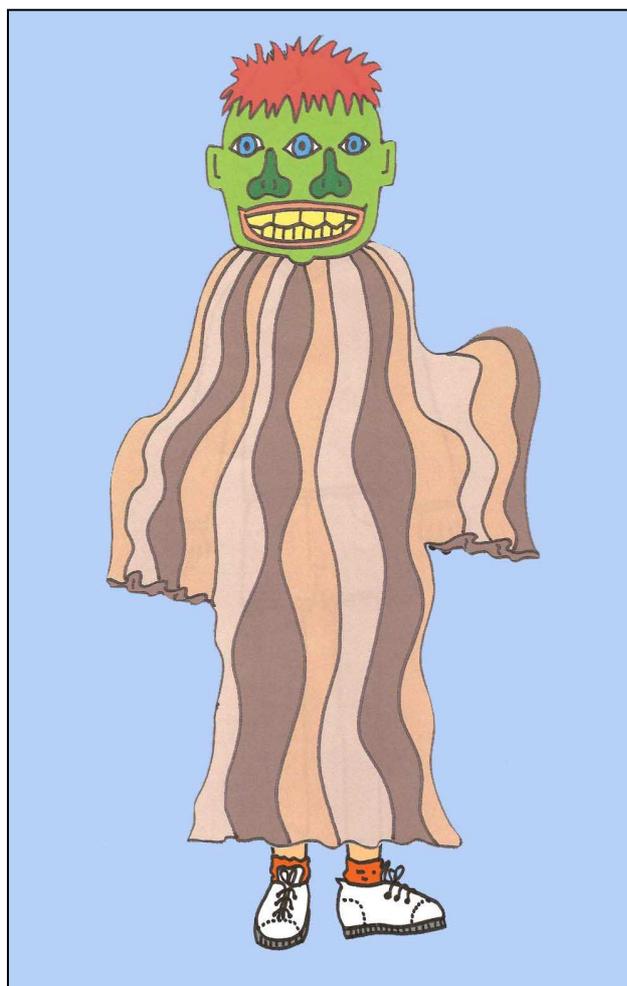


# CARNIVAL PARTY



**CARNIVAL ACTIVITIES TO WORK ON CLASS  
WITH CHILDREN AGED 8 OR 9**

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## **1. OBJECTIVES**

The students will be able to:

- 1.- Act out the story.
- 2.- Understand the story, discovering and deducing new meanings, without translation.
- 3.- Repeat the story, with visual aids, matching words and pictures (oral activity).
- 4.- Combine body language and oral language (dramatising the poem).
- 5.- Follow the instructions given by the teacher when arts and crafts are being made, following a sequence of actions that would imply manipulation (pinch, roll, press...).
- 6.- Participate in games and activities respecting the other students.
- 7.- Once the vocabulary and new structures are learned, take them out of the context and use them in a different one.

## **2. SEQUENCE**

The whole activity will last 6-7 sessions. Not all of them last the same time. It depends on the activities. In the sessions with short activities, teachers can add some others aspects, such as songs, games, videos... It does not matter if they are not related to the story. Sometimes students need to do different things. A suggestion is to start the class with the story and follow the plan. Later, if there is more time, do other things. The sessions have been planned to last 45 minutes. If this time is not filled with the story or its activities, the teachers should do something else. Do not try to do two sessions in one just because there is enough time left. Even if the teacher has time left; it is hard work for the students to assimilate so many things in one session.

### 3. TREATMENT OF THE BASIC COMPETENCES

If we understand a basic competence as the capacity of a student to apply his acquired knowledge, we may notice that the planned objectives in this project are implicitly included in seven competences which students are supposed to attain during their learning process.

We will explicitly analyse them in each session, relating each of the suggested activities to the elaborated competences.

Nevertheless, there is no doubt that in a piece of work such as this EFL didactic unit, two competences will have priority (“**the linguistic and auditory**” and “**the artistic and cultural competences**”). However, the methodological competences acquire a fundamental role due to the special development of the stories and the great amount of group-activities which are proposed. We are referring to the “**competence of learning to learn**”.

