

Thematic Unit Lesson as a Model in Teaching English to Young Learners

By

Lilis Lestari Wilujeng, S.S., M.Hum.

English Letters Study Program, Faculty of Language and Arts,
Universitas Ma Chung Malang, East Java

Abstract

This paper is going to depict a specific model of language teaching called thematic unit lesson suitable for contextualizing language instruction in the realm of TEYL and reveals its specific way to create the thematic unit plan out of local traditions and students' own daily activities. This way is considered effective for teaching English to young learners owing to the integration and connection between the communication intermediary (how it is stated) and content (what is stated) and can be an alternative for teachers of EYLS. Consequently, grammatical focus that is so far introduced or shared by the teachers will be replaced by more meaningful and 'true to life' topics.

Key words: *thematic unit lesson, contextualizing language instruction, TEYL*

Introduction

As a theoretical background for thematic unit lesson, this part is going to provide some insights on important prompts about contextualized language instruction in TEYL, since both are closely related. The first is going to be about the rationales of contextualizing language instruction for young learners. Secondly, various ways to contextualize language instruction effectively are also necessary to be verified. Next, along with the two previous prompts, this paper also discusses the reasons why thematic units are effective for teaching English to young learners.

There are several theories depicting the urgency of contextualized language instruction for young learners. One of which was suggested by Curtain and Dahlberg (2010) who claimed that "the movements toward communicative competence, and language proficiency support the use of meaningful content in the language classroom." Furthermore, Krashen (in Curtain and Dahlberg, 2010) described that "subject content instruction fills the need of 'comprehensible input', so that 'when providing subject content instruction, the teacher surrounds the students with language to which they can relate by means of a concrete experience ...'. By creating an environment for communication, the students can see that the language they are learning is truly meaningful and widely applicable in their lives (Curtain and Dahlberg, 2010). Consequently, grammatical focus that is so far introduced or shared by the teachers will be replaced by more meaningful topics.

Some experts on education, particularly on TEYL, have conveyed various ways to contextualize language instruction effectively. Curtain and Dahlberg (2010), for instance, elaborated that lessons dealing with mapping and graphing, counting, endangered animals can be examples of the ways to contextualize language instruction. Some curricular areas are also potential for this effort, such as social studies covering geography, history, and economics, mathematics, science, physical education, health, art, and music (whether traditional or modern). Crandall (1994) pointed out that content instruction and integrated language offers an opportunity to better understanding on both areas, meaning that language proficiency can

be acquired while studying content courses. She suggested several program models for the teachers to apply, such as content-based language instruction, sheltered subject matter teaching, theme-based, sheltered instruction, language across the curriculum, adjunct model, and cognitive academic language learning approach (CALLA). To assist the teachers, she also further offered the teaching strategies and techniques to use content-centered second (foreign) language instruction, i.e. cooperative learning, task-based or experiential learning, whole language approach, and graphic organizers (Crandall, 1994).

A so-called outstanding way to contextualize language instruction is through thematic units. This way is considered effective for teaching English to young learners owing to the integration and connection between the communication intermediary (language / how it is stated) and content (what is stated). This idea is emphasized by Curtain and Dahlberg (2010) who believed that “integrated learning calls for connections to other content areas and to new information through the use of the new language.” Therefore, in order to make meaning, Jensen (in Curtain and Dahlberg, 2010) confirmed that teachers should “evoke three important ingredients in their general practice: emotion, relevance, and context and patterns.” This leads to the idea that teachers should involve the students’ emotion and mind to be engaged in the teaching materials so that they are true to life.

A good example of engaging topics that can be further specified into thematic unit is about local culture and traditions. Teachers are expected to explore traditions or habits that the students encounter in their daily lives. Various aspects of celebrating *Idul Fitri*, for instance, are possible to be further developed because annually the pupils look forward to it. It is the time when they can gather with their relatives, get a lot of refreshments, help mother make refreshments, send greeting cards, and the like.

Generally speaking, theorists have agreed that contextualizing language instruction for young learners is important due to several factors. They have also suggested some ways to make it run effectively. The decision to contextualize language instruction as well as choosing the best thematic units, however, are still on the teachers’ hands. They are the agents who have to be smart enough to choose the topics as the teaching materials, so that the content-based language learning can be acquired, and the children can see the usefulness of learning the target language in a fun and more meaningful way.

