



Universidad de Valladolid

Escuela Universitaria de Educación (Palencia)

**Grado de Educación Primaria
(Mención en Lenguas extranjeras – Inglés)**

**TEACHING ENGLISH
THROUGH PROJECT
WORK IN A RURAL
PRIMARY SCHOOL**

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ABSTRACT AND KEY WORDS

This final work involves pupils and makes them conscious about their own learning through the use of two different methodological currents: Task-Based Learning and Project Work. It has been developed in the school during the Training Period with pupils from the Third Cycle of Primary Education. The rural context gives us some keys to develop this project, as a variable to take into account in pupils' learning. The main objective of this work is to involve pupils and make them the main characters of the achieved knowledge in the classroom, so the chosen contents are meaningful for them. In this work some possible improvements are included to obtain the expected results.

KEY WORDS

- Project work method
- Task-Based Learning
- TV Scholar News
- Pupils' interests
- Teacher as a guide

INTRODUCTION

“Tell me and I forget; teach me and I may remember; involve me and I learn”

Benjamin Franklin

As Benjamin Franklin said, involving pupils in the educational process is the best way to make them learn. In a classroom, pupils are the main characters in this process and when they feel they are learning and the knowledge is useful for them, they are more motivated and work better.

This is what it is tried with this work: involving pupils and make them conscious about what they are learning and producing. Two different currents get together in this work: Task-based Learning and Project Work and, in both of them, the teacher acts as a guide, while pupils take the leading roles and develop the project as performers.

This Final Work presents the following structure:

- **Justification:** in which it is found a brief explanation about the objectives taken into account to deal with this subject and Practicum, and the relation between this work with the degree and the Training Period.
- **Theoretical framework:** The theories in which this work is set on, the Project Work and Task-Based Learning, are explained in this part.
- **Categories:** the different categories or axes in which this work is settled, according to the theoretical framework.
- **Analysis of the categories:** All the categories are observed and analyzed here in order to know what the axes to be accomplished are according to the Project Work and Task-Based Learning.
- **Improvements and goals:** There is an analysis offered about the goals reached and some important improvements to take into account in the case of using this proposal again.

- **Conclusions:** the main strengths and weaknesses of this project and the possibilities it offers.

The final task of this project, as I am going to explain later on, it is a “TV Scholar News” performed by the children from the third cycle of Primary Education.

http://ceipsanagustin.centros.educa.jcyl.es/sitio/index.cgi?wid_seccion=22&wid_item=13

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JUSTIFICATION OF THIS PROJECT

This work is based on the importance of the relation between my Training period in the 4th year of this degree and the Final Project. It is important to establish a relation between the theory and the practice because it is going to help us realize how useful the contents are that we learn in the degree for our development as teachers. Moreover, the Training Period is a chance to put in practice what we have learnt along these four years at the University. In this case, I am going to develop a project that I have implemented in my Training period in the school where I was for almost three months.

As I am going to explain in this Final Work, my Training Period was carried out in a rural school in Fuentes de Nava. I was teaching to the First and the Third Cycles in Primary Education. This project I base this work on was developed with the Third Cycle in English.

According to the specific skills of the Training Period and the Final Project, the student must:

- Understand, engage and reflect on classroom practice life, learning to collaborate with different sectors of the educational community, linking theory and practice. This competence will be implemented in the development of skills that form the person entitled to¹:
 - Acquire knowledge of the classroom and its management.²
 - Be able to apply the processes of interaction and communication in the classroom as well as how to master the skills and social skills necessary to foster a climate that facilitates learning and coexistence.³

¹ *Real Decreto 1393/2007, de 29 de octubre, por el que se establece la ordenación de las enseñanzas universitarias. Grado en Maestro de Educación Primaria.* Traducción propia de: Conocer, participar y reflexionar sobre la vida práctica del aula, aprendiendo a colaborar con los distintos sectores de la comunidad educativa, relacionando teoría y práctica. Esta competencia se concretará en el desarrollo de habilidades que formen a la persona titulada para:

² *Ibid.* Traducción propia de: Adquirir conocimiento práctico del aula y de la gestión de la misma.

³ *Ibid.* Traducción propia de: Ser capaces de aplicar los procesos de interacción y comunicación en el aula, así como dominar las destrezas y habilidades sociales necesarias para fomentar un clima que facilite el aprendizaje y la convivencia.

- Control and monitoring of the educational process and in particular, teaching and learning through the mastery of techniques and strategies needed. ⁴
- Being able to relate theory and practice with the reality of the classroom and school.⁵
- Participate in teaching and learning to expertise, acting and reflecting from practice, with a view to innovate and improve teaching.⁶
- Participate in the improvement proposals in the various policy areas a center can offer.⁷
- Being able to regulate the processes of interaction and communication in groups' students aged 6-12 years.⁸
- Being able to collaborate with different sectors of the educational community and social environment.⁹
- Acquire habits and skills for independent and cooperative learning and promote in students.¹⁰

The previous competences, along with the other subjects, are reflected in the Final Projects that summarize the training acquired along all teachings described.

Another reason why I have decided to implement this project is the relationship of the different competences of the degree with it. The main relations that I have extracted are the following points:

⁴ Ibid. Traducción propia de: Controlar y hacer el seguimiento del proceso educativo y, en particular, de enseñanza y aprendizaje mediante el dominio de técnicas y estrategias necesarias.

⁵ Ibid. Traducción propia de: Ser capaces de relacionar teoría y práctica con la realidad del aula y del centro.

⁶ Ibid. Traducción propia de: Participar en la actividad docente y aprender a saber hacer, actuando y reflexionando desde la práctica, con la perspectiva de innovar y mejorar la labor docente.

⁷ Ibid. Traducción propia de: Participar en las propuestas de mejora en los distintos ámbitos de actuación que un centro pueda ofrecer.

⁸ Ibid. Traducción propia de: Ser capaces de regular los procesos de interacción y comunicación en grupos de estudiantes de 6-12 años.

⁹ Ibid. Traducción propia de: Ser capaces de colaborar con los distintos sectores de la comunidad educativa y del entorno social.

¹⁰ Ibid. Traducción propia de: Adquirir hábitos y destrezas para el aprendizaje autónomo y cooperativo y promoverlo en los estudiantes.

- Communicative Competence in Foreign Language (English / French), advanced level C1 according to the Common European Framework for Languages. This competence will: ¹¹
 - Learn the basics cognitive, language and communicative language acquisition. ¹²
 - Use body language techniques and drama as communication resources in the appropriate foreign language. ¹³
- Plan what will be taught and assessed in relation to the appropriate foreign language, as well as select, design and develop teaching strategies, types of activities and teaching resources. This competence will: ¹⁴
 - Know the Primary curriculum and curriculum development in the area of foreign languages. ¹⁵
 - Promote both the development of oral language as written production with special attention to the use of new technologies as elements of long-distance communication in a foreign language. ¹⁶

¹¹ *Real Decreto 1393/2007, de 29 de octubre, por el que se establece la ordenación de las enseñanzas universitarias. Grado en Maestro de Educación Primaria.* Traducción propia de: Competencia comunicativa en Lengua Extranjera (Inglés/ Francés), nivel avanzado C1, según el Marco Europeo de Referencia para las Lenguas. Esta competencia supondrá:

¹² *Ibid.* Traducción propia de: Conocer las bases cognitivas, lingüísticas y comunicativas de la adquisición de las lenguas.

¹³ *Ibid.* Traducción propia de: Usar técnicas de expresión corporal y dramatización como recursos comunicativos en la lengua extranjera correspondiente.

¹⁴ *Ibid.* Traducción propia de: Planificar lo que va a ser enseñado y evaluado en relación con la lengua extranjera correspondiente, así como seleccionar, concebir y elaborar estrategias de enseñanza, tipos de actividades y recursos didácticos. Esta competencia supondrá:

¹⁵ *Ibid.* Traducción propia de: Conocer el currículo de Educación Primaria y el desarrollo curricular del área de lenguas extranjeras.

¹⁶ *Ibid.* Traducción propia de: Promover tanto el desarrollo de la lengua oral como la producción escrita prestando una atención especial al recurso de las nuevas tecnologías como elementos de comunicación a larga distancia en una lengua extranjera.

- Being able to stimulate the development of skills in order metalinguistic / metacognitive and cognitive for the acquisition of the new language through relevant and meaningful tasks and proximity to students.¹⁷
- Progressively develop communicative competence through the integrated practice of the four skills in the foreign language classroom.¹⁸
- Be able to plan the teaching - learning a foreign language, selecting, designing and developing teaching strategies, types of activities and materials depending on the diversity of the students.¹⁹

Moreover, we cannot forget we are working with pupils and they have to reach some objectives according to a theoretical framework in which the Educative Community is working. The teaching of a foreign language at this stage will aim to develop the following capabilities:²⁰

- Listen and understand messages in varied verbal interactions, using the information provided for various specific tasks related to their experience.²¹
- Express him/her and interact orally in simple and routine that have a known content and development, using verbal and nonverbal procedures and adopting a respectful and cooperative attitude.²²

¹⁷ Ibid. Traducción propia de: Ser capaz de estimular el desarrollo de aptitudes de orden metalingüístico/metacognitivo y cognitivo para la adquisición de la nueva lengua, mediante tareas relevantes y con sentido y cercanía al alumnado.

¹⁸ Ibid. Traducción propia de: Desarrollar progresivamente la competencia comunicativa, mediante la práctica integrada de las cuatro destrezas en el aula de lengua extranjera.

¹⁹ Ibid. Traducción propia de: Ser capaz de planificar el proceso de enseñanza – aprendizaje de una lengua extranjera, seleccionando, concibiendo y elaborando estrategias de enseñanza, tipos de actividades y materiales en función de la diversidad de los alumnos.

²⁰ *Orden ECI/2211/2007, de 12 de julio, por la que se establece el currículo y se regula la ordenación de la Educación Primaria.*

²¹ Ibid. Traducción propia de: Escuchar y comprender mensajes en interacciones verbales variadas, utilizando las informaciones transmitidas para la realización de tareas concretas diversas relacionadas con su experiencia.

²² Ibid. Traducción propia de: Expresarse e interactuar oralmente en situaciones sencillas y habituales que tengan un contenido y desarrollo conocidos, utilizando procedimientos verbales y no verbales y adoptando una actitud respetuosa y de cooperación.

- Write various texts, various purposes on topics previously covered in the classroom and with the help of models.²³
- Comprehensively read various texts related to their experiences and interests, general and specific information extracted according to a previous order.²⁴
- Show a receptive attitude and confidence in one's ability to learn and use a foreign language.²⁵
- Identify phonetic aspects, rhythm, stress and intonation, as well as linguistic structures and lexical aspects of the language and use them as basic elements of communication.²⁶

²³ Ibid. Traducción propia de: Escribir textos diversos con finalidades variadas sobre temas previamente tratados en el aula y con la ayuda de modelos.

²⁴ Ibid. Traducción propia de: Leer de forma comprensiva textos diversos, relacionados con sus experiencias e intereses, extrayendo información general y específica de acuerdo con una finalidad previa.

²⁵ Ibid. Traducción propia de: Manifiestar una actitud receptiva y de confianza en la propia capacidad de aprendizaje y de uso de la lengua extranjera.

²⁶ Ibid. Traducción propia de: Identificar aspectos fonéticos, de ritmo, acentuación y entonación, así como estructuras lingüísticas y aspectos léxicos de la lengua extranjera y usarlos como elementos básicos de la comunicación.

THEORETICAL FRAMEWORK

To design and carry out this project I have considered two main axis as: the Project-Based Method (Project work) and the Task-Based Learning.

PROJECT-BASED METHOD

In this theoretical framework, I shall give an outline of the aim and nature of project work. Most organized language learning takes place in the classroom. What is taught in the classroom may in theory be useful, but the usefulness does not always extend to practice. Often, there is a gap between the language the students are taught and the language they in fact require. In this gap that project work can help to bridge.

Recent approaches to language learning and teaching stress the importance of cooperation among learners as a motivating factor. Such approaches (for example, Community Language Learning) focus not only on interpersonal relationships but also on the involvement and development of the individual. The more fully the student is involved in an exercise, the more likely he or she is to see the work through the end, and to benefit from it.

In this sense of personal involvement that gives the impetus to project work. The project is theirs, from the students. They themselves decide (in consultation with the teacher) what they will do and how they will do it. And this includes not only the content of the project, but also the language requirements.

The project is not designed to suit a syllabus, and the language required derives not from the textbook but from the nature of the project itself. And the teacher can provide valuable assistance. Much of this language work takes place in the safe, controlled environment of the classroom, where the teacher is on hand to help the students gain linguistic confidence. The teacher is also there to help solve the problems that will inevitably arise once the project moves out of the classroom into the world.

By encouraging students to move out of the classroom and into the world, project work helps to bridge the gap between language study and language use. It is, therefore, a valuable means of extending the communicative skills acquired in the classroom.

In a project work, the students become responsible for their own learning. They select and devise the project, with the teacher acting as a coordinator and “facilitator” or consultant.

Clearly, if students are to carry out project work they must have some command of the target language. But this need not mean that it should be restricted to intermediate and advanced students. There are many projects involving work outside the classroom which can be tackled by students with only an elementary knowledge of the language.

In the initial stages of the project there may be more speaking and listening than reading and writing (though something a student has read may well spark off discussion). Once the project is under way, however, the students will be using all four skills simultaneously. Different projects require different procedures.

Teachers who want to incorporate project work into their teaching will need to introduce their students gradually to the idea of student-centred language work.

