**INTEGRATED SYLLABUS**

***GUESS WHAT!* *4***

**Primary Education**

**Foreign language: English**

**Year 4**

**Curricular project, teaching syllabus and programme of classroom activities**

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**1.** **SCHOOL AND DEPARTMENT INFORMATION**

* **School information**

School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Town / City\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Postcode \_\_\_\_\_\_\_\_\_\_

* **Groups**

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| **Stages** | **Number of students** | **Number of groups** |
| Primary 1 |  |  |

* **Students’ profile**

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Geographical profile (city areas, outskirts, rural areas)

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Number of students with specific needs

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* **Criteria for grouping students**

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* **General needs**

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* **Specific needs for each group**

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* **Devices available in the school**
* TV and DVD
* CD player
* Video camera
* Computers
* Interactive whiteboard
* Projector
* **School facilities**
* Language classroom
* Language laboratory
* Computer room
* Gym
* Library
* **Organisation within the classroom**
* Arrangement of desks in rows
* Arrangement of desks in a semicircle
* Specific corners: reading, cross-curricular topics, games, crafts, etc.
* **Visits and activities out of school**

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Teachers \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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* **Class timetables**

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Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**2.** **METHODOLOGY**

**2.1. THEORETICAL JUSTIFICATION**

The transformation of society since the end of the 19th century has implied many changes in different areas of life. Globalisation has resulted in new education challenges that must be taken into account from a very early age.

New learning and assessment approaches are currently needed and put forward, which involve a change in the tasks that pupils must solve as well as innovative methodological approaches. Competences are a combination of practical skills, knowledge, motivation, ethical values, attitudes, feelings and other social and behavioural elements which together help to achieve effective action. They also refer to practical knowledge, acquired through active participation in social practices that can be developed both in formal educational contexts, through the curriculum, and in non-formal and informal educational contexts.

The role of teachers is paramount as they must be capable of designing tasks or learning situations which enable problem-solving, applying acquired knowledge and encouraging pupils’ involvement.

With their everyday teaching practice, teachers are the actual driving force for change in their educational environment. Schools and their management teams put this change into action in order to improve the quality of the education system.

By the time pupils finish this stage, they should have acquired knowledge, competences and skills, individual and team working habits in terms of effort and responsibility, as well as self-confidence, critical sense, personal initiative, curiosity, interest and creativity in learning, and entrepreneurship. All these factors will enable them to move on to the next stage of their education.

**Foreign language**

One of the main aims of education is to provide citizens with useful tools at an early age to develop competences which allow them to suitably adapt to an increasingly interdependent and global society.

In this way, learning foreign languages is particularly relevant since the ability to communicate is the first requirement an individual must fulfil to function effectively in an increasingly multicultural and multilingual context. This has been acknowledged by all European Union governments, which over the past years have programmed several joint actions regarding education in order to enable citizens to learn at least two languages besides their mother tongue. Moreover, Spanish legislation has also emphasised the focus placed on the ability to communicate in one or more foreign languages, which is one of the goals to which our current education system is addressed.

**Methodological guidelines**

In general, the approach when studying the subject must be communicative. Therefore, elements in the curriculum will be based on the desired communication processes, which in the case of Primary Education must adapt to the characteristics and needs of the students. Integrating all these aspects and based on this idea, the curriculum is structured around language activities, as published in the BOE-A-2014-4626 *BOLETÍN OFICIAL DEL ESTADO* (Official Spanish Gazette) No. 106, Thursday 1st May 2014, Section I, Page 34144, and as described in the **Common European Framework of Reference for Languages**: comprehension and production (expression and interaction) of oral and written texts.

*Guess What!* takes all these aspects into consideration and has been developed along the lines of the following legal documents:

* Organic Law for the Improvement of Educational Quality 8/2013 of 9 December (LOMCE)
* Royal Decree 1105/2014 of 26 December, in which the basic curriculum for Primary Education is established.

**2.2. METHODOLOGY IN THE PROJECT *GUESS WHAT! 4***

*Guess What!* is an innovative six-level course for primary age pupils learning English who want to learn about the world around them as they do so. *Guess What!* aims to motivate pupils and excite young minds, to feed their natural inquisitiveness about the world and fuel their imaginations. It offers a well-paced syllabus with clearly marked goals for language learning, but also aims to develop pupils’ learning and life skills in a broader sense, with opportunities for learning across the wider curriculum, as well as exploring social skills and values.

*Guess What!* has been written with the busy teacher in mind, and offers clear lesson planning with flexibility for teachers with between two and four lessons per week.

**The global classroom**

With the use of stunning international photos, and an emphasis on real-life contexts, *Guess What!* brings the world into the English classroom. Pupils learn and are motivated to practise new language by following the examples of real children shown at home, at school, on holiday, on exciting trips or in different leisure activities. By using photos from around the world, pupils are encouraged to engage with each topic in a broad sense and make cross-cultural comparisons.

**An imaginative journey**

The realm of fantasy and imagination is as important to young learners as discovering the world around them. *Guess What!* uses engaging characters and fun and exciting stories to fuel pupils’ imaginations. In *Guess What!* Level 4, pupils follow the exciting adventures of Tom, Lily, Lucas, Anna and Max, the football-playing dog, as they receive a new challenge every week.

**Comprehensive development of the four language skills**

Pupils need to be skilled in reading, listening, speaking and writing in order to use language effectively. The varied activities in *Guess What!* provide plenty of opportunities for pupils to practise all four skills, and there is a specially formulated skills page in every unit. In *Guess What!* Level 4, the motivating skills topics include planning a talent show, making a healthy drink and talking about festivals.

Speaking skills

Speaking skills are further developed in functional language and pronunciation activities. In the *Talk time* feature, pupils learn and practise a simple and useful functional dialogue, such as asking for directions or offering to help. Then with the innovative *Say it!* feature, pupils enjoy learning about real animals at the same time as practising their pronunciation.

**Thinking skills**

*Guess What!* aims to encourage pupils to become keen thinkers as well as good language learners. Activity types develop a range of thinking skills including: observation, concentration, prediction and guessing, using memory, sequencing and classifying. Regular thinking skills activities are clearly signposted in the material, using the think icon. The inclusion of Content and Language Integrated Learning activities (CLIL) also encourages wider thinking and knowledge across the primary curriculum.

**Preparing pupils for the Cambridge English: Young Learners (YLE) tests**

The language syllabus in *Guess What!* is well-paced and achievable, with plenty of recycling built in throughout the course. *Guess What!* supports pupils aiming to take the Cambridge English: Young Learners (YLE) tests. By the end of *Guess What!* Level 4, pupils will have covered the Starters syllabus and made a start on the Movers syllabus.

***GUESS WHAT!* LEVEL 4 COMPONENTS**

**Pupil’s Book**

The 104-page full-colour and highly photographic Pupil’s Book contains:

* A WelcomeUnit which introduces the *Guess What!* characters and revises key language from previous years of learning English, as well as introducing some new language.
* Eight further teaching units, each presenting new language within a topic of interest to pupils of this age.
* Four review spreads, designed to be used after every two main teaching units.

Each unit opens with an eye-catching photographic spread, followed by eight easy-to-use, single-lesson pages, which contain:

* Engaging topics and presentation contexts.
* Clear progression from presentation to practice in each lesson.
* A wide variety of activities, including humorous contextual dialogues, songs, chants, games and communicative activities, functional dialogues and role play, pronunciation activities, listening activities and reading texts.
* An exciting story adventure with value and practice activities.
* A Skills page which covers reading, writing, speaking and listening.
* Two pages of CLIL activities.
* Regular activities to develop a range of thinking skills.
* About Me activities for pupils to personalise their language learning.

**Activity Book with Online Resources**

The 96-page full-colour Activity Book provides further consolidation of all the language and topics presented in the Pupil’s Book. It can be used at home or in class and contains:

* Nine units and four reviews, following the same easy-to-use single-lesson format as the Pupil’s Book.
* Puzzles, matching and task-based activities, providing reading and writing practice at word and sentence level, with extended writing practice on the Skills page.
* An Evaluation providing a record of learning for each unit.
* A full-colour Picture dictionary.
* A puzzle page feature.
* Regular Think and About Me activities.
* An access code to the Online Resources, which include games and extra grammar, vocabulary and writing activities for every unit. Pupil’s online work can be tracked and reviewed by the teacher. Teachers can register for free at [www.cambridgelms.org/primary](http://www.cambridgelms.org/primary).

**Audio CDs**

The two Audio CDs contain all the recorded material for the Pupil’s Book, including the songs (with karaoke versions), chants and stories. The audio script is included in each lesson in the teaching notes, when it is not seen on the Pupil’s Book page.

**Teacher’s Book with DVD**

The 224-page Teacher’s Book is interleaved with the Pupil’s Book. It has been written with the busy teacher in mind and provides:

* Step by step guidance for each lesson in the teaching notes. This includes a summary of lesson aims and materials needed, a simple warmer and end of lesson activity, clear instructions for using the Pupil’s Book and Activity Book, audio scripts, answer keys and suggested classroom instructions for you to use with your class.
* Photocopiable word cards for each unit to match the flashcards. Ideas for using the word cards are provided in the teaching notes.
* Extra games and activities for every lesson, as well as a Games bank which can be used as a dip-in resource.
* A DVD. This contains the videos for the CLIL lessons.
* A timetable with a suggested pathway through the course dependent on the number of lesson taught per week.

**Teacher’s Resource and Tests CD-ROM**

The Teacher’s Resource and Tests CD-ROM contains 106 pages of optional photocopiable material for you to use alongside *Guess What!* Levels 3 and 4. You can dip in and choose the material at different times, depending on the specific needs of your class. For *Guess What!* Level 4, the CD-ROM provides 53 pages of additional material, as follows:

* Nine two-page Unit tests, which evaluate pupil’s progress in each unit. These cover the core vocabulary and grammar structures of each unit, with listening and speaking activities on the first page, and reading and writing activities on the second page.
* Four two-page Review tests which evaluate pupil’s progress. These can be used after each review spread, and also provide practice in listening, speaking, reading and writing skills.
* 27 pages of extra worksheets (three pages per unit). These provide extra reinforcement activities for the core vocabulary and grammar structures of each unit.

**Presentation Plus**

Presentation Plus includes Interactive Whiteboard tools, a fully interactive Pupil’s Book and Activity Book, digital versions of the Teacher’s Book, a multimedia library including video from the DVD, Teacher’s Resource and Tests CD-ROM, Audio CD and access to online teacher training support. Presentation Plus enables you to plan your lessons ‘paper-free’ from a tablet, or computer.

**Flashcards**

There are 88 flashcards to accompany *Guess What!* Level 4. They illustrate the key vocabulary from the main teaching units. Ideas for using the flashcards in class are included in the main teaching notes and in the Games bank.

**The Cambridge Teacher**

*The Cambridge Teacher* ([www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)) provides additional support materials for teachers: extra resources, access to digital products, and the latest news and developments in English teaching.

**TOUR OF A UNIT**

*Guess What!* Level 4 has nine teaching units, each divided into eight lessons along with an introduction to the topic. In addition, there are four review spreads of two lessons each. As well as offering further practice, the Activity Book provides a Picture dictionary and Evaluations. There are further additional resources on the Teacher’s Resource and Tests CD-ROM.

**Unit introduction**

The topic of the unit is introduced with a double-page highly engaging photograph, chosen to stimulate children’s imaginations and to encourage them to relate the topic to the wider world. The teaching notes for each unit suggest ways of exploiting the photos. This introduction can be included as part of Lesson 1, or as a separate introductory lesson.

**Lesson 1: presentation and practice of vocabulary**

New vocabulary is presented in the context of a colourful illustration featuring the *Guess What!* characters. This is accompanied by a short and lively dialogue on the Audio CD. Pupils will listen and repeat the vocabulary as well as reading the vocabulary labels on the page. Pupils then use the new vocabulary in guessing games and activities, which also recycle language from previous units.

* The flashcards and word cards can also be used to present new words and revise them in a variety of games.
* The Activity Book provides further practice in puzzles and reading activities. Pupils are also directed to the Picture dictionary at the end of this lesson.
* There is an additional vocabulary worksheet available in the Teacher’s Resource CD-ROM.

**Lesson 2: presentation and practice of grammar 1**

The first new grammar point of the unit is presented in a lively song, which also reuses the unit vocabulary. The activities on the page follow a clear and enjoyable path from presentation, through practice to production. Pupils are supported through their learning with example speech bubbles on the page and the new grammar point is summarised at the bottom of the page in the Remember! box.