Also the personal type of competences have a place in the project since it is intended that the student will investigate, predict, deduce and find out for himself some structures and meanings in an autonomous way (“**competence of the autonomy and personal initiative**”).

The location in the physical space (the way the story is told), and the logical mental structure that children need to deduce and connect the meaning with the words can be worked through the “**mathematical competence**”.

And finally, it is important to include as well those competences which refer to the peaceful co-existence (“**social and civic competence**” and “**competence in the knowledge and interaction in the physical world**”). We must not forget that this didactic unit is based in stories bearing to different festivals related to the British culture. It is meant to immerse you in the English culture by means of the festivities British people celebrate. Moreover the identification with the characters together with a respect for their own traditions and language will be one of the mainstays of the whole didactic unit.

## **4. CONTENTS AND ACTIVITIES DIVIDED INTO SESSIONS**

### **4.1 Introduction.**

The idea is to tell a Carnival story, and work on it over several sessions (the months of January-February are suitable), through different activities. As a starting point, we tell the story, with visual aids and using drama as a warm-up. Later, a lot of related activities (games, worksheets, arts and crafts...) are done and at the end the children have learnt the story and they are able to tell it in English. If you are a teacher who wants to try this kind of approach in your classroom but have got another objective because you think it is very difficult to use this kind of methodology with your pupils, you can adapt the project to your objectives. If you are not interested in making the children tell the story themselves (maybe you do not have enough time to do it), you can work on the activities as well, changing some of them and focussing your work on learning the vocabulary and enjoying listening to the story. Personally, I suggest that the teachers try working on the story with their main objective being to make the children speak in English. Give them the chance to talk, to act, to feel the story as it was their own. You may think they are not prepared but in the end you will be surprised: they can do it.

In each session, a bit of the story is worked on, but it does not last the whole session. Use other activities to complete the lesson. However, in two sessions the whole lesson (30-40 minutes) will be needed. If you do not have such long sessions, you can divide them in two. There are six sessions in the project, and it has been planned to start two weeks before Carnival time. Plan your work taking into account the length of time of your classes.

At the time you are working in this story, you are working on contents suitable for 2<sup>nd</sup> cycle of Primary: you introduce all kind of clothes, structures (e.g. "Do you like...? Yes, I do / No, I don't"), Carnival vocabulary, etc.) You also revise some vocabulary and structures, such as "It's a ..." , colours, etc.

There are different kind of activities. Some of them need to be done in big group (class group). Others (the most) need a small group or just in pairs. In this way, children can help each other, everybody is involved in the activities and motivated because all students are important. In few activities, children work alone (worksheets and Arts and crafts) because they should get used to work on their own. They need to be self confident with English activities.

## 4.2. SESSION ONE

### CONTENTS :

- Vocabulary: Clothes (dress, trousers, shorts, shirt, jumper, cloak, hat, tie, skirt, T-shirt, jacket, boots, shoes, trainers, socks), carnival vocabulary (clown, witch, princess, pirate)
- Structure: “I’m/ He’s wearing + (a) + colour + item of clothing”, “Put on / Take off”.

### MATERIAL :

- Clothes’ flashcards
- Tommy’s flashcard
- Cardboard sheets with the following pictures: princess’s crown, pirate’s hat, witch’s hat, clown’s hat.
- A real clown’s hat, a big tie and a red clown’s nose.

### TIME:

45 minutes.

### ACTIVITIES:

**1.-** To introduce this activity, start by showing some flashcards of clothes. You can use the flashcards for this unit or any other flashcards you have. Ask the students “What’s this?” and point at a piece of clothing. The students answer.

When you think the children remember the basic clothes vocabulary fairly well, ask the students to look at you for one minute. Then, make them sit down, but facing the back of the classroom, so that nobody can see you. Say sentences, such as “I’m wearing a white shirt” and then ask “Yes or No?”. Children just say “Yes” or “No”, but the point is that they hear you repeat the “I’m wearing + (a) + colour + item of clothing” structure several times.