TASK-BASED METHOD

Task based learning is a different way to teach languages. It can help the student by placing her in a situation like in the real world, a situation where oral communication is essential to do a specific task. Task based learning has the advantage of getting the student to use her skills at her current level to help develop language through its use. It has the advantage of getting the focus of the student toward achieving a goal where language becomes a tool, making the use of language a need.

One clear purpose of choosing TBL is to increase learner activity; TBL is concerned with learner and not teacher activity and it lies on the teacher to produce and supply different tasks which will give the learner the opportunity to experiment spontaneously, individually

and originally with the foreign language. Each task will provide the learner with new personal experience with the foreign language and at this point the teacher has a very important part to play. He or she must take the responsibility of the consciousness raising process, which must follow the experimenting task activities. The consciousness raising part of the TBL method is a crucial for the success of TBL, it is here that the teacher must help learners to recognize differences and similarities, help them to “correct, clarify and deepen” their perceptions of the foreign language.

Nunan (2004) defines a task in the following way:²⁷

“a pedagogical task is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, a middle and an end.

While these definitions vary somewhat, they all emphasize the fact that pedagogical tasks involve communicative language use in which the user’s attention is focused on meaning rather than grammatical form. This does not mean that form is not important. My own definition refers to the deployment of grammatical knowledge to express meaning, highlighting the fact that meaning and form are highly interrelated, and that grammar exists to enable the language user to express different communicative meanings”

A Task-Based approach to Language²⁸

- Allows for a needs analysis to be matched to identified student needs
- Is supported by the research findings of classroom-centered language learning

²⁷ Nunan, D. (2004). *Task-Based Laneguage Teaching*. *Cambridge Language Teaching Library*. Cambridge. University Press

²⁸ European Comission. *Task Based Learning*.

<http://www.languages.dk/archive/pools-m/manuals/final/taskuk.pdf>

- Allows evaluation to be based on testing referring to task-based criterion
- Allows for form-focussed instruction

So we should select topics that will motivate learners, engage their attention and promote their language development as efficiently as possible.

Task-Based Learning has different advantages such as:

- Task based learning is useful for moving the focus of the learning process from the teacher to the student.
- It gives the student a different way of understanding language as a tool instead of as a specific goal.
- It can bring teaching from abstract knowledge to real world application.
- A Task is helpful in meeting the immediate needs of the learners and provides a framework for creating classes, interesting and able to address to the students needs.

EXPLANATION ABOUT THE DIFFERENT PHASES: ²⁹

The pre-task phase introduces the class to the topic and the task. They are activities that introduce the topic preparing the learners for the proposed task, such as brainstorm, ranking exercises, and problem-solving tasks, in order to raise related vocabulary and language, as well as to develop expectations about the topic. Modeling the transaction the learner will have to perform and giving examples are also useful resources.

The task cycle offers learners the chance to use whatever language they already know in order to carry out the task, and then to improve the language, under teacher guidance, while planning their reports of the task. Students work in pairs or groups with a task and hints needed to negotiate the task. In this phase, firstly, learners should be given the

²⁹ European Commission. *Task Based Learning*.

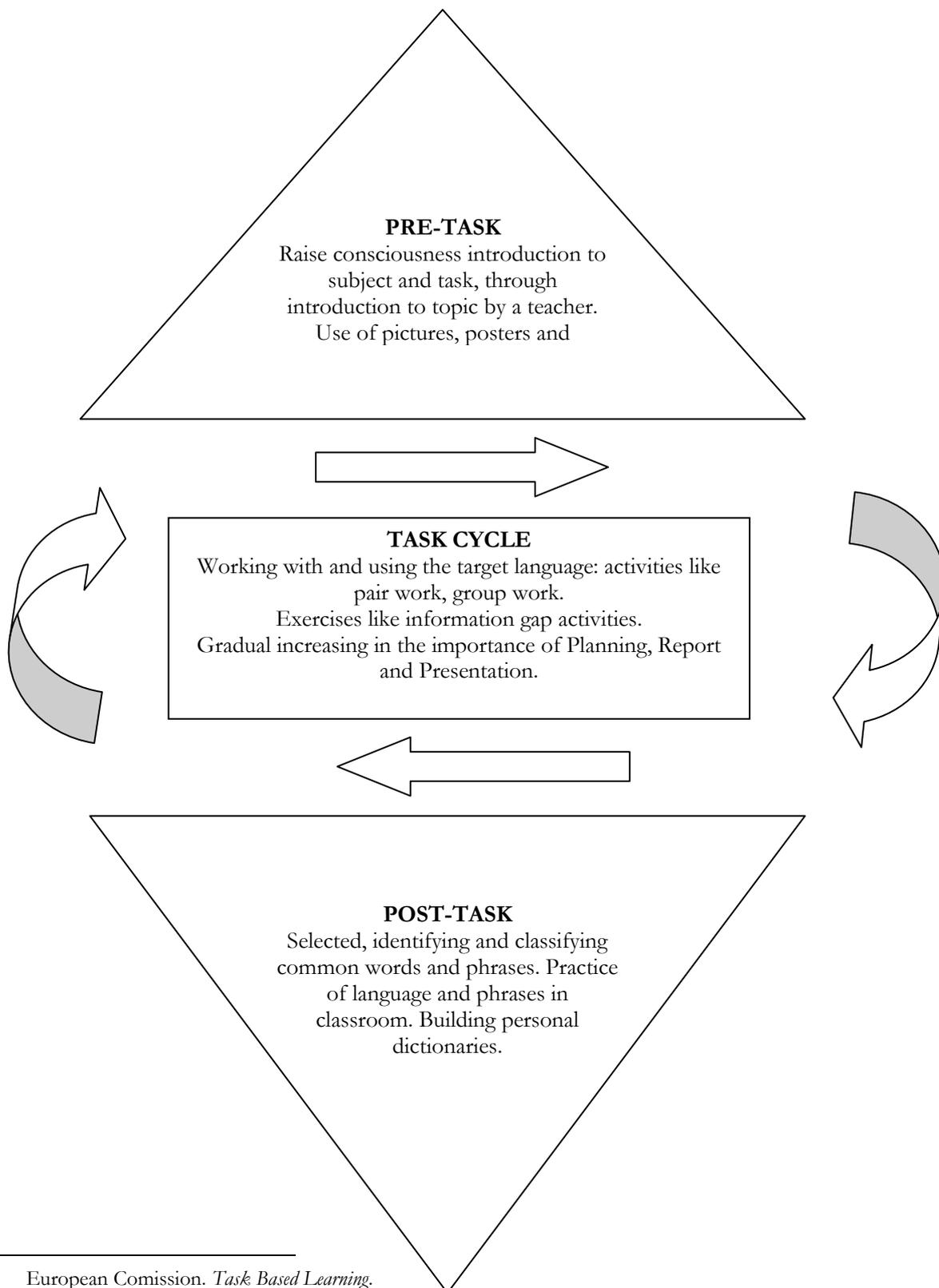
<http://www.languages.dk/archive/pools-m/manuals/final/taskuk.pdf>

opportunity to express themselves and say whatever they want based on the skills they have already acquired and the ones they have consolidated in the pre-task activities. At this time, the teacher should not interfere to correct errors of form. Then, during the planning of the task, the teacher can advise learners, suggesting phrases and correcting their language. At last, the task can be reported or presented to the whole group.

The post-task activities are a follow-up of the activity should be carried out, in which students should have the opportunity to compare their production with the production of native speakers on the same situation or compare their production among themselves, for example.

Although these procedures can result in a good experience of a task-based activity, they do not need to be accomplished in full and can be adapted to the reality of the class, the resources and materials available, or the language level of the group, as some examples.

THE STRUCTURAL FRAMEWORK OF TASK-BASED LEARNING³⁰



³⁰ European Commission. *Task Based Learning*.

<http://www.languages.dk/archive/pools-m/manuals/final/taskuk.pdf>

CATEGORIES OF THIS PROJECT

Our project was developed in our training period, so we implemented it as a Unit in the school. It was adapted from the Syllabus design made during the first term. This Unit was chosen among the ones in our planning because it was an original one although it would need to be adapted to the level and the ages. We called this Unit “What’s in the News?”. It was developed in the last week in April and the first two weeks of May. It was initially planned for four sessions, i.e. two weeks, although it was necessary to readapt it an extra week so that the project was developed properly.

The Unit was developed with the third cycle pupils, fifth and sixth level and the idea was a scholar project in which different levels were included from the Primary Education.

We thought it would be interesting for the pupils because it is a well-known topic for everyone and they are surrounded by information and the Mass Media. As already referred to before, it was necessary to modify the original unit to develop it in the school due to different reasons, as for example: the syllabus was designed for the first level of Primary Education and this project was carried out by the third cycle; that meant that the level of the activities had to be more complex; and finally, we wanted to develop a motivating project that would make the pupils excited about the final results.

Our mentor gave us the opportunity to develop a unit from the syllabus design, so it was decided to choose this one and told him in order he could suggest us any idea or his thoughts about it. Then, it was readapted while working with other units from the textbooks. The unit was developed with both of the levels the last weeks from our training period (fifth and sixth level).

The school web page is run by our mentor at school, and as with other pieces of work children share with parents, other teachers and students, the final product could be shown through it.

The final task was the “TV News”. In order to develop it, it is necessary to follow some previous steps, the subtasks. In every lesson there is one subtask which is very useful in order to get the final task.

The first lesson was begun with a brainstorming through which pupils would extract the main ideas to make an informative text. For that, some different news formats, newspapers, magazines, TV News in a specific web were facilitated; then they had to pull out what kind of news they knew as for example: local, sports, traditions....Then, they were asked about what they could tell about their villages. They were very excited about “traditions” because they live in villages with a lot of festivities that they can experience by themselves.

The variety of villages children come from to the Fuentes de Nava School gave us a chance to write about different topics, although the topics were selected previously and they had to write about (local, school, sports and gossip or society). With the previous step, the brainstorming, they knew what kind of things they can talk about each topic; for example, in traditions they could talk about the festivities from their village or in sports they could talk about football or basketball teams from Fuentes de Nava or close villages.

In this lesson pupils were distributed in groups of four or five people in which there were variety of levels in the same group, for example, one or two people with a good or normal command and other two people with a lower level so that the better ones could help the people who had to make a bigger effort. Then, it was said to them that they have two days to think what they wanted to write about, by choosing a topic from the brainstorming, and thinking in reasons to choose one topic or another. Most of them wanted to write about sports or traditions because they were close topics for them, so in that two days they could dialogite with the other members of their groups and choose a topic among all of them.

In the second lesson, four distinct texts with different questions to answer were prepared with the information given. They had to pay attention to the interrogative particles in every question as: how, when, where, who, why... in order to realize that every informative text can answer to all these questions and offer complete information to the reader.

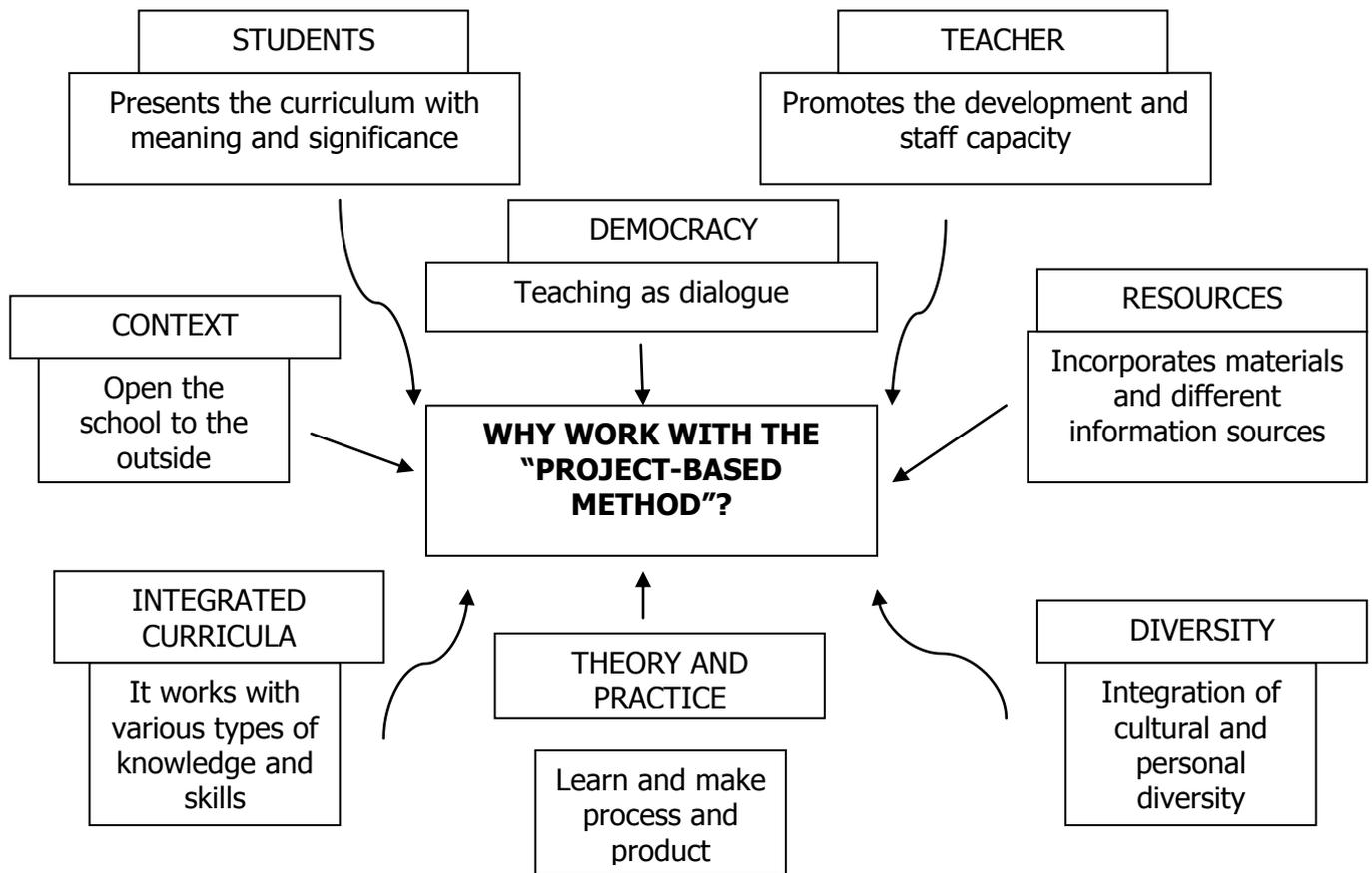
Before this, they had to tell the class what topic they had chosen and the reasons to do it. One group said they wanted to develop the topic of traditions in Fuentes de Nava and they brought a written text about what they wanted to write about, so that topic was deleted from the selection.