* The Activity Book provides a variety of reading and writing activities and puzzles, designed to consolidate the target grammar.
* There is an additional grammar worksheet available in the Teacher’s Resource and Tests CD-ROM.

**Lesson 3: presentation and practice of grammar 2**

The second new grammar point is presented in a short dialogue illustrated by photos of children using English in real and engaging contexts. Pupils progress from this context to active production, and can then consolidate the grammar using a motivating chant. Pupils are supported through their learning with example speech bubbles on the page and the new grammar point is summarised at the bottom of the page in the Remember! box.

* The Activity Book provides a variety of reading and writing activities and puzzles, designed to consolidate the target grammar.
* There is an additional grammar worksheet available in the Teacher’s Resource and Tests CD-ROM.

**Lesson 4: skills**

Pupils consolidate and extend the language of the unit with a motivating skills topic chosen to appeal to children of this age. Alternate units offer a task-based reading or listening activity, followed by questions designed to stimulate discussion and speaking practice using language pupils are familiar with.

* The Activity Book provides further reading and speaking practice, before leading into an extended writing activity.

**Lesson 5: story and values**

Pupils consolidate and extend their learning further with a dynamic cartoon strip story featuring the *Guess What*! characters. Each story introduces a social value in a light-hearted way, as well as a functional dialogue which pupils practise more fully in Lesson 6.

* The Activity Book provides story sequencing and comprehension activities as well as a values activity.

**Lesson 6: *Talk time* and *Say It!***

Pupils practise and customise a functional dialogue, first introduced in the story and then applied in this lesson to real world contexts. By choosing words to substitute in the functional language, pupils learn how the function can be used in different contexts of their own lives. Pupils will also focus on and practise a specific English sound in the engaging context of a true sentence about an animal.

**Lesson 7: CLIL (Content and Language Integrated Learning)**

Pupils explore a fascinating topic selected from primary school subjects across the curriculum. Pupils use the stimulating introductory photo to engage with the topic and share any knowledge they already have. They then learn some new vocabulary and watch a short dynamic video, which is provided on the DVD with the Teacher’s Book. Instructions for using the video and the video script are provided on pages TB124–128.

* The Activity Book provides further activities exploring the CLIL topic.

**Lesson 8: CLIL project and evaluation**

Pupils work together to do a simple project activity linked to the CLIL topic. The project types vary from unit to unit and include a fact file, a mind map, craft activities, a weather chart, a shape poem and posters.

* Pupils then complete an evaluation in the Activity Book.

**Review lessons (after every second unit)**

Language is consolidated through real-life topics, such as weekend activities, jobs, food and cooking and weather.

Varied activities include word puzzles, task-based listening, reading and speaking tasks and a full-page board game with clearly marked linguistic aims

**2.3. SOCIAL VALUES**

An understanding of social values gives young learners the skills they need to be successful in life. They need to learn about how to behave with other people, as well as taking responsibility for themselves and the world around them. Stories, fairy tales and fables have traditionally been used to promote social values in a way that children relate to and find interesting. The stories in *Guess What!* build on this tradition. Each story episode illustrates a social value for pupils to discuss and apply to their own behaviour.

The social values covered in *Guess What!* Level 4 include the following:

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| **Unit** | **Values in *Guess What! 4*** |
| Welcome back! | Value the importance of getting involved with your local community. |
| 1 | Value the importance of allowing others to work. |
| 2 | Value the importance of cycling safely. |
| 3 | Value the importance of taking care of pets and animals. |
| 4 | Value the importance of looking after nature. |
| 5 | Value the importance of being clean around food. |
| 6 | Value the importance of being a good sport. |
| 7 | Value the importance of looking after your possessions. |
| 8 | Value the importance of working hard and trying your best. |

**2.4. CLIL (Content and Language Integrated Learning)**

CLILstands for Content and Language Integrated Learning and refers to teaching different subjects to pupils through a foreign language.

The CLIL material in *Guess What!* has been selected from popular primary school subjects across the curriculum. Teachers can therefore integrate learners’ understanding of age-related subject concepts while developing their English language skills. *Guess What!* offers CLIL learning with the combination of materials in the Pupils’ Book and Activity Book.

The two CLIL pages at the end of each unit in *Guess What!* are selected from primary school subjects across the curriculum. The subjects chosen for Levels 3 and 4 are the popular CLIL subjects of Art, Geography, Maths, Physical Education, Science, History and Music. With the CLIL pages, teachers can develop pupils’ understanding of age-related subject concepts while also developing their English language skills.

In order to integrate content and language meaningfully, each CLIL subject is supported with a short, dynamic video. Pupils can therefore watch and listen to highly contextualised, supportive CLIL input chosen from the real world outside the classroom. This innovative approach provides a language-rich experience and develops pupils’ listening skills while they process subject content. The video and book activities also develop pupils’ thinking processes by helping them to:

* understand, recognise and produce new subject-specific vocabulary (Activity 1)
* develop lower-order processing skills, such as remembering, identifying and comparing new subject-specific vocabulary presented in the Pupil’s Book and then seen in the video (Activity 2)
* recognise new concepts and interpret what is shown in the pictures (Activity 3)
* develop higher-order processing skills, such as critical and creative thinking (Activity 4)
* generate ideas through planning and produce subject-specific projects (Activity 5)

What is new and different about CLIL in *Guess What!* Levels 3 and 4 is that pupils build on their knowledge of subject concepts presented in the Pupil’s Book and videos for Levels 1 and 2. Pupils also build on their subject knowledge as they work through Levels 3 and 4. Many of these subject concepts match what young learners study in their L1 curriculum. An example is the subject of Geography:

* Level 1: Pupils identify continents from a basic, colourful world map.
* Level 2: Pupils locate places in a town using a simple grid.
* Level 3: Pupils find out about different habitats from around the world.
* Level 4: Pupils explore extreme weather conditions around the world.

The development of subject concepts across all levels of *Guess What!* ensures pupils deepen their knowledge of both Geography and English language. The CLIL topic is related to the theme of each unit in the main Pupil’s Book.

In *Guess What! 4* we can find the following CLIL topics:

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| **Unit** | **CLIL in *Guess What! 4*** |
| Welcome back! | Art: patterns in art |
| 1 | Physical Education: body movements |
| 2 | Maths: 3D shapes |
| 3 | Social science: types of work and jobs |
| 4 | Natural science: animal groups of vertebrates |
| 5 | Natural science: different sources of water |
| 6 | Social science: uses of plants |
| 7 | History: building materials used in old buildings |
| 8 | Geography: the weather around the world |

**2.5. INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

Successful young learners need to be competent in Information and Communication Technology (ICT) and digital skills.

These can be combined with language practice by using the Online Resources and Presentation Plus in *Guess What!*

* **Online Resources**:the Activity Book includes an access code to the Online Resources. These resources include games and extra grammar, vocabulary and writing activities for every unit, and encourage individual work.
* **Presentation Plus**:digital teaching resources which will allow you to transform the classroom into an interactive learning environment, making it more attractive to pupils. Besides, these resources will help you to present the contents and prepare the lessons in advance. Presentation Plus includes Interactive Whiteboard tools, a fully interactive Pupil’s Book and Activity Book, digital versions of the Teacher’s Book, a multimedia library including video from the DVD, Teacher’s Resource and Tests CD-ROM, Audio CD and access to online teacher training support. Presentation Plus enables you to plan your lessons ‘paper-free’ from a tablet, or computer.

**3.** **OBJECTIVES OF THE STAGE**

According to the LOMCE, the curriculum is divided into the learning **objectives** for each subject area and educational stage; the **competences** or abilities to be acquired and the contents to be fully integrated in each subject area and educational stage in order to carry out activities and solve complex problems successfully and achieve the **contents** or knowledge base, abilities, skills and attitudes which contribute to the learning objectives of each subject area and educational stage; the **methodology** which includes a description of the teaching-learning process as well as its organization; **the learning standards and outcomes**; the **assessment criteria** showing the criteria for the attainment of the competences and the learning objectives of each subject area and educational stage.

The general objectives of the stage refer to the skills that children will need to develop in all subject areas[[1]](#footnote-1):

a). **Know and appreciate the values and norms of coexistence** and prepare for active citizenship and respect for the human rights and pluralism inherent in a democratic society.

b). **Develop habits of individual and team work**, effort and responsibility as well as attitudes of self-confidence, critical sense, personal initiative, curiosity, creativity and interest in learning, and entrepreneurship.

c) **Acquire skills for the prevention and peaceful resolution of conflict**, enabling them to function independently in the family and household, as well as in the social groups with which they will relate.

d) **Know, understand and respect different cultures and differences between people**, equal rights and opportunities for men and women and the non-discrimination of disabled people.

e) Know and make appropriate use of the Spanish language and, in its case, the co-official language of the Autonomous Community, and **develop reading habits**.

f) **Acquire, in at least one foreign language, basic communication skills** to enable them to express and understand simple messages and function in everyday situations.

g) **Develop basic Maths skills** and initiative in solving problems that require elementary operations of calculation, geometry and estimates, as well as in being able to apply them to situations in everyday life.

h) **Learn about the main aspects of Natural Science, Social Science, Geography, History and Culture.**

i) **Get started in the use of information and communication technology** to develop a critical mind to the messages they receive and produce.

j) **Use representation and artistic expression** and start to build visual proposals.

k) **Value the importance of health and hygiene** and the acceptance of one’s own body as well as that of others, respecting differences and using physical education and sport to encourage both personal and social development.

l) **Know and appreciate those animals** closest to us and adopt forms of behaviour that contribute to their preservation and care.

m) **Develop emotional skills** in all areas of personality in their relations with others and an attitude opposed to violence, prejudice and gender stereotype.

n) **Promote road safety education** and respectful attitudes for the prevention of traffic accidents.

**4. KEY COMPETENCES**

**4.1. KEY COMPETENCES IN THE CURRICULUM FOR PRIMARY EDUCATION**

In line with the European Parliament and Council's Recommendation 2006/962/EC, 18th December 2006, about key competences for lifelong learning, Decree 126/2014, 28th February, establishes a basic syllabus for Primary Education based on promoting learning by skills integrated in syllabus items.

These skills are taken to be "know-how" in the context of any academic, social or professional context. Learning using skills encourages learning and motivates learning as overall procedures for learning about each subject are acquired.

Learners should develop key competences throughout their compulsory education years, from primary to secondary. These skills help them realise their potential, become active citizens, successfully participate in adult life and be able to enjoy lifelong learning.

Each area of the curriculum facilitates the acquisition and development of these skills. Consequently, by working the various areas of the curriculum it is possible to achieve these objectives. Pupils are not limited to one specific subject or level. Factors for success include the way schools are organised or run, the style of teaching, how the key players in the educational community interact and what extracurricular or supplementary activities are available.

LOMCE uses the definitions of Key competences established by the European Union[[2]](#footnote-2):

* **Competence in linguistic communication** (CLC)
* **Mathematical competence and basic competences in science and technology** (MCST)
* **Digital competence** (DC)
* **Learning to learn** (LL)
* **Social and civic competences** (SCC)
* **Sense of initiative and entrepreneurship** (SIE)
* **Cultural awareness and expression** (CAE)

Connections between contents, skills and assessment criteria are described in Order ECD/65/2015. See section 5 of this document.

**4.2. CONTRIBUTION OF *GUESS WHAT!* TO THE ACQUISITION OF COMPETENCES**

Learning a foreign language leads to the acquisition of key competences in the same way other subjects do. This acquisition process takes place with an equal degree of intensity throughout each stage of a pupil’s time in the compulsory education system.

In an effective and systematic way ***Guess What!*** contributes to the acquisition of each basic skill. It does so within a communicative framework to guarantee that the competencies in the English language are achieved. This communicative focus spans the six levels of Primary Education.

The educational aims of ***Guess What!*** and its choice of content are designed to ensure the development and acquisition of these key competences.

* **Competence in linguistic communication** focuses on using the English language as a vehicle for spoken and written communication.

Boosting this skill by learning a foreign language means that pupils improve their ability to express themselves both orally and in writing. Pupils develop this skill by using the register and discourse appropriate to every linguistic situation that arises.

Pupils’ competence in linguistic communication improves as pupils recognise and gradually master the working rules of the foreign language. To help them, pupils can tap into their experience with their mother tongue and reflect on the language learning process.

***Guess What***! presents learners with activities that let them acquire and develop all four skills, both speaking and listening, and reading and writing, and always reinforcing the language learning with the grammar rules that underpin the English language.

* **Mathematical competence** refers to their ability to reason. It involves making judgements, making decisions and reaching conclusions through the problem solving process and the coherent application of logic. Also important here is the application of mathematical concepts to daily life.

