

JUSTIFICACIÓ

Aquesta **unitat didàctica multimèdia** va dirigida a l'alumnat del segon curs de educació primària, temporalitzada al tercer trimestre, tenint en compte que l'escola porta el programa trilingüe des d'infantil.

Fonamentalment, es pretén que, per mig d'un conte sobre el circ, els xiquets practiquen una estructura lingüística tan important com el present simple i les seues diferents formes (interrogativa/ positiva/ negativa) a més d'altres accions (full verbs) i vocabulari relacionat amb el món del circ.

Tota la unitat estarà basada al voltant del conte i dels seus personatges, els pallasos. Es realitzarà de forma molt comunicativa per a què els xiquets s'expressen, tractant de crear situacions d'interacció a l'aula utilitzant activitats de tipus TPR i ROLL-PLAY.



MARC AND THE CIRCUS

CIRCUS

- CHILDREN: 2nd of primary school

- SCHEDULING: third term

- AIMS:

- Using a story children are able to use different verbs, in the present simple form, and nouns talking about the characters.

- Also they are going to practice dialogues working in a communicative way

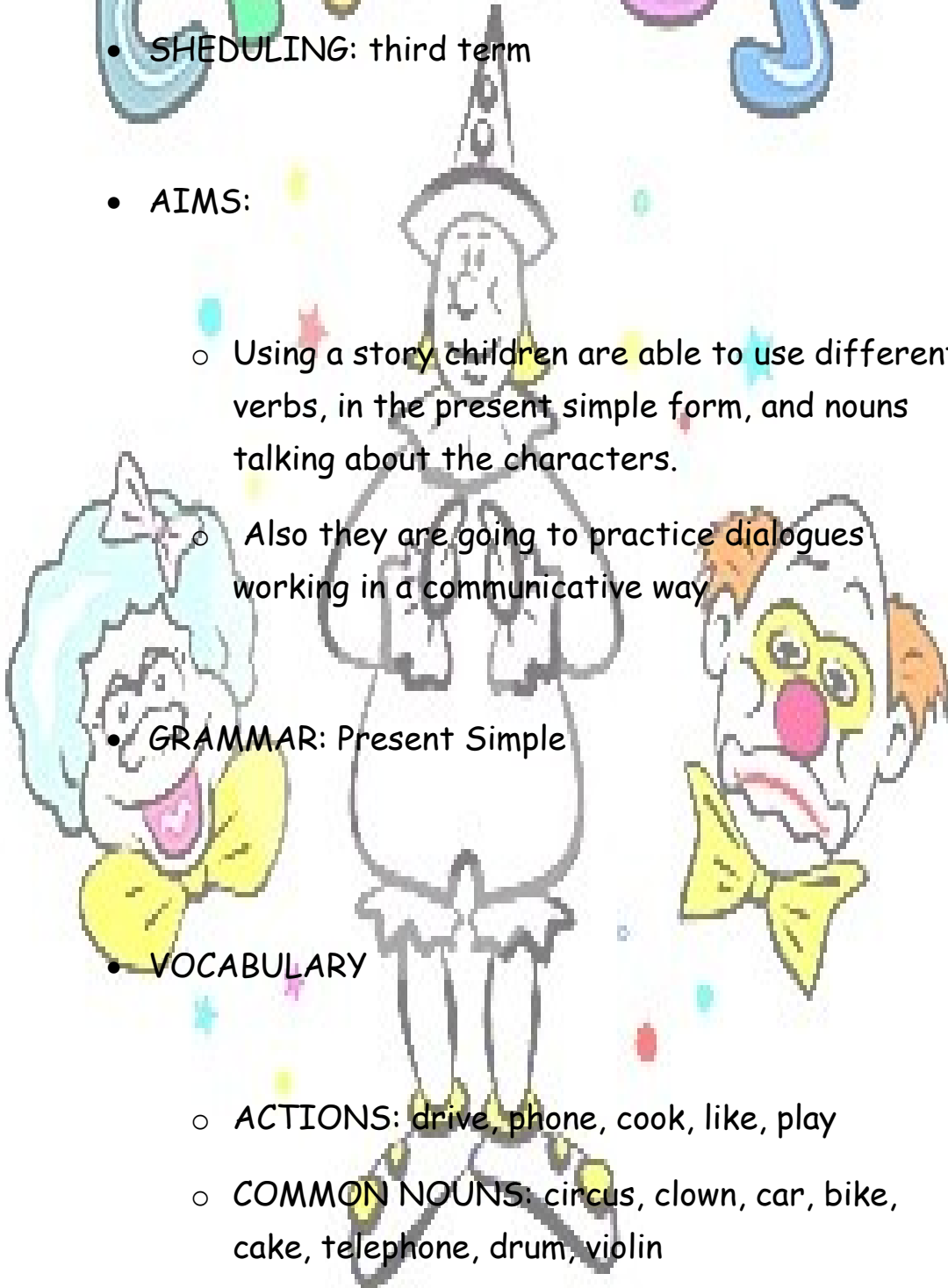
- GRAMMAR: Present Simple

- VOCABULARY

- ACTIONS: drive, phone, cook, like, play

- COMMON NOUNS: circus, clown, car, bike, cake, telephone, drum, violin

- REVIEWING: numbers, colors and size



- STRUCTURES:

CIRCUS

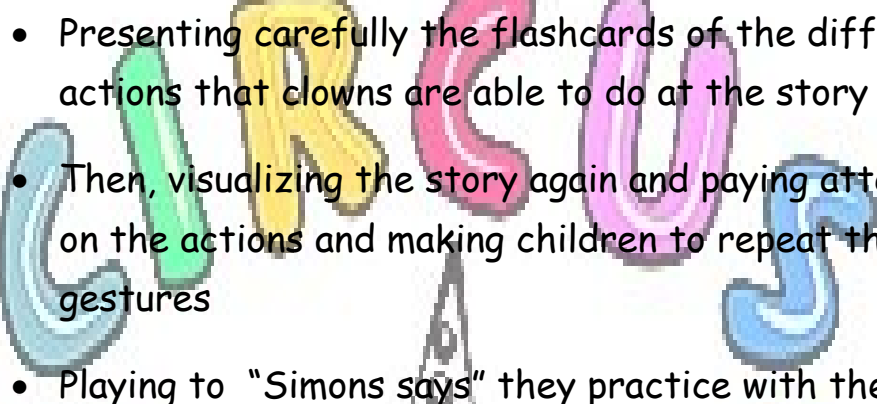
- Do you like...? Yes, I like / No, I don't like
- He plays a drum
- How many ... has he got?