When each group had its topic, the related text that was prepared for each topic was given, so they could begin following the given model to get ideas to write their own texts. They had to read the texts and answer the questions. They had to pay attention to the different interrogative particles which gave the clues to make their own text.

In the third lesson, they have to write their own texts in groups with the different selected topics and they had to write them in their blogs, on the Internet, and then we were checking them.

In the fourth lesson, they have to rehearse, orally, what they had written in order to say it aloud in the final task at the end of the unit. Some groups were finishing with the objectives from the previous lesson, but all of them had written their news. They were given some clues in order for them to pay attention to how to behave, move and speak in front of a camera.

In this project, there are eight main categories established, related with the reasons to work with a “Project-based method”, in order to analyze it and they are the following ones:



Inside all these categories, we can establish other smaller ones to explain the process in a more meaningful way.³¹

- Students:
 - Satisfy their own interests
 - Participation

- Teachers:
 - Use the “constructivism” and a meaningful knowledge by using a cooperative and collaborative approach
 - Make a review of the process (it’s more important the process than the results)

³¹ Traducción propia de: Pozuelos Estrada, F.J. (2007). *Trabajos por proyectos en el aula: descripción, investigación y experiencias*. Sevilla. Cooperación educativa.

- Democracy:
 - Flexibility in the project and in the activities, as well

- Context:
 - Contact with the environment and with their own lives
 - Participation from families in some activities

- Resources:
 - Introduce relevant resources for them
 - Close to the sub-activity: ICT ...

- Diversity:
 - Autonomy: directed learning (process control)
 - Self-concept and tolerance: self-organization
 - Types of responses: implication

- Theory and practice:
 - Direct experience
 - Operate with complex cognitive strategies, such as: plan, consult, dialogue, design, report ...
 - Disciplinary and experiential knowledge

- Integrated curricula:
 - Importance of the activity
 - Activities with a meaningful value

ANALYSIS OF THE CATEGORIES

STUDENTS

In a “Project-Based Method”, students are very important, because they take the main role in the process. When this project started to be developed, it was decided to propose a familiar topic for them, such as “The News”. Mass Media are very close to society and children are conscious of it because they are able to look for information, to manage with ITCs and know how to get the information they need.

As I have said before, this Unit belongs to the Syllabus Design, so it was seen as something interesting to use it and implement it in the real class with our pupils. After adapting it, the Unit and the lessons were designed, just like the tasks and the subtasks. On each lesson it was introduced a task in order to get the final product (the final task) that they were looking for, our own “TV News”. Each subtask was a previous step to the next one, so pupils could advance with each subtask until arrive to the last one.

Another arrangement which needs sorting out is whether, outside the classroom, students work alone, in pairs or in groups. Before the students leave the classroom it is advisable to discuss with them what arrangements are the most appropriate and allow them to decide. Students working with a “Project- Based Method” will run various risks as soon as they leave the school, and unless they are very confident, they are unlikely to want to work alone. You should never underestimate the very real fears of some students that they will actually get lost or find themselves in socially embarrassing situations.

The point to remember is that the work can only develop along lines which you and your students work out together, and therefore the approach must be flexible; you may have your own ideas as to what you might like to see developing, but cannot impose these ideas.

In Fuentes de Nava, once every two weeks, the “Bibliobús” comes to the school so that children choose some books and take them home. At the beginning of the training period, it was observed they liked to take magazines to read them. Maybe, now, they aren’t interested in gossip or local news, as adults know them, but they like sports and they can talk about their realities, such as their villages or traditions.

When you choose a topic in this kind of projects it is wished the students to participate actively in the process, that's why we tried to choose something familiar for them. The topic which was proposed was "What's in the News?" and it was made a brainstorming in the first lesson, in order they could pull out the sections that we wanted they write about. At the beginning, they were in silent because they were asked with a really open question, but then, when the topic was specified, they could talk. The section they loved to talk about was "traditions" because it is the closest for them. They know what people do in their villages; the costumes they wear; the festivities, etc. In that moment, they realized they were able to talk about what they know about. They began to participate a lot without asking them to do so.....

In the next sessions, they worked in groups. And the rules were set for it, so as to control any possible problem that could appear. The teachers organized the groups of work with the different students in the class, so they could start working. Because of my experience at University, I know that it's sometimes really difficult to work with someone who isn't your friend because you have to dialogue with him/her, arrive to an agreement, explain your point of view that it isn't always the same that your partner's, etc. so it was required they worked with different pupils from they are used to work with. It was a good way to share their knowledge and enrich the process.

All the groups participate during the process, although it was necessary to pay attention to them. The pupils were observed during the process and, as it is normal, some of them presented more difficulties than others, so their partners helped them as us.

At the end of the project, it was observed that everyone had tried to do something: write down the news in paper, write the news in their bloc, give ideas, etc. maybe, it wasn't an equal participation, but we anticipated, at the beginning of the project it could happen because each pupil has their own level and rhythm to work.

TEACHERS

Whatever the scope of the project, whatever the language level, and whether you are teaching, your role as a teacher involved in a project work remains fundamentally the same:

a participant, a coordinator when necessary, a figure in the background evaluating and monitoring the language being used as the process. There is a need to gain maximum benefit from the classroom session, interspersed as they may be with outside work. The teacher will need to develop strategies for handling the language which has arisen from learner-centred activities in an authentic but unpredictable environment outside the classroom.

Though I have said the teacher has a role of non-intervention for part of the time that the groups are working on, it is necessary to devise strategies for monitoring what is going on in terms of language usage. The teacher, need to know whether the students are actually learning everything, and they need to know whether they are making progress, and what particular aspects of their own work needs improvement. His/her role in monitoring these factors is crucial.

In this project, my partner and I worked as the teachers. Our mentor helped us if there was a need, but he let us be the ones in charge. As I have said before, the topic was decided to work with, but it was meaningful because they knew some dates to talk about and it is close to them. They had previous knowledge about it and we tried to complete it with some information and helping them. The pupils told us they were working with “The Media” in Spanish Language, so they knew some important information about the news and communication. This is an important fact, because they had some previous knowledge to work from and we didn’t start from square one.

For example, they already knew that in their news they had to answer to some interrogative particles, as: where, when, what, who, how... in order to give complete information. When they selected the news and they started writing, they had the teachers near them in order to solve the doubts or the problems they could have. They could ask them about what they didn’t know and it was tried to check their writings or to make the groups work correctly.

Then the project was finished and they developed the “final product”. It was “The TV News” created by the pupils talking about local news, traditions, sports and gossiping. All the news was related to their villages. In the recording we can observe children made a big

effort in order to record the different news without looking at the paper in every moment. They made a bit shorter their news in order to tell them in a better way and feel safe.

The teacher was aware of the process they have followed in order to write and tell their news, so the effort that they had done was recognized in order to edit the news. For example, in the second lesson, they had to read a text written by the teachers and they have to answer questions related to that text. Some groups had problems to answer the questions, so teachers had to help them so that they could understand it and look for what they needed to know in order to answer the questions. That's why, at the end of the process, the final result has to be valued, but the most important thing for the teacher is that they had realized that they are able to do something great by themselves in a foreign language and if they want, they can get good results.

DEMOCRACY

This Unit was intended to be as flexible as possible. The main topic of the unit was chosen by the teacher although children were induced to decide on the different kinds of news to write about. It was wanted to make something similar to their reality, which is why the process was controlled in that way. Then, they could have the chance to choose the topics to write about in groups and what they wanted to talk about, although they were revising in order to get the final product that was proposed to them and to the mentor. They have the freedom to talk about any tradition, or local news invented by them, sports around them, etc. so that they were motivated and they had the feeling they were choosing the work they were doing. It was really interesting for us because we could realize they liked to work in those topics, in most of the groups, and they had the feeling they could do things and talk about their environment.

The project was designed in order to produce it in four lessons, although it was known wasn't enough time to do it. The second lesson took two days, so all the planning was delayed. It was the same with the third lesson, so extra time was taken out in order to finish the Unit before we had to leave the school. We were conscious it was an ambitious project and we didn't have enough time to carry it out.

Moreover, they could choose the person in charge of writing the news in a paper and then, write it on the computer (in their blogs). In the final task, they were the ones in charge of choosing the presenters and the reporters. There were some pupils who said they didn't want to be recorded, so their decisions were respected and some people wanted to participate in the recording as volunteers.

This project was a guide activity, but they could take the most part of the decisions in order to be motivated and enjoy the activity. When you let pupils the freedom to do what they want to do, with control, they work better and more, and that's what we wanted to get with this project, because for them English is a really difficult subject and it's necessary to motivate them if you want them to work.

CONTEXT

In "Project-Based Method" it is very important to take into account the pupils environment. As I have said at the beginning, when this topic was chosen, it was supposed it would be interesting for children because they have a previous knowledge about it and it is a very well-known topic for them. And as these children live in a village, they are used to live its traditions and its costumes. When you get into a classroom from a school in a village, you realized children are very different from children from a town or a city. In the first lesson, a brainstorming was developed in which children could participate and tell what they know about the topic "News". This lesson was designed to extract the different sections of our own "TV News". It was obvious they liked talking about traditions because they know a lot about them in their villages or the festivities that they are used to celebrate.

When they had the chance to write about traditions or topics related to their realities, they had a lot of ideas about what to talk about because they are living in that environment. They showed us they felt really safe when they had to talk about something well-known for them. We have to remember we are in a rural environment and textbooks don't consider these environments in their topics, so children feel what they are learning it's not useful and they don't show interested about it.

They felt this project as something own because, as I has already said, it is familiar for them. For example, in the section “Traditions” they talked about St. Marcus, a festivity from Fuentes de Nava in which children participate actively asking for eggs in their families’ houses, helping to cook an Spanish omelet and going to the country to eat the omelet with their families and friends. As we carried out this project at the end of April and at the beginning of May, they could talk about this festivity because they had celebrated it a few days before. For them, it was a great chance to use English to describe something close and important for them; they were using the English Language for something personal and meaningful and they didn’t mind having to look for other information to complete their texts.

Choosing this kind of topics, they could ask to their parents about some information to write about at home. It was a good chance to include the families in the process because they could talk with their children and participate in the activity.

When a family participates in this kind of activities they help children to establish relations between their homes and the school. They live in a lot of different environments, but they sometimes have the feeling that they are too distant and they don’t have anything in common. This project helps family and school to have a closer relationship.

RESOURCES

With the final task, the “TV News”, the proposal was link it to Internet in order to make easier for the pupils’ families be close the school. It is important that parents know what their children are doing at school and try to help them as much as possible. As I have said before, this Unit gave families this chance. The pupils and their families could share what they knew about the topic in order to complete the information. Families didn’t need to have a specific knowledge about the subject, not even to speak English, because the news talked about their villages and the reality they knew, where they live.

If I talk about resources, it is necessary to talk about “The Media” and the ITCs. Now, children are surrounded by them and they know how to manage with them. It is important to say that the fifth and the sixth level are working together, so they form the Third level

classroom. They are learning different things in both levels, but they are used to learn English in the Computers room, that's why we took into account the computers and ITCs to work with.

In this Unit, they could look for information in different places, such as newspapers or magazines; by asking at home; on the Internet, etc. they have complete "freedom" to look for it wherever they want, so they were really motivated because they were not used to have so much space to work. Such different possibilities were offered to them in order they choose the one they like the most, although during the process, they were helped and given a guide in order they were conscious about what the best choice related to their topic was.

DIVERSITY

When I talk about "Diversity" in this work, in concrete, I am talking about different items. Each pupil has his own needs, main strengths and weaknesses. All of them are very different and that is why everyone works in a different way. In this project it was taken into account, for example, the autonomy. They are used to work in an individual way so when you propose them a group activity they need a guide in order to know what they have to do and what you are asking for.

As I have said before, there were four groups with four or five people, each of them. The levels were varied because the idea was mixing both of the courses, sixth and fifth, and, moreover, it is a cycle with a heterogeneous level. It was observed that one of the groups had a lot of problems as the person with the highest level in this group was missing in two lessons. This group couldn't work as well as the others and they spent more time than the others in the different tasks. This group was specially helped and it was necessary to pay more attention to them.

During the process, it was observed there were some members in the different groups that were not working at all. At the beginning the different members of each group were conscious that they have to manage themselves and pay attention to this kind of faults. As the lessons went on, it was observed that some pupils were working more than others, so

teachers had to tell them how to do things in order to work better. To make a group works, all the members have to work in the same way.