Introduce Tommy with his flashcard. The children look at him for one minute. Then, hide the flashcard and ask the students “What is Tommy wearing?”. The class tries to remember what he is wearing.

Help them if they can't remember or if they remember what he is wearing, but don't know the words in English. The children should practice the structure "He's wearing + (a) + colour + item of clothing". Make them repeat the structure every time they say a piece of clothing. You can write it on the board, just to help them remember it. Then, show Tommy again and check their answers.

**2.-** Tommy is telling me that we are invited to a Carnival party. He goes home to dress up. I'm putting on a clown's hat, a big tie and a red nose. At the same time, the teacher says "I am putting on" a (yellow) hat", etc. When s/he has finished, s/he says "Look! I'm wearing a (yellow) hat". Then, s/he doesn't have any more clothes to put on, so s/he mimes s/he is dressing up as a clown. S/he says "Look, what's this?" (miming the moment s/he is putting on big trousers). The children should say "Trousers". Continue with the jacket and big shoes. When you finish, tell them you are a clown, just to introduce the new word.

At this moment, Tommy (the flashcard) comes back to tell you that the Carnival party will be during the next English class. Tell the children that they can wear some special clothes for that day. One item is enough (a hat, a cloak, a dress, a tie...) explain these words with the help of mime or using the flashcards. Write the words on the blackboard. Say goodbye to Tommy. We'll see him at the party.

**3.-** Give out the sheets with the pictures of different hats, one sheet for each student (princess, witch, pirate and clown's hats). The children write their name, cut it out and colour in the hat. Then, help the children joining both paper strips with a staple. Finally, they put on their hat. While they are doing this, play the Carnival song.



**4.-** When everybody has finished their hat, you can introduce and practice the structure "Put on / Take off" with the following game. Make groups of four children. They stand in front of four piles of cardboard hats. One pile for the princess's crowns, one for the pirate's hats, one for the clown's hats and another one for the witch's hats. They have to listen to you, but they can't move till you say "GO!", Say "Joan, put on the pirate's hat. Andreu, put on the

princess's hat. Sílvia, put on the clown's hat. Maria, put on the witch's hat... GO!". Then, the four children move quickly and try to put on the correct hat. The first child with the right hat on is the winner. Repeat it with more groups. When they finish the game, you can say "Joan, take off the pirate's hat" and Joan takes off the hat and puts it on the right pile. If you consider this game too difficult for the first day, choose four children and tell them all to put on the same hat. Say, for instance: "Put on the... pirate's hat. GO!" And the four children look for the pirate's hat.

Remind the children to bring some clothes to dress up for the next session. If they can't , they will use the hat to dress up. For the moment, use the hats to decorate your classroom.

## 4.3 SESSION TWO

### CONTENTS.

- The “At the Carnival Party” poem: repetition and comprehension of the new structures and vocabulary (“Do you want...?” “Yes, I do / No, I don’t”, princess, pirate, witch, monster”).
- Vocabulary “Clothes” (revising and recycling vocabulary)  
New vocabulary: Crown, necklace, boots, cloak, broom, trainers, socks.
- Structures: She/He’s wearing + a + colour + item of clothing (orally)

### MATERIAL.

- The hats the children painted and cut out the day before.
- Carnival party flashcards
- Some clothes for dressing up they have brought from home.  
The teacher’s clown’s hat, tie and red nose.

### TIME.

30 minutes.

### ACTIVITIES.

Remember!. Before starting this session hang the flashcards related to the poem (princess, witch, pirate and monster) on the walls in the classroom. Hand them round to the class in the same order they appear in the story.

**1.-** The students put on their fancy dress or their hat. Quickly, group them according to what they are wearing (e.g.: “Get in groups according to your clothes. People wearing...hats! People wearing... cloaks! People wearing... ties!”), etc.). Point to the clothes you are saying, just to help the children understand the meaning. Once they are in groups, make them repeat “I’m wearing a hat”, “I’m wearing a cloak”, etc.