Thematic Unit Lesson

In order to teach English as a foreign language effectively, it is important to use a meaningful context. One of the ways to carry it out is by producing a thematic unit lesson. For a specific English teaching situation, a teacher is expected to synthesize whatever they have learned, read from all sources and experiences. Therefore, in the end, she/he can write a thematic unit plan.

In order to produce a good unit plan, teachers have to pay attention to the following guidelines:

- all 3 or 4 lessons are connected by one common theme,
- all 3 or 4 lessons follow the appointed Lesson Plan Format (given below)
- all 3 or 4 language skills are developed (i.e., listening, speaking, reading, writing)

In planning stages, they are expected to begin planning the theme for the unit as well as thinking about the language skills that will be developed. They also have to think about the kinds of activities they will integrate into the unit plan. It is also important to attach all materials to the lesson. If the teachers use a story or dialogue, they have to include the text. If

they have handouts or worksheets, they have to attach those to their lessons as well. They should include whatever is necessary for a teacher to implement the lessons.

a. Lesson Plan Format

The following format can be used as a guideline to produce a comprehensive and helpful thematic unit lesson:

Title of unit	Title that indicates the theme of the unit (will be the same for all 3/4 lessons).
Title of lesson	Title that indicates the topic/subject/context of the lesson.
By	Your name
Student profile	Your students' age, grade, and proficiency level (e.g. based on ACTFL Proficiency Guidelines (American Council for the Teaching of Foreign Languages))
Skills to be emphasized	Indicate which language skills this lesson will focus on building: listening, speaking, reading, or writing.
Content	List the target language structures (i.e. target grammar structures and vocabulary), including classroom language.
Objectives	List the objectives that students should meet by the end of the lesson. Start with "By the end of the lesson, students should be able to..."
Materials	List of everything the teacher needs to implement the lesson.
Source	Write down the source of the text or materials being used (if you got them from another source).
Warm-up	Description of pre-listening or pre-reading activities that prepare students for the listening or reading input.
Presentation	Description of how the teacher will give listening or reading input, check comprehension of input, build listening or reading skills, "teach" target language structures. In this part, the teacher should present the target language structures within a meaningful/communicative context.
Practice	Description of post-listening or post-reading activities which can be either speaking or writing activities. These activities should be focused on practicing the target language structures in context.
Evaluation	Description of how the teacher will assess if students have met the stated objectives for the lesson. It could be another activity, or it could be a description of how the teacher should assess if the objectives are met during the presentation and practice steps.
Follow-up	Description of a follow-up activity, such as homework. It should practice the target language structures in this lesson and/or connect to the next lesson in the unit. This section should have some explanation of the connection of this lesson to the next lesson.

Note: Next to each activity in the lesson, please indicate the approximate length of time for that activity.

b. An Example of a Thematic Unit Lesson

The following example is a ready-to-use thematic unit lesson about *Idul Fitri* Celebration, which is very familiar for children in East Java, particularly in villages around Malang.

Idul Fitri Celebration in East Java

TITLE OF UNIT	<i>IDUL FITRI</i> CELEBRATION IN EAST JAVA
TITLE OF LESSON 1	GO SHOPPING WITH MOTHER BEFORE <i>IDUL FITRI</i>
BY	Lilis Lestari Wilujeng
STUDENT PROFILE	Novice High (ACTFL), ages 9-10, the 4th grade of elementary school
SKILLS TO BE EMPHASIZED	Integrated skills
CONTENT	TARGET STRUCTURE: Various questions: Yes/No Questions (Did you ... ? Was the market ... ?) Wh- questions (With whom did you ... ?) Simple Past Tense: Last year, I went, I boughtetc. Preference: I prefer ... TARGET VOCABULARY: Verbs: <i>bought, took, went, liked, wore</i> Certain expressions: <i>self service, in good order</i> Adjectives: <i>clean, dirty, neat</i> , etc.
OBJECTIVES	By the end of the lesson, students should be able to: <ul style="list-style-type: none">• ask some Wh- questions.• use past simple to express events in the past• use the vocabulary for appropriate occasion.• write preferences• tell experiences that happened in the past
MATERIALS	Illustrations of traditional markets and supermarkets

ACTIVITY 1: Warm-up

(10 minutes)

Ask about student's experience of going to the market before the previous 'Idul Fitri' celebration. Elicit information about their preference of going to a traditional market or a supermarket/mall to buy their needs.