The students' implication wasn't the same either. Although they promised to work and make an effort all together in order to get a great work, not everyone was doing it. In each group there were one or two pupils that were leading the work. It was a bit difficult to make them conscious that each individual work was important for the final product.

One factor that greatly influenced the development of this project was the self-concept of students. They are used to listen to people say that they aren't able to do anything, so they think so, too. During the process, we were helping all the groups, but we paid special attention to the groups who showed more problems. We also observed that the groups which have more problems were the same groups with members that thought they weren't able to do it well. They didn't try it, because they felt they couldn't.

As the session progressed, they themselves were aware that they could do it like the rest of their partners and could bring up the activity. Maybe, they needed more help, but they could, as well. It is true that pupils, who had less trouble working, didn't allow their partners with more problems work in the same way. That was a reason to tell everyone that it was very important that each member of the group could work.

When I started teaching to this group, I realized they didn't want to talk because they were afraid of being mistaken. They aren't used to produce in a Foreign Language and that's a reason for not talking to not to talk when they can avoid it.

This perspective gives us the chance to talk about "the silenced body" in Foreign Languages. The body in the classroom has to be "in silent", without moving or making any noise. In this project we needed pupils who participated in the activities; people giving their opinions; people dialoguing... we needed people who worked in actively way. They aren't used to this, because they think the work is being in silent and writing or following a book. Most of them have the feeling that they aren't working when they aren't using the book.

These kinds of projects are asking for other kind of attitudes and "the silenced body" implies tension and fear because of the pressure of speaking in other language and the

possibility of getting wrong. That's a normal thing because all of us are afraid if we aren't sure of doing something in a good way. For them, it's really difficult to express themselves in English or use it because they don't look this foreign language as something useful, for them it's a very abstract subject.

THEORY AND PRACTICE

In the "Project-Based Method" it is also really important that pupils are aware of the relation between theory and practice. They have to see what they are doing as something useful and important as knowledge. When the pupils are aware of the order that is what they are learning, they tend to put more interest in what they are doing because they know it is useful.

When this topic was chosen to work with, it was thought it was going to be interesting for them and they were going to be motivated with the task. They had a direct experience with the "Mass Media" because they are in touch with it. It is all around them.

On the other side, they had to work in groups so they had to use different strategies in order to make their partners understand their own point of view about a certain topic. When they had to write their own piece of news, they had to plan the topic they were going to talk about and it implied the need to discuss it because maybe one person in the group wanted to write about a topic, but another person wanted to choose a different new. They had to realize that growing up means "living" in society and when you take a decision it can affect other people. As I have said before, they are used to work individually, so they didn't have to give reasons why they decided to do this in this way or in a different way.

This kind of projects gives them the chance to have "freedom" to work, but they have to develop other kind of strategies in order to work and get good results. When they had chosen the news to write about, they had to report to the tutors, in this case, our mentor, my partner or me. They were asked for reasons to choose that topic and they had to talk to us in order to convince us. Then they also had to design it.

When they put in practice this kind of strategies, teachers had to pay attention as “guides” of the process because they can have problems with them. It is important to value these strategies, because it is part of the process and what teachers wanted to value at the end is the process more that the product.

The product is the result of following some steps in order to get something. If they get wrong in some of these steps, they aren’t going to get the final product.

INTEGRATED CURRICULA

It is really important to integrate the curricula in a “Project-Based Method”. These kinds of projects cannot be distant from the curricula in the school because it is important that the kids see the activity and the project as something useful and interesting to learn about.

When we designed this project, it was wished to integrate different subjects on it, but it is really difficult when you cannot have so much time to carry it out. Nevertheless, it was got to integrate two important subjects as: Language, English and Science (if we think “Mass Media” as content from Science.)

This project was chosen because we thought it would be interesting for children to know the “Mass Media” while they were making a final product related to it, in this case “TV News”. For them it was interesting because it is different from the things they are used to do at school. They had the chance to innovate and to be autonomous. It was another way of working, not better or worse, it was another one and it lets pupils can observe their studies as something to explore, to manipulate... something useful and funny.

As I have said before, they think they are studying or learning when they are reading a book, writing, studying (as memorizing)... ant it is necessary to give them another perspective in which they can check they are learning without books or without homework. It was such a great way to connect the practice with the theory and to show them how they can do so many things by themselves.

On the other hand, although our purpose wasn't working with a theoretical knowledge, it is important for them to see this perspective because they need to know they are learning with the different activities they do at school; I have checked that when someone tell them what they are going to do in a lesson, they are more predisposed to learn than if you don't say anything at all, because they have some expectations to achieve and they have to show themselves and to the others that they can do it.

Writing and reading skills are two objectives to achieve in Primary Education. They were in the third and last cycle from PE, but they have to work in order to improve them. They weren't used to produce verbal or written English, so they had so many problems when they were developing this project. It was important give them some clues in order to facilitate them the work. These two skills are common for every subject, because in all of them have to read or write in order to understand and produce.

Related to Science, we can say the topic is related to this subject, although in Spanish, they had worked with it in Language. We would have loved to work with the "critical" perspective about the "Mass Media" but there was not so much time to develop it. They could check that they can invent the news or they can talk about something that had happened a few days ago, for example, so they could observe that not everything is real and they have to be critic with what they see or read.

IMPROVEMENTS AND GOALS

In relation to the different categories that have been analyzed in this project there are some improvements to be proposed check:

- **STUDENTS:** one of our objectives with this work was develop contents which were interesting for the students. The proposal of the topic was something quite abstract for the students as the open questions used to initiate it were quite confuse for them. More specific questions were given then and they were more motivated to work and they wanted to participate because they realized they did know things to begin working on the proposed topic.

Textbooks don't always work with topics related to a "rural school" and children usually feel that what they are learning is not useful to describe their surroundings; they cannot see the relationship between the contents they study and their lives. With this project we wanted them to realize they could adapt a big topic to their realities. When they watch the TV News at the television or they read a magazine or a newspaper, they think the topics are very distant from them. in the first session they realized they could talk about what they knew and that there were so many things they would like to say about their environments. They live surrounded by a lot of traditions and festivities and they were used to meet the mayor from their villages, although they don't always know about other important people away from them.

The benefit for the student is clear: they will be working on an interesting topic and using language for a specific purpose, with a particular aim in mind. What they have already been learning can now be put into practice, and if there is anything else they need they will ask for it.

The students' motivation begins with their personal investment in the project. This motivation is sustained and increased as the work progresses. Firstly, because it provides them with the opportunity to practice in the classroom the language for which they themselves have seen the need. Secondly, the project enables them to use the target language in real situations. Thirdly, because in most cases it leads to tangible results – an end product which they themselves have created. And finally, it

leads to a depth in their personal relationships – so difficult to achieve in a day-to-day classroom work between teacher and students and among the students.

When they wrote about their village they chose among different topics and they invented the news or told something real. Some groups already knew about what they wanted to write about in the first session. They were aware of the variety of topics that they had from the very first moment.

In the last sessions they could share the different news they have written and all of them knew about all the topics and liked them, because they were very close to them. If the students are working in something funny or well-known for them they are able to participate and they want to participate because they have a lot of things to say. They are motivated and this made them feel self-confident with what they are working on.

As it was mentioned at the beginning of the process description there were things that had been changed from the initial session; the brainstorming would be another thing to change as it wasn't properly prepared and it was really difficult for them. They didn't feel confident when speaking the foreign language, so at the beginning they didn't want to participate in sharing or didn't know how to express their ideas in English. There is no problem for them to express themselves in Spanish but the open questions in the brainstorming make them feel bad and confused. Although we provide them with more specific questions to facilitate their work, they weren't able to speak in English all the time, so they used Spanish. And a feedback in English was produced by the teacher so that they begin to associate and try to produce the given speech.

- **TEACHER:** The teacher has to act as a guide for the pupils, but a project does create extra work for teachers. They may already find it difficult to keep up with regular lesson planning and with the preparation and making involved. Projects require an additional commitment.

When designing a Unit, you are working with a certain group with specific characteristics. After having worked with group the previous Unit we knew their strengths and weaknesses and that was useful when planning the following units. Implementing the different subtasks we realized what worked with them and what did not and why. When the planning didn't work, there was a need for quick action to take place to change it, as we did with the brainstorming questions.

Students using language outside the classroom need a teacher to keep track of what they are doing. This means that strategies have to be devised for checking systematically on what the student has heard, learnt and understood. And, of course, what they have said while conducting the project.

Some of the burden of monitoring can be shifted onto the students themselves, by providing checklists and project report forms. Where available audio and video recording equipment can also be used to help in assessing the students' performance.

Time was another aspect that we must think about as there was a need of more time to improve the original planning. As I have said, we hadn't so much time to develop this project so we could have improved it. Students were also reluctant to produce language, although they understood what they were told, so that when they began to write the complete text they would have had the model to follow when starting the task or join sentences, using the appropriate connectors.

The teacher must be ready as well to help students deal with difficulties such as the ones that may arise at any stage of the project; lack of interest or motivation among certain members of the group; a general loss of motivation resulting from a excess; fear of being unable to cope with the new language demands; disappointment with specific features of the work; etc.

There is a positive aspect to mention. Problems and difficulties do exist, but they must be seen in the right perspective. The considerable advantages of project work more than compensate for the occasional difficulties which may arise and for the additional work which may be required of the teacher, particularly in a full-scale project.

- **DEMOCRACY:** Although this is a “guide project” the students were let to decide about most of the things they were going to work on. The Unit was initially designed with four lessons, in spite of we were conscious that it was going to be necessary more than just a lesson to write their own news. You have said this too many times I think.

In the first session, they were asked to think about what they wanted to write about. In the brainstorming, most of the children participated a lot when talking about traditions because it is something really close for them. But only one group chose that topic. Choosing the topic to write and tell about, were going to be more motivated for them to write as it was their choice. There were also two groups writing about sports. And they were asked to give reasons to make their choice. The group able to explain better reasons was chosen to write about sports and the other one had to write about “gossips”.

The second lesson took more time than planned, which made us modify the sequence so that they finish their work. It was almost the same with the third one, because they took more time than expected to write or produce English, so they had to make a big effort in order to get it. Time have to be flexible if you want to get the expected results.

In the last lesson we had to record the TV News. Some of them didn’t want to be recorded, and their decision was respected. Pupils could choose the people to be reporters and presenters, so people who were volunteers were so motivated to make the activity.

- **CONTEXT:** In these kinds of projects, it is very important to take into account children live in a specific environment and they are affected by it. As it was already mentioned, textbooks don’t reflect the rural life, so these children don’t think the contents they learn are useful for them. Although when this project was developed we initially thought their connection with the Mass Media was probably less than in other contexts, they are surrounded by them as they use mobile phones, computers, they read newspapers and magazines, etc.

To create a new content needs, motivations, must be identified with the culture, experience and interest of the student and only then will the motivations and values that allow you to be an educational tool. Motivate the student is to signify the importance to him the ownership of the object of culture for the solution of problems and establish emotional ties between the student and the object of culture, for which the teacher has to refer to and use culture that the student already has.

It is very important for children to talk about their lives because they are the main characters of them. For example, in August they celebrate in Fuentes de Nava St. Augustine and they belong to different clubs inside their own village. When they had to answer and tell about the topic “traditions” they showed they were really excited because they could talk a lot and they live that festivity as a main character and that is a reason to write about that topic.

Children’s parents could talk about the proposed topics with their children because it is also a close topic for them. Children had the chance to look for information on the Internet or in magazines or in newspapers, but their parents also talked to them and shared their knowledge.

It would have been very interesting to plan a visit from the parents so as to talk to the children about traditions as part of the investigation project.

- **RESOURCES:** children had different possibilities in order to look for information about their topics. As teachers, we had to give them a guide in order to facilitate them the work. They had the most part of the information they needed because the topics were really close to them, so they just needed resources to work with the foreign language, in this case, English. As they had the chance to work with computers and with Internet because we were developing this Unit in the Computer Room, they chose the ITCs to help themselves with the language.

They had some problems to use the ITCs, so the teachers had to help them to use them in a better way. Although each group had their own topics, they could help the

others if some member of one group had information about the other topic from other different group, so they had more information available to work with.

If we had had more time to develop the last lesson, we would show them some resources to develop, in a better way, their oral skills.

- **DIVERSITY:** in a work with a group formed with variety of people, it's important to take into account they aren't going to work in the same way because they are different, too.

The students aren't used to work in a group so they had some normal problems to manage the group work. It was really important to work as a guide because they need some guidelines in order to improve their own work. They got to work by their own and produce a good result.

At the end of the Unit, they realized they were able to make great things that they thought they were very difficult for them. All of them could participate in the process by giving ideas, helping to write, telling to the others their news, etc.

- **THEORY AND PRACTICE:** strategies used in a group work are different that strategies used in an individual work. The topic chosen was well-known for them, but they have to make agreements with their partners in the group in order to produce a coherent work. They had to use different strategies as planning discuss, dialogue... it is not the same working alone that working with a group of people with different ideas.

Giving them so much "freedom" can make them get lost because they need some specific guidelines to work because they weren't used to work with this kind of projects.

- **INTEGRATED CURRICULA:** when the topic was chosen, we were looking for something interesting for pupils, something closer to work with in order to get a meaningful knowledge for them.

Moreover, we wanted to include different subjects and perspectives to design this project in order to enrich what they were working in. At the beginning of the project, we told them the final task in order for them to know what they were expected to do by the end of the unit. When pupils know what it is expected from them they are more motivated because they know the objectives they have to achieve.

