the beach. **You're rowing in the sea.**	*Find someone who is rowing in the sea.* **You're sticking the umbrella in the sand.**	*Find someone who is sticking the umbrella in the sand.* **You're putting on your swimsuit.**	*Find someone who is putting on their swimsuit.* **You're windsurfing in the sea.**
Find someone who is windsurfing in the sea. **You're driving a jet-ski in the sea.**	*Find someone who is driving a jet-ski in the sea.* **You're sailing in the sea.**	*Find someone who is sailing in the sea.* **You're taking pictures of the beach's landscape.**	*Find someone who is taking pictures of the beach's landscape.* **You're surfing in the sea.**
			Find someone who is surfing in the sea. **You're collecting shells in the beach.**

It is a collaborative and cooperative game. There is no winner. It is also a memory game. Everyone should remember as much as possible in order to complete the game. They should remember what people are doing although it is not the information they are looking for in order to make everyone successful.

Players need to find out the name of the person described in their cards. They would do it asking: What are you doing in the beach? They also should be guessed by another person who has your description on their card. While players are asking they should try to memorize what everyone is doing in order to be able to complete the table at the end of the game all the players together.

Step 1. Teacher (T) explains the rules of the game to students (Ss).

Step 2. Ss play the game and complete the board.

LEARNING OUTCOMES. At the end of the activity Ss will be able to:

- ✓ Identify and name activities done in the beach.

- ✓ Ask what other people are doing.

- ✓ Give information about what you are doing.

STRENGTHS

- ▪ Same as in Game 1.

- ▪ Collaborative and cooperative activity (Ss need something from Ss, Ss need the help of everyone to complete the game).

WEAKNESSES   Same as in Game 1.

SPEAKING SKILL PRACTICE *(Brown, 2000:272)*

	Micro-skills of Speaking	
1	Produce chunks of language of different lengths.	**X**
2	Produce differences among English phonemes and allophonic variants.	**X**

3	Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.	**X**
4	Produce reduced forms of words and phrases.	
5	Use an adequate number of lexical units (words) to accomplish pragmatic purposes.	**X**

6	Produce fluent speech at different rates of delivery.	
7	Monitor one's own oral production and use various strategic devices – pauses, fillers, self-corrections, back tracking – to enhance the clarity of the message.	
8	Use grammatical word classes (nouns, verbs, etc.) systems (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms	X
9	Produce speech in natural constituents: in appropriate phrases, pause groups, breath groups, and sentence constituents.	
10	Express a particular meaning in different grammatical forms.	
11	Use cohesive devices in spoken discourse.	
12	Accomplish appropriately communicative functions according to situations, participants, and goals.	X
13	Use appropriate registers, implicature, pragmatic conventions, and other sociolinguistic features in face-to-face conversations.	
14	Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.	
15	Use facial gestures, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.	
16	Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.	
Macroskills of Speaking		
1	Appropriately accomplish communicative functions according to situations, participants and goals.	X
2	Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping and –yielding, interrupting and other sociolinguistic features in face-to-face conversations.	
3	Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification.	
4	Convey facial features, kinesics, body language and other nonverbal cues along with verbal language.	
5	Develop and use battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of sounds, appealing for help, and accurately assessing how well your interlocutor is understanding you.	

LANGUAGE EXPONENTS

Question: What are you doing in the beach?

Verb tenses: Present continuous and past continuous when they are remembering what people were doing while they are completing the table (and also third person).

Vocabulary: Beach activities and its vocabulary relate to them (collecting shells, fishing, beach, sea, sand, lying in the shade, making a sandcastle, playing Frisbee, playing volleyball, playing with a bat and a ball, putting on sun cream, snorkeling, swimming, watching jellyfish, relaxing in the seashore, taking care of a sea urchin, flying a kite, jumping waves, eating fish and chips, reading a book, rowing, sticking the umbrella in the sand, putting on your swimsuit, windsurfing, driving a jet-ski, sailing, taking pictures beach's landscape, surfing).

TEACHER'S INSTRUCTIONS

- *Tiger Street club organized a trip to the beach and everyone is doing a different thing.*
- *We want to know what everyone is doing and in order to do so we are going to play a game.*
- *I am going to explain to you first the rules and then you can play.*
- *The game has a board or table and the aim is to complete it with players' names.*
- *In order to do this, each player has to take one card from the Tiger Street Club squares.*
- *You need to find out the name of the person described on your card. You will do it asking: What are you doing in the beach?*
- *Maybe you ask this question and the person answers something that you are not looking for; but you should try to remember.*
- *There is no winner, it is a memory game. While you are asking you should try to remember what everyone is doing in order to be able to complete the table at the end of the game all together.*
- *If everything is clear, let's play the game.*

VARIATIONS   Board and cards can be made by students.

MATERIALS   Board game and cards of the board game.

INTERACTION PATTERNS   Teacher-students (T-Ss), student-student (S-S), students-students (Ss-Ss).

TIME   45 minutes.

CURRICULAR CONTRIBUTION I *(Real Decreto 126/2014, 28 febrero, por el que se establece el Currículo Cásico de la Educación Primaria. Primera lengua extranjera. Contenidos, criterios de evaluación y estándares de aprendizaje evaluables por bloques.)*

Bloque 1. Comprensión de textos orales

- Entiende lo que se le dice en transacciones habituales sencillas (instrucciones, indicaciones, peticiones, avisos). Identifica el tema de una conversación cotidiana predecible que tiene lugar en su presencia (por ejemplo, en una tienda, en un tren).
- Entiende la información esencial en conversaciones breves y sencillas en las que participa que traten sobre temas familiares como, por ejemplo, uno mismo, la familia, la escuela, el tiempo libre, la descripción de un objeto o un lugar.

Bloque 2. Producción de textos orales: expresión e interacción

- Se desenvuelve en transacciones cotidianas (p. e. pedir en una tienda un producto y preguntar el precio).

CURRICULAR CONTRIBUTION II *(Orden 16 junio 2014 Currículo Educación Primaria. Anexo II. Lengua extranjera: inglés. 3º curso. Contenidos, criterios evaluación, competencias clave, estándares aprendizaje evaluables y relación de éstos con competencias clave).*

Bloque 1. Comprensión de textos orales

- Est.ING.1.1.3.
- Est.ING.1.1.5.
- Est.ING.1.2.5.