To acquire this skill, pupils have to know about and use the numerical system and its symbols. Pupils must be familiar with ways of expressing and rationalising in numerical terms, while competence is linguistic communication allows them to reason, develop arguments, formulate hypotheses, as well as use deductive and inductive reasoning, etc.

The activities in ***Guess What!*** are often linked to mathematical processes. Pupils are exposed to reasoning and logic tasks, and even mathematical ones, both orally and in writing. Thus, the course helps develop and boost this ability.

* **Competences in science and technology** are about being able to understand events. It involves making predictions based on what has been heard or read, in relation to eating habits, health, the environment or being responsible consumers in their daily lives.

***Guess What!*** provides a large range of both spoken and written texts that have clear and detailed content on these issues, encouraging pupils to understand events and predict their consequences. Learners increase their skills in English and, at the same time, acquire this knowledge.

To acquire digital skills pupils have to be able to read, analyse and transmit the information found in all kinds of texts in English. Pupils must be able to pick out and organise the contents they hear and read. However, this skill is also directly connected with the integration of multimedia resources into the learning process.

With the Online Resources provided by the Activity Book, ***Guess What!*** helps learners become more competent in using digital technology. Moreover, there are texts in which handling information plays a crucial role, without undermining the other skills.

* **Competence in learning to learn** focus pupils’ attention on what is required of them in order to learn English. It also refers to the ability to memorise and self-evaluate. Both of these abilities are present in any leaning process in which pupils are asked to form hypotheses about the language using the rich variety of real-life examples presented in the texts.

***Guess What!*** challenges the pupils to engage actively in the learning process when dealing with any language content. It presents the linguistic rules subtly so that learners naturally make their own deductions and hypotheses, drawing on the principles of “universal grammar” inherent in language acquisition.

Furthermore, with the evaluation at the end of each unit in the Activity Book and the review lessons after every second unit, pupils are aware of their own progress and this, in turn, strengthens the **competence in learning to learn**.

Throughout the learning process***, Guess What!*** constantly encourages pupils to take part in cooperative learning, another pillar of learning to learn, and thus the English language becomes the medium for thinking so that reality is interpreted and represented.

* **Social and civic competences** are about discovering and becoming familiar with the different social and cultural foundations that underlie the English language. At the same time, focusing on values promotes responsibility, democratic citizenship, solidarity, tolerance, equality, respect and justice, as well helping others to overcome any time of discrimination.

***Guess What!*** presents cultural aspects, which deal not only with the society and customs of Britain but also of other areas of the English-speaking world. By using photos from around the world, pupils are encouraged to engage with each topic in a broad sense and make cross-cultural comparisons.

It also promotes respect and values within a constantly changing society where cultural pluralism stands out among the principles of the twenty-first century. The content of ***Guess What!*** complements the work done within the educational system to reinforce these values and, therefore, helps the pupils to acquire social and citizenship skills. Each story episode illustrates a social value for pupils to discuss and apply to their own behaviour.

* **Sense of initiative and entrepreneurship** means being able to approach the learning process in an autonomous way or, alternatively, to cooperate with others to achieve any task that is proposed.

***Guess What***!encourages pupils to work autonomously, heightening their sense of responsibility and self-awareness while at the same time encouraging creativity and imagination. In addition, given that assessment goes hand in hand with critical sense and that value judgements may be reached on an individual or group basis, the values of respect and understanding (towards themselves and their peers) are also strengthened.

Pupils take part in activities which allow them to reinforce their enterprising spirit and business sense using creativity, autonomy, initiative, team work, self-confidence and critical awareness**.**

* Discovery and self-enrichment are behind **cultural awareness and expression**. This skill develops the ability to understand and critically evaluate cultural and artistic manifestations. Like social and civic competences, this competence is about strengthening human values.

The methodological approach of ***Guess What!*** is interactive and not only does communication in English play a crucial role, but it is also the vehicle for teaching about other cultures and societies, as well as the values that guide them. This, in turn, helps teachers to carry out their own broader educational objectives at school. Throughout the course, widely varied cultural and artistic topics are covered through a range of activities.

The main objective of ***Guess What!*** is the acquisition of English and its culture. This language then serves as the medium for making judgements with coherent values about any manifestation of the English language, whether spoken or written. Thanks to the ample range of activities found in ***Guess What!***, ensures that all key competences will be acquired.

**4.3. DESCRIPTORS OF KEY COMPETENCES**

The **descriptors of key competences** we have set for this subject area in the third and fourth years of Primary Education are the following:

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| **Competence in linguistic communication** |
| **Listening**  CLC.1.Understand simple oral messages and instructions and recognise familiar words and linguistic structures.  CLC.2. Identify the gist and some specific information from a short situation from repeated visualisations of the oral text.  CLC.3. Recognise aural items such as accent, rhythm and correct intonation in familiar and varied contexts.  **Speaking**  CLC.4. Recite poems and sing a song with the right pronunciation and intonation.  CLC.5. Make simple oral presentations, previously prepared.  CLC.6. Cope in daily situations.  CLC.7. Take part in spoken interaction which arises spontaneously.  **Reading**  CLC.8. Identify relevant information on written posters and simple maps.  CLC.9. Understand the general idea and specific details about familiar subjects.  **Writing**  CLC.10. Reproduce simple sentences and texts using previously presented models.  CLC.11. Fill in a form or card with your personal data.  CLC.12. Write short letters, e-mails or postcards with personal information and information about your immediate surroundings. |
| **Mathematical competence and basic competences in science and technology** |
| MCST.1. Solve simple problems connected with familiar subjects.  MCST.2. Interpret and show simple statistical data on simple graphs and tables.  MCST.3. Order and classify data using appropriate criteria.  MCST.4. Recognise geometrical similarities and differences in everyday objects.  MCST.5. Take basic measurements using the appropriate instruments.  MCST.6. Solve puzzles and crosswords.  MCST.7. Use various techniques and items to build an object after planning the actions required to do so.  MCST.8. Identify and differentiate objects and resources in the immediate surroundings and what human beings do with them.  MCST.9. Respect nature and animals in the environment.  MCST.10.Be familiar with and follow healthy living practices |
| **Digital competence** |
| DC.1. Use ICT to reinforce and support learning English.  DC.2. Give short presentations and create in English using various formats and digital tools.  DC.3. Locate basic information on digital sources and formats. |

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| **Social and civic competences** |
| SCC.1. Take part in group activities with respect and interest and share opinions.  SCC.2. Show respect for your classmates and wait for your turn to speak.  SCC.3. Understand and value the use of English for communicating with other people and to find out about other cultures. |
| **Cultural awareness and expression** |
| CAE.1. Use artistic techniques and items in your presentations and projects.  CAE.2. Take an active part in the games, dances, songs and artistic activities in the classroom.  CAE.3. Show interest in and respect for the culture of English-speaking countries. |
| **Learning to learn** |
| LL.1. Use tools and resources, such as dictionaries and grammar books, to solve doubts.  LL.2. Show an interest in carrying out self-evaluation and correcting your own mistakes.  LL.3. Use basic comprehension and expression strategies to help carry out tasks. |
| **Sense of initiative and entrepreneurship** |
| SIE.1. Look for information to be able to complete your tasks individually.  SIE.2. Plan and check your work to be able to present it properly. |

**4.4. METHODOLOGY FOR COMPETENCE-BASED LEARNING AND TEACHING IN THE CLASSROOM**

The teaching and learning process requires **careful planning** of the results to achieve, clearly understanding the goals or objectives, the necessary resources, the most appropriate methodology and the learning assessment and feedback processes.

Didactic methods must be chosen according to the best possibilities to achieve the proposed targets and bearing in mind the factors conditioning the learning process.

The teaching-learning process is influenced by the type of subject, sociocultural factors, available resources and pupils’ characteristics. Therefore, teachers must use methods that adapt to these needs in order to encourage learning through competences.

Methods must be based on the idea **of teachers acting as counsellors, supporters and facilitators of the development of pupils’ competences**. Besides, these methods must focus on carrying out tasks or problem situations paying attention to the diversity of the classroom and respecting different learning styles and pace through individual and collaborative activities.

In the current inclusion process of competences as a key element in the curriculum, it is important to highlight that any methodology used by teachers in order to promote the development of pupils’ competences must always adapt to their initial competence level. Furthermore, it is essential to **sequence learning** in such a way that it starts from a simpler learning experience moving towards a more complex one.

One of the key elements in learning through competences is **sparking and maintaining children's motivation for the learning process**, what involves a new approach to the student's role, which must be active and autonomous, conscious of being responsible of their own learning process. In order to foster motivation for competence learning it is also necessary to apply **active and contextualised methodologies** which enable the implication and participation of all the students, and the acquisition and use of real life knowledge. Active methodologies must be supported by cooperative learningstructures, so that, through the joint resolution of tasks, the members of the group get to know the strategies used by their colleagues and are able to apply them to similar situations.

The **interactive strategies** are the most appropriate ones for a competence teaching-learning process, as they enable sharing and building knowledge as well as making the classes more dynamic, through verbal and collective exchange of ideas.

**Working through projects**, especially relevant when learning through competences, is based on the proposal of an action plan aiming to achieve practical results. This methodology helps students organise their thoughts favouring reflection, criticism, elaborating hypotheses and researching through a process where each one assumes the responsibility for their own learning, applying their knowledge and skills to real projects.

Teachers must get involved in creating and designing different types of materials and resources, paying special attention to the **integration of** **Information and Communication Technology** to the teaching-learning process, providing access to virtual resources.

Finally, it is necessary for teachers to get coordinated about the methodological and didactical strategies to be used.

**5.** **CONTENTS, EVALUATION CRITERIA AND LEARNING STANDARDS**

The basic curriculum in Primary Education for first foreign language learning is based around four blocks of activities as set out by the Common European Framework of Reference for Languages:

* **Block 1: Comprehension of oral texts**
* **Block 2: Production of oral texts (expression and interaction)**
* **Block 3: Comprehension of written texts**
* **Block 4: Production of written texts (expression and interaction)**

These four main blocks are the basis for the contents of the curriculum, evaluation criteria and learning standards.

The **contents of the curriculum** are the knowledge, abilities, skills and attitudes which contribute to reaching the objectives and acquiring skills.

**Evaluation criteria** can be defined as the points of reference established for each kind of learning and the degree of acquisition that can be expected of each pupil. These criteria allow us to establish and properly evaluate the main areas of progress made by the pupils, as individuals and as a group.

In order to grade the performance or achievement of each pupil during Primary Education, the syllabus sets criteria for evaluation. These specifications are called **learning standards** and enable definition of the results of learning and are based on what pupils should know and know what to do in each subject.

Learning standards must be observable, measurable and possible to evaluate and, along with evaluation criteria, must be used to evaluate skills and objectives in continual evaluations and at the end of each subject. Because of this, syllabus learning standards are set for the whole of Primary Education.