- Did you (usually) go to a traditional market to buy anything you needed for the previous Idul Fitri celebration? Why?
- Did you prefer going to a supermarket? Why?
- With whom did you go to the market?
- What did you buy in the market?
- Was the market crowded before 'Idul Fitri' celebration?

ACTIVITY 2: Reading Comprehension

(20 minutes)

1. Give students copies of the following reading materials: “Rina’s Shopping Experience” and “Shopping with Randy and His Mother”. Or else, ask two students at random to read each reading aloud so that all students can hear.

Rina’s Shopping Experience

Rina, 9 years of age, lives in a village, named Sumberrejo. Her neighboring village called Wonokerto has a small traditional market. When she needs to buy things, she usually goes to that market. She usually goes there with her mother.

This year, before the Idul Fitri celebration, her mother took her to the market again. It was very crowded because everybody needed to buy food and other things for celebrating the holiday. At that moment, they bought flour, eggs, rice, spices, and cooking oil.

The market is still traditional. Everybody can sell almost anything in any section of the place. The merchandises cover food, snacks, plastic products, fruits, and others. However, the market is sometimes very dirty, especially after raining.

Shopping with Randy and His Mother

Randy is a 10-year-old boy living in Malang downtown, a capital city of Malang Regency. In this city, there are around five supermarkets in big malls. The two of which are famous, i.e. Giant and Hypermart. When Randy needs something, he usually goes to that supermarket, accompanied by his mother.

This year, before celebrating Idul fitri, Randy asked his mother to take him to Giant. He wanted her mother to buy him new shirt and trousers. He also needed a new pair of shoes. His mother agreed. Besides, she also wanted to buy some necessary items for the holiday celebration.

When they went there, the supermarket was crowded. Despite the crowd, the supermarket was clean and all the products were arranged neatly and in good order. This made the customers find it easier to get things they needed.

2. Give the students a purpose for reading by telling them: “Now you’re going to read about the shopping experiences of two children, Rina who lives in Sumberrejo Village, and Randy who lives in Malang downtown. Then you talk about whether or not they are like you.”
3. After the students have read the two readings, ask them some questions, such as:
 - Which one are you like, Rina or Randy?
 - Do you do the same things she/he does?
 - What are the differences and similarities between what you do and what she/he does in the readings?

ACTIVITY 3: Comparing Traditional Markets and Supermarkets/Malls

(10 minutes)

Ask students to recall their experiences of going to traditional markets as well as supermarkets. Have them mention the differences of those two places by filling in the following table (if possible, write the table on the board).

No.	Differences	
	Traditional Markets	Supermarkets
1.		
2.		
3.		
4.		
5.		

ACTIVITY 4: Students' Preferences

(10 minutes)

Based on those differences, fill in the table below telling about your preference of going shopping with your mother before the “Idul Fitri” celebration.

Name: _____
Address: _____
School: _____
I prefer going to _____ (a traditional market/supermarket*) because:
1. _____
2. _____
3. _____
4. _____
5. _____
*Choose your preference.

ACTIVITY 5: Follow-up (Homework)

Ask students to write a short paragraph telling about their own experience of shopping with their mother in the previous year by using simple past.