Bloque 2. Producción de textos orales: expresión e interacción

- Est.ING.2.1.4.
- Est.ING.2.4.4.
- Est.ING.2.8.4.
- Est.ING.2.2.4.

7.5.8. Game 8. Dialogues Scrabble

PROCEDURE

Introduction. The club Tiger Street is closing its doors for this year but it doesn't want to let us go without learning more things. It is time to show how much we have learned and keep learning by playing another game.

Description. The game has different elements. There is a board like this one:

There are cards to be used and their look is the following:

- _____ morning, how can I help you? + Hello, I saw the poster outside that you need actors and actresses. - Yes, are you an actor? + Yes. I am here because of the audition that the poster shows. - Sure, everything is ready. There is audience also. Do you have any problem with that? + No, it is okay. - Okay, so, you can go to the dressing room at the end of this corridor. + Can I wear a costume and make-up? - Yes, sure, whatever you need. Here you are. It is the script. + Thank you. When am I supposed to go to the stage? - Somebody will let you know, wait in the dressing room. + Perfect, thank you. - See you.	- Good morning, how ___ I help you? + Hello, I saw the poster outside that you need actors and actresses. - Yes, are you an actor? + Yes. I am here because of the audition that the poster shows. - Sure, everything is ready. There is audience also. Do you have any problem with that? + No, it is okay. - Okay, so, you can go to the dressing room at the end of this corridor. + Can I wear a costume and make-up? - Yes, sure, whatever you need. Here you are. It is the script. + Thank you. When am I supposed to go to the stage? - Somebody will let you know, wait in the dressing room. + Perfect, thank you. - See you.	- Good morning, how can I help you? + Hello, I saw the _____ outside that you need actors and actresses. - Yes, are you an actor? + Yes. I am here because of the audition that the poster shows. - Sure, everything is ready. There is audience also. Do you have any problem with that? + No, it is okay. - Okay, so, you can go to the dressing room at the end of this corridor. + Can I wear a costume and make-up? - Yes, sure, whatever you need. Here you are. It is the script. + Thank you. When am I supposed to go to the stage? - Somebody will let you know, wait in the dressing room. + Perfect, thank you. - See you.

- Good morning, how can I help you? + Hello, I saw the poster outside that you need _____ and actresses. - Yes, are you an actor? + Yes. I am here because of the audition that the poster shows. - Sure, everything is ready. There is audience also. Do you have any problem with that? + No, it is okay. - Okay, so, you can go to the dressing room at the end of this corridor. + Can I wear a costume and make-up? - Yes, sure, whatever you need. Here you are. It is the script. + Thank you. When am I supposed to go to the stage? - Somebody will let you know, wait in the dressing room. + Perfect, thank you. - See you.	- Good morning, how can I help you? + Hello, I saw the poster outside that you need actors and actresses. - Yes, are you an actor? + Yes. I am here because of the audition that the poster shows. - Sure, everything is ready. There is audience also. Do you ____ any problem with that? + No, it is okay. - Okay, so, you can go to the dressing room at the end of this corridor. + Can I wear a costume and make-up? - Yes, sure, whatever you need. Here you are. It is the script. + Thank you. When am I supposed to go to the stage? - Somebody will let you know, wait in the dressing room. + Perfect, thank you. - See you.	- Good morning, how can I help you? + Hello, I saw the poster outside that you need actors and actresses. - Yes, are you an actor? + Yes. I am here because of the audition that the poster shows. - Sure, everything is ready. There is audience also. Do you have any problem with that? + No, it is okay. - Okay, so, you can go to the dressing ____ at the end of this corridor. + Can I wear a costume and make-up? - Yes, sure, whatever you need. Here you are. It is the script. + Thank you. When am I supposed to go to the stage? - Somebody will let you know, wait in the dressing room. + Perfect, thank you. - See you.
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- Hi, mom! What are you _____? + I am going to prepare a brownie cake. Do you want to help me with the recipe? - Yes, sure. + Okay. So, we need some ingredients like: butter, chocolate, honey, sugar, eggs, vanilla, powder, flour and cream. - Perfect. What about the preparation? Is it too difficult? + No, we only need to melt butter, chocolate and honey. And then add the other ingredients. - In which order? + Well, the best option is: sugar, eggs, vanilla, powder and flour. - Everything should be mixed, right? + Yes, and then we bake 25 or 30 minutes. Do you think it is difficult now? + No, mom. The recipe is great! Let's do it.	- Hi, mom! What are you doing? + I am _____ to prepare a brownie cake. Do you want to help me with the recipe? - Yes, sure. + Okay. So, we need some ingredients like: butter, chocolate, honey, sugar, eggs, vanilla, powder, flour and cream. - Perfect. What about the preparation? Is it too difficult? + No, we only need to melt butter, chocolate and honey. And then add the other ingredients. - In which order? + Well, the best option is: sugar, eggs, vanilla, powder and flour. - Everything should be mixed, right? + Yes, and then we bake 25 or 30 minutes. Do you think it is difficult now? + No, mom. The recipe is great! Let's do it.	- Hi, mom! What are you doing? + I am going to prepare a brownie cake. Do you _____ to help me with the recipe? - Yes, sure. + Okay. So, we need some ingredients like: butter, chocolate, honey, sugar, eggs, vanilla, powder, flour and cream. - Perfect. What about the preparation? Is it too difficult? + No, we only need to melt butter, chocolate and honey. And then add the other ingredients. - In which order? + Well, the best option is: sugar, eggs, vanilla, powder and flour. - Everything should be mixed, right? + Yes, and then we bake 25 or 30 minutes. Do you think it is difficult now? + No, mom. The recipe is great! Let's do it.
- Hi, mom! What are you doing? + I am going to prepare a brownie cake. Do you want to help me with the _____? - Yes, sure. + Okay. So, we need some ingredients like: butter, chocolate, honey, sugar, eggs, vanilla, powder, flour and cream. - Perfect. What about the preparation? Is it too difficult? + No, we only need to melt butter, chocolate and honey. And then add the other ingredients. - In which order? + Well, the best option is: sugar, eggs, vanilla, powder and flour. - Everything should be mixed, right? + Yes, and then we bake 25 or 30 minutes. Do you think it is difficult now? + No, mom. The recipe is great! Let's do it.	- Hi, mom! What are you doing? + I am going to prepare a brownie cake. Do you want to help me with the recipe? - Yes, sure. + Okay. So, we _____ some ingredients like: butter, chocolate, honey, sugar, eggs, vanilla, powder, flour and cream. - Perfect. What about the preparation? Is it too difficult? + No, we only need to melt butter, chocolate and honey. And then add the other ingredients. - In which order? + Well, the best option is: sugar, eggs, vanilla, powder and flour. - Everything should be mixed, right? + Yes, and then we bake 25 or 30 minutes. Do you think it is difficult now? + No, mom. The recipe is great! Let's do it.	- Hi, mom! What are you doing? + I am going to prepare a brownie cake. Do you want to help me with the recipe? - Yes, sure. + Okay. So, we need some _____ like: butter, chocolate, honey, sugar, eggs, vanilla, powder, flour and cream. - Perfect. What about the preparation? Is it too difficult? + No, we only need to melt butter, chocolate and honey. And then add the other ingredients. - In which order? + Well, the best option is: sugar, eggs, vanilla, powder and flour. - Everything should be mixed, right? + Yes, and then we bake 25 or 30 minutes. Do you think it is difficult now? + No, mom. The recipe is great! Let's do it.