The contents, evaluation criteria and learning standards established for each block of the fourth year of Primary Education are the following:

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| **BLOCK 1: COMPREHENSION OF ORAL TEXTS** | | |
| **CONTENTS:**  Comprehension strategies in oral texts  Activating previous knowledge, identifying clues and inference, testing and reformulation of hypotheses.  Sociocultural and sociolinguistic aspects  Social conventions, rules of courtesy; beliefs and attitudes; non-verbal language.  Communicative functions   * Greetings and introductions, apologising, thanking. * Expressing ability, likes, agreement or disagreement, feelings, plans. * Descriptions of people, activities, places and objects. * Asking for and offering information, help, instructions, objects, permission. * Establishing and maintaining communication.   Syntactic-discursive contents   * Expression of logical relationships: conjunction (and). * Affirmation (affirmative sentences; Yes (+ tag)) * Exclamation (Help! Sorry!, How + Adj., e. g. How nice!; exclamatory sentences, e. g. I love salad!). * Negation (negative sentences with not), no (Adj.), No (+ negative tag)). * Question words (How are you?, How many…?, Wh- questions, Aux questions) * Expression of time: present (present simple); Future (going to). * Expression of aspect: punctual (simple tenses); duration (present continuous). * Expression of modality: ability (can); permission (can); intention (going to). * Expression of existence (there is / are); entity (nouns and pronouns, articles, demonstratives); quality ((very +) Adj.). * Expressing quantity (singular / plural; cardinal numerals up to two digits; ordinal numerals up to two digits. Quantity: many, some, (a) little, more, half, a bottle, a cup, a glass, a piece. Degree: very). * Expression of space (prepositions and adverbs of location, position, distance) * Expression of time (points (e.g. half past five); divisions (e.g. half an hour, summer), indications of time; anteriority (before); posterity (after); sequence (first…then). * Expression of manner (Adv. of manner, e.g. slowly, well, quickly, carefully).   Very frequent oral vocabulary (reception)  Related to: personal identification, house and home; daily routines; family and friends; free time, leisure and sport; travel and holidays; health and fitness; shopping and commercial activities; food and restaurants; transport; environment, weather and nature; Information and Communication Technology.  Sound, accent, rhythmic and intonation patterns | | |
| **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **DESCRIPTORS OF KEY COMPETENCES** |
| **B1.EC.1.** Know and apply the most appropriate basic strategies in order to understand the general sense, the essential information or the main points of the text.  **B1.EC.2.** Identify basic, specific and important cultural and social linguistic elements related to everyday life (habits, schedules, activities, celebrations), living conditions (housing, surrounding environment), interpersonal relationships (family, friendships, classmates), behaviour (familiar gestures, use of voice, physical contact) and social conventions (rules of courtesy), and apply the knowledge gained to a proper understanding of the text.  **B1.EC.3**. Identify the general meaning, the essential information and the majority of the main points in short, simple oral texts with a large proportion of simple structures and high frequency vocabulary, which is clearly and slowly expressed and transmitted either orally or through the use of technical resources. The oral texts are on topics related to their own experiences, needs and interests in predictable everyday contexts and have visual support provided, the opportunity of repeated listening or confirmation and clear contextual information.  **B1.EC.4**. Distinguish the main communicative function of the text (e.g. a request for information for information, an order or an offer), as well as basic discursive patterns (e.g. starting and closing a conversation or the points of a schematic narrative).  **B1.EC.5.** Recognise the most common meanings associated with the basic syntactic structures typical of oral communication (e.g. interrogative structure to ask for information).  **B1.EC.6.** Recognise a limited selection of high frequency oral vocabulary related to everyday situations and specific topics to do with their experiences, needs and interests, and use contextual clues and information in the text to get an idea of the probable meanings of unknown words and expressions.  **B1.EC.7.** Discriminate between basic sound, stress, rhythm and intonation patterns and recognise the general meanings and communicative intentions related to them. | **B1.LS.1.** Understands the core of simple advertisements about products of their interest (games, music, etc).  **B1.LS.2.** Understands messages and public announcements containing instructions, directions or other information (e.g., numbers, timetables, the start an activity in an amusement park, camp site, etc.).  **B1.LS.3**. Understands what is said in simple everyday situations (daily routines, instructions, requests, etc.).  **B1.LS.4**. Understands informative oral texts and is able to extract global information and some specific data.  **B1.LS.5**. Identifies the topic of a simple and predictable conversation about familiar topics that takes place in their presence in a real public or imagined space.  **B1.LS.6**. Understands the essential information in short simple conversations in which they participate, these conversations being about topics such as, themselves, family, school, pets, food, the description of an object, an animal or a person, the weather. | **KC.1.** Understand simple oral messages and instructions and recognise familiar words and linguistic structures.  **KC.2.** Identify the gist and some specific information from a short situation from repeated visualisations of the oral text.  **KC.3.** Recognise aural items such as accent, rhythm and correct intonation in familiar contexts. |
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| **BLOCK 2: PRODUCTION OF ORAL TEXTS (EXPRESSION AND INTERACTION)** | | |
| **CONTENTS:**  Production strategies in oral texts  Planning, carrying out and checking oral texts through the use of linguistic, paralinguistic and paratextual procedures.  Sociocultural and sociolinguistic aspects  Social conventions, rules of courtesy; beliefs and attitudes; non-verbal language.  Communicative functions   * Greetings and introductions, apologising, thanking. * Expressing ability, likes, agreement or disagreement, feelings, plans. * Descriptions of people, activities, places and objects. * Asking for and offering information, help, instructions, objects, permission. * Establishing and maintaining communication.   Syntactic-discursive contents   * Expression of logical relationships: conjunction (and). * Affirmation (affirmative sentences; Yes (+ tag)) * Exclamation (Help! Sorry!, How + Adj., e. g. How nice!; exclamatory sentences, e. g. I love salad!). * Negation (negative sentences with not), no (Adj.), No (+ negative tag)). * Question words (How are you?, How many…?, Wh- questions, Aux questions) * Expression of time: present (present simple); Future (going to). * Expression of aspect: punctual (simple tenses); duration (present continuous). * Expression of modality: ability (can); permission (can); intention (going to). * Expression of existence (there is / are); entity (nouns and pronouns, articles, demonstratives); quality ((very +) Adj.). * Expressing quantity (singular / plural; cardinal numerals up to two digits; ordinal numerals up to two digits. Quantity: many, some, (a) little, more, half, a bottle, a cup, a glass, a piece. Degree: very). * Expression of space (prepositions and adverbs of location, position, distance) * Expression of time (points (e.g. half past five); divisions (e.g. half an hour, summer), indications of time; anteriority (before); posterity (after); sequence (first…then). * Expression of manner (Adv. of manner, e.g. slowly, well, quickly, carefully).   Very frequent oral vocabulary (production)  Related to: personal identification, house and home; daily routines; family and friends; free time, leisure and sport; travel and holidays; health and fitness; shopping and commercial activities; food and restaurants; transport; environment, weather and nature; Information and Communication Technologiy.  Sound, accent, rhythmic and intonation patterns | | |
| **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **DESCRIPTORS OF KEY COMPETENCES** |
| **B2.EC.1.** Know and apply the most appropriate basic strategies to produce short, simple oral texts, either monologues or dialogues, using, for example, ‘prefabricated’ language or memorised expressions or supporting what they want to express with gestures.  **B2.EC.2.** Learn about basic, specific and important cultural and socio linguistic aspects, and apply the knowledge acquired about these to produce oral texts relevant to the context, respecting the most basic communicative conventions.  **B2.EC.3.** Interact in a basic way, using simple techniques, linguistic and non-verbal (e.g. replies, gestures and physical contact) to initiate, maintain, or conclude a short conversation fulfilling the main communicative function of the text, (for example, a greeting, congratulating, an information exchange).  **B2.EC.4.** Participate in a basic way in very short and simple conversations requiring an exchange of information on familiar topics, mostly using expressions and simple high frequency isolated sentences, repetition and speaking partner’s cooperation being essential in order to maintain the conversation.  **B2.EC.5.** Be understood in short simple speeches, although hesitations, repetitions or pauses to reorganise what they want to say occur.  **B2.EC.6.** Use basic syntactic structures (e.g. linking words or groups of words with basic connectors such as *and*) although basic systematic errors may still occur, for example, with verb tenses or concordance.  **B2.EC.7.** Know and use a limited selection of high frequency oral lexis related to everyday situations and familiar and specific topics to do with their own interests, experiences and needs.  **B2.EC.8.** Articulate a limited selection of basic sound, stress, rhythm and intonation patterns, adapting them to the relevant communicative function, in a generally comprehensible manner though with the clear influence of the first, or other, languages. | **B2.LS.1.** Gives short and simple presentations, that have been previously prepared and rehearsed, about everyday topic or subjects in which they are interested (introduce themselves or other people; give basic information about themselves, their family and their class; talk about their main daily activities, give a short and simple description of their room, their favourite meal; the appearance of an object or an animal, say what they like and don’t like) using simple structures.  **B2.LS.2.** Is able to work in a team and develop group work involving oral interactions (games, dialogues, etc.).  **B2.LS.3.** Responds appropriately in communicative situations (greetings, simple questions about themselves, requesting or offering objects, expressing what they like or don’t like, talking about where something is, etc.).  **B2.LS.4.** Participates in conversations either in face-to-face or by technical means that allow them to see the face and gestures of the speaker in which they establish social contact(saying thank you, hello and goodbye, addressing someone, introducing themselves, showing interest in how someone is, congratulating someone), exchange personal information about everyday topics, express feelings, etc. | **KC.4.** Recite poems or sing a song with the correct pronunciation and intonation.  **KC.5.** Give simple presentations that have been previously prepared.  **KC.6.** Copes in daily situations.  **KC.7.** Take part in spoken interaction which arises spontaneously. |
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| **BLOCK 3: COMPREHENSION OF WRITTEN TEXTS** | | |
| **CONTENTS**  Comprehension strategies in written texts  Activating previous knowledge, identifying cues and inference, testing hypotheses and reformulation of hypothesis.  Sociocultural and sociolinguistic aspects  Social conventions, rules of courtesy; beliefs and attitudes; non-verbal language.  Communicative functions   * Greetings and introductions, apologising, thanking. * Expressing ability, likes, agreement or disagreement, feelings, plans. * Descriptions of people, activities, places and objects. * Asking for and offering information, help, instructions, objects, permission. * Establishing and maintaining communication.   Syntactic-discursive contents   * Expression of logical relationships: conjunction (and). * Affirmation (affirmative sentences; Yes (+ tag)) * Exclamation (Help! Sorry!, How + Adj., e. g. How nice!; exclamatory sentences, e. g. I love salad!). * Negation (negative sentences with not), no (Adj.), No (+ negative tag)). * Question words (How are you?, How many…?, Wh- questions, Aux questions) * Expression of time: present (present simple); Future (going to). * Expression of aspect: punctual (simple tenses); duration (present continuous). * Expression of modality: ability (can); permission (can); intention (going to). * Expression of existence (there is / are); entity (nouns and pronouns, articles, demonstratives); quality ((very +) Adj.). * Expressing quantity (singular / plural; cardinal numerals up to two digits; ordinal numerals up to two digits. Quantity: many, some, (a) little, more, half, a bottle, a cup, a glass, a piece. Degree: very). * Expression of space (prepositions and adverbs of location, position, distance) * Expression of time (points (e.g. half past five); divisions (e.g. half an hour, summer), indications of time; anteriority (before); posterity (after); sequence (first…then). * Expression of manner (Adv. of manner, e.g. slowly, well, quickly, carefully).   Very frequent written vocabulary (reception)  Related to: personal identification, house and home; daily routines; family and friends; free time, leisure and sport; travel and holidays; health and fitness; shopping and commercial activities; food and restaurants; transport; environment, weather and nature; Information and Communication Technology.  Graphic patterns and spelling conventions | | |
| **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **DESCRIPTORS OF KEY COMPETENCES** |
| **B3.EC.1.** Know and apply the most appropriate basic strategies for understanding the general sense, specific information and the main points of the text.  **B3.EC.2.** Identify basic, specific and important cultural and social linguistic elements related to everyday life (habits, schedules, activities, celebrations), living conditions (housing, surrounding environment), interpersonal relationships (family, friendships, classmates), social conventions (rules of courtesy), and apply the knowledge gained to a proper understanding of the text.  **B3.EC.3.** Understand the general sense, the main ideas and the majority of specific information in very short and simple texts, either in digital form or on paper, with simple structures and high frequency vocabulary, about familiar or everyday topics, as long as they can reread the text or ask for clarification and count on visual and contextual support.  **B3.EC.4.** Distinguish the main communicative functions of a text (e.g. a greeting, a request for information, or an offer) and a limited selection of their most common examples as well as basic discursive patterns (e.g. starting and closing a letter, or the points of a schematic description).  **B3.EC.5.** Recognise the most usual meanings of basic syntactical structures in written communication (e.g. a question mark to ask for information).  **B3.EC.6.** Recognise a limited selection of high frequency written vocabulary related to everyday situations and familiar and specific topics to do with their own interests, experiences and needs and infer from the context and the information contained in the text the probable meaning of unknown words and expressions.  **B3.EC.7.** Recognise basic punctuation marks (e.g. full stop, comma, question mark, exclamation mark) as well as frequently used symbols (e.g. ☺, @, $, ₤) and identify the general communicative meanings and intentions related to them. | **B3.LS.1.** Understands the essential information and can locate specific information in simple informative material such as menus, timetables, catalogues, price lists, posters, phone books and advertisements.  **B3.LS.2.** Understands basic information on signs and posters in the street, shops, transport, cinemas, museums, schools and other public spaces.  **B3.LS.3.** Understands simple written instructions related to actions and homework.  **B3.LS.4.** Understands short and simple correspondence (emails, postcards and cards) dealing with familiar topics such as themselves, the family, school, free time, the description of an object or a place, etc. | **KC.8.** Understand the gist of simple signs and posters.  **KC.9.** Understand the general idea and specific details about familiar subjects. |
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| **BLOCK 4: PRODUCTION OF WRITTEN TEXTS (EXPRESSION AND INTERACTION)** | | |
| **CONTENTS**:  Production strategies in written texts  Planning, carrying out and checking written texts through the use of linguistic, paralinguistic and paratextual procedures.  Sociocultural and sociolinguistic aspects  Social conventions, rules of courtesy; beliefs and attitudes; non-verbal language.  Communicative functions   * Greetings and introductions, apologising, thanking. * Expressing ability, likes, agreement or disagreement, feelings, plans. * Descriptions of people, activities, places and objects. * Asking for and offering information, help, instructions, objects, permission. * Establishing and maintaining communication.   Syntactic-discursive contents   * Expression of logical relationships: conjunction (and). * Affirmation (affirmative sentences; Yes (+ tag)) * Exclamation (Help! Sorry!, How + Adj., e. g. How nice!; exclamatory sentences, e. g. I love salad!). * Negation (negative sentences with not), no (Adj.), No (+ negative tag)). * Question words (How are you?, How many…?, Wh- questions, Aux questions) * Expression of time: present (present simple); Future (going to). * Expression of aspect: punctual (simple tenses); duration (present continuous). * Expression of modality: ability (can); permission (can); intention (going to). * Expression of existence (there is / are); entity (nouns and pronouns, articles, demonstratives); quality ((very +) Adj.). * Expressing quantity (singular / plural; cardinal numerals up to two digits; ordinal numerals up to two digits. Quantity: many, some, (a) little, more, half, a bottle, a cup, a glass, a piece. Degree: very). * Expression of space (prepositions and adverbs of location, position, distance) * Expression of time (points (e.g. half past five); divisions (e.g. half an hour, summer), indications of time; anteriority (before); posterity (after); sequence (first…then). * Expression of manner (Adv. of manner, e.g. slowly, well, quickly, carefully).   Very frequent written vocabulary (production)  Related to: personal identification, house and home; daily routines; family and friends; free time, leisure and sport; travel and holidays; health and fitness; shopping and commercial activities; food and restaurants; transport; environment, weather and nature; Information and Communication Technology.  Graphic patterns and spelling conventions | | |
| **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **DESCRIPTORS OF KEY COMPETENCES** |
| **B4.EC.1.** Know and apply basic strategies to produce very short and simple texts, for example, copying common words and sentences to achieve the aimed communicative functions.  **B4.EC.2.** Know basic and specific cultural and social linguistic elements and apply the knowledge acquired about these to produce a written text adapted to the context, respecting the basic norms of courtesy.  **B4.EC.3.** Write, either on paper or in digital form, very short and simple texts, made of simple isolated sentences, in a neutral or informal register, using orthographical conventions and the main punctuation marks frequently correctly, to talk about themselves or their immediate environment, in familiar and predictable situations.  **B4.EC.4.** Achieve the main communicative function of written texts (e.g. a card, an information exchange, or an offer), using a limited repertoire of their most frequent examples and basic discursive patterns (e.g. greetings to start and close letter or the points of a schematic narration).  **B4.EC.5.** Use basic syntactic structures (e.g. linking words or groups of words with basic connectors such as *and*) although basic systematic errors may still occur, for example, with verb tenses or concordance.  **B4.EC.6.** Understand and use a limited selection of high frequency written vocabulary related to everyday situations and familiar and specific topics to do with their own interests, experiences and needs.  **B4.EC.7**. Use some graphic patterns and basic spelling conventions to write words and short sentences used in common speech reasonable well, but not with a completely correct spelling. | **B4.LS.1.** Fills out forms marking options and completing data or other types of personal information (e.g. language passport, likes, title of a story that has been read, opinions, etc.).  **B4.LS.2.** Writes short and simple correspondence following a model (messages, notes, postcards, emails) in which they thank someone, congratulate someone, invite someone, or talk about themselves and their immediate environment (family, friends, daily activities, objects, places).  **B4.LS.3.** Constructs simple texts using structures and/or scaffolding previously worked on in class and serving as a model.  **B4.LS.4.** Writes, based on a model, brief informative texts about topics previously covered orally in class with the preparation of vocabulary and basic expressions. | **KC.10.** Reproduce simple sentences and texts using previously taught models.  **KC.11.** Fill in forms or worksheets with personal information.  **KC.12.** Write letters, email or postcards with personal information and that of their environment. |