Recording “TV News” made by them and giving them the possibility of sharing their work with their families, friends and other pupils was a way to motivate them and give to the activities a value because they were conscious about what they have got and what they are able to do.

As it can be observed in these two templates, there are so many changes between the first lessons planned and the one which has the improvements. (In the annexes all the changes done in each lesson can be observed)*.

Lessons Overview

Lesson	Learning goals	Learning outcomes	Main activity	Assessment criteria
1	<ul style="list-style-type: none"> To read and understand the main points and some detail from a short written passage To identify different text types and read short, authentic texts for enjoyment or information 	Recognize a variety of texts in a newspaper or in a magazine.	Make a brainstorming about the Media (newspapers, TV news, radio...) in which pupils can participate giving their opinion and tell what kind of news they can find (different sections).	Children should be able to guess the topic of a text in which they can't understand everything.
2	<ul style="list-style-type: none"> To use knowledge of word order and sentence construction to support the understanding of the written text To use context and previous knowledge to help understanding and reading skills 	Apply phonic knowledge to sound out the written word and share strategies for coping with new language or challenging texts.	In groups, they have to discover the different kind of news they can write related to their school, village and their environment. Then, they have to observe some news and they have to extract information about them in order they can see what they have to write in their own news.	Children should be able to find concrete information in a text.
3	<ul style="list-style-type: none"> To read and understand the main points and some details from a short written passage To write sentences on a range of topics using a model 	Read and respond to a text.	In groups, they have to write different news, related to different sections, and in each them, they have to answer the five Ws in order to give complete information.	Children will be able to write an own text related to a topic for a Scholar TV news.
4	<ul style="list-style-type: none"> Dramatize the texts they have written. 	Tell to their partners the news they have written and express it in order they imitate TV news.	They have to tell each new to their partners in order to know what the best "reporters" are to tell the information in the Scholar News.	Children will be able to tell to their partners the information they have written.

Lessons Overview

Lesson	Learning goals	Learning outcomes	Main activity	Assessment criteria
1	<ul style="list-style-type: none"> To read and understand the main points and some detail from a short written passage To identify different text types and read short, authentic texts for enjoyment or information 	Recognize a variety of texts in a newspaper or in a magazine.	Read different kinds of texts in which pupils can identify different topics developed by the "Mass Media", as for example: local, traditions, forecast, gossip or sports.	Children should be able to guess the topic of a text in which they can't understand everything.
2	<ul style="list-style-type: none"> To use knowledge of word order and sentence construction to support the understanding of the written text To use context and previous knowledge to help understanding and reading skills 	Apply phonic knowledge to sound out the written word and share strategies for coping with new language or challenging texts.	In groups, they have to read the different texts extracted from newspapers and magazines written for children. They have to answer to the questions in groups and they we are going to work with the structure of the texts (sentences, connectors, etc).	Children should be able to find concrete information in a text.
3	<ul style="list-style-type: none"> To write short written text with the main ideas and some important details. 	Write a text about a concrete topic for TV Scholar News.	In groups, they have to write different news, related to different sections, and in each them, they have to answer the five Ws in order to give complete information.	Children will be able to write an own text related to a topic for a Scholar TV news.

4	<ul style="list-style-type: none">• Dramatize the texts they have written.	Tell to their partners the news they have written and express it in order they imitate TV news.	They have to tell each new to their partners in order to know what the best "reporters" are to tell the information in the Scholar News.	Children will be able to tell to their partners the information they have written.
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CONCLUSIONS

To develop this Final Project, I wanted to establish a relation between the Practicum and the rest of the subjects of this degree. The chance of designing a Unit to perform in the school gave me the opportunity to develop this work.

This work was intended as something different, a project in which students feel the main characters and could be part of their own learning. It does not have only changed along the course of its implementation, but also the design is different from the work development, because theory does not always produce the expected results.

If this Unit was implemented again, some changes, which are reflected in the annexes, would be made, although the implemented Unit was not the initial one. When these kind of projects are performed, the pupils' way of working has to be taken into account, since they are supposed to have certain skills to work in groups, autonomy and self-management. Previous knowledge is the key to develop a meaningful knowledge, because these projects involve an earlier framework.

On the other hand, it is very important to give the pupils a guide in order for them to improve and obtain the expected results. Teachers have to be aware of their pupils and stay by their side during the process to detect and correct the difficulties which are taking place. Teachers must also provide some resources to help pupils carrying out the task they have to perform. The teacher must always take into account the students when designing a unit or proposing some contents, since the interests and their level depend largely on the success of the task.

Pupils' participation was satisfactory and although the results were not the expected ones, the already suggested changes in this paper improve the initial proposal that would need to be adapted anyway to whatever other context we would like it to be used in.

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ANNEXES



About the unit/ Where this unit fits

In this unit children will look at newspapers, news... (Media, en general terms) and they will talk about their favorite information. They will work together to produce texts in order to produce a TV news (scholar news). This unit gives children the opportunity to draw on all of the vocabulary and structures previously learnt within the context of preparing TV news.

Prior Learning

It is helpful if children already know:

- the contents and layout of a newspaper
- how to express and qualify opinions
- how to reply to questions using “because”
- connectives

Language used in the unit

- Making statements
- Expressing and justifying opinions (argumentative texts)
- Possessive pronouns
- Responding to questions using “because”

Important Resources

- Newspapers
- Some pictures about us
- Sheets
- Pencils
- Borrows
- Crayons

Expectations

At the end of this unit all the children must

Respond using short phrases or single words; remember some of the key vocabulary and phrases; copy short phrases with support.

At the end of this unit most of the children should

Retrieve and understand information in a short text; express an opinion orally and in writing; justify their opinion; contribute to a news report.

At the end of this unit some of the children could

Work independently some of the time to retrieve original material and use a dictionary unaided to assist with unknown vocabulary; show confident recall of known language and structures; speak and write English with some degree of grammatical accuracy.



E.U. Educación de Palencia- Departamento de Didáctica de la Lengua y la Literatura (inglés)
Adapted from British Curriculum Unit Template

Universidad de Valladolid



Univ **Lessons Overview**

Lesson	Learning goals	Learning outcomes	Main activity	Assessment criteria
1	<ul style="list-style-type: none"> To read and understand the main points and some detail from a short written passage To identify different text types and read short, authentic texts for enjoyment or information 	Recognize a variety of texts in a newspaper or in a magazine.	Make a brainstorming about the Media (newspapers, TV news, radio...) in which pupils can participate giving their opinion and tell what kind of news they can find (different sections).	Children should be able to guess the topic of a text in which they can't understand everything.
2	<ul style="list-style-type: none"> To use knowledge of word order and sentence construction to support the understanding of the written text To use context and previous knowledge to help understanding and reading skills 	Apply phonic knowledge to sound out the written word and share strategies for coping with new language or challenging texts.	In groups, they have to discover the different kind of news they can write related to their school, village and their environment. Then, they have to observe some news and they have to extract information about them in order they can see what they have to write in their own news.	Children should be able to find concrete information in a text.
3	<ul style="list-style-type: none"> To read and understand the main points and some details from a short written passage To write sentences on a range of topics using a model 	Read and respond to a text.	In groups, they have to write different news, related to different sections, and in each them, they have to answer the five Ws in order to give complete information.	Children will be able to write an own text related to a topic for a Scholar TV news.
4	<ul style="list-style-type: none"> Dramatize the texts they have written. 	Tell to their partners the news they have written and express it in order they imitate TV news.	They have to tell each new to their partners in order to know what the best "reporters" are to tell the information in the Scholar News.	Children will be able to tell to their partners the information they have written.



Lesson 1

Learning objectives	Learning outcomes	Evidence for Assessment
<ul style="list-style-type: none">•To read and understand the main points and some detail from a short written passage•To identify different text types and read short, authentic texts for enjoyment or information	Recognize a variety of texts in a newspaper or in a magazine.	Children should be able to guess the topic of a text in which they can't understand everything.
Discourse/Text targeted		Language targeted- Non-verbal L Targeted



Universidad de Valladolid

Today, we are going to start with the 5th and the 6th grade the Unit "The media". The main activity is a "brainstorming" in which we are going to classify the children's answers about the topic "what kind of news you can observe?" They have to make a review about the different kind of news in newspapers or TV (sections as: local, sports, gossip...).

Teacher has to introduce the Unit when they are sitting down. She wants they guess (or infer) what this Unit talks about, so she asks with an open question. If they don't answer we are going to approximate them to the right answer with a closer question.

We are going to say to children the final objective we want to get with this Unit, in order they understand the activities that we are going to develop in the next sessions.

Then, we are going to make groups with them (mix) and they have to look to the different material that we have brought in order they investigate what they can say about their village and argue about it.

"/ Today we are going to start a new Unit in which the pupils from the fifth and the sixth level are going to participate. It's about "The Media". Do you know what The Media is?? Ok, TV, radio, newspapers... ok!! Well done, magazines too!!!! So, at the end of this Unit we are going to make TV news about Fuentes de Nava and this school, ok???"

"/ Ok, what kind of news can you find in the TV news, a newspaper, a magazines, a radio....? Ok, local!!! Fine!!! Sports!!! Very good!! Gossip? Excellent!!! And what can you tell about Fuentes de Nava or your school? Ok... I think you are saying interesting things, so, we are going to distribute you in groups in order you make news in the next lessons, ok???"

"/ So now, I'm going to call you in order to make groups of four or five people, ok? With those groups you have to think in the different sections in TV News or in a newspaper. You have to choose a topic to write about and, in case there are two groups that want to write about the same topic you have to give reasons about your selection, ok?/"

"/ Ok, time to clean up!! Goodbye, kids!" remember think about what you are going to write the next sessions. /"

Outline of leading activities

Make a brainstorming about the Media (newspapers, TV news, radio...) in which pupils can participate giving their opinion and tell what kind of news they can find (different sections).

Σ	Timing	Grouping	Pupils	Teacher	Resources
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Un	ad de Valladolid		<p><i>“/ Hello teacher, how are you? /”</i></p> <p>They ask to the teacher and answer to her:</p> <p><i>“/I’m fine, too/”</i></p> <p>Then, they go to the computer room.</p>	<p><i>“/Hello, good morning kids!! I’m fine, and you? We are going to the Computer Room, as every Thursday, ok? /”</i></p> <p>Teacher takes them to the Computer Room.</p>	<p>Newspapers</p> <p>Magazines</p> <p>Video BBC</p>
	5’	Big group	<p>Kids are going to listen to the teacher and they are going to try to answer the question.</p> <p>It’s going to be easier with a closer question because they have to choose among some options.</p>	<p><i>“/ Today we are going to start a new Unit in which the pupils from the fifth and the sixth level are going to participate. It’s about “The Media”. Do you know what The Media is??/”</i></p> <p>Today, we are going to start with the 5th and the 6th grade the Unit “The media”. The main activity is a “brainstorming” in which we are going to classify the children’s answers about the topic “what kind of news you can observe?” They have to make a review about the different kind of news in newspapers or TV (sections as: local, sports, gossip...).</p> <p>Teacher has to introduce the Unit when they are sitting down. She wants they guess (or infer) what this Unit talks about, so she asks with an open question. If they don’t answer we are going to approximate them to the right answer with a closer question.</p>	<p>Newspapers</p> <p>Magazines</p>
	10’	Big group			



Un	lad de Valladolid	25' Big group	<p>Kids are going to talk about things that they can talk about, for example: traditions in their village, sports, life in the school, etc. we can help them in order to get the answers which we are going to need to develop the next sessions.</p> <p>Then, they are going to watch the video in order to have a main idea about what they are going to do.</p>	<p><i>“/ Ok, TV, radio, newspapers... ok!! Well done, magazines too!!!! So, at the end of this Unit we are going to make TV news about Fuentes de Nava and this school, ok???”</i></p> <p>Teacher explains them what she wants to get at the end of the Unit. She plays a video from the BBC in order they can observe TV news done for Kids, as them.</p> <p><i>“/ Ok, what kind of news can you find in the TV news, a newspaper, a magazines, a radio....? Ok, local!!! Fine!!! Sports!!! Very good!! Gossip? Excellent!!! And what can you tell about Fuentes de Nava or your school? Ok... I think you are saying interesting things, so, we are going to distribute you in groups in order you make news in the next lessons, ok???”</i></p>	Video BBC TV News
		5' Big group	<p>Children have to make groups while we say their names. They have to start thinking about what they want to talk about.</p>	<p><i>“/ So now, I'm going to call you in order to make groups of four or five people, ok? With those groups you have to think in the different sections in TV News or in a newspaper. You have to choose a topic to write about and, in case there are two groups that want to write about the same topic you have to give reasons about your selection, ok?!”</i></p> <p>Then, we are going to make groups with them (mix) and they have to look to the different material that we have brought in order they investigate what they can say about their village and argue about it.</p>	Sheet Pen



Un	lad de Valladolid	5' Big group	Children are going to clean up and they are going to leave the Computer room.	<p><i>"/ Ok, time to clean up!! Goodbye, kids!" remember think about what you are going to write the next sessions. /"</i></p> <p>Teacher says it's time to finish the class.</p>	
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Assessment Criteria

<p>All children must be able to</p> <p>Make the brainstorming about the different kind of news they could find in a newspaper.</p>	<p>Most of the children will be able to</p> <p>Give one example of one new related with the ideas of the brainstorming.</p>	<p>Some of the children could</p> <p>Explain if one of the news they said before is in local news, forecast, sports, etc.</p>
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Lesson 2

Learning objectives	Learning outcomes	Evidence for Assessment
<ul style="list-style-type: none"> •To use knowledge of word order and sentence construction to support the understanding of the written text •To use context and previous knowledge to help understanding and reading skills 	<p>Apply phonic knowledge to sound out the written word and share strategies for coping with new language or challenging texts.</p>	<p>Children should be able to find concrete information in a text.</p>



Un Discourse/Text targeted

Language targeted- Non-verbal L Targeted

Today, it's coming the "bibliobús" so the time is shorter than in other sessions. We are going to start this second lesson from the Unit "TV News" with a reminder. We are going to write in the interactive blackboard the main ideas from the "brainstorming".