TITLE OF UNIT	IDUL FITRI CELEBRATION IN EAST JAVA
TITLE OF LESSON 2	HELPING MOTHER TO MAKE REFRESHMENTS
BY	Lilis Lestari Wilujeng

STUDENT PROFILE	Novice High (ACTFL), ages 9-10, the 4th grade of elementary school
SKILLS TO BE EMPHASIZED	Integrated skills
CONTENT	<p>TARGET STRUCTURE:</p> <p>Imperative: Take ...</p> <p>Position: in the drawer, on the table, etc.</p> <p>TARGET VOCABULARY:</p> <p>Terms on refreshments: <i>chocolate chips, cookies, syrup, etc.</i></p> <p>Terms on cooking: <i>oven, mixer, frying pan, flour, eggs, vanilla flavour, oil, etc.</i></p>
OBJECTIVES	<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> • use imperatives in asking people to do things. • know the terms on cookingwares and refreshments. • comprehend reading materials.
MATERIALS	<ul style="list-style-type: none"> • Pictures of snacks, traditional and modern ones • Kitchen Vocabulary Flashcards (<i>attached separately</i>) • highlight pen, pencil
SOURCES	<ul style="list-style-type: none"> • Fuchs, Joanna. <i>Child Holiday Poem</i>. March 10, 2011. Retrieved from: http://www.poemsource.com/holiday-poems.html • <i>Around the House - Bedroom, Bathroom, Kitchen</i>. Kitchen Vocabulary Flashcards. March 10, 2011. Retrieved from http://www.teachchildrenesl.com/flashcards.htm

ACTIVITY 1: Warm-up

(5 minutes)

1. Make the copy of this poem and distribute to students, or write it on the whiteboard.
2. Have one student recite the poem aloud.
3. When finished, ask all students to say what they think about the poem, such as:
 - What is the poem about?
 - Do you like the poem?
 - Who is speaking in the poem?
 - What does the speaker talk about?
 - Is the speaker happy? Why?

Child Holiday Poem

My mom is cooking holiday treats;
My dad is spending money;

They think they've hidden all the gifts;
 It's really pretty funny.
 Now Mom and Dad are whispering;
 They imagine I don't hear.
 I'm really all excited;
 It's a happy time of year.
 I've made my holiday gift list;
 Whatever I get, I'll be glad
 To be a part of my family,
 And the best holiday I've had!

By Joanna Fuchs

ACTIVITY 2: Vocabulary Build

(10 minutes)

1. Show them the kitchen vocabulary flashcards and, if possible, pictures/photos of traditional and modern snacks/cookies. Make sure that the pictures are colorful and attractive.
2. Ask students to do the activity below, to build their vocabulary.
3. Copy or draw the following grids on the whiteboard.

From the following list of words, highlight or circle the cooking utensils:

stove	mango	glass	salt
sugar	frying pan	peppers	oven
spatula	juicer	mixer	onion
blender	wrist watch	egg	stock pot
magic com	bowl	spoon	sprouts

Or, circle the words referring to familiar refreshments mother will make or buy to prepare the *Idul Fitri* celebration from the following list:

raisins	boat	biscuits	paintings
ambulance	crackers	shoes	candies
cookies	bag	syrup	sand
pencil	chocolate chips	paper	banana chips

ACTIVITY 3: Mom's orders

(25 minutes)

1. Ask students to do the following activity in pairs.
2. There are two parts of the reading materials, i.e. Part A and part B.

- Part A is for the first student, Part B is for the second student.
- Ask them to pay attention to the use of imperatives, by instructing, “Class, in the reading material you are holding now, you can see that mother always asks Rina to do something by using imperatives. Imperative is usually used in the first verb form (V1), like *go to school*, *write this*, *close the window*, etc.”

PART A	PART B
<p>On the third day before the Idul Fitri, Rina returned home from school. She saw that mother was so busy preparing to make some refreshments for the holiday. Knowing that her daughter has returned home, mother asked her for help.</p> <p>Mother: <u>Come</u> here, Rina. <u>Help</u> me.</p> <p>Rina: Sure, Mom, what is it?</p> <p>Mother: <u>Take</u> some eggs from refrigerator for the cookies, and a small bottle of vanilla. <u>Take care</u>, since they are fragile.</p> <p>Rina: Where is the vanilla, Mom?</p> <p>Mother: In the drawer.</p> <p>Rina: What cookies will you make, Mom?</p> <p>Mother: Later you will see. <u>Take</u> also a plastic of sugar from the cupboard in the diningroom. <u>Put</u> it in that glass.</p> <p>Rina: Ok.</p> <p>Mother: Thank you, dear.</p>	<p>On the second day before the Idul Fitri, Rina returned home from another village. She saw that mother was so busy preparing to make some refreshments for the holiday. Knowing that her daughter has returned home, mother asked her for help.</p> <p>Mother: <u>Come</u> here, Rina. <u>Help</u> me.</p> <p>Rina: Sure, Mom, what is it?</p> <p>Mother: <u>Take</u> some butter from fridge for the cake, and a big bottle of melon syrup. Be careful with the bottle. Don't drop it.</p> <p>Rina: Where is the syrup, Mom?</p> <p>Mother: On the table.</p> <p>Rina: What cookies will you make, Mom?</p> <p>Mother: Later you will see. <u>Take</u> also a plastic of chocolate chips from the cupboard in the kitchen. <u>Put</u> them in the bowl.</p> <p>Rina: Ok.</p> <p>Mother: Thank you, dear.</p>