**6.** **ASSESSMENT**

**6.1. TEACHING-LEARNING ASSESSMENT**

The teaching and learning process cannot be complete if it is not evaluated and its outcomes measured. Assessment is necessary in order to see to what extent pre-specified objectives have been met so that the teaching programme can be adjusted to the needs and characteristics of the pupils. Assessment must provide information about what pupils are learning and how the pupils learn. With this data, teachers will be able to decide what each pupil needs in order to achieve progress.

Although all aspects of the educational system should be subject to evaluation and open to improvement, the focus must be on assessment in terms of the pupils’ academic progress.

It is vital to monitor the learning of the whole class as well as the individual development of each pupil, taking into account the diverse learning styles and pace. In this way the teacher’s intervention can be tailored to each pupil’s needs.

Needless to say, assessment is most often directed by the teacher. Nevertheless, in an approach which involves the pupils so that the pupils take responsibility for their own learning, it makes sense that the pupils also participate in the assessment process. The teacher must also look at how the pupils perceive their own learning and how the pupils react to difficulties. Above all, the teacher must respond to their tastes and preferences as learners of English.

Assessment must take place throughout the various learning stages:

* **At the beginning** of the process.Diagnostic information is gathered at the entry stage: what the pupils already know, what the pupils do not know and what the pupils have misunderstood. This kind of assessment allows the teacher to anticipate problems and modify the teaching programme. It may be done at the beginning of each academic year, term and even every unit.
* **During** the process.Formative assessment helps the teacher make decisions about where to place particular emphasis when extending, eliminating or reinforcing the content. It helps the teacher to decide if the programme has to be modified.
* **At the end.** When each stage has finished, summative assessment enables the teacher to check if teaching/LEARNING STANDARDS coincide with the set objectives.

Assessment may be limited to what the teacher observes while the class is in progress, or it may entail carefully gathering data that accurately chart the learners’ progress and identify possible difficulties.

It is important in each case to use the type of assessment which best corresponds to each situation and the particular areas of the teaching/learning process that the teacher wants to improve. If the aim is to improve pupils’ listening comprehension, the teacher will set up activities to test their skills and progress, the problems the pupils encounter and to discover how the pupils overcome these difficulties. If the teacher wants to increase motivation, he or she can monitor how much interest the pupils show in the different activities or how much the pupils participate. In this way, by making use of a variety of resources the teacher is able to choose the right tools depending on the aims of the assessment.

**6.2. EVALUATION CRITERIA AND LEARNING STANDARDS**

As stated in the previous section, both evaluation criteria and their application (known as “learning standards”) must be items in terms of objectives achievement and each stage’s skills.

In addition, for specific evaluation of the degree of achievement in terms of these criteria in the first and second school years of Primary Education, teachers may use the descriptors listed in section 4 (Key competences) and in the development of the teaching units (section 8, Teaching syllabus and programme of classroom activities).

**6.3. ASSESSMENT IN *GUESS WHAT!***

With pupils of this age, it is best to use continuous assessment, monitoring their progress in the classroom and using this information to help with teaching. The continuous assessment that relies on pupils monitored by the teacher and who will use this monitoring to correct their own progress, will make the role of pupils even more active, since the pupils are learning from the input the pupils are given by the teacher but, at the same time, the pupils are monitoring themselves.

Children do not develop at the same rate and do not all learn in the same way. So we need to assess each pupil as an individual and not compare them with the other pupils in the class. We should look for progress and development in every pupil.

We should assess and monitor the pupils’ social and emotional development together with their learning of English. This means that we should praise effort and encourage them to share and to work in pairs and groups, as well as giving them feedback on their English.

The following **evaluation criteria** are adapted from those established by the Law in relation to the teaching material found in ***Guess What!*** and which are considered important and necessary areas of evaluation.

1. **Understand gist.** The purpose is to measure pupils’ ability to understand the gist of short and simple spoken messages. These messages are presented in ideal conditions, that is, in direct communication and with contextual clues.
2. **Understand specific details in messages.** The aim is not only to enable pupils to understand the gist, but also extract the details, which the teacher has pointed out beforehand, in simple spoken and written texts familiar to the pupils, even if other parts of the message are not understood completely.
3. **Produce messages.** Also subject to assessment is the pupils’ ability to express themselves orally in everyday situations that are familiar to them. Value is given to the pupils’ ability to make themselves understood. Pronunciation errors that do not impede communication are overlooked.
4. **Pronunciation.** The pupils are assessed on their assimilation of the phonological system of English, the phonemes, rhythm and intonation, and whether the pupils can apply this knowledge to understanding and producing simple, contextualised and familiar messages.
5. **Acquiring new vocabulary.** The aim of the criteria is to assess the pupils’ ability to successfully understand and use the vocabulary and expressions that have been highlighted for learning. The acquisition of new vocabulary will always be monitored in situations that have a clear context and are familiar.
6. **Class participation.** By observing their behaviour, the teacher will assess if pupils take part in communicative tasks in a constructive way, respecting the norms of oral interaction.
7. **Collaborative work.** By monitoring how pupils behave, the teacher will also see if the pupils’ participate constructively in group activities. While working, the pupils will cooperate to ensure that the learning environment is harmonious.
8. **Individual work.** Observing how pupils behave also enables the teacher to assess individual work in terms of accurate content, attention to presentation, and ability to work within a time limit.
9. **Interest in learning.** The aim of the criteria is to see if the pupils demonstrate interest in making progress in their learning and curiosity in finding out new things, if the pupils pay attention in class, if the pupils ask questions, or if the pupils let the teacher know the pupils are unsure about something.
10. **Respect for others.** This assesses the extent to which the pupils demonstrate respect towards classmates and teachers, listen without interrupting, waiting their turn to speak, and valuing the ideas and opinions of others.
11. **Interest in getting to know other cultures.** This assesses whether pupils demonstrate interest in learning about the cultural aspects of the English-speaking world, if the pupils are attentive when these aspects are discussed in class and if the pupils ask questions to broaden their knowledge.
12. **Use of polite phrases and strategies**. Through direct observation, the teacher can see whether, when speaking, pupils use the polite phrases the pupils are gradually learning in class and if the pupils incorporate these phrases into the everyday classroom routine.

To have an overview of the class as a whole, the teacher may design a grid. The pupils’ names are written in the left-hand column and the numbers of the assessment criteria are written in the top row. A colour code can be used to mark each box according to each pupil’s achievement (for example, green for good, blue for satisfactory and red for unsatisfactory). In this way, the teacher will be able to see quickly how well the group is doing.

Discipline is also part of a good assessment. By channelling pupils’ innate energy to the good, we can often avoid unruliness and indiscipline. A lot of discipline problems arise when pupils are under challenged and bored, or when activities are too repetitive. ***Guess What!*** has been written taking into account the very different needs and requirements of pupils thus including a wide variety of activities for pupils to enjoy.

However, it is important that the teacher establishes a context of discipline in the classroom by making sure pupils know what is acceptable and what is not, and by treating all pupils in the same way. Clear and fair discipline parameters create a ‘safe’ classroom environment in which pupils can work confidently and freely.

To hold the interest of young pupils, we will need to get a balance between their limitless energy and their limited attention span in order to avoid boredom, restlessness and demotivation, factors that will end, once more, in discipline problems.

**6.4. ASSESSMENT TOOLS IN *GUESS WHAT!***

*Guess What!* includes a wide range of assessment tools:

* **Review** lessons after every second unit in the Pupil’s Book, with listening activities, vocabulary puzzles and games with clearly marked linguistic aims. This section serves as a written record of pupils’ learning and may also be used to carry out a more informal evaluation.
* **Evaluation** lessons at the end of the unit in the Activity Book. During the assessment process, it is essential that pupils are aware of their own learning. This self-evaluation section helps pupils to do so.
* **Teacher’s Resource and Tests CD-ROM** include the following assessment tools:
  + **Nine two-page Unit tests**,which evaluate pupils’ progress in each unit. These cover the core vocabulary and grammar structures of each unit, with listening and speaking activities on the first page, and reading and writing activities on the second page.
  + **Four two-page Review tests**, which evaluate pupils’ progress. These can be used after each review spread, and also provide practice in listening, speaking, reading and writing skills.
* **Preparing pupils for the Cambridge English: Young Learners (YLE) tests:** *Guess What!* supports pupils aiming to take the Cambridge English: Young Learners (YLE) tests. By the end of *Guess What!* Level 4, pupils will have covered the Starters syllabus and made a start on the Movers syllabus.

When evaluating your pupils:

* Tell them you are going to give them an activity to evaluate them, but make sure they do not feel too anxious about it. They should complete the activity feeling relaxed, optimistic and confident. You must allow ten minutes for each evaluation – remember to give them the instructions in English.
* While they complete the evaluation, take the opportunity to supervise their work and encourage them. Once you have corrected and marked their evaluation sheet, show your reactions to their work by drawing a smiley face.
* It is important to pay attention to what they can do and have actually done, rather than what they cannot do.

