The collective dramatisation of the stories will be the starting point for the didactic units. These stories have been adapted like plays with detailed gestures, mime and body positions. All these elements are needed to facilitate comprehension and engage pupils in the stories.

We will not use visual aids during the first collective dramatisation since, as Artigal says, showing pictures right from the beginning, children become passive spectators. We aim to create active engagement, this is why all the pupils take all the roles modeled by teachers. As the story is repeated several times, the pupils start anticipating the action and the language structure that goes with it. Gradually, the protagonism passes from the teacher to the pupils and by interpreting all the roles at the same time, children are always actively engaged.

**ACTIVITY TYPES**

When students have lived the stories, another set of activities will be used to reinforce the new language. These activities also contribute to the transference of this language to new contexts.

There are several types of main activities in our lessons:

1. Motivation activities: they activate previous knowledge.
2. Development activities: they promote the expansion of knowledge.
3. Consolidation activities:
4. Evaluation activities: specific activities to assess each aspect of our pupils learning. As instance, role-play activities might be used to evaluate oral production.

**Bibliografía**

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