And then we are going to remember the groups in which we divided the class the previous day. Then, we are going to make them choose among the different sections: traditions, local, sports and gossip. Each group is going to choose a section.

Then, we are going to give to each group a text made by us, in order they can read it, observe the structure of this text and the, answer the questions. While they are working, we are going to revise the work of each group and help them when they need it.

At the end of this lesson, each group is going to share with the other groups the conclusions they have got.

"Hello, good morning kids!! I'm fine, and you? We are going to the Computer Room, as every Tuesday, ok?!"

"Do you remember the brainstorming from the previous day? Ok, we choose different sections in order to write about it, right? We've got: traditions, our school, sports and society or gossip!"

"Ok, here you are a text about the topic that you have chosen in order you see what you have to write in the next lesson. Can you see the questions? In every informative text there are the next interrogative particles answered, so take into account it!"

"Ok, time to finish!! Tell us the questions and the answers that you have in each text. We are going to extract the conclusions in order to make easier the work for the next sessions!"

"Ok, time to go to the bibliobús. Clean up!!!"

Outline of leading activities

In groups, they have to discover the different kind of news they can write related to their school, village and their environment. Then, they have to observe some news and they have to extract information about them in order they can see what they have to write in their own news.



Unit	Timing	Grouping	Pupils	Teacher	Resources
	Classroom Management	5'	Big group	<p><i>"/ Hello teacher, how are you? /"</i></p> <p>They ask to the teacher and answer to her:</p> <p><i>"/I'm fine, too/"</i></p> <p>Then, they go to the computer room.</p>	<p><i>"/Hello, good morning kids!! I'm fine, and you? We are going to the Computer Room, as every Tuesday, ok? /"</i></p> <p>Teacher takes them to the Computer Room.</p>
8'		Big group	<p>Kids are going to say the main ideas from the previous session and they have to say in groups the topic that they have chosen.</p> <p><i>"/ We want sports because we have got a lot of information about it/"</i></p> <p><i>"/we want traditions because we want to talk about Saint Marcos/"</i></p>	<p><i>"/ Do you remember the brainstorming from the previous day? Ok, we choose different sections in order to write about it, right? We've got: traditions, our school, sports and society or gossip/"</i></p> <p>We are going to start this second lesson from the Unit "TV News" with a reminder. We are going to write in the interactive blackboard the main ideas from the "brainstorming".</p> <p>And then we are going to remember the groups in which we divided the class the previous day. Then, we are going to make them choose among the different sections: traditions, local, sports and gossip. Each group is going to choose a section.</p>	Interactive blackboard



Un	lad de Valladolid	Big group		<p><i>“/ Ok, here you are a text about the topic that you have chosen in order you see what you have to write in the next lesson. Can you see the questions? In every informative text there are the next interrogative particles answered, so take into account it”</i></p> <p>Then, we are going to give to each group a text made by us, in order they can read it, observe the structure of this text and the, answer the questions. While they are working, we are going to revise the work of each group and help them when they need it.</p>	Text written by the teachers
	15´		Kids are going to take their own text and they have to read it in groups and answer to the different questions. If they have any doubts they can ask to the teacher.		
	7´	Big group	Kids are going to tell what they have written in their texts in order to share with their partners the information extracted in each text.	<p><i>“/ Ok, time to finish!! Tell us the questions and the answers that you have in each text. We are going to extract the conclusions in order to make easier the work for the next sessions/”</i></p> <p>At the end of this lesson, each group is going to share with the other groups the conclusions they have got.</p>	Text written by the teachers
5´	Big group	Kids are going to clean up and say goodbye until the next session.	<p><i>“/ Ok, time to go to the bibliobús. Clean up!!”</i></p> <p>The teacher says to the children to clean up the computer room before leave it.</p>		

Assessment Criteria

All children must be able to	Most of the children will be able to	Some of the children could
Find the correct information in a text to answer the	Copy the correct answer in the question with the	Answer the questions with their own words, don't



<p>questions Universidad de Valladolid</p>	<p>same words than in the text.</p>	<p>copy the text exactly.</p>
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Lesson 3

Learning objectives	Learning outcomes	Evidence for Assessment
<ul style="list-style-type: none"> • To read and understand the main points and some details from a short written passage • To write sentences on a range of topics using a model 	<p>Read and respond to a text.</p>	<p>Children will be able to write an own text related to a topic for a Scholar TV news.</p>
<p>Discourse/Text targeted</p>		<p>Language targeted- Non-verbal L Targeted</p>



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This session it's the third from this Unit "TV News". We are going to continue with the texts from the previous day. Children have to observe the structure and recognize the different elements, such the questions with the interrogative particles. They have to understand that every informative text answers to that questions in order to give complete information.

Then, they have to make their own text about the information chosen in the previous lessons. They have to make one similar to the ones we gave them in the second lesson. They have to pay attention, because it has to answer the questions with all the interrogative particles.

Teacher is going to help them in groups while they are writing. She is going to answer in case they have any doubt. When they have finished, they have to write the texts in their blocs (computer) in order the teacher can check all the texts.

"Hello, good morning kids!! I'm fine, and you? We are going to the Computer Room, as every Thursday, ok? /"

"/ Ok, In the texts written by us, you could see that there were some questions to answer, right? Every informative text has these questions answered in order to give complete information.

"/ Ok, and now, If you about the topic you want to talk about, you can start writing your own text. Remember that you have to answer the interrogative particles. You can fix in the text written by us, ok?? /"

"/ Ok, time to clean up!! Goodbye, kids!" remember think about what you are going to write the next sessions. /"

Outline of leading activities

In groups, they have to write different news, related to different sections, and in each them, they have to answer the five Ws in order to give complete information.

Σ	Timing	Grouping	Pupils	Teacher	Resources
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Univ	lad de Valladolid		<p><i>“/ Hello teacher, how are you? /”</i></p> <p>They ask to the teacher and answer to her:</p> <p><i>“/I’m fine, too/”</i></p> <p>Then, they go to the computer room.</p>	<p><i>“/Hello, good morning kids!! I’m fine, and you? We are going to the Computer Room, as every Thursday, ok? /”</i></p> <p>Teacher takes them to the Computer Room.</p>	
	5’	Big group			
			<p>Kids are going to observe the texts and the conclusions from the previous day. They have to look for the interrogative particles in order to have cleared what they have to answer in the session.</p>	<p>This session it’s the third from this Unit “TV News”. We are going to continue with the texts from the previous day. Children have to observe the structure and recognize the different elements, such the questions with the interrogative particles. They have to understand that every informative text answers to that questions in order to give complete information.</p> <p><i>“/ Ok, In the texts written by us, you could see that there were some questions to answer, right? Every informative text has these questions answered in order to give complete information.</i></p>	<p>The texts written by the tutor</p>
	10´	Big group			



Univ	lad de Valladolid				
	35´	Little groups (big group)	Kids are going to start writing about their texts. They have to choose a concrete topic which can be included in the sections they have chosen.	<p>Then, they have to make their own text about the information chosen in the previous lessons. They have to make one similar to the ones we gave them in the second lesson. They have to pay attention, because it has to answer the questions with all the interrogative particles.</p> <p><i>“/ Ok, and now, If you about the topic you want to talk about, you can start writing your own text. Remember that you have to answer the interrogative particles. You can fix in the text written by us, ok?? /”</i></p> <p>Teacher is going to help them in groups while they are writing. She is going to answer in case they have any doubt. When they have finished, they have to write the texts in their blocs (computer) in order the teacher can check all the texts.</p>	<p>Sheets</p> <p>Pen</p> <p>Computer</p> <p>Bloc</p>
	5´	Big group	Children are going to clean up and they are going to leave the Computer room.	<p><i>“/ Ok, time to clean up!! Goodbye, kids!” remember think about what you are going to write the next sessions. /”</i></p> <p>Teacher says it's time to finish the class.</p>	

Assessment Criteria

All children must be able to Answer the interrogative questions with their own words to do their new.	Most of the children will be able to Write their own text with the help of the teachers, the different ways like dictionaries and using the answers of the interrogative questions and the model we gave them preciously.	Some of the children could Write their own text with their own words, without help, only using the model like example and the dictionary.
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Lesson 4

Learning objectives	Learning outcomes	Evidence for Assessment
<ul style="list-style-type: none"> • Dramatize the texts they have written. 	<p>Tell to their partners the news they have written and express it in order they imitate TV news.</p>	<p>Children will be able to tell to their partners the information they have written.</p>

Discourse/Text targeted	Language targeted- Non-verbal L Targeted
<p>In this session we want that children will be able to read correctly their news, with the correct intonation and with the appropriate body language. Then, we explain what we are going to do in this session.</p> <p>After that, we go to the different groups and we help them with the mistakes and with the finalization of the new. When all the groups have their news correctly, we explain the next task.</p> <p>When we have finished it, it's time to record it, in order to produce our own TV News. We have to choose two presenters and the reports to tell each new.</p>	<p><i>"/Hello, good morning kids!! I'm fine, and you? We are going to the Computer Room, as every Thursday, ok? /"</i></p> <p><i>"/ Today, we are going to dramatize the texts you have written in the previous lesson, ok? Remember that it's very important you have a good body language; because the reporters aren't sitting down in a wrong way... the face is very important, too. You can't be happy if you are telling something sad and vice versa. Be careful with the pitch, the peace, the rhythm... it's better if you try to study your text in order not to read it"</i></p> <p><i>"/ So now, you are going to read the news at loud in order all the class can hear you. Are there any volunteer to be recorded? /"</i></p> <p><i>"/ Ok, it's time record it!! Any volunteer to be presenter? You have to learn this text, ok? /"</i></p> <p><i>"/ Ok, time to clean up!! Goodbye, kids!" remember think about what you are going to write the next sessions. /"</i></p>



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Outline of leading activities

They have to tell each new to their partners in order to know what the best "reporters" are to tell the information in the Scholar News.

	Timing	Grouping	Pupils	Teacher	Resources
Management	5'	Big group	<p><i>"/ Hello teacher, how are you? /"</i></p> <p>They ask to the teacher and answer to her:</p> <p><i>"/I'm fine, too/"</i></p> <p>Then, they go to the computer room.</p>	<p><i>"/Hello, good morning kids!! I'm fine, and you? We are going to the Computer Room, as every Thursday, ok? /"</i></p> <p>Teacher takes them to the Computer Room.</p>	



Univ	lad de Valladolid				
	15´	Little groups (big group)	Kids are going to take their texts and they have to read it at loud with their partners. Their partners are going to say them what their strengths and weaknesses are in order to improve it.	<p><i>"/ Today, we are going to dramatize the texts you have written in the previous lesson, ok? Remember that it's very important you have a good body language; because the reporters aren't sitting down in a wrong way... the face is very important, too. You can't be happy if you are telling something sad and vice versa. Be careful with the pitch, the peace, the rhythm... it's better if you try to study your text in order not to read it/"</i></p> <p>In this session we want that children will be able to read correctly their news, with the correct intonation and with the appropriate body language. Then, we explain what we are going to do in this session.</p>	Their own texts
	20´	Big group	Kids are going to read the news at loud and they are going to be chosen to read the news while TV News is being recorded.	<p>After that, we go to the different groups and we help them with the mistakes and with the finalization of the new. When all the groups have their news correctly, we explain the next task.</p> <p><i>"/ So now, you are going to read the news at loud in order all the class can hear you. Are there any volunteer to be recorded? /"</i></p> <p>They are going to read the news at loud and the teacher is going to check the mistakes in order to improve the dramatization.</p>	Their own texts



Univ	lad de Valladolid			<p>When we have finished it, it's time to record it, in order to produce our own TV News. We have to choose two presenters and the reports to tell each new.</p> <p><i>"/ Ok, it's time record it!! Any volunteer to be presenter? You have to learn this text, ok? /"</i></p> <p>We are going to give to the presenter the script of TV News and they have to learn it while we are recording the news per groups.</p>	<p>Camera</p> <p>Their own texts</p> <p>Script for presenters</p>
	15'	Big group	Kids are going been record, after dramatize the news and choose the presenters.		
				<p><i>"/ Ok, time to clean up!! Goodbye, kids!" remember think about what you are going to write the next sessions. /"</i></p> <p>Teacher says it's time to finish the class.</p>	

Assessment Criteria

<p>All children must be able to</p> <p>Read the new with the correct intonation to their partners in order to choose who is going to dramatize the new.</p>	<p>Most of the children will be able to</p> <p>Have the correct body language when they are reading the new.</p>	<p>Some of the children could</p> <p>Dramatize the new when we are recording, looking most of the time the camera not the paper with the new.</p>
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About the unit/ Where this unit fits

In this unit children will look at newspapers, news... (Media, en general terms) and they will talk about their favorite information. They will work together to produce texts in order to produce a TV news (scholar news). This unit gives children the opportunity to draw on all of the vocabulary and structures previously learnt within the context of preparing TV news.