Now, we are ready to start the poem. We mime we have arrived at a Carnival Ball and we are looking for Tommy. Walk around the

classroom, with all the children following you, and pretend you are looking for somebody. At the same time, recite the poem. Stop at the end of each verse, inviting the students to repeat it. Change your voice when you change character. Walk slowly.

***“Here I’m am, at the Carnival Party.  
Where’s Tommy? I want to dance!  
Oh! Look over there! \*  
Can you see what I can?  
It’s a princess, it’s a princess!  
Do you want to dance with me?”  
“Yes, I do. Yes, I do”\*\*  
“Oh, dear. Is it real ?. This is true!”\*\*\****



(.....)

***It’s a pirate, it’s a pirate!***



(.....)

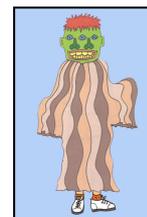
***It’s a witch, it’s a witch!***



(.....)

***It’s a monster, it’s a monster! \*\*\*\****

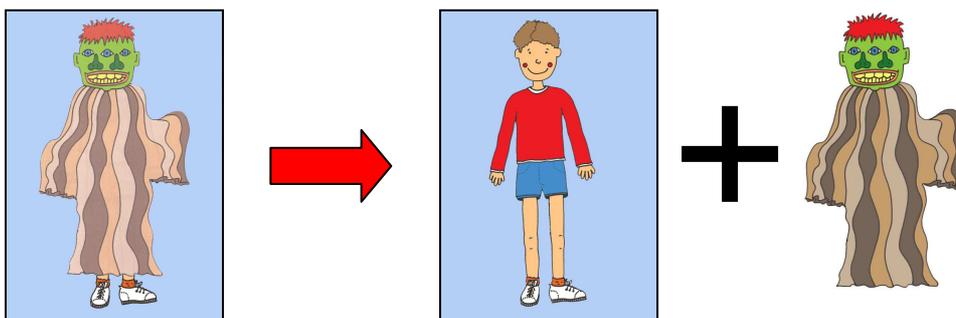
***Do you want to dance with me?  
“No, I don’t. No, I don’t”  
“Oh dear, I’m scared.  
All I want is to go home!”  
“Don’t be scared, don’t be scared.  
I am Tommy. I’m your friend” \*\*\*\*\****



- \*Point to the flashcard on the wall and walk towards it.
- \*\*Change your voice, according to the character.
- \*\*\*Take the flashcard. Give it to one child, and continue walking.
- \*\*\*\*\*Pretend you are scared.

- \*\*\*\*\*The flashcard of the monster is actually Tommy wearing a monster mask, because this is his fancy dress. At this point, take off the monster mask and show the children the flashcard of Tommy.

To make the end of the story more exciting, you can start running around the class as if you were really scared of the monster. The children will do the same. Then, take the monster and take off the mask. Show Tommy to the children. You are not afraid any more.



If you feel the children have enjoyed it, repeat the poem. Another way to tell the story is to get the children more involved in it: once they know the story, they can be the characters. Choose a princess and give him / her the flashcard. Let's talk about the clothes. Ask the children "What is the princess wearing?" They should say "A dress". And you say: "OK, a dress. What colour is the dress?" And they answer "Pink". So you repeat the correct structure: "Very good. The princess is wearing a pink dress". Do the same with the rest of the flashcards. If you introduce some new words (boots, crown, etc) you can emphasize them by writing them on the blackboard. When all the flashcards have been given out, act out the poem again and this time the children holding the pictures answer "Yes, I do" except for the child holding the flashcard with the monster, who says "No, I don't. No, I don't" and later "Don't be scared. Don't be scared. I am Tommy. I'm your friend" and he/she runs after the children.

The session finishes with the Carnival song. All the children try to sing it and dance.

Collect all the hats and keep them for the next session.

## 4.4 SESSION THREE

### CONTENTS.

- Vocabulary: fancy dress, clothes., he/she
- Recycled vocabulary: clothes, colours.
- Structures: I'm wearing + a + (colour) + (item of clothing)  
Do you want...? Yes, I do / No, I don't.