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Synonym of …	Synonym of …	Opposite of…	Opposite of…
afraid *Scared*	big *Large, huge*	after *Before*	big *Little*
cap *Hat*	toilet *Restroom*	awake *Asleep*	boy *Girl*
famous *Well-know*	father *Daddy, dad*	bad *Good*	clean *Dirty*
couch *Sofa*	sad *Unhappy*	better *Worse*	even *Odd*
cheerful *Happy*	ill *Sick*	true *False*	fail *Pass*
little *Small*	look *See*	east *West*	dark *Light*
angry *Furious, mad*	mother *Mommy, mom*	happy *Sad*	last *First*

Synonym of …	Synonym of …	Opposite of…	Opposite of…
tidy *Clean*	present *Gift*	less *More*	laugh *Cry*
rock *Stone*	rest *Relax*	learn *Teach*	more *Less*
quick *Fast*	tall *High*	love *Hate*	polite *Rude*
under *Bellow*	woman *Lady, female*	better *Worse*	better *Worse*
man *Gentleman, male*	strange *Weird*	poor *Rich*	slow *Quick*
garbage *Rubbish*	bunny *Rabbit*	short *Long*	start *Stop*
listen *Hear*	rug *Carpet*	white *Black*	wet *Dry*
scream *Shout*	quite *Calm*	young *Old*	ugly *Beautiful*

Each player takes a card of an incomplete dialogue. The card cannot be seen by anyone. Each player needs to find out the missing word. When the player knows the word has to get the necessary letters to form the word.

For that, player needs to go to the squares of the letters he/she needs. When the player is on the square of a letter, the player on their left will take a card from the other pile of cards (synonym and antonyms cards). The player has to guess the synonym or the antonym that is asked. If the player is right, he/she will get the letter. If the player is wrong, he/she will miss the turn.

The starting square is the one in the middle of the board where it says Tiger Street club. Each player will have a piece to move around the table (it could be a paper with the players' name). Pieces are moved the number of squares that the die shows. Pieces can be moved horizontally and vertically, never diagonally. Two pieces are not allowed to be on the same square. If you want to go to a letter square where there is another player, you will have to wait until he/she moves.

When the player gets all the letters that thinks he/she needs, the player will have to come back to the central square (Tiger Street Club square) and read all the complete dialogue. If the player is wrong about the missing word, he/she will be able to continue playing. The first one to have all the letters of the correct missing word will be the winner of the game.

Step 1. Teacher (T) explains the rules of the game to students (Ss) and divides them into two different groups.

Step 2. Ss play the game.

LEARNING OUTCOMES. At the end of the activity Ss will be able to:

- ✓ Learn synonyms and antonyms of words covered throughout the year.

- ✓ Spell words.

- ✓ Complete a dialogue and know what it is with its turns and structures.

STRENGTHS	Same in Game 1.
WEAKNESSES	Same in Game 1.

SPEAKING SKILL PRACTICE *(Brown, 2000:272)*

	Micro-skills of Speaking	
	Micro-skills of Speaking	
1	Produce chunks of language of different lengths.	X
2	Produce differences among English phonemes and allophonic variants.	X
3	Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.	
4	Produce reduced forms of words and phrases.	
5	Use an adequate number of lexical units (words) to accomplish pragmatic purposes.	X
6	Produce fluent speech at different rates of delivery.	
7	Monitor one's own oral production and use various strategic devices – pauses, fillers, self-corrections, back tracking – to enhance the clarity of the message.	
8	Use grammatical word classes (nouns, verbs, etc.) systems (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms	X
9	Produce speech in natural constituents: in appropriate phrases, pause groups, breath groups, and sentence constituents.	
10	Express a particular meaning in different grammatical forms.	
11	Use cohesive devices in spoken discourse.	X
12	Accomplish appropriately communicative functions according to situations, participants, and goals.	X
13	Use appropriate registers, implicature, pragmatic conventions, and other sociolinguistic features in face-to-face conversations.	X
14	Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.	
15	Use facial gestures, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.	
16	Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.	
	Macroskills of Speaking	
1	Appropriately accomplish communicative functions according to situations, participants and goals.	X
2	Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping and –yielding, interrupting and other sociolinguistic features in face-to-face conversations.	X
3	Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification.	
4	Convey facial features, kinesics, body language and other nonverbal cues along with verbal language.	
5	Develop and use battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of sounds, appealing for help, and accurately assessing how well your interlocutor is understanding you.	

LANGUAGE EXPONENTS

YES/NO questions:
Are you an actor? Do you have any problem? Can I wear a costume and make-up? Do you want to help me? Everything should be mixed, right? Do you think it is difficult now?

WH questions:
How can I help you? When am I supposed to go to the stage? What are you doing? What about the preparation? In which order?