Prior Learning

It is helpful if children already know:

- the contents and layout of a newspaper
- how to express and qualify opinions
- how to reply to questions using “because”
- connectives

Language used in the unit

- Making statements
- Expressing and justifying opinions (argumentative texts)
- Possessive pronouns
- Responding to questions using “because”

Important Resources

- Newspapers
- Magazines
- Video BBC
- TV News
- Interactive blackboard
- Interactive magazines and newspapers
- Computer
- Dictionary

Expectations

At the end of this unit all the children must

Respond using short phrases or single words; remember some of the key vocabulary and phrases; copy short phrases with support.

At the end of this unit most of the children should

Retrieve and understand information in a short text; express an opinion orally and in writing; justify their opinion; contribute to a news report.

At the end of this unit some of the children could

Work independently some of the time to retrieve original material and use a dictionary unaided to assist with unknown vocabulary; show confident recall of known language and structures; speak and write English with some degree of grammatical accuracy.



Lessons Overview

Lesson	Learning goals	Learning outcomes	Main activity	Assessment criteria
1	<ul style="list-style-type: none">•To read and understand the main points and some detail from a short written passage•To identify different text types and read short, authentic texts for enjoyment or information	Recognize a variety of texts in a newspaper or in a magazine.	Read different kinds of texts in which pupils can identify different topics developed by the “Mass Media”, as for example: local, traditions, forecast, gossip or sports.	Children should be able to guess the topic of a text in which they can't understand everything.
2	<ul style="list-style-type: none">•To use knowledge of word order and sentence construction to support the understanding of the written text•To use context and previous knowledge to help understanding and reading skills	Apply phonic knowledge to sound out the written word and share strategies for coping with new language or challenging texts.	In groups, they have to read the different texts extracted from newspapers and magazines written for children. They have to answer to the questions in groups and they we are going to work with the structure of the texts (sentences, connectors, etc).	Children should be able to find concrete information in a text.
3	<ul style="list-style-type: none">• To write short written text with the main ideas and some important details.	Write a text about a concrete topic for TV Scholar News.	In groups, they have to write different news, related to different sections, and in each them, they have to answer the five Ws in order to give complete information.	Children will be able to write an own text related to a topic for a Scholar TV news.



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4	<p>adollid</p> <ul style="list-style-type: none"> • Dramatize the texts they have written. 	<p>Tell to their partners the news they have written and express it in order they imitate TV news.</p>	<p>They have to tell each new to their partners in order to know what the best “reporters” are to tell the information in the Scholar News.</p>	<p>Children will be able to tell to their partners the information they have written.</p>
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Lesson 1

Learning objectives	Learning outcomes	Evidence for Assessment
<ul style="list-style-type: none"> •To read and understand the main points and some detail from a short written passage •To identify different text types and read short, authentic texts for enjoyment or information. 	<p>Recognize a variety of texts in a newspaper or in a magazine.</p>	<p>Children should be able to guess the topic of a text in which they can't understand everything.</p>

Discourse/Text targeted	Language targeted- Non-verbal L Targeted
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<p style="text-align: center;">Teacher takes them to the Computer Room.</p> <p>Today, we are going to start with the 5th and the 6th grade the Unit “The Media”. First of all, teacher wants to introduce the topic by asking the pupils what they know about the Mass Media. As the questions is very general and for them it’s difficult to express themselves in a foreign language, teacher is going to ask them with a closer question.</p> <p style="text-align: center;">Teacher is going to show them different supports or resources related to “The Media” and pupils have to observe them.</p> <p>Teacher is going to introduce another close question in order children can answer easily. Then, teacher is going to “reproduce” in the interactive blackboard some chosen news from newspapers and magazines in order children can identify the different topic</p>	<p style="text-align: center;"><i>“/Hello, good morning kids!! I’m fine, and you? We are going to the Computer Room, as every Thursday, ok? /”</i></p> <p style="text-align: center;"><i>“/ Today we are going to start a new Unit in which the pupils from the fifth and the sixth level are going to participate. It’s about “The Media”. Do you know what The Media is??/”</i></p> <p style="text-align: center;"><i>“/ Do you think this (showing a newspaper) can give us information about something? Or... what do you think about this? (showing a magazine) /”</i></p> <p style="text-align: center;"><i>“/ So you think the newspapers and magazines can give us some information, right? Ok, that’s really good!! And... What about the TV or the radio? /”</i></p>
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<p>Universidad de Valladolid</p>	<p>about what they talk about.</p> <p>Teacher is going to ask them about to say the different topics they have said in order to make a list with them.</p> <p>Teacher is going to ask them about if they want to know what the final task is going to be.</p> <p>Then, we are going to make groups with them (mix) and they have to look to the different material that we have brought in order they investigate what they can say about their village and argue about it.</p> <p>Teacher says it's time to finish the class.</p>	<p><i>"/ Look at this news, can you read it, please? Ok, well done!! What do you think it talks about? /"</i></p> <p><i>"/ Ok, and now we have read different news we are going to make a list with the different topics you have said ok? So, tell me the topics, please!! /"</i></p> <p><i>"/ Well done, kids. Do you want to see what we are going to be able to do at the end of the lesson? /"</i></p> <p><i>"/ The final task is reproducing a program of TV Scholar News by us in which you can tell something about Fuentes /"</i></p> <p><i>"/ Ok, time to clean up!! Goodbye, kids!" remember think about what you are going to write the next sessions. /"</i></p>
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Outline of leading activities

Read different kinds of texts in which pupils can identify different topics developed by the "Mass Media", as for example: local, traditions, forecast, gossip or sports.

	Timing	Grouping	Pupils	Teacher	Resources
Classroom Management	5'	Big group	<p><i>"/ Hello teacher, how are you? /"</i></p> <p>They ask to the teacher and answer to her:</p> <p style="text-align: center;"><i>"/I'm fine, too/"</i></p> <p>Then, they go to the computer room.</p>	<p><i>"/Hello, good morning kids!! I'm fine, and you? We are going to the Computer Room, as every Thursday, ok? /"</i></p> <p>Teacher takes them to the Computer Room.</p>	<p>Newspapers</p> <p>Magazines</p> <p>Video BBC</p>



Un	lad de Valladolid	10'	Big group	<p>Kids are going to listen to the teacher and they are going to give their ideas about "The Media". They are going to be helped by the closer questions from the teacher. They can answer to the questions with "yes" or "not". They can observe the different supports and say if they can find out information on them, or not.</p>	<p><i>"/ Today we are going to start a new Unit in which the pupils from the fifth and the sixth level are going to participate. It's about "The Media". Do you know what The Media is??/"</i></p> <p>Today, we are going to start with the 5th and the 6th grade the Unit "The Media". First of all, teacher wants to introduce the topic by asking the pupils what they know about the Mass Media. As the questions is very general and for them it's difficult to express themselves in a foreign language, teacher is going to ask them with a closer question as for example:</p>	<p>Newspapers</p> <p>Magazines</p>
		10'	Big group	<p>Children are going to answer to the teacher questions as they have done before by saying "yes" or "not".</p> <p>Then, kids are going to watch the different news in the blackboard and they have to read it. Some of them are going to read the different news at loud and the other pupils are going to read them individually. They have to answer with short answers, as for <i>example "/ Local" or "festivities" or gossip/</i>" depending on the news they are talking about.</p>	<p><i>"/ So you think the newspapers and magazines can give us some information, right? Ok, that's really good!! And... What about the TV or the radio? /"</i></p> <p>Teacher is going to introduce another close question in order children can answer easily. Then, teacher is going to "reproduce" in the interactive blackboard some chosen news from newspapers and magazines in order children can identify the different topic about what they talk about.</p> <p><i>"/ Look at this news, can you read it, please? Ok, well done!! What do you think it talks about? /"</i></p>	<p>Interactive blackboard</p> <p>Interactive newspapers</p> <p>Interactive magazines</p>



Un	lad de Valladolid	10'	Big group Children are going to say the different topics they have seen in the news from the blackboard. Then, they are going to watch the piece of "TV News" and they are going to listen to the teacher explaining the final task (it's demonstrate when pupils have expectations and they know what they are going to get by doing something, they work better).	<p><i>"/ Ok, and now we have read different news we are going to make a list with the different topics you have said ok? So, tell me the topics, please!! /" teacher is going to ask them about to say the different topics they have said in order to make a list with them.</i></p> <p><i>"/ Well done, kids. Do you want to see what we are going to be able to do at the end of the lesson? /" Teacher is going to ask them about if they want to know what the final task is going to be.</i></p> <p><i>"/ The final task is reproducing a program of TV Scholar</i></p>	Interactive blackboard TV News
		5'	Big group Children have to make groups while we say their names. They have to start thinking about what they want to talk about.	<p><i>"/ So now, I'm going to call you in order to make groups of four or five people, ok? With those groups you have to think in the different sections in TV News or in a newspaper. You have to choose a topic to write about and, in case there are two groups that want to write about the same topic you have to give reasons about your selection, ok?/"</i></p> <p>Then, we are going to make groups with them (mix) and they have to look to the different material that we have brought in order they investigate what they can say about their village and argue about it.</p>	Sheet Pen
		5'	Big group Children are going to clean up and they are going to leave the Computer room.	<p><i>"/ Ok, time to clean up!! Goodbye, kids!" remember think about what you are going to write the next sessions. /"</i></p> <p>Teacher says it's time to finish the class.</p>	



<p>All children must be able to</p> <p>Understand and answer to the teacher's questions</p> <p>Read the texts and understand the main ideas of them</p>	<p>Most of the children will be able to</p> <p>Participate by saying the different topics they observe in the texts</p> <p>Give ideas about the topic they want to write about</p>	<p>Some of the children could</p> <p>Reading at loud the texts</p> <p>Tell reasons to choose a topic to write about</p>
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Lesson 2

Learning objectives	Learning outcomes	Evidence for Assessment
<ul style="list-style-type: none"> To use knowledge of word order and sentence construction to support the understanding of the written text To use context and previous knowledge to help understanding and reading skills 	<p>Apply phonic knowledge to sound out the written word and share strategies for coping with new language or challenging texts.</p>	<p>Children should be able to find concrete information in a text.</p>

Discourse/Text targeted

Language targeted- Non-verbal L Targeted

<p>Teacher takes them to the Computer Room.</p> <p>Teacher writes on the blackboard the ideas from the previous day about the topics that children were saying by reading the different news on the blackboard.</p> <p>Then, teacher asks the children to put in groups. He/she is going to ask them about the topic they have chosen in order they give reasons about their choice. In case there are two groups that want to write about the same topic, they have to give argue about their choice and the best group that defends their choice is the winner and can write about the chosen topic.</p> <p>Teacher is going to give them some texts from magazines and newspapers from scholars in order each group has a text talking about the topic chosen. The texts are going to be easy to understand, with adapted vocabulary and structures.</p> <p>Teacher is going to ask them about their texts. Then, he/she is going to tell them to look for the connectors. It's important have worked with the connectors, previously, because</p>	<p><i>"/Hello, good morning kids!! I'm fine, and you? We are going to the Computer Room, as every Tuesday, ok? /"</i></p> <p><i>"/Do you remember what we were doing the last Tuesday? Can you tell me the topics we extract? /"</i></p> <p><i>"/ Why do you want to write about sports? /"</i></p> <p><i>"/ Here you have some texts about the topics you have chosen. I want you to read the texts in groups and then you are going to answer the questions, right? /"</i></p> <p><i>"/ And now, can you tell me what you have read? Answer in groups with a speaker, please/"</i></p> <p><i>"/ Can you look for the word "and"? And now... can you look for the word "moreover"? /"</i></p> <p><i>"/ Have you found two answers in the same sentences? Ok, well done! Maybe there</i></p>
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<p>the text level is really complex for them when they aren't used to produce language.</p> <p>Teacher is going to ask them for concrete works in order to facilitate them their work. Then, he/she is going to talk about the connectors in order they know why it's important to use them.</p> <p>At the end of this lesson, each group is going to share with the other groups the conclusions they have got.</p> <p>The teacher says to the children to clean up the computer room before leave it.</p>	<p><i>are two answers in the same sentence because they are joint with a connector as "and" or "or", for example/</i></p> <p><i>"/ Ok, time to finish!! Tell us the questions and the answers that you have in each text. We are going to extract the conclusions in order to make easier the work for the next sessions/</i></p> <p><i>"/ Ok, time to go. Clean up!!/</i></p>
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Outline of leading activities

In groups, they have to read the different texts extracted from newspapers and magazines written for children. They have to answer to the questions in groups and they we are going to work with the structure of the texts (sentences, connectors, etc).