### MATERIAL.

- Carnival hats.
- Picture dictation flascards.
- A sheet with a drawing of a boy or a girl for each child.
- A sheet with pictures of clothes to be cut out.
- Colouring pens, scissors, glue.

### TIME.

40 minutes.

### ACTIVITIES.

**1.-** "Who am I?" game. Take the Carnival hats and mix them up. Choose one of them and pretend to be dressing up as the appropriate character for the hat you have chosen. Don't show the children the hat. The students have to say the name of the clothes you are putting on at that moment (trousers, dress...) and, finally, guess the name of the character (pirate, princess, clown, witch). Next, four students play in pairs in front of the class. Each pair gets one point for each correct answer. One of the students does the mime and the other one says the words . The one who gives the answers turns away when his/her friend chooses the hat. They play

for three minutes. If they find the game exciting you can choose four more children to play again.

To make the game more difficult, play without miming. Don't move, but describe the clothes you are wearing. e.g. "I'm wearing big blue trousers, an orange tie, a yellow jacket, a red hat and I've got a red nose". The students should say "clown!". Pick a volunteer to do the same. You can help him/her by writing the structure "I'm wearing (a) + (colour) + (item of clothing)" on the blackboard, so they can see it. When they feel confident, they can play in groups of four. Each group has four hats (not necessarily their own hats). One by one, and without showing the hats to the rest of the group, the children say what they are wearing. The first one to get it right gets a point.

At some point during this activity, explain to the students that words with "a" are singular words e.g. tie, jacket, dress... and words without "a" are plural words e.g. trousers, shoes, socks, boots...

**2.-** Picture dictation. Get the students into groups of four. Give out a drawing of a child to each group and write a number on it (from one to six). Also give each student three pieces of paper with pictures of different clothes on them (see attached document). Hang the sheets in the attached document that refer to a dictation (e.g. "He's wearing a blue jacket", etc.) up in the classroom. There are six different kinds of dictation, and each has a number (from one to six). Place them around the walls of the room. One child in the group does the dictation and the other three stand up; they take it in turns to do the dictation for the number they have on their piece of paper. This is a picture dictation: the children don't have to write, they

have to colour and cut out the pieces of clothes their partners say, and glue them onto the figure drawn on their piece of paper. If the dictation says "He's wearing..." the drawing it refers to must be of a boy, and if the dictation says "She's wearing..." the drawing must be of a girl. So the students have to paint the face of a boy or a girl, depending on their dictation. It's important to remember this.

Before starting the dictation, explain that every character has an item of clothing that doesn't belong, an "odd one out". At the end of the activity, they have to write on the sheet what this strange piece of clothing is (e.g. a princess with boots, the odd word out is "boots").

When they finish the activity, collect all the children's work and talk about them with the class, paying attention to the item of clothing that is out of place (e.g. "Look at the pirate, What's wrong?" "The shoes!" "Good. Pirates have boots..." "Boots!" "That's right. The pirate has boots on").

Hang the pictures on the walls. It's a good way to decorate the classroom.

Important: Don't throw away the cut-outs the students haven't used. They will need them in session five.

**3.-** "Do you want to dance with me?". Once activity 4.2. has finished, the children notice that their character is wearing an odd item of clothing. You tell the children that the characters want to go to the Carnival Party and they need a partner to dance with. So, the groups have to look for another group whose picture has the piece of clothing they need (e.g. a princess with boots is the partner of a pirate with shoes).

All the groups stand in a line holding their picture, but without showing it. Take one child's picture and start by showing it to the other children. Imagine you have the princess with black boots. Show your picture to the rest of the class, then go up to one of them and ask "Do you want to dance with me?" If this child's group has got the pirate, he/she should answer "Yes, I do" and you should stay next to him/her. If he/she doesn't have the pirate, he/she should answer "No, I don't" and you try again with another child. You have three chances. If you haven't found your partner, you stay still and wait for somebody (a pirate) to ask you the question. By the end of the game all the groups must have found a partner-group. Then, both groups can sing and dance the Carnival song together.