Short answers:
Yes/Yes, sure/Perfect. No, it is okay/No, mom.

Verb tenses:
Present simple, present continuous, past simple and passive form.

Courtesy conventions:
Good morning, here you are, thank you, see you.

Dialogues vocabulary:
Poster, outside, actor, actress, audition, audience, dressing room, end, corridor, costume, make-up, stage, cake, recipe, melt, add, mixed, bake.

Synonym and antonym vocabulary: Afraid, scared, large, huge, after, before, big, little, cap, hat, toilet, restroom, awake, asleep, boy, girl, famous, well-known, father, daddy, dad, bad, good, clean, dirty, couch, sofa, sad, unhappy, better, worse, even, odd, cheerful, happy, ill, sick, true, false, fail, pass, little, small, look, see, east, west, dark, light, angry, furious, mad, mother, mommy, mom, happy, sad, last, first, tidy, clean, present, gift, less, more, laugh, cry, rock, stone, rest, relax, learn, teach, more, less, quick, fast, tall, high, love, hate, polite, rude, under, bellow, woman, lady, female, better, worse, better, worse, man, gentleman, male, strange, weird, poor, rich, slow, quick, garbage, rubbish, bunny, rabbit, short, long, start, stop, listen, hear, rug, carpet, white, black, wet, dry, scream, shout, quite, calm, young, old, ugly, beautiful.

TEACHER'S INSTRUCTIONS

- *The club is closing and it doesn't want to let us go without learning more things.*
- *It is time to show how much we learned and keep learning by playing.*
- *I am going to explain to you the rules of the game and then you can play.*
- *It is a board game so; you will need a piece to move and a die.*
- *You can use a paper with your name as your piece.*
- *Place the pieces on the starting square, the one which says Tiger Street Club in the middle of the board.*
- *Pieces move around the table horizontally and vertically; never diagonally.*
- *Firstly, everyone will throw the die.*
- *The player with highest score will start and will throw again the die. Its piece will move the number of squares that the die shows. Turns will go clockwise.*
- *Each of you takes a card and you can't show it to anyone.*
- *Cards have an incomplete dialogue and you have to find out the missing word.*
- *When you know the word you have to get the necessary letters to form the word.*
- *For that, you need to go to the squares of the letters you need.*
- *When you are on the square of a letter, the player on your left will take a card from the pile of cards of synonym and antonyms.*
- *You have to guess the synonym or the antonym that is asked.*
- *If you are right, you will get the letter.*
- *If you are is wrong, you will miss the turn.*
- *There is one more rule: two pieces are not allowed to be in the same square.*
- *If you want to go to a letter square where there is another player, you will have to wait until he/she moves.*
- *When you get all the letters that you think you need, you will have to come back to the square in the middle (Tiger Street Club square) and read all the complete dialogue.*
- *If you are wrong about the missing word, you will be able to continue playing.The first one to have all the letters of the correct missing word will be the winner of the game.*
- *Let's play.*

VARIATIONS	Board and cards can be made by students. Dialogues can be read as a role-play at the end of the game. Synonym and antonym cards can be used twice.
MATERIALS	Board game, cards of the board game and a die.
INTERACTION PATTERNS	Teacher-students (T-Ss), student-student (S-S).
TIME	45 minutes.

CURRICULAR CONTRIBUTION I *(Real Decreto 126/2014, 28 febrero, por el que se establece el Currículo Cásico de la Educación Primaria. Primera lengua extranjera. Contenidos, criterios de evaluación y estándares de aprendizaje evaluables por bloques.)*

Bloque 1. Comprensión de textos orales

- Entiende lo que se le dice en transacciones habituales sencillas (instrucciones, indicaciones, peticiones, avisos). Identifica el tema de una conversación cotidiana predecible que tiene lugar en su presencia (por ejemplo, en una tienda, en un tren).
- Entiende la información esencial en conversaciones breves y sencillas en las que participa que traten sobre temas familiares como, por ejemplo, uno mismo, la familia, la escuela, el tiempo libre, la descripción de un objeto o un lugar.

Bloque 2. Producción de textos orales: expresión e interacción

- Se desenvuelve en transacciones cotidianas (p. e. pedir en una tienda un producto y preguntar el precio).

CURRICULAR CONTRIBUTION II *(Orden 16 junio 2014 Currículo Educación Primaria. Anexo II. Lengua extranjera: inglés. 3º curso. Contenidos, criterios evaluación, competencias clave, estándares aprendizaje evaluables y relación de éstos con competencias clave).*

Bloque 1. Comprensión de textos orales

- Est.ING.1.1.5.   - Est.ING.1.3.3.   - Est.ING.1.4.3.

Bloque 2. Producción de textos orales: expresión e interacción

- Est.ING.2.3.3.

7.5.9. Game 9. Get the Treasure

PROCEDURE

Introduction. It is the final game in which Tiger Street Club is going to participate this year. We need a great game, a great experience and a great treasure leaving a good taste in the mouth of all involved.

Description. The game is played in pairs and it consists in a map of a treasure with different tests and activities.