LESSON PLAN

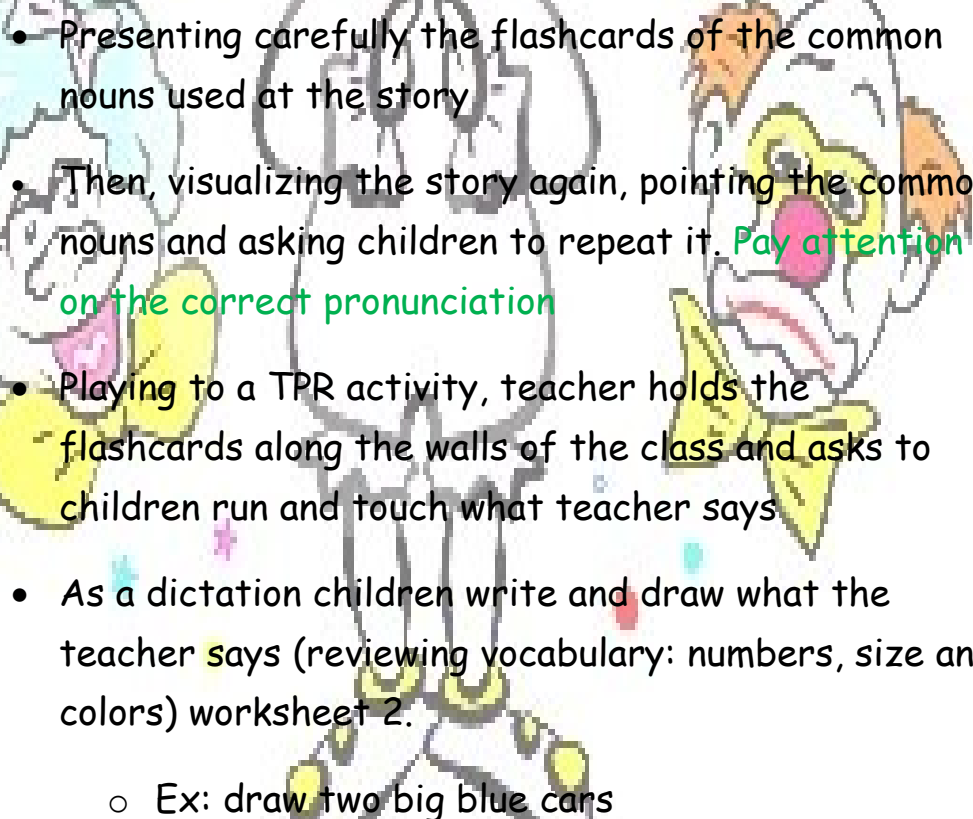
SESSION 1

- Presentation to children circus and clown's flashcard (talking about)
- Teacher show them carefully the story using a projector to make the screen bigger. Teacher read the full verbs gesturing and the common nouns pointing
- After the story to make sure they understand the vocabulary, teacher should ask them
- Children draw a picture about the circus and one of them could be used to remember at the English corner

SESSION 2

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- Presenting carefully the flashcards of the different actions that clowns are able to do at the story
 - Then, visualizing the story again and paying attention on the actions and making children to repeat the gestures
 - Playing to "Simons says" they practice with the actions
 - To finish children do worksheet 1. **Teacher can use that to assess the process of learning**

SESSION 3

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- Presenting carefully the flashcards of the common nouns used at the story
 - Then, visualizing the story again, pointing the common nouns and asking children to repeat it. **Pay attention on the correct pronunciation**
 - Playing to a TPR activity, teacher holds the flashcards along the walls of the class and asks to children run and touch what teacher says
 - As a dictation children write and draw what the teacher says (reviewing vocabulary: numbers, size and colors) worksheet 2.
 - Ex: draw two big blue cars

Teacher can use that to assess the process of learning

SESSION 4

- Telling the story to start the lesson teacher should miss some main words and asks children to say.
- As a roll-play children practice clowns' dialogues by pairs.

Pay attention on the correct pronunciation and intonation

- Hello
- Hello
- How are you?
- Fine thanks
- Do you like "cakes"?
- Yes, I like "chocolate cakes"
- Ok, bye
- Goodbye

- To finish the lesson children do worksheet 3.

Teacher can use that to assess the process of learning



SESSION 5

- Reviewing the unit vocabulary with the flashcards
- Dividing the class in groups, children make, following the instructions of the teacher as a craft
 - Ex: take your sheets, color them and cut
- Then children play to the memory game

SESSION 6

- Reviewing the unit vocabulary with the flashcards
- Dividing the class in groups, children make, following the instructions of the teacher as a craft
 - Ex: take your sheets, color them and cut
- Then children play to the bingo game



SESSION 7

- Reviewing the numbers: teacher asks to children to bring some objects to make sure they know the numbers
 - Ex: bring three pencils
- After remember them the structure, children ask "how many...?" by pairs
 - *How many balls can you see?*
 - *I can see three balls*
- Children do worksheet 4

SESSION 8

- In this lesson children do the test's worksheets.
Assessment
- The children who finish first can play again to the memory and bingo games