**7.** **SPECIFIC NEEDS FOR SUPPORT**

One of the keys of ***Guess What!*** is respect for and integration of pupils with different learning pace and interests. In this sense, topics, large-format pictures, CLIL contents, stories, etc., have been selected and created to be interesting and motivating to students – one of the keys for success at school. Furthermore, flexibility is essential to acquire this motivation and to offer the support pupils need to develop their personal skills to the maximum extent possible and to achieve the main objectives set for all pupils at this stage.

Teaching at the same time pupils with **learning difficulties** and **more advanced pupils** is one of the challenges teachers must face.

The structure and contents of ***Guess What!*** help to address **diversity**, providing a flexible programme. It offers tips to be taken into account and general proposals to help teachers adapt the programme to their own context: school, classroom and each individual pupil.

The contents in ***Guess What!*** have been carefully selected and are presented in an attractive and stimulating way aiming to attract all pupils’ attention. The course has a cyclic structure, which enables pupils to broaden their knowledge based on what they already know and study the new or more complex aspects in depth. In turn, the general criteria in complex evaluation procedures must be adapted to each group, establishing specific objectives depending on the school context, the teacher and the classroom. Teachers are provided with different assessment tools and specific tasks. Besides, it is important to establish the minimum contents depending on the needs, abilities and learning pace of the pupils.

When dealing with **specific needs** successfully, we have to pay attention to the **activities, materials and resources** in ***Guess What!*** Most of these activities can be customised and adapted so that each pupil can respond in a different way according to their ability.

The activities in the Activity Book are focused on the key contents of each unit. They can be used with pupils who need more support as well as with more advanced pupils who finish the initial task early. Each pupil will need a specific amount of time, which will depend on their level of motivation. Most of the activities have been designed for use in the classroom, but they can also be set for homework as reinforcement. Materials and/or resources can be used as support or extension, that is, the objective may vary as necessary. For example, a simple question about a story card may be used as reinforcement for those less advanced pupils, but they can also be used as inspiration in an extension activity where pupils are asked to think about other words from the same semantic field.

Teachers are recommended to maximise pupils’ abilities in as many different ways as they can think of. For example, a pupil who does not like speaking may enjoy writing vocabulary on the board, while other pupils may be good at drawing or making posters.

The methodology followed by the teacher with a particular group, more precisely with pupils with learning difficulties, is another essential factor. Before carrying out any type of task, teachers must prepare it thoroughly. Then, they must make sure that pupils know all the words they need and that they understand the aim of the activity. If pupils are given the suitable language tools which allow them to carry out the activity successfully, they will find it demanding and interesting enough. Without the needed preparation, pupils can suffer from a negative learning experience, which will make them lose confidence and feel frustrated with an activity that demands a degree of ability they do not have.

Before starting an activity, demonstrate it. For pair work, choose a pupil who can help you. Then, ask two pupils to demonstrate the activity in front of the whole class.

Try to walk around the classroom while you explain and do the activities. Therefore, you will inspire confidence while you become more accessible for pupils. By moving around the classroom, you will attract your pupils’ attention and make the class livelier and more dynamic.

In addition, you can also change the arrangement of the tables and chairs in the classroom. Less advanced pupils can sit with more advanced ones to work together in classroom activities, and disruptive pupils can also be separated. When working in pairs, more advanced pupils will help less advanced ones – pupils tend to help each other. Whenever possible, ask pupils to turn their chairs round towards the next one or two tables in order to create an environment which can encourage discussion and written work.

As mentioned before, assessment and stimulation are both essential for Primary Education pupils, but even more so for those who have learning difficulties. When doing an activity, try to guide them towards finding the correct answer rather than giving them the actual answer. In this way, pupils will feel satisfied when finding the correct answer. Whenever a pupil makes a mistake, you must insist that making mistakes is part of the learning process and that they should not feeling ashamed about it.

Constant **review** is another important part of the learning process, which will help not only pupils with special needs to a great extent, but also the rest of the group. ***Guess What!*** is based on a continuous review system with different games and techniques to review vocabulary and grammar structures, including a review section every two units in the Pupil’s Book and evaluation activities for each unit in the Activity Book.

The **Extra Activities** in each lesson can be used when you consider that pupils need to further practice specific contents. These activities can be used as an extension for more advanced pupils, although sometimes you will have to slightly modify the instructions. The Teacher’s Book with DVD includes **extra activities** and games for each lesson. The Teacher’s Resource and Tests CD-ROM includes **three pages per unit** with additional activities (photocopiable worksheets, flashcards, word cards and festival activities). All these materials reinforce or extend, depending on the pupils, the key contents of vocabulary and grammar structures of each unit. Moreover, [wwww.thecambridgeteacher.es](http://www.thecambridgeteacher.es/) provides teachers with extra resources that can be adapted to meet the needs of the class.

Furthermore, all these additional materials help teachers with more hours at their disposal to develop contents further.

**8.** **TEACHING SYLLABUS AND PROGRAMME OF CLASSROOM ACTIVITIES**

This section refers to the teaching syllabus and the programme of classroom activities in *Guess What!* 4.

Each unit has the following sections:

* **Unit objectives / Materials / Mixed-ability resources / Assessment resources**
* **Block 1: Comprehension of oral texts**

Contents / Evaluation criteria / Learning standards / Key competences (descriptors)

* **Block 2: Production of oral texts (expression and interaction)**

Contents / Evaluation criteria / Learning standards / Key competences (descriptors)

* **Block 3: Comprehension of written texts**

Contents / Evaluation criteria / Learning standards / Key competences (descriptors)

* **Block 4: Production of written texts (expression and interaction)**

Contents / Evaluation criteria / Learning standards / Key competences (descriptors)

* **Programme of classroom activities**

Lessons / Objectives / Activities / Skills / Interaction / Competences / Reinforcement-Extension / Evaluation / Teacher’s notes

**WELCOME BACK! UNIT**

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| **Unit objectives** |
| In this unit pupils will be able to:   * Revise characters names, parts of the body, greetings and pets. * Revise likes and dislikes. * Learn to ask and answer about someone’s appearance. * Practise describing appearance. * Learn numbers 30-100. * Talk about the height of people and objects in metres and centimetres. * Consolidate language of the unit and practise the skills of reading, speaking and writing. * Consolidate language with a story. * Discuss the value of getting involved with the local community. * Learn and practise making and responding to suggestions. * Practise saying the vowel sound /aʊ/. * Learn about different types of pattern and identify patterns in nature and on clothing and masks. * Make a patterned mask. * Review the contents of the unit. * Complete the evaluation in the Activity Book. |
| **Materials** |
| * Pupil’s Book and Activity Book * DVD / Presentation Plus * CD 1 * Flashcards 1-11 * Word cards (TB102) * Classroom objects * Measuring tapes (one per pair of pupils) or a height chart for each group of four to six pupils; a photo of an adventure playground; flashcards 73–84 from *Guess What!* Level 3, or pictures of activities (e.g. playing computer games, making models, doing gymnastics, playing table tennis); photos of people ice skating, ten-pin bowling and fishing * Optional: a photo of a famous person for each pair of pupils; ten photos or pictures of activities from the lesson, e.g. a piano, a recorder, someone painting, sports such as gymnastics, badminton, volleyball, horse riding, football, table tennis, swimming |
| **Mixed-ability resources** |
| * Reinforcement and Extension activities. Teacher’s Book p. 111-112 * Online Resources * Access to more materials on the Cambridge Teacher: [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es) |
| **Assessment resources** |
| * Unit tests: End-of-unit test, Teacher’s Resource File and Tests CD-ROM. * Self-evaluation: Activity Book, Evaluation. * Access to more materials on the Cambridge Teacher: [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es) |

**WELCOME UNIT BLOCK 1: COMPREHENSION OF ORAL TEXTS**

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| **CONTENTS** | **EVALUATION CRITERIA[[3]](#footnote-3)** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Comprehension strategies in oral texts:**   * Revise language for parts of the body and pets. * Identify the function of introducing oneself. * Listen to a song focusing on the pronunciation of new language. * Listen to a dialogue about what activities some children will do. * Listen to a chant focusing on pronunciation. * Listen to a story to consolidate language and structures of the unit. * Listen to questions and answers about someone’s appearance. * Listen to a recording focusing the pronunciation of the sound /aʊ/. * Identify vocabulary for patterns in nature. | B1.EC.3.  B1.EC.4.  B1.EC.5.  B1.EC.6.  B1.EC.7. | B1.LS.3.  B1.LS.4.  B1.LS.5.  B1.LS.6. | CLC.1.  CLC.2.  CLC.3.  MCST.3.  MCST.4.  MCST.5.  MCST.6.  MCST.8.  MCST.9.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  AA3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Becoming familiar with classroom routines and course characters. * Interest in using greetings and farewells correctly. * Reflection on the importance of getting involved in the local community. * Identifying patterns in nature and other types of pattern. * Interest in using measurements such as centimetres. |
| **Communicative functions:**   * Greetings and introductions, apologising, thanking. * Descriptions of people, activities, places and objects. * Asking for and offering information, help, instructions, objects, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * What does he/she/ (name)/your (cousin) look like? He/She’s tall/short. He/She’s got (short hair). * How tall is he/she? He/She’s 1 metre (32) centimetres. | How tall are you? I’m … * How high is the (table)? It’s ( 1) centimetres. * have recorder lessons, go horse riding * every (Wednesday) * look after * What shall we do (this afternoon)? How about …*-ing*? Let’s … Good idea. * go ice skating, go bowling, go fishing   Recycled language:   * Is it a … or a …? It’s a … | girl, boy | I’ve got … * He/She’s got … Has he/she got …? Yes he/she has. / No he/she hasn’t. * describing people * We like …*-ing* * What can you see? |
| **Very frequent oral vocabulary (reception):**   * dark, straight, fair, curly, glasses * family * metre, centimetre * local community, TV programme, adventure * playground, register, free, app, exciting, call, team, * get involved, challenge * owl, sound, down * pattern, mask, stripes, spots, wavy lines, zigzags   Recycled vocabulary:   * parts of the body * hair * black, brown, red, green, blue, eyes * long, short * hair colour and styles, eye colour * tall, short * Numbers 1–100 * hobbies and sports * days of the week * favourite, beautiful * after (school) * clothes,rooms in the house, furniture * under, in, next to, between * circle, square |
| **Sound, accent, rhythm and intonation patterns:**   * Identify the sound /aʊ/ (*owl, sound, down).* |

**WELCOME UNIT BLOCK 2: PRODUCTION OF ORAL TEXTS (EXPRESSION AND INTERACTION))**

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| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Production strategies in oral texts:**   * Practise language for parts of the body and pets. * Following a model, prepare and practise describing appearance. * Sing a song focusing on the pronunciation of new language. * Talk about the importance of getting involved with the local community. * Talk about the height of people and objects in metres and centimetres. * Ask some questons about the activities some children do. * Act out a dialogue about what activities some children will do. * Play a game to practise new structures. * Say a chant focusing on pronunciation. * Ask and answer about someone’s appearance. * Act out a dialogue to practise saying the sound /aʊ/. * Practise vocabulary for patterns. | B2.EC.3.  B2.EC.4.  B2.EC.5.  B2.EC.6.  B2.EC.7.  B2.EC.8. | B2.LS.1.  B2.LS.2.  B2.LS.3.  B2.LS.4. | CLC.4.  CLC.5.  CLC.6.  CLC.7.  MCST.3.  MCST.4.  MCST.5.  MCST.6.  MCST.8.  MCST.9.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Becoming familiar with classroom routines and course characters. * Interest in using greetings and farewells correctly. * Reflection on the importance of getting involved in the local community. * Identifying patterns in nature and other types of pattern. * Interest in using measurements such as centimetres. |
| **Communicative functions:**   * Greetings and introductions, apologising, thanking. * Descriptions of people, activities, places and objects. * Asking for and offering information, help, instructions, objects, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * What does he/she/ (name)/your (cousin) look like? He/She’s tall/short. He/She’s got (short hair). * How tall is he/she? He/She’s 1 metre (32) centimetres. | How tall are you? I’m … * How high is the (table)? It’s ( 1) centimetres. * have recorder lessons, go horse riding * every (Wednesday) * look after * What shall we do (this afternoon)? How about …*-ing*? Let’s … Good idea. * go ice skating, go bowling, go fishing   Recycled language:   * Is it a … or a …? It’s a … | girl, boy | I’ve got … * He/She’s got … Has he/she got …? Yes he/she has. / No he/she hasn’t. * describing people * We like …*-ing* * What can you see? |
| **Very frequent oral vocabulary (production):**   * dark, straight, fair, curly, glasses * family * metre, centimetre * local community, TV programme, adventure * playground, register, free, app, exciting, call, team, * get involved, challenge * owl, sound, down * pattern, mask, stripes, spots, wavy lines, zigzags   Recycled vocabulary:   * parts of the body * hair * black, brown, red, green, blue, eyes * long, short * hair colour and styles, eye colour * tall, short * Numbers 1–100 * hobbies and sports * days of the week * favourite, beautiful * after (school) * clothes,rooms in the house, furniture * under, in, next to, between * circle, square |
| **Sound, accent, rhythm and intonation patterns:**   * Practise the sound /aʊ/ (*owl, sound, down).* |