Classroom Management	Timing	Grouping	Pupils	Teacher	Resources
	5'	Big group	<p><i>"/ Hello teacher, how are you? /"</i></p> <p>They ask to the teacher and answer to her:</p> <p style="text-align: center;"><i>"/I'm fine, too/"</i></p> <p>Then, they go to the computer room.</p>	<p><i>"/Hello, good morning kids!! I'm fine, and you? We are going to the Computer Room, as every Tuesday, ok? /"</i></p> <p>Teacher takes them to the Computer Room.</p>	



Un	lad de Valladolid	<p>Children have to say the different topics extracted from the previous lesson.</p> <p><i>“/ Sports, gossip, local..../”</i></p> <p>Then, they are going to be distributed in the groups formed the previous day and they have to say at loud the topic they have chosen in groups by giving reasons.</p> <p><i>“/ I want to write about sports because I like playing football/” or “/ I want to write about gossips because I like Shakira/”</i></p>	<p>Teacher writes on the blackboard the ideas from the previous day about the topics that children were saying by reading the different news on the blackboard.</p> <p><i>“/Do you remember what we were doing the last Tuesday? Can you tell me the topics we extract? /”</i></p> <p>Then, teacher asks the children to put in groups. He/she is going to ask them about the topic they have chosen in order they give reasons about their choice. In case there are two groups that want to write about the same topic, they have to give argue about their choice and the best group that defends their choice is the winner and can write about the chosen topic.</p> <p><i>“/ Why do you want to write about sports? /”</i></p>	<p>Paper sheet (in which the teacher is going to write the group and each text chosen by them)</p> <p>Pen</p>
	12´	Big group	<p>Children are going to take the different texts and they have to read them in groups. When they have read the texts, they can ask for the words or expressions they don´t understand and then, they are going to ask to the questions related to the text.</p> <p><i>“/ I don´t understand what´s the meaning of this/”</i></p>	<p>Teacher is going to give them some texts from magazines and newspapers from scholars in order each group has a text talking about the topic chosen. The texts are going to be easy to understand, with adapted vocabulary and structures.</p> <p><i>“/ Here you have some texts about the topics you have chosen. I want you to read the texts in groups and then you are going to answer the questions, right? /”</i></p>



Un	<p>ad de Valladolid</p>	<p>12'</p> <p>Little groups and big group</p>	<p>Children are going to tell at loud what they have read about. Then, they have to look for the connectors in group in order they can do it by themselves (a member can help to the others).</p> <p><i>"/ This questions and this questions are in the same sentence/"</i></p>	<p><i>"/ And now, can you tell me what you have read? Answer in groups with a speaker, please/"</i></p> <p>Teacher is going to ask them about their texts. Then, he/she is going to tell them to look for the connectors. It's important have worked with the connectors, previously, because the text level is really complex for them when they aren't used to produce language.</p> <p><i>"/ Can you look for the word "and"? And now... can you look for the word "moreover"? /"</i></p> <p>Teacher is going to ask them for concrete works in order to facilitate them their work. Then, he/she is going to talk about the connectors in order they know why it's important to use them.</p>	<p>Texts extracted from scholar magazines and newspapers</p>
		<p>7'</p> <p>Big group</p>	<p>Kids are going to tell what they have written in their texts in order to share with their partners the information extracted in each text.</p>	<p><i>"/ Ok, time to finish!! Tell us the questions and the answers that you have in each text. We are going to extract the conclusions in order to make easier the work for the next sessions/"</i></p> <p>At the end of this lesson, each group is going to share with the other groups the conclusions they have got.</p>	<p>Texts extracted from scholar magazines and newspapers</p>
		<p>5'</p> <p>Big group</p>	<p>Kids are going to clean up and say goodbye until the next session.</p>	<p><i>"/ Ok, time to go. Clean up!!/"</i></p> <p>The teacher says to the children to clean up the computer room before leave it.</p>	



Un Assessment Criteria

<p>All children must be able to Identify ion each text the topic what it talks about</p>	<p>Most of the children will be able to Answer some questions</p>	<p>Some of the children could Answer the questions with complete answers Look for connectors in the text</p>
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Lesson 3

Learning objectives	Learning outcomes	Evidence for Assessment
<ul style="list-style-type: none"> To write short written text with the main ideas and some important details. 	<p>Write a text about a concrete topic for a TV Scholar News.</p>	<p>Children will be able to write an own text related to a topic for a Scholar TV news.</p>

Discourse/Text targeted	Language targeted- Non-verbal L Targeted
<p>Teacher takes them to the Computer Room.</p> <p>Teacher is going to give the different texts in order they can check what they have done and the corrections.</p> <p>Teacher is going to ask them in order they can remember what they were doing the last day.</p> <p>Teacher is going to centre his/her attention in the topics, but taking into account the place in where they are, a village, Fuentes de Nava, in this case.</p> <p>Teacher says it's time to finish the class.</p>	<p><i>"/Hello, good morning kids!! I'm fine, and you? We are going to the Computer Room,as every Thursday, ok? /"</i></p> <p><i>"/ I'm going to give you the texts from the previous day. I have seen your answers and you have some corrections on your files, ok? /"</i></p> <p><i>"/ Can you remember me what your texts talk about, please? /"</i></p> <p><i>"/ Ok, that's very good!! And do you think you can talk about sports in Fuentes de Nava? Do you play at any sport? /"</i></p> <p><i>"/ Can you talk about traditions or festivities in Fuentes de Nava? What festivities do</i></p>



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Teacher is going to observe each group while they are working and he/she is going to help them in case they have any doubt.

Teacher is going to give them a few minutes in order to argue what they want to tell in each group. Then, all together are going to put in common what they have decided.

you celebrate here? /"

"/ Ok, so you can talk about your village telling different things, such as football in Fuentes de Nava or festivities. Very good, kids. Now, you have your own topics you can think in groups what you can tell about it. It has to be interesting for the others because remember we are going to record a TV News!"

"/ And now you have got you topics, you can start writing. Remember, you have to take into account the 5 Ws: Where, when, who, what, why and how, ok? You can use the computer and your English dictionary to look for words or expressions. You can ask me if you need it, ok? /"

"/ Ok, time to clean up!! Goodbye, kids!" remember think about what you are going to write the next sessions. /"

Outline of leading activities

In groups, they have to write different news, related to different sections, and in each them, they have to answer the five Ws in order to give complete information.

	Timing	Grouping	Pupils	Teacher	Resources
Management	5'	Big group	<p><i>"/ Hello teacher, how are you? /"</i></p> <p>They ask to the teacher and answer to her: <i>"/I'm fine, too!"</i></p> <p>Then, they go to the computer room.</p>	<p><i>"/Hello, ood morning kids!! I'm fine, and you? We are going to the Computer Room, as every Thursday, ok? /"</i></p> <p>Teacher takes them to the Computer Room.</p>	



Univ	lad de Valladolid	<p>7'</p> <p>Big group and little groups</p>	<p>Kids are going to receive their texts and they are going to observe their corrections and what they have done properly. They have to reinforce what they have done correctly and understand their mistakes in order not to do them again.</p> <p><i>"/ My text talks about Gossips!!/"</i></p>	<p><i>"/ I'm going to give you the texts from the previous day. I have seen your answers and you have some corrections on your files, ok? /"</i></p> <p>Teacher is going to give the different texts in order they can check what they have done and the corrections.</p> <p><i>"/ Can you remember me what your texts talk about, please? /"</i></p> <p>Teacher is going to ask them in order they can remember what they were doing the last day.</p>	<p>Texts extracted from scholar magazines and newspapers</p>
		<p>10'</p> <p>Big group and little groups</p>	<p>Kids are going to think about the teachers 'questions and they can answer them.</p> <p><i>"/ Here we celebrate St. Marcos. We eat omelette in the country/"</i></p> <p>They can talk about festivities or the different topics which are proposed to write about.</p>	<p><i>"/ Ok, that's very good!! And do you think you can talk about sports in Fuentes de Nava? Do you play at any sport? /"</i></p> <p>Teacher is going to centre his/her attention in the topics, but taking into account the place in where they are, a village, Fuentes de Nava, in this case.</p> <p><i>"/ Can you talk about traditions or festivities in Fuentes de Nava? What festivities do you celebrate here? /"</i></p>	<p>-</p>



Univ lad de Valladolid	7'	Little groups (big group)	<p>Children are going to argue what they want to write about. Then, they are going to put the topics in common.</p> <p><i>“/ We are going to talk about St. Marcos /”</i></p> <p><i>“/ We are going to talk about Football in Fuentes de Nava/”</i></p>	<p><i>“/ Ok, so you can talk about your village telling different things, such as football in Fuentes de Nava or festivities. Very good, kids. Now, you have your own topics you can think in groups what you can tell about it. It has to be interesting for the others because remember we are going to record a TV News/”</i></p> <p>Teacher is going to give them a few minutes in order to argue what they want to tell in each group. Then, all together are going to put in common what they have decided.</p>	-
	25'	Little groups	<p>Children are going to start writing the text. They can use the resources they need in order to write a good text. They can answer to the teacher, if they need.</p>	<p><i>“/ And now you have got you topics, you can start writing. Remember, you have to take into account the 5 Ws: Where, when, who, what, why and how, ok? You can use the computer and your English dictionary to look for words or expressions. You can ask me if you need it, ok? /”</i></p> <p>Teacher is going to observe each group while they are working and he/she is going to help them in case they have any doubt.</p>	<p>Computer</p> <p>Dictionary</p> <p>Paper sheet</p>
	5'	Big group	<p>Children are going to clean up and they are going to leave the Computer room.</p>	<p><i>“/ Ok, time to clean up!! Goodbye, kids!” remember think about what you are going to write the next sessions. /”</i></p> <p>Teacher says it's time to finish the class.</p>	

Assessment Criteria

<p>All children must be able to</p> <p>Answer the interrogative questions with their own words to do their new.</p>	<p>Most of the children will be able to</p> <p>Write their own text with the help of the teachers, the different ways like dictionaries and using the answers of the interrogative questions and the</p>	<p>Some of the children could</p> <p>Write their own text with their own words, without help, only using the model like example and the</p>
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model we gave them preciously.

dictionary.

Lesson 4

Learning objectives

Learning outcomes

Evidence for Assessment

- Dramatize the texts they have written.

Tell to their partners the news they have written and express it in order they imitate TV news.

Children will be able to tell to their partners the information they have written.

Discourse/Text targeted

Language targeted- Non-verbal L Targeted

In this session we want that children will be able to read correctly their news, with the correct intonation and with the appropriate body language. Then, we explain what we are going to do in this session.

After that, we go to the different groups and we help them with the mistakes and with the finalization of the new. When all the groups have their news correctly, we explain the next task.

When we have finished it, it's time to record it, in order to produce our own TV News. We have to choose two presenters and the reports to tell each new.

"/Hello, good morning kids!! I'm fine, and you? We are going to the Computer Room, as every Thursday, ok? /"

"/ Today, we are going to dramatize the texts you have written in the previous lesson, ok? Remember that it's very important you have a good body language; because the reporters aren't sitting down in a wrong way... the face is very important, too. You can't be happy if you are telling something sad and vice versa. Be careful with the pitch, the peace, the rhythm... it's better if you try to study your text in order not to read it/"

"/ So now, you are going to read the news at loud in order all the class can hear you. Are there any volunteer to be recorded? /"

"/ Ok, it's time record it!! Any volunteer to be presenter? You have to learn this text, ok? /"

"/ Ok, time to clean up!! Goodbye, kids!" remember think about what you are going to write the next sessions. /"



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Outline of leading activities

They have to tell each new to their partners in order to know what the best “reporters” are to tell the information in the Scholar News.

Classroom Management	Timing	Grouping	Pupils	Teacher	Resources
	5´	Big group	<p><i>“/ Hello teacher, how are you? /”</i></p> <p>They ask to the teacher and answer to her:</p> <p><i>“/I’m fine, too/”</i></p> <p>Then, they go to the computer room.</p>	<p><i>“/Hello, good morning kids!! I’m fine, and you? We are going to the Computer Room, as every Thursday, ok? /”</i></p> <p>Teacher takes them to the Computer Room.</p>	
15´	Little groups (big group)	<p>Kids are going to take their texts and they have to read it at loud with their partners. Their partners are going to say them what their strengths and weaknesses are in order to improve it.</p>	<p><i>“/ Today, we are going to dramatize the texts you have written in the previous lesson, ok? Remember that it’s very important you have a good body language; because the reporters aren’t sitting down in a wrong way... the face is very important, too. You can’t be happy if you are telling something sad and vice versa. Be careful with the pitch, the peace, the rhythm... it’s better if you try to study your text in order not to read it/”</i></p> <p>In this session we want that children will be able to read correctly their news, with the correct intonation and with the appropriate body language. Then, we explain what we are going to do in this session.</p>	Their own texts	



Univ	lad de Valladolid	20´	Big group Kids are going to read the news at loud and they are going to be chosen to read the news while TV News is being recorded.	<p>After that, we go to the different groups and we help them with the mistakes and with the finalization of the new. When all the groups have their news correctly, we explain the next task.</p> <p><i>“/ So now, you are going to read the news at loud in order all the class can hear you. Are there any volunteer to be recorded? /”</i></p> <p>They are going to read the news at loud and the teacher is going to check the mistakes in order to improve the dramatization.</p>	Their own texts
		15´	Big group Kids are going been record, after dramatize the news and choose the presenters.	<p>When we have finished it, it´s time to record it, in order to produce our own TV News. We have to choose two presenters and the reports to tell each new.</p> <p><i>“/ Ok, it´s time record it!! Any volunteer to be presenter? You have to learn this text, ok? /”</i></p> <p>We are going to give to the presenter the script of TV News and they have to learn it while we are recording the news per groups.</p>	<p>Camera</p> <p>Their own texts</p> <p>Script for presenters</p>
		5´	Big group Children are going to clean up and they are going to leave the Computer room.	<p><i>“/ Ok, time to clean up!! Goodbye, kids!” remember think about what you are going to write the next sessions. /”</i></p> <p>Teacher says it´s time to finish the class.</p>	



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<p>All children must be able to</p> <p>Read the new with the correct intonation to their partners in order to choose who is going to dramatize the new.</p>	<p>Most of the children will be able to</p> <p>Have the correct body language when they are reading the new.</p>	<p>Some of the children could</p> <p>Dramatize the new when we are recording, looking most of the time the camera not the paper with the new.</p>
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