- Ask students to find the similarities as well as the differences of the two passages.
- Have students fill in the following table:

The similarities	The differences
<p>e.g. Both passages tell about Rina and his mother in preparing the refreshments for the Idul Fitri celebration.</p> <p>1. _____</p> <p>2. _____</p>	<p>e.g. In Part A, it happened on the third day before the celebration, in Part B it happened on the second day.</p> <p>1. _____</p> <p>2. _____</p>

3. _____	3. _____
4. _____	4. _____

ACTIVITY 4: Evaluation

(10 minutes)

Assign each student to produce two/three examples of imperatives and say them to other students, e.g. “Cook this meal!”, “Open the door for the guests!”, “Shake hand with your grandmother.”

ACTIVITY 5: Follow-up

Ask them to write a simple recipe of their favorite cookies or meals. In so doing, they can ask their mother, grandmother, sisters, or aunts to help. Don’t forget to ask them to use imperatives in the instructions of cooking the meals.

TITLE OF UNIT	<i>IDUL FITRI CELEBRATION IN EAST JAVA</i>
TITLE OF LESSON 3	SENDING GREETING CARDS TO FRIENDS AND RELATIVES BEFORE <i>IDUL FITRI</i>
BY	Lilis Lestari Wilujeng
STUDENT PROFILE	Novice High (ACTFL), ages 9-10, the 4th grade of elementary school
SKILLS TO BE EMPHASIZED	Integrated skills
CONTENT	TARGET STRUCTURE Imperative: <i>First of all, do this, then stick the picture ...etc.</i> TARGET VOCABULARY <i>First of all, do this, then stick the picture ... etc.</i> <i>Dear ...; I would like to wish you ...; Regards, Yours; Thank you in advance.</i>
OBJECTIVES	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> • write their own greeting cards • write greeting, body and signature in a greeting card • use imperatives
MATERIALS	Greeting cards, sheets of colored paper, pictures on mosques, glue, colored pencils, scissors

ACTIVITY 1: Warm-up

(5 minutes)

Show some examples of printed greeting cards; this becomes a basis for the teacher to assign students to make their own cards using the aforementioned materials. Students can do this individually, in pairs, or in groups if the materials are limited.

While showing the examples of greeting cards, raise some questions they have to answer, such as:

- Do you always send greeting cards to your friends and relatives on holiday celebration?
- What holiday do you usually send greeting cards?
- Do you always make your own greeting cards? or
- Do you always buy them somewhere?

ACTIVITY 2: Make an Own Greeting Card

(15 minutes)

1. If it has to be done individually, assign students to prepare their own materials.
2. Give examples of steps to make their own greeting cards.
3. Make sure that each student has the opportunity to develop their own preference on the appearance of their greeting cards.
4. Add or glue some relevant pictures on the front part of the card.
5. During this activity, all the instructions have to be consistently given in English. Mention all the necessary materials as understandable as possible.

ACTIVITY 3: Write the Greeting Card

(10 minutes)

1. When the students succeed in making their own greeting cards, assign them to write their expressions on them.
2. Give examples of good ways in writing mails/greeting cards, in terms of opening/greeting, body and closing/signature.