**WELCOME UNIT BLOCK 3: COMPREHENSION OF WRITTEN TEXTS**

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| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Comprehension strategies in written texts:**   * Read vocabulary for parts of the body and pets. * Read descriptions of people. * Read a text about the activities some children do. * Read a story to consolidate language and structures of the unit. * Identify the spelling of the sound /aʊ/. * Identify vocabulary for patterns. | B3.EC.3.  B3.EC.4.  B3.EC.5.  B3.EC.6.  B3.EC.7. | B3.LS.1.  B3.LS.3.  B3.LS.4. | CLC.9.  MCST.3.  MCST.4.  MCST.5.  MCST.6.  MCST.8.  MCST.9.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Becoming familiar with classroom routines and course characters. * Interest in using greetings and farewells correctly. * Reflection on the importance of getting involved in the local community. * Identifying patterns in nature and other types of pattern. * Interest in using measurements such as centimetres. |
| **Communicative functions:**   * Greetings and introductions, apologising, thanking. * Descriptions of people, activities, places and objects. * Asking for and offering information, help, instructions, objects, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * What does he/she/ (name)/your (cousin) look like? He/She’s tall/short. He/She’s got (short hair). * How tall is he/she? He/She’s 1 metre (32) centimetres. | How tall are you? I’m … * How high is the (table)? It’s ( 1) centimetres. * have recorder lessons, go horse riding * every (Wednesday) * look after * What shall we do (this afternoon)? How about …*-ing*? Let’s … Good idea. * go ice skating, go bowling, go fishing   Recycled language:   * Is it a … or a …? It’s a … | girl, boy | I’ve got … * He/She’s got … Has he/she got …? Yes he/she has. / No he/she hasn’t. * describing people * We like …*-ing* * What can you see? |
| **Very frequent written vocabulary (reception):**   * dark, straight, fair, curly, glasses * family * metre, centimetre * local community, TV programme, adventure * playground, register, free, app, exciting, call, team, * get involved, challenge * owl, sound, down * pattern, mask, stripes, spots, wavy lines, zigzags   Recycled vocabulary:   * parts of the body * hair * black, brown, red, green, blue, eyes * long, short * hair colour and styles, eye colour * tall, short * Numbers 1–100 * hobbies and sports * days of the week * favourite, beautiful * after (school) * clothes,rooms in the house, furniture * under, in, next to, between * circle, square |
| **Graphic patterns and spelling conventions:**   * Identify the spelling of words for parts of the body and pets. |

**WELCOME UNIT BLOCK 4: PRODUCTION OF WRITTEN TEXTS (EXPRESSION AND INTERACTION)**

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| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Production strategies in written texts:**   * Practise writing vocabulary for parts of the body and pets. * Write words to describe people. * Write simple sentences about the height of people and objects using centimetres. * Complete questions and answers about the activities some children do. * Write about what a partner is good at. * Write a description of a partner. | B4.EC.3.  B4.EC4.  B4.EC.5.  B4.EC.6.  B4.EC.7. | B4.LS.2.  B4.LS.3.  B4.LS.4. | CLC.10.  CLC.11.  CLC.12.  MCST.3.  MCST.4.  MCST.5.  MCST.6.  MCST.8.  MCST.9.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Becoming familiar with classroom routines and course characters. * Interest in using greetings and farewells correctly. * Reflection on the importance of getting involved in the local community. * Identifying patterns in nature and other types of pattern. * Interest in using measurements such as centimetres. |
| **Communicative functions:**   * Greetings and introductions, apologising, thanking. * Descriptions of people, activities, places and objects. * Asking for and offering information, help, instructions, objects, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * What does he/she/(name)/your (cousin) look like? He/She’s tall/short. He/She’s got (short hair). * How tall is he/she? He/She’s 1 metre (32) centimetres. | How tall are you? I’m … * How high is the (table)? It’s ( 1) centimetres. * have recorder lessons, go horse riding * every (Wednesday) * look after * What shall we do (this afternoon)? How about …*-ing*? Let’s … Good idea. * go ice skating, go bowling, go fishing   Recycled language:   * Is it a … or a …? It’s a … | girl, boy | I’ve got … * He/She’s got … Has he/she got …? Yes he/she has. / No he/she hasn’t. * describing people * We like …*-ing* * What can you see? |
| **Very frequent written vocabulary (production):**   * dark, straight, fair, curly, glasses * family * metre, centimetre * local community, TV programme, adventure * playground, register, free, app, exciting, call, team, * get involved, challenge * owl, sound, down * pattern, mask, stripes, spots, wavy lines, zigzags   Recycled vocabulary:   * parts of the body * hair * black, brown, red, green, blue, eyes * long, short * hair colour and styles, eye colour * tall, short * Numbers 1–100 * hobbies and sports * days of the week * favourite, beautiful * after (school) * clothes,rooms in the house, furniture * under, in, next to, between * circle, square |
| **Graphic patterns and spelling conventions:**   * Practise writing words for parts of the body and pets. |

**WELCOME BACK! UNIT PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 1: Presentation and practice of vocabulary** | | | | | | |
| **Objectives:**   * Revise character names, introductions, likes and dislikes and pets, * Learn to ask and answer about someone’s appearance.   **Materials:**   * CD 1; Flashcards 1-11 * Optional: a photo of a famous person for each pair of pupils | | | | | | |
| **Activities** | **Skills/ Blocks[[4]](#footnote-4)** | **Interaction[[5]](#footnote-5)** | **Competences[[6]](#footnote-6)** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Revise parts of the body by giving instructions. | OC / OE | LG | CLC / SCC | **Extra activities:** *Teacher’s Book* p. 111  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| **Pupil’s Book**, p. 6, Act. 1. *Listen and point* (CD1.02) | OC | LG | CLC |
| **Pupil’s Book**, p. 6, Act. 2. *Listen. point and repeat*(CD1.03) | OC / OE | LG | CLC |
| **Pupil’s Book**, p. 6, Act. 3. *Listen and say the names (*CD1.04) | OC / OE | LG | CLC |
| **Pupil’s Book**, p. 6, Act. 4. *Describe and guess who.* | OE / RC / OC | Ind / LG | CLC / SCC / SIE |
| **Activity Book**, p.4, Act. 1. *Look and write the numbers.* | WE / OE / RC | Ind | CLC / SIEE |
| **Activity Book**, p.4, Act. 2. *Look and write the words.* | WE / OE / RC | Ind | CLC / SIE |
| **Activity Book**, p.56, Act. 2. *Look at activity 2. Write the words.* | RC / WE | Ind | CLC / SIE |
| ***My picture dictionary* ➔** *Go to page 84: Find and write the new words.* | WE | Ind | CLC |
| *Ending the lesson*. Describe a pupil in the class and guess who it is. | OC / OE | LG | CLC/ SCC / SIE |

**WELCOME BACK! UNIT PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 2: Presentation and practice of grammar 1** | | | | | | |
| **Objectives:**   * Ask what someone looks like. * Practise describing appearance.   **Materials:**   * CD 1; Flashcards 1-11 | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Oral activity *Listen and say yes or no.* | OC / OE | LG | CLC / SIE / SCC | **Extra activities:** *Teacher’s Book* p. 111  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation.* Activity to practise describing appearance. | OC / OE | LG | CLC / SIE / CLC / SCC |
| **Pupil’s Book**, p. 7, Act. 5. Listen and match. *Sing the song* (CD1.05) | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 7, Act. 6. *Look at page 6. Read and match.* | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 7, Act. 7. *Think about your family. Ask and answer.* | RC / OC / OE | P | CLC / SIE |
| **Activity Book,** p. 5, Act. 4. *Read and match.* | RC | Ind | CLC / SIE / LL |
| **Activity Book,** p. 5, Act. 5.*Look and complete the questions and answers.* | RC / WE | Ind | CLC / SIE |
| **Activity Book,** p. 5, Act. 6.*Write about a person in your family.* | WE | Ind | CLC / SIE / LL |
| *Ending the lesson*. Oral activity to practise descriptions. | OC / OE | G | CLC / SIE |

**WELCOME UNIT PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 3: Presentation and practice of grammar 2** | | | | | | |
| **Objectives:**   * Learn numbers 30-100. * Talk about the height of people and objects in metres and centimetres.   **Materials:**   * CD 1; measuring tapes (one per pair of pupils) or a height chart for each group of four to six pupils | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Revise numbers from 1 to 30. | OC / OE | LG | CLC / SIE | **Extra activities:** *Teacher’s Book* p. 111  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation*. Introduce numbers from 30 to 100. | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 8, Act. 8. *Listen and repeat* (CD1.06) | OC / OE | LG | CLC / CAE |
| **Pupil’s Book**, p. 8, Act. 9. *Listen and match. Then ask and answer with*  *a friend****.***(CD1.07) | OC / OE | LG / P | CLC / SIE |
| **Pupil’s Book**, p. 8, Act. 10. *Measure your friends. Then ask and answer****.*** | OC / OE | LG / P | CLC / SEE |
| **Pupil’s Book**, p. 8, Act. 11. *Go to page 102. Listen and repeat the chant.* | OC / OE | LG / P | CLC / SEE |
| **Activity Book**, p. 6, Act. 7 *Look and match. Then write the answers.* | RC / WE | Ind | CLC / SIE |
| **Activity Book**, p. 6, Act. 8**.** *Answer the questions.* | RC / WE | Ind | CLC |
| *Ending the lesson*. Oral activity to guess different heights. | OE / OC | LG | CLC / SIE / SCC |

**WELCOME UNIT PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 4: Skills** | | | | | | |
| **Objectives:**   * Consolidate language of the unit and practise the skills of reading, speaking and writing.   **Materials:**   * CD 1 * Optional: ten photos or pictures of activities from the lesson, e.g. a piano, a recorder, someone painting, sports such as gymnastics, badminton, volleyball, horse riding, football, table tennis, swimming | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Oral activity to review height. | OC / OE | LG | CLC / SIE / SCC | **Extra activities:** *Teacher’s Book* p. 111  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| **Pupil’s Book,** p. 9 *Let’s start! What activities do you do with your friends?* | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 9, Act. 12. *Read and listen. Then match* (CD1.09) | OC / RC | LG | CLC / SIE |
| **Pupil’s Book**, p. 9, Act. 13.*Read again and answer the questions.* | RC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 9, Act. 14.*Think of a friend and answer the questions.* | OC / OE / WE | LG / P | CLC / SIE |
| **Activity Book**, p. 7, Act. 9 *Read the paragraph and write the words.* | RC | Ind | CCL / SIE / MCST |
| **Activity Book**, .p.7, Act. 10. *Answer the questions.* | RC / WE | Ind | CLC |
| **Activity Book,** p. 7, Act 11*, Write about your friend.* | WE | Ind | CLC |
| **Activity Book**, p. 7, Act. 12. Think of a friend. *Ask and answer* *with a friend.* | RC / OE / OC | P | CLC / SCC |
| *Ending the lesson*. Play *Sentence chain* game. | OC / OE | LG | CLC / SIE |

**WELCOME BACK! UNIT PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 5: Story and value** | | | | | | |
| **Objectives:**   * Consolidate language with a story. * Discuss the value of getting involved with the local community.   **Materials:**   * CD 1; a photo of an adventure playground | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Miming activity to guess vocabulary from the previous lesson. | OC / OE | LG | CLC / SCC | **Extra activities:** *Teacher’s Book* p. 111-112  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| **Pupil’s Book**, p. 10, Act. 15.*Read and listen (*CD1.10) | RC / OC / OE | LG | CLC / SCC / SIE |
| **Pupil’s Book**, p. 10, *Value.* p. 10, *Get involved with your local community.* | OC / OE | LG | CLC / SCC / LL / SIE |
| **Activity Book**, p. 8, Act. 13. *Read and match.* | RC | Ind | CLC / MCST / SIE |
| **Activity Book**, p. 8, Act. 14. *Look at activity 13. Get involved with your local community.* | RC / WE | Ind | CLC / MCST / SIE |
| *Ending the lesson*. Play a game of *Correct my mistakes.* | OC / OE | LG | CLC / SCC |