## 4.5 SESSION FOUR

### CONTENTS.

- Structures: “Do you want / like...? Yes, I do / No, I don’t”  
“Put on / take off”
- Vocabulary: Carnival vocabulary, clothes,

### MATERIAL.

- A sheet for every student to play the “Guess the answer” game.



### TIME.

45 minutes.

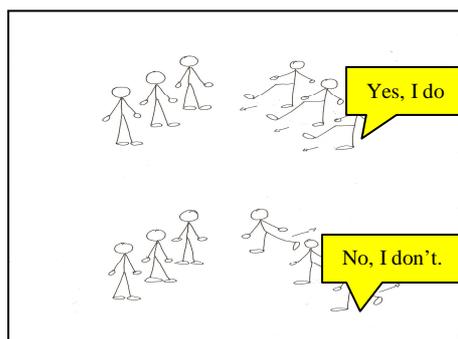
### ACTIVITIES.

**1.- “Yes, I do / No, I don’t “ moving game.** The aim of this activity is to get familiar with this structure, by repeating it several times and understanding the meaning.

You need a big place to play this game. If your classroom is not big enough, play it in the playground.

Get the students in pairs. Get them to line in up two long lines, so that each student has his/her partner opposite, but is standing far enough away that they can’t touch him/her.

Explain with an example that you are going to ask questions and that the children in line A has to repeat them (e.g. “Do you want to dance with me?”), but they can’t move. Then, line B answers by repeating the answer you say (e.g. “Yes, I do”), but line B has to move one step forwards if the answer is positive and one step backwards if the answer is negative (“No, I don’t”). The winner is the pair who touch each other first.



Examples of different questions and answers:

**Do you want to dance with me? Yes, I do**  
**Do you like the princess? Yes, I do**  
**Do you want to play with me? Yes, I do**  
**Do you like my hat? No, I don't**

If you want to make it more difficult, don't say the question "Do you want...?". Instead, hold up a flashcard with the sentence written on it. This way, the children in line A have to read the question. Don't tell them the answer ("Yes, I do...") either, just move your head to mime "Yes" or "No". The children in line B should look at you and answer "Yes, I do" or "No, I don't". This way, the language is productive, instead of being reproductive.

**2.- "Guess the answer" game.** Give out the sheet to the students Read the questions aloud and make the children repeat them, the second time, they can read without your help. Then, say "Now, I'm going to read a question and, Jaime, can you read a possible answer ?" (e.g. Do you want to dance with me? **No, I don't**). Do the same with all the questions you have on the sheet. Once you think that the students can read the questions and answers on their own , you can start the activity.

The children cut out the questions and answers, and then make two piles, one for the questions and one for the answers. The cards should be facing down so that nobody can read them. Pick a volunteer to play with you. Turn over a card with a question and read it (e.g. "Do you like my hat?") your partner answers the question ("Yes, I do / No, I don't") trying to guess the first card on the pile with the answers. (e.g. "Yes, I do") and then, your partner turns the card over and reads it. If the card also says "Yes, I do", he/she gets one point and keeps the question and the answer; if not, the question and the answer should be put at the bottom of their pile. Now, it's your turn. The game finishes when there aren't any cards left. When they understand the game, they can play in pairs.

**3.- "Put on / Take off" moving game.** Stand in front of the class, and explain you are going to play "Simon says..." using the mime. Start the game saying "Simon says.. stand up" "Simon says... put on your trousers" and the students should mime putting on a pair of trousers. If you don't say "Simon says..." the children mustn't do anything. If they do, they are eliminated. Play the game using different clothes and combining the structures "Put on" and "Take off". If they feel quite confident, you can ask for a volunteer to say "Simon says".

## 4.6 SESSION FIVE

### CONTENTS.

- Structures: “Do you...? Yes, I do / No, I don’t”  
“He’s wearing.../ She’s wearing...”
- Carnival vocabulary, clothes.

### MATERIAL.

- Evaluation worksheet.
- Six photocopies for each student with the pictures of the Carnival fancy dresses to make the book.
  - ★ Version for students with lower level
- A cardboard sheet and the cut-outs of clothes they didn’t use in session three.
- Glue and scissors.