For instance:

Greeting	<ul style="list-style-type: none">• Dear ...• My Dear ...
Body	<ul style="list-style-type: none">• I wish you ...• I would like to ...• On this great occasion, allow me to ...
Closing/Signature	<ul style="list-style-type: none">• Regards,• Yours,• Sincerely yours,• With love,

ACTIVITY 4: Go to the Post Office

(15 minutes)

1. After finishing their greeting cards, the students are assigned to imagine that they have to send them via post office.
2. Divide the class into several groups consisting of 3-4 members each. Assign one student to be the postman, and the others be the customers.
3. Have them create a role play about a postman serving the customers who want to buy stamps and put the greeting cards in the right box.
4. Ask them to act the conversation in the group.

ACTIVITY 5: Evaluation

(5 minutes)

1. Have students go back to their greeting cards and reread what they wrote.
2. Ask students to correct their sentences, the spelling and grammar.
3. Ask students to bring their hand-made greeting cards home, and show this accomplishment to their parents.

ACTIVITY 6: Follow-up

Assign students to go to bookstores to buy the printed greeting cards, then ask them to write the greeting, body, and closing/signature for a special person in their lives. Ask them to submit it to the teacher, and the results will be displayed in the classroom. If possible, find a leaveless branch of a tree, hang those cards using golden string, put the leaveless tree full of cards at the corner of the class, like a Christmas tree.

TITLE OF UNIT	<i>IDUL FITRI CELEBRATION IN EAST JAVA</i>
TITLE OF LESSON 1	<i>VISITING RELATIVES ON IDUL FITRI DAY</i>
BY	Lilis Lestari Wilujeng
STUDENT PROFILE	Novice High (ACTFL), ages 9-10, the 4th grade of elementary school
SKILLS TO BE EMPHASIZED	Integrated skills
CONTENT	TARGET STRUCTURE Preposition: <i>by</i> (car, motorcycle, bus, train, plane), <i>on foot</i> Direction: <i>turn right, turn left, across the street, next to, in front of, behind, etc.</i> TARGET VOCABULARY Distance: <i>5 kilometers away from my house, very far away, around 100 kms from my village, nearby, etc.</i>

	<p>Greetings: <i>Good morning, good afternoon, good evening, good bye.</i></p> <p>Polite expressions:</p> <p><i>How are you? How is your family?; We are fine, alright, OK.</i></p>
OBJECTIVES	<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> • use preposition by + vehicle to express the way they get to a certain location. • name kinds of vehicles. • say greetings. • start a conversation.
MATERIALS	Sheets of colored paper, colored pencils, scissors

ACTIVITY 1: Warm-up

(5 minutes)

Say this to students:

“Class, today we are going to talk about your visit to relatives on Idul Fitri day. First of all, however, answer the following questions to help you recall your experiences while visiting your relatives.”

- Did you frequently visit your relatives on Idul Fitri day?
- Why did you do so?
- With whom did you go?
- How did you go there?
- Was the house of your relative far from that of yours?
- Can you still remember the direction to go there?

ACTIVITY 2: Vehicles

(15 minutes)

1. Divide the class into groups of three.
2. Using literacy center, provide the aforementioned materials on their table.
3. Ask each student to draw the vehicle they used to go to their relative’s house during *Idul Fitri*.
4. When the drawing is finished, ask them to write the name of the vehicle on it.
5. Assign students individually to write a story in a piece of paper about how they went to the house of their relatives.
6. Have them tell the story to other students within the group. Here is an example of what they have to say: “Last year, on *Idul Fitri* day, I visited a relative who lived inI went there with my and We went there by It was fantastic.
7. If the students find difficulties in expressing things in English, make sure that you are the person to consult.

ACTIVITY 3: Distance and Direction

(10 minutes)

1. At this point, divide the class in pairs.
2. Ask students to figure out the distance and direction to the houses of their relatives.
3. In the whiteboard, write lists of expressions to give direction and distance, such as:

Distance	Direction
<ul style="list-style-type: none"> • It's far. • It's quite a distance. • It's one kilometer away from my house. • It's nearby my house. 	<ul style="list-style-type: none"> • Go straight ahead. • Turn left. • Turn right. • Go the other way around. • It's in front of ...