**Maps.** Teacher will give a map to each player but maps are not complete. Players will need their partner to follow them. There will be missing information in both maps of the pair of players. Working together they will have to guide and help each other in order to find the final treasure before the rest of the pairs of players. This will be the ORIGINAL map:
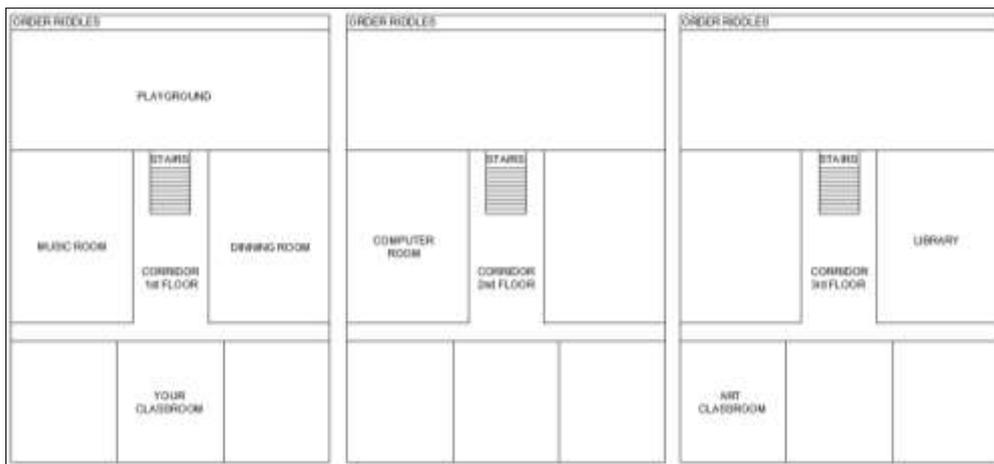
This is the look of the map for student A:
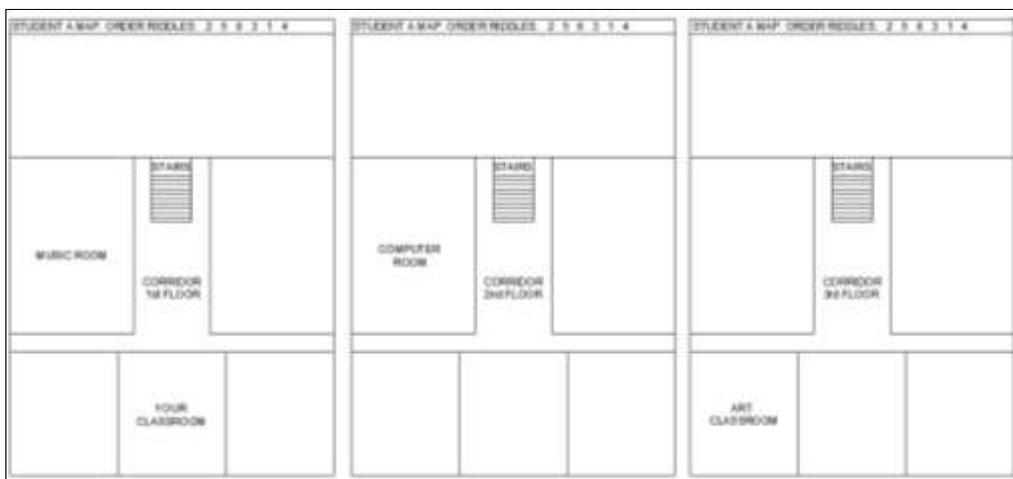
This is the look of the map for student B:
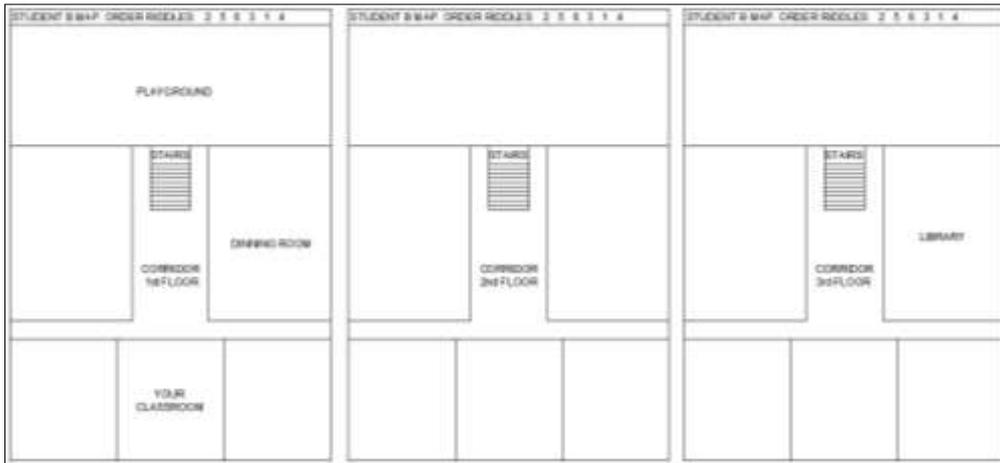
There will be 6 different places in the school where they will have to go. In each place of the school a different festival is going to be celebrated and they will have to do an activity in each place related to that festival. These three first festivals are suggested by the text book and the other three will be suggested by students previously or by the teacher. In this case, as an example, these are suggested:

1. World Food Day
2. Grandparents' Day
3. Book Day
4. April Fool's Day.
5. Carnival in Notting Hill
6. St. George's Day

Setup. All the pairs of players in the starting class will take maps and one riddle. On their handouts not only the maps will be provided but also the order of the riddles that pairs have to follow to correctly complete the game. This order will be different for each pair.

Activities. Players in each place will have to complete a different activity to get the next riddle they have to and then go to another place by the answer of the riddle. When there are not more riddles or places, students will have to come back to class for the re-counting of their points. Activities in each place would be:

1. Dining room. World Food Day.

    It is World Food Day; each pair will receive a famous dish of a country. Both students of the pair should write down the ingredients and how they will make it (complete the handout below). When they are done, they will keep the recipe as a proof for the points' re-counting. Then, they can have the following riddle.

Famous dishes to give to students: paella (Spain), complete hamburger (United States), Argentinian pork roast (Argentina), Wiener Schnitzel (Austria), Mole Poblano (México), roast beef (United Kingdom), Schweinshaxe (Germany), Tandoori chicken (India), falafel (Arabia Saudi), lahmacum (Turkey), gyros (Greece), carbonara pasta (Italy).

Handout to complete:

		RECIPE
PAIR OF STUDENTS:		
COUNTRY		
	AMOUNT	**INGREDIENTS**
	STEPS	**DESCRIPTION**
PREPARATION	1	
	2	
	1	
	4	
	5	
	6	
	7	
	8	
	9	
	10	

2. <u>Computer room. St. George's Day</u>

Where is St. George? Each student of the pair should use one computer to play Battleships with St. George. In Excel each student will place St. George (StG) wherever they want. These tables are done for students but they will have to place *StG* and write down what a player and their opponent ask. They will take a screenshot of the rounds at the end and they will save it with their names in the computer. This will be necessary for the re-counting of points at the end. Then, they can have the following riddle.