### TIME.

45- 60 minutes. If you can’t finish all the activities in one session, you can divide it in two.

### ACTIVITIES.

**1.- Making the book.** Give the six pictures (see attached document) to each child. They have to put them in the same order as in the story. We can help them by reading the part of the poem that refers to each picture. Once the children have found the first picture, they can write number one (1) in the circle on the picture. The children do the same with the other pictures. There are two different ways to work on these worksheets . Notice that there is some text written on the sheets (“*Here I am, at the Carnival party..*”), but there are some missing words, too. So, the students have to fill in the blanks. The difference is that those students with a higher level can do it on their own and those with lower level can just copy the missing words. They have to look for the correct word in the line below the pictures and write it in the correct place.

When the students finish writing the missing words, they can colour in the pictures until all the students have finished the writing. Then, they can finish this off at home, since it takes too long to colour in all the pictures in class.

**2.- Reading aloud (pronunciation activity).** The students read the poem aloud. The first time, they listen to you. The second time, they read it in a big group. The third time, they read it in a small group. Finally, some volunteers can read it on their own. They read their own book and, at the same time, they are correcting the activity 4.1. The teacher writes the correct words on the blackboard and the students check their work. Finally, the teacher collects all the pictures.

**3.- Consolidation activity.** To do this worksheet, the students need to work alone. (See attached document). Give out the photocopy, and, before starting the activities, explain to them all the activities, one by one.

-Activity 1: Reading comprehension. Don't read the text aloud. The students should read it on their own. Just explain that they have to read it, draw the clothes and then colour them in.

-Activity 2: Explain that they have to read and circle the correct answer.

-Activity 3: Before starting this activity, ask the children some questions of the type that can be answered with "Yes, I do/No, I don't". Then, tell them that they have to read and answer the questions.

When they finish this worksheet, they can get the cut outs they didn't use in session three. Give each of them a piece of cardboard with the outline of a child on it (see attached document). They have to cut out the clothes they want and glue them on the cardboard. They should colour the clothes in and, afterwards, write a description of the figure on the cardboard. Remind them by writing on the blackboard that "She" is for girls and "He" is for boys. (e.g. "He's wearing....(a) + (colour) + (item of clothing)").

When the children have finished writing, the teacher should collect all their work.

Remind the students to bring a photo of themselves and some magazines for next session.

## 4.7 SESSION SIX

### CONTENTS:

- Arts and crafts: clothes.
- Drama: Carnival Party.

### MATERIAL:

- Cardboard (for the book cover)
- Flashcards: Carnival party.
- Students' photos.
- Magazines children bring from home.
- Scissors and glue.
- Listening worksheet.

 TIME: 45 minutes.

### ACTIVITIES.

**1.-** Carnival Party. Start the class with the story. Stick all the flashcards on the wall in the same order that they appear in the story. Act out the story with the whole class, like you did in session two.

***“Here I am, at the Carnival Party  
Where is Tommy? I want to dance!  
Oh, Look over there!  
Can you see what I can?  
It’s a princess! It’s a princess!  
Do you want to dance with me?”  
“Yes, I do. Yes, I do.”  
“Oh, dear! Is it real ?, This is true!”  
(.....) “It’s a pirate!”  
(.....) “It’s a witch!”***

(.....) ***“It’s a monster, it’s a monster!”***  
***“Do you want to dance with me?”***  
***“No, I don’t. No, I don’t”***  
***“I’m scared, I’m scared. All I want is to go home!”***  
***“Don’t be scared. Don’t be scared.***  
***I am Tommy, I’m your friend!”***

**2.-** Listening. Give out the worksheet (See attached document). Explain that they have to colour in the clothes and write the correct number. If necessary, do number one as an example.