4. Assign students to draw a simple map to the relative's house.
5. Ask them to use the map to tell the direction to the relative's house to their partner.

ACTIVITY 4: Conversation (15 minutes)

1. Ask students to tell their experiences of visiting their relatives in L1 (so that their stories can go fluently).
2. Ask them what they usually talk about while paying a visit on *Idul Fitri* day.
3. Later on, give the copy of the following conversation to all students.

Rina	Good afternoon Anybody home?
Uncle Tony	<p><i>(After a while)</i></p> <p>Hi, Rina. Good afternoon. Come in. Long time no see, you know. Sit down, please. <i>MinalAidinWalFaizin</i>.</p> <p><i>(They shake hands)</i></p>
Rina	<i>MinalAidinWalFaizin</i> . Thank you, Uncle.
Uncle Tony	Well, I'm glad to meet you again. Are you all by yourself?
Rina	Yes, I am. My mother sends her regards to you and auntie. She also wants to apologize for not being able to come here and meet you in person because there are a lot of guests at home.
Uncle Tony	It's alright. I am aware that on this <i>Idul Fitri</i> celebration everybody is busy. I think you already represent your family.
Rina	Yup, I think so.
Uncle Tony	How is your family?
Rina	They are all fine, thank you.

Uncle Tony	<p>Hmm. Good to know that.</p> <p>By the way, you look so tired. Have some coffee or tea. Here there is also refreshments. Have some!</p>
Rina	<p>Thank you, Uncle, but allow me first to see auntie back there. I miss her so much.</p>
Uncle Tony	<p>Alright, then. Go there, and bring all your luggage to the bedroom before seeing your auntie in the kitchen.</p> <p><i>(Then Rina went to the kitchen to see her auntie by bringing all her luggage.)</i></p>

4. Ask students to have a role play based on the conversation above (in pairs).
5. Make sure that they can memorise all the expressions.

ACTIVITY 5: Evaluation

(5 minutes)

Make sure that the students comprehend the previous three practices by raising questions again concerning **vehicles**, **distance and direction**, and **conversation**, such as:

- How do you usually go to ... (any place)?
- How far is your house from ... (any place)?
- Can you give me direction from your house to ... (any place) ?
- What greetings will you say when you see someone in the morning (in the afternoon, in the evening)?

Appendix 1

Kitchen Vocabulary Flashcards are attached separately.

Concluding Remarks

From the previous headings and elaboration, it is expected that a thematic unit lesson can be an alternative way of teaching and learning in the realm of TEYL. EYLs' teachers have to try every possible way to make that process run well, since in so doing, they place the instruction into a living laboratory, where students' attention is focused on conveying and receiving authentic messages, through interaction between people who have something to share. For this, again, the teachers' role is to be the ones who create it as to allow students' brain to identify patterns and make connections, to link new information to existing knowledge for effective storage and recall.

References

- American Council for the Teaching of Foreign Languages.(1983). *ACTFL Proficiency Guidelines*. Revised 1985. Hastings-on-Hudson, NY: ACTFL Materials Center
- _____. *Around the House - Bedroom, Bathroom, Kitchen*. Kitchen Vocabulary Flashcards.
March 10, 2011. Retrieved from <http://www.teachchildrenesl.com/flashcards.htm>
- Crandall, J. (1994). Content – Centered Language Learning. In *Center for Applied Linguistics*. Retrieved from <http://www.cal.org/resources/digest/cranda01.html>
- Curtain, H., & Dahlberg, C.A. (2010). Connecting content with language and culture content-related instruction. *Languages and children: Making the match* (4th ed.). New York: Pearson Allyn & Bacon.
- Curtain, H., & Dahlberg, C.A. (2010). Creating an environment for communication. *Languages and children: Making the match* (4th ed.). New York: Pearson Allyn & Bacon.
- Curtain, H., & Dahlberg, C.A. (2010). Integrated, thematic planning for curriculum, unit, and lesson design. *Languages and children: Making the match* (4th ed.). New York: Pearson Allyn & Bacon.
- Fuchs, Joanna. *Child Holiday Poem*. March 10, 2011. Retrieved from: <http://www.poemsource.com/holiday-poems.html>