Left table for writing down what you ask:

	A	B	C	D	E	F	G	H	I
1									
2									
3									
4									
5									
6									
7									
8									
9									

Right table for writing down what your opponent asks:

	A	B	C	D	E	F	G	H	I
1									
2									
3									
4									
5									
6									
7									
8									
9									

Tables at the beginning of the game:
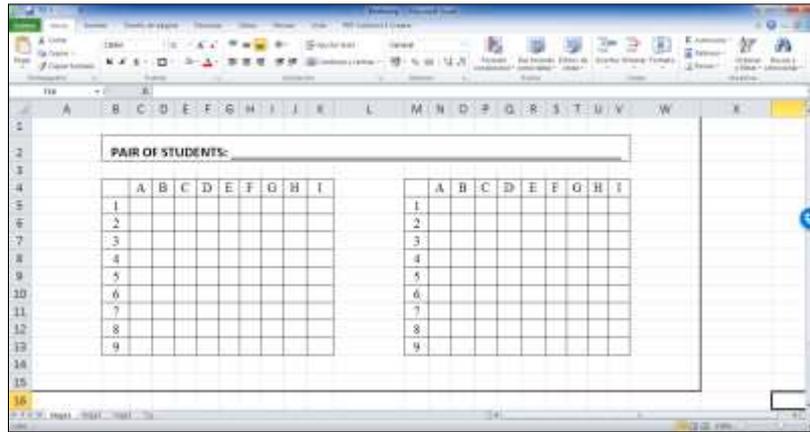
Tables at the end of the game:
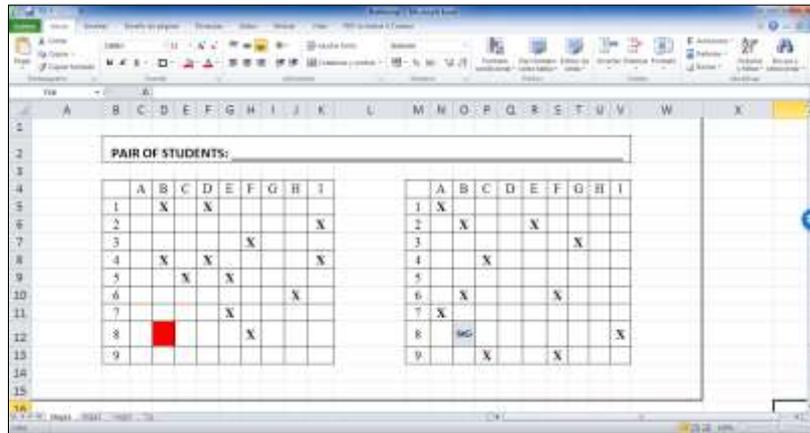
3.   Playground. April Fool's Day.

April Fool's Day is in the playground of the school. One player would write down 3 sentences about him/her; two of them will be real and the other one a lie. Then, the player will read them to their partner and he/she should guess which one is the lie. When both players are right at least once they can get a new riddle. Players will have to keep papers with the sentences and the results as a proof for the points' re-counting.

4.   <u>Music room. Grandparents' Day.</u>

Each pair of students should write a song to get the next riddle. The song should have at least 4 lines and should end with the sentence: It's Grandparents' Day. They will keep the song until the end of all the activities. At the end they will have to sing and perform it with the rest of the players and it will be the proof to get points.

5.   <u>Library. Book day.</u>

It is Book Day and each pair should agree and take one book from the library that they know. They will have to think about and prepare a performance of a part of the book that they choose. They will have to prepare dialogues and actions. They will be able to consult the book while they are preparing the mini-show. Then, they will get another riddle. They will role-play at the end of the rest of the activities and it will be a proof to get points in this stage.

6.   <u>Art classroom. Carnival in Notting Hill</u>

It is Carnival in Notting Hill. Each pair of student will have a picture of the celebration and then they will have to choose one character or situation from the picture. Each one of the pair will have to look at the picture and write down the answer individually for these questions: what do you see? What do you think about that? What does it make you wonder?

Carnival in Notting Hill picture:

What I See	What I Think	What I Wonder

Both players will keep their answer as a proof for the discussion between them at the end of all the activities as a re-counting of points. Then, they will be able to get another riddle to go to a different place.

Riddles. Riddles will be written down in different papers. They will be in a special point in the places. Riddles and cards with riddles:

1. I feed a lot of mouths every day. People hate me or love me depending on the day. (Dining room)

2. I need a lot of energy to give you a great morning. Don't use me too much or your eyes will be exhausted. (Computer room)

3. Everyone is free. You have to respect by playing to be like birds. All of you love me as you had won a price. (Playground)

4. I can't stop the rhythm on me, I hate silence around me. I love hearing all your voices at the same time close to me. (Music classroom)

5. I can show you stories about dreams, monsters, bears and beautiful butterflies. I can lend you pieces of all these incredible things but only for a week. (Library)

6. I am always alive because every day you color my life. I need to be clean because if not you can't be with me (Art classroom)

1	2	3
I feed a lot of mouths every day. People hate me or love me depending on the day.	*I need a lot of energy to give you a great morning. Don't use me too much or your eyes will be exhausted.*	*Everyone is free. You have to respect by playing to be like birds. All of you love me as you had won a price.*
4	**5**	**6**
I can't stop the rhythm on me, I hate silence around me. I love hearing all your voices at the same time close to me.	*I can show you stories about dreams, monsters, bears and beautiful butterflies. I can lend you pieces of all these incredible things but only for a week.*	*I am always alive because every day you color my life. I need to be clean because if not you can't be with me.*

End. When all the pairs of students are done, they will come back to class. Activity by activity all together with the teacher will check the production done previously for each pair. Teacher as a moderator will guide this final activity. Players will recount points of players. Teacher will ask one pair to correct the production of another one in order not to take forever. They will need the following table:

	TIGER STREET CLUB	POINTS		
		1 (No)	2 (More or less)	3 (Yes)
1	**WORLD FOOD DAY**			
A	Are all the ingredients in the recipe?		-	
B	Are all the ingredients correctly written?			
C	Is the recipe ordered by steps coherently?		-	
2	**ST. GEORGE'S DAY**			
D	Are there screenshots?		-	
E	Did the players use the tables?		-	
F	How many rounds were necessary to play?	(More than 4)	(2-4)	(1-2)
3	**APRIL FOOL'S DAY**			
G	Are the sentences correctly written?			
H	How many rounds were necessary to play?	(More than 4)	(2-4)	(2)
4	**GRANDPARENTS' DAY**			
I	Does it have a message?		-	
J	Does it make sense?			
K	Does the song end with the sentence provided?		-	