Text: **Number 1: I’m wearing blue trousers, a red T-shirt and white trainers.**

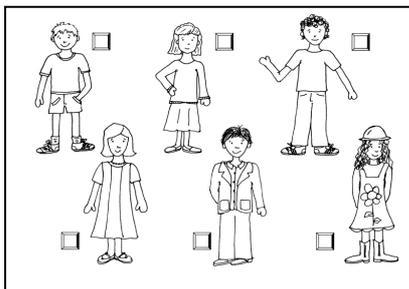
**Number 2: I’m wearing a green and yellow dress and black shoes.**

**Number 3: I’m wearing red shorts, an orange T-shirt, white socks and brown trainers.**

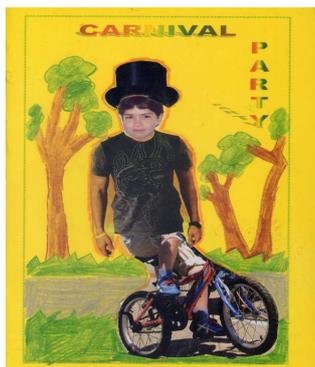
**Number 4: I’m wearing black trousers, a purple jacket, a yellow shirt and black shoes.**

**Number 5: I’m wearing a pink skirt, a blue jumper and blue shoes.**

**Number 6: I’m wearing a yellow dress with a green flowers and a brown hat.**



**3.-** Arts and crafts. Ask the students to hold up their photo. Give out a piece of cardboard to each student. Explain that they have to cut out their head from the photo and glue it on the card. Then, they have to look for different photos of people in their magazines and cut out some pieces of clothing these people are wearing. Glue them on the board in order to get their own figure dressed. Explain that this will be the cover of their book. Put on the Carnival song CD while they are doing it. Show them a finished cover, just to give them an idea.



At the end of the session, they can help you to bind their books. If you have finished by the end of the class, the students can take their book home and study the story. Next day, they can dress up and act out the story in front of another class. They can finish the play by singing and dancing the Carnival song.

## 5. EVALUATION

This unit is for eight year-olds. They already know some English vocabulary and structures. They have been studying English for two or more years. Therefore, we start the unit from the vocabulary they already know (clothes) and we expand it with new/more words (other kind of clothes, e.g. tie, shorts, cloack..., vocabulary related to Carnival), new structures (Do you like...? Yes, I do/ No, I don't).

We can distinguish between two kinds of vocabulary (passive and active). Passive vocabulary is the one we use and students hear, they probably understand it, but we do not focus on it; that is, students do not repeat it, do not use it. A good example is the vocabulary used for giving instructions (press, glue, cut...) . Active vocabulary is the one students need to know, they use it in games, in the story, and the aim is that at the end of the unit they will be able to remember it and to include it in their own linguistic competence. We focus on this kind of vocabulary and it must be evaluated (in this unit: clothes, Carnival vocabulary and structures such as "Do you like...? Yes, I do/ No, I don't).

We evaluate the four skills as follows:

- Speaking: through **reading** (words, the story). Once students have finished their story-book, they can read it aloud. **Repeating** the dialogues when they are acting out the story. This kind of speaking activities are reproductive.
- Productive speaking activities: **taking part** in oral games, such as "Picture dictation" and "Do you like...? game". In this sort of activity, students do not repeat, they use their linguistic competence to talk.
- Listening: Obviously, they listen in all the lessons, all the time. But we can evaluate it using the worksheet (listen and order).
- Reading: Words, the story, aloud. (see Speaking). For silent reading comprehension, we can evaluate the worksheet, ("Read and draw")
- Writing: Students write the words, **copying** from the blackboard. They also write on the worksheet. They still do not write compositions, but they should be familiar with written words and short sentences. They copy all the dialogues from

the story in their own story book. They also fill in the blanks they find with some well-known words.

- Not all the students are evaluated in the same way. It depends on their level. Through the sessions, there are some suggestions for working with the children with lower level. They all do the same activities, but some of them are done in a different way. Obviously, only the activities done by the children are evaluated. The key point is that all of them learn something from the story. Some learn a new story, with new vocabulary and structures. They learn how and when to use it, and they are able to tell it in English. Others learn just a few words and structures, but they are able to say some words related to the story and they understand them. Everybody improves his/her own linguistic competence, according to his/her level.
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