L	Has the song at least 4 lines?		-	
M	Do words have rhythm?			
N	Can players sing it together?		-	
5	**BOOK DAY**			
O	Is the performance related to the book?			
P	Has the performance got coherence?			
6	**CARNIVAL IN NOTTING HILL**			
Q	Are the students' dialogues intelligible?		-	
R	Do players answer the three questions?		-	
S	Did they answer them with coherence?			
T	Can players have a discussion about it?			
U	Did they give reasons or arguments?		**-**	
	Total:			

Winners at the end will get the treasure: winners will be allowed to choose a done game during the year to repeat or they can choose other one. And Tiger Street Club is going to issue a certificate of *"Great Gamers of the Year"*.

Teacher (T). T will be the moderator of the whole activity. T will be in the corridors of the school to control the volume of students' voices. T will pay attention that students follow the riddles' order. Students (Ss) should be in different places, not everyone in the same place. T will facilitate dictionaries and computers if Ss need them during the whole game.

Step 1. T explains the rules of the game to students (Ss) and T divides them in pairs.

Step 2. Ss play the game.

LEARNING OUTCOMES. At the end of the activity Ss will be able to:

✓ Write down ingredients, recipe structure and steps.

✓ Use computer to play Battleships with Excel program.

✓ Write down sentences correctly with coherence about themselves; two lies and one truth.

✓ Inform what happens and how they solved activities.

✓ Act out a role play / dialogue extracted from a library book used as inspiration.

✓ Analyze an art picture and discuss about it.

STRENGTHS

- Same as in Game 1.

- Activity with movement around the school.

- Attention paid to different learning styles and multiples intelligences.

WEAKNESSES

o Noisy atmosphere.

o Loud talking.

o Bother other classrooms in the school.

o Too many students divided around the school and only one teacher to control everything.

o Uncontrolled situations.

SPEAKING SKILL PRACTICE *(Brown, 2000:272)*

	Micro-skills of Speaking	
1	Produce chunks of language of different lengths.	X
2	Produce differences among English phonemes and allophonic variants.	
3	Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.	
4	Produce reduced forms of words and phrases.	
5	Use an adequate number of lexical units (words) to accomplish pragmatic purposes.	X
6	Produce fluent speech at different rates of delivery.	X
7	Monitor one's own oral production and use various strategic devices – pauses, fillers, self-corrections, back tracking – to enhance the clarity of the message.	X
8	Use grammatical word classes (nouns, verbs, etc.) systems (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms	X

9	Produce speech in natural constituents: in appropriate phrases, pause groups, breath groups, and sentence constituents.	
10	Express a particular meaning in different grammatical forms.	
11	Use cohesive devices in spoken discourse.	X
12	Accomplish appropriately communicative functions according to situations, participants, and goals.	X
13	Use appropriate registers, implicature, pragmatic conventions, and other sociolinguistic features in face-to-face conversations.	X
14	Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.	X
15	Use facial gestures, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.	X
16	Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.	X
Macroskills of Speaking		
1	Appropriately accomplish communicative functions according to situations, participants and goals.	X
2	Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping and –yielding, interrupting and other sociolinguistic features in face-to-face conversations.	X
3	Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification.	X
4	Convey facial features, kinesics, body language and other nonverbal cues along with verbal language.	X
5	Develop and use battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of sounds, appealing for help, and accurately assessing how well your interlocutor is understanding you.	X

TEACHER'S INSTRUCTIONS

- *It is the final game in Tiger Street Club, a game that it has a treasure, a final gift.*
- *You are going to play in pairs.*
- *Each of you is going to have the map of the treasure; but these maps are going to be incomplete. You will need the information that your partner has on their maps.*
- *There are riddles whose answers will let you go to the next place until the end.*
- *You have to follow the order of the riddles that you have in your maps.*
- *I will give you the first riddle. Then I trust on you and you will take the next one that your maps say. Riddles will be in each place for all of you. There will be enough copies. There are 6 riddles, when you don't have more to follow, come back to class.*
- *I am going to explain to you what you have to do in each place.*

- *In the dining -room it is World Food Day. Each pair will write down a recipe of a famous dish of a country. You should complete this handout. I will give you the names of the recipes.*
- *In the music room it is Grandparents' Day. Each pair should write a song of 4 lines and should end with the sentence: It's Grandparents' Day.*
- *In the library it is Book Day. Each pair should prepare a performance or role-play of a part of a book that the students want.*
- *In the playground it is April Fool's Day. One player would write and say orally 3 sentences about him or her; two of them will be real and the other one a lie. The other player will listen and try to guess which one is the lie. Both people should be right at least once.*
- *In art room it is Carnival in Notting Hill. Each one of the pair will have to look at the picture, choose one character or situation from the picture and write down the answer individually for these questions: what do you see? What do you think about that? What does it make you wonder?*
- *In the computer room it is St. George's Day. Each pair should play Battleship in Excel placing somewhere St. George (StG). Each one should complete the tables while you are playing. At the end of the round you will have to take a screenshot.*
- *Remember that all the written production that you need to complete during the different activities, you should bring it back to the classroom at the end of the game. These documents and handouts will be the proofs for the recounting of points.*
- *When everyone is back, you will correct the production of another pair of students with the rubric I will give you.*
- *Then, we will know who winners are! Let's begin!*

MATERIALS   Maps, school material, computers, dictionaries.

INTERACTION PATTERNS   Teacher-students (T-Ss), student-student (S-S).

TIME   1 hour 30 minutes

CURRICULAR CONTRIBUTION I *(Real Decreto 126/2014, 28 febrero, por el que se establece el Currículo Cásico de la Educación Primaria. Primera lengua extranjera. Contenidos, criterios de evaluación y estándares de aprendizaje evaluables por bloques.)*

Bloque 1. Comprensión de textos orales

- Entiende lo que se le dice en transacciones habituales sencillas (instrucciones, indicaciones, peticiones, avisos). Identifica el tema de una conversación cotidiana predecible que tiene lugar en su presencia (por ejemplo, en una tienda, en un tren).

Entiende la información esencial en conversaciones breves y sencillas en las que participa que traten sobre temas familiares como, por ejemplo, uno mismo, la familia, la escuela, el tiempo libre, la descripción de un objeto o un lugar.

Bloque 2. Producción de textos orales: expresión e interacción

Hace presentaciones breves y sencillas, previamente preparadas y ensayadas, sobre temas cotidianos o de su interés (presentarse y presentar a otras personas; dar información básica sobre sí mismo, su familia y su clase; indicar sus aficiones e intereses y las principales actividades de su día a día; describir brevemente y de manera sencilla su habitación, su menú preferido, el aspecto exterior de una persona, o un objeto; presentar un tema que le interese (su grupo de música preferido); decir lo que le gusta y no le gusta y dar su opinión usando estructuras sencillas).

Se desenvuelve en transacciones cotidianas (p. e. pedir en una tienda un producto y preguntar el precio).

Participa en conversaciones cara a cara o por medios técnicos (teléfono, Skype) en las que se establece contacto social (dar las gracias, saludar, despedirse, dirigirse a alguien, pedir disculpas, presentarse, interesarse por el estado de alguien, felicitar a alguien), se intercambia información personal y sobre asuntos cotidianos, se expresan sentimientos, se ofrece algo a alguien, se pide prestado algo, se queda con amigos o se dan instrucciones (p. e. cómo se llega a un sitio con ayuda de un plano).

CURRICULAR CONTRIBUTION II *(Orden 16 junio 2014 Currículo Educación Primaria. Anexo II. Lengua extranjera: inglés. 3º curso. Contenidos, criterios evaluación, competencias clave, estándares aprendizaje evaluables y relación de éstos con competencias clave).*

Bloque 1. Comprensión de textos orales

- Est.ING.1.1.3.
- Est.ING.1.1.4.
- Est.ING.1.1.5.
- Est.ING.1.1.6.
- Est.ING.1.2.4.
- Est.ING.1.2.5.
- Est.ING.1.3.4.
- Est.ING.1.3.6.
- Est.ING.1.5.2.
- Est.ING.1.5.3.
- Est.ING.1.6.3.
- Est.ING.1.7.4.
- Est.ING.1.7.5.

Bloque 2. Producción de textos orales: expresión e interacción

- Est.ING.2.1.4.
- Est.ING.2.5.1.
- Est.ING.2.5.3.
- Est.ING.2.5.4.
- Est.ING.2.6.1.
- Est.ING.2.7.1.
- Est.ING.2.7.3.
- Est.ING.2.8.4.
- Est.ING.2.9.3.

7.6. Assessable Learning Standars depending on the game

GAME	ASSESSABLE LEARNING STANDARS			
	Block 1		**Block 2**	
1	Est. ING. 1.1.3 Est. ING. 1.1.5 Est. ING. 1.2.5 Est. ING. 1.3.4	Est. ING. 1.5.3 Est. ING. 1.5.4 Est. ING. 1.6.5	Est. ING. 2.1.3 Est. ING. 2.1.4 Est. ING. 2.2.4 Est. ING. 2.3.2 Est. ING. 2.4.2 Est. ING. 2.4.4	Est. ING. 2.5.2 Est. ING. 2.6.2 Est. ING. 2.6.4 Est. ING. 2.8.2 Est. ING. 2.8.4 Est. ING. 2.9.3
2	Est. ING. 1.1.3 Est. ING. 1.1.4 Est. ING. 1.1.5 Est. ING. 1.2.4	Est. ING. 1.5.4 Est. ING. 1.6.3 Est. ING. 1.6.5	Est. ING. 2.1.2 Est. ING. 2.1.4 Est. ING. 2.2.4 Est. ING. 2.4.4	Est. ING. 2.5.4 Est. ING. 2.6.4 Est. ING. 2.8.4
3	Est. ING. 1.1.3 Est. ING. 1.6.3	Est. ING. 1.6.5	Est. ING. 2.1.4 Est. ING. 2.5.4	Est. ING. 2.8.4
4	Est. ING. 1.1.3 Est. ING. 1.1.5	Est. ING. 1.5.3 Est. ING. 1.6.3	Est. ING. 2.1.4 Est. ING. 2.5.4	Est. ING. 2.6.4 Est. ING. 2.8.4
5	Est. ING. 1.1.5 Est. ING. 1.2.5	Est. ING. 1.6.3	Est. ING. 2.1.4 Est. ING. 2.4.4 Est. ING. 2.5.4	Est. ING. 2.6.4 Est. ING. 2.8.4
6	Est. ING. 1.1.4 Est. ING. 1.1.5 Est. ING. 1.2.4 Est. ING. 1.3.6	Est. ING. 1.3.7 Est. ING. 1.5.2 Est. ING. 1.6.4	Est. ING. 2.1.4	Est. ING. 2.8.4
7	Est. ING. 1.1.3 Est. ING. 1.1.5	Est. ING. 1.2.5	Est. ING. 2.1.4 Est. ING. 2.2.4	Est. ING. 2.4.4 Est. ING. 2.8.4
8	Est. ING. 1.1.5 Est. ING. 1.3.3	Est. ING. 1.4.3	Est. ING. 2.3.3	
9	Est. ING. 1.1.3 Est. ING. 1.1.4 Est. ING. 1.1.5 Est. ING. 1.1.6 Est. ING. 1.2.4 Est. ING. 1.2.5 Est. ING. 1.3.4	Est. ING. 1.3.6 Est. ING. 1.5.2 Est. ING. 1.5.3 Est. ING. 1.6.3 Est. ING. 1.7.4 Est. ING. 1.7.5	Est. ING. 2.1.4 Est. ING. 2.5.1 Est. ING. 2.5.3 Est. ING. 2.5.4 Est. ING. 2.6.1	Est. ING. 2.7.1 Est. ING. 2.7.3 Est. ING. 2.8.4 Est. ING. 2.9.3