**WELCOME BACK UNIT PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 6: Talk time and Say it!** | | | | | | |
| **Objectives:**   * Learn and practise making and responding to suggestions. * Practise saying the sound /aʊ/.   **Materials:**   * CD 1; Flashcards 73-84 from *Guess What! Level 3* or pictures of activities (e.g. playing computer games, making models, doing gymnastics, playing table tennis); photos of people ice skating, ten-pin bowling and fishing | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Revise hobbies and activities. | OC / OE | LG | CLC | **Extra activities:** *Teacher’s Book* p. 112  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation.* Remind pupils of the story by asking them questions. | OC / OE | LG | CLC |
| **Pupil’s Book**, p.11, Act. 16.*Listen and repeat. Then act.* (CD1.11), | OC / OE | LG / P | CLC / SCC |
| **Pupil’s Book**, p. 11 Act. 17.*Listen and repeat.* (CD1.11), | OC / OE | LG | CLC / SIE |
| **Activity Book**, p.9, Act. 15 *Read and tick the activities that show the value: get involved with your local community.* | RC | Ind | SIE |
| **Activity Book**, p. 9, Act. 16. *Find and tick the words that sound like owl.* | OC / WE | Ind | CLC / SIE / LL |
| *Ending the lesson* Oral activity to review the contents of the lesson. | OC / OE | LG | CLC |

**WELCOME BACK! UNIT PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 7: CLIL – *ART*** | | | | | | |
| **Objectives:**   * Learn that repeated lines and shapes are called patterns and learn about different types of pattern. * Identify patterns in nature and on clothing and masks.   **Materials:**   * CD 1; DVD * Items with a variety of patterns e.g. tea towels, table cloths, items of clothing (scarves, socks) | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Oral activity to introduce the topic of the lesson. | OC / OE | LG | CLC / SCC | **Extra activities:** *Teacher’s Book* p. 112  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| **Pupil’s Book**, p. 12, *What patterns can you see?* | OC / OE | LG | CLC / MCST |
| **Pupil’s Book**, p. 13, Act. 1 *Listen and repeat,* (CD1.13) | OC / OE | LG | CLC / MCST / SIE |
| **Pupil’s Book**, p. 13, Act.2 Video 00 (p.124 TB). *Watch the video.* | OC | LG | CLC / MCST |
| **Pupil’s Book**, p. 13, Act. 3 *What patterns can you see in the pictures?* | RC / OE | LG | CLC / MCST / SIE |
| **Pupil’s Book**, p. 13, Act. 4 *What patterns do you like drawing?* | OE / RC | LG | CLC / MCST |
| **Activity Book**, p. 10, Act. 1.*Look and read. Circle the patterns you can see.* | RC | Ind | CLC / MCST / SIE |
| **Activity Book**, p. 10, Act. 2. *Read and draw.* | RC / OE | Ind / P | CLC / MCST / SIE / LL |
| *Ending the lesson*. Play *The last word.* | RC | LG | CLC / MCST / SCC |

**WELCOME BACK! UNIT PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 8: CLIL project and evaluation** | | | | | | |
| **Objectives:**   * Make a patterned mask. * Review the contents of the unit. * Complete the evaluation in the Activity Book.   **Materials:**   * Word cards (TB102); photos of famous people; materials for the project (a paper plate for each pupil, scissors, textiles, crayons, etc.); pictures of patterns in nature; pictures of masks, e.g. carnival masks, protective masks, superhero masks, etc. * Optional: flashcards 6-11 | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Review patterns and objects. | OC / OE | LG | CLC / MCST / SCC | **Extra activities:** *Teacher’s Book* p. 112  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** | **Assessment reources:**   * End-of-unit test: *Teacher’s Resource File* and *Tests CD-ROM.* * The Cambridge Teacher   [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Self-evaluation:**  Evaluation. *Activity Book* |  |
| *Presentation* Oral activity to review language of the unit. | OC / OE | LG | CLC / MCST / SCC |
| **Pupil’s Book**, p. 13, Act. 5*Make a mask with different patterns on it.* | OE / RC / WE | LG | CLC / MCST / SIE / SCC |
| **Activity Book**, p. 11, *Evaluation*. Act. 1. *Look and write the questions and answers. Then match.* | WE / RC | Ind | CLC / MCST / SIE / LL |
| **Activity Book**, p. 11, *Evaluation.* Act. 2. *Complete the sentences about this unit.* | OE / OC / RC / WE | Ind | LL / SIE |
| **Activity Book**, p. 11 *Evaluation*. Act. 3. *Guess what it is.* | WE | Ind | CLC / LL / SIE |
| **Activity Book**, p. 11 *Evaluation*. Act. 4. *Guess who it is.* | WE / RC | Ind | CLC / LL |
| *Ending the lesson*. Pupils choose their favourite activity from the unit and do it again. |  | Ind | CLC / LL / SIE |

**UNIT 1: FUN SPORTS**

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| **Unit objectives** |
| In this unit pupils will be able to:   * Learn and talk about sports. * Talk about what they and others are good at. * Ask and answer about what others are good at. * Consolidate language of the unit and practise the skills of listening, speaking and writing. * Consolidate language with a story. * Discuss the value of allowing others to work. * Learn and practise asking questions with *Who wants to …?* and volunteering. * Practise saying the sound /ɔɪ/. * Learn about different types of body movements and identify them in physical activities. * Write instructions for a street dance. * Review the contents of the unit. * Complete the evaluation in the Activity Book. |
| **Materials** |
| * Pupil’s Book and Activity Book * DVD / Presentation Plus * CD 1 * Flashcards 12-20 * Word cards (TB103) * A CD of fast-paced music (appropriate for the topic of adventure sports); four or five photos of professional sports people / performers; six to eight photos of famous sports people and performers (all male or all female); a CD of lively music; a photo of a street; a short video or photo of someone doing street dance; a CD of pop music with a clear beat * Optional: materials for a class talent show (microphones, number cards, paper for posters, etc,); a paintbrush for each pair of pupils; a long scarf or thick piece of string / rope |
| **Mixed-ability resources** |
| * Reinforcement and Extension activities. Teacher’s Book p. 112-113 * Online Resources * Access to more materials on the Cambridge Teacher: [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es) |
| **Assessment resources** |
| * Unit tests: End-of-unit test, Teacher’s Resource File and Tests CD-ROM. * Self-evaluation: Activity Book, Evaluation. * Access to more materials on the Cambridge Teacher: [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es) |

**UNIT 1 BLOCK 1: COMPREHENSION OF ORAL TEXTS**

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| **CONTENTS** | **EVALUATION CRITERIA[[7]](#footnote-7)** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Comprehension strategies in oral texts:**   * Identify language for sports. * Listen to a dialogue between two children talking about what they are good at. * Listen to a song focusing on the pronunciation of new language. * Listen to a recording about a local talent show. * Listen to a chant focusing on pronunciation. * Listen to a story to consolidate language and structures of the unit. * Listen to a dialogue about someone volunteering to do an activity. * Identify the sound /ɔɪ/. * Identify vocabulary for different body movements. * Watch a video about body movements in physical activities. | B1.EC.1.  B1.EC.2.  B1.EC.3.  B1.EC.4.  B1.EC.5.  B1.EC.6.  B1.EC.7. | B1.LS.2.  B1.LS.3.  B1.LS.4.  B1.LS.5.  B1.LS.6. | CLC.1.  CLC.2.  CLC.3.  MCST.3.  MCST.6.  MCST.10.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Respect for the skills and abilities of others. * Interest in practising sports to have a healthy lifestyle. * Value the importance of allowing others to work. * Interest in learning about cultural expression, such as street dance. |
| **Communicative functions:**   * Greetings and introductions, apologising, thanking. * Descriptions of people, activities, places and objects. * Asking for and offering information, help, instructions, objects, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * I’m/He’s/She’s/ (name)’s good at (ice skating). I’m/He’s/She’s (name)’s not (very) good at (bowling). * We’re good at different things. * Are you good at (skiing)? Yes, I am. / No, I’m not. Are you good at (ice skating)? Yes, I am. / No, I’m not. * Who wants to paint a picture? I do. * So are we. * Wait and see. * It looks great. Well done! * What type …? * Make movements   Recycled language:   * Do you like (ski)ing? Yes, I do. / No, I don’t. * Is he/she (fishing)? Yes, he/ she is. / No, he/she isn’t. Are they (sailing)? Yes, they are. / No, they aren’t. * I/He/She can (dance). * Here you are. * We don’t need … * Let’s … * wash the car, paint a picture, make a fi lm, write a story, make a cake, sing a song |
| **Very frequent oral vocabulary (reception):**   * ice skating, skateboarding, sailing, kayaking, bowling, mountain biking, skiing, snowboarding * adventure holiday * outdoor, indoor * talent show, school hall, winner, plan * python * royal, coil, soil * turn, shake, bend, stretch, kick, smile * physical activities * street dance   Recycled vocabulary:   * fishing * sports, activities * good, friend * Art, Maths, Science, Music * woods, wall * Welcome * descriptions * body, parts of the body |
| **Sound, accent, rhythm and intonation patterns:**   * Identify the pronunciation of words for sports. * Identify the sound /ɔɪ/ *(royal, coil, soil).* |

**UNIT 1 BLOCK 2: PRODUCTION OF ORAL TEXTS (EXPRESSION AND INTERACTION)**

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| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Production strategies in oral texts:**   * Practise language for sports. * Following a model, prepare and practise in pairs a dialogue about what they are good at. * Sing a song focusing on the pronunciation of new language. * Practise asking and answering about what they are good at. * Think and talk about the importance of allowing others to work. * Play a game to practise new structures. * Say a chant focusing on pronunciation. * Learn to ask and answer with *Who wants to …?* and volunteering. * Plan a local talent show. * Act out a dialogue to practise saying the sound /ɔɪ/. * Practise vocabulary for body movements. | B2.EC.1.  B2.EC.2.  B2.EC.3.  B2.EC.4.  B2.EC.5.  B2.EC.6.  B2.EC.7.  B2.EC.8. | B2.LS.1.  B2.LS.2.  B2.LS.3.  B2.LS.4. | CLC.4.  CLC.5.  CLC.6.  CLC.7.  MCST.3.  MCST.6.  MCST.10.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Respect for the skills and abilities of others. * Interest in practising sports to have a healthy lifestyle. * Value the importance of allowing others to work. * Interest in learning about cultural expression, such as street dance. |
| **Communicative functions:**   * Greetings and introductions, apologising, thanking. * Descriptions of people, activities, places and objects. * Asking for and offering information, help, instructions, objects, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * I’m/He’s/She’s/ (name)’s good at (ice skating). I’m/He’s/She’s (name)’s not (very) good at (bowling). * We’re good at different things. * Are you good at (skiing)? Yes, I am. / No, I’m not. Are you good at (ice skating)? Yes, I am. / No, I’m not. * Who wants to paint a picture? I do. * So are we. * Wait and see. * It looks great. Well done! * What type …? * Make movements   Recycled language:   * Do you like (ski)ing? Yes, I do. / No, I don’t. * Is he/she (fishing)? Yes, he/ she is. / No, he/she isn’t. Are they (sailing)? Yes, they are. / No, they aren’t. * I/He/She can (dance). * Here you are. * We don’t need … * Let’s … * wash the car, paint a picture, make a fi lm, write a story, make a cake, sing a song |
| **Very frequent oral vocabulary (production):**   * ice skating, skateboarding, sailing, kayaking, bowling, mountain biking, skiing, snowboarding * adventure holiday * outdoor, indoor * talent show, school hall, winner, plan * python * royal, coil, soil * turn, shake, bend, stretch, kick, smile * physical activities * street dance   Recycled vocabulary:   * fishing * sports, activities * good, friend * Art, Maths, Science, Music * woods, wall * Welcome * descriptions * body, parts of the body |
| **Sound, accent, rhythm and intonation patterns:**   * Practise the pronunciation of words for sports. * Practise the sound /ɔɪ/ *(royal, coil, soil).* |

**UNIT 1 BLOCK 3: COMPREHENSION OF WRITTEN TEXTS**

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| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Comprehension strategies in written texts:**   * Read vocabulary for sports. * Read sentences to identify the use of *Who wants to …?* * Read a story to consolidate language and structures of the unit. * Identify the spelling of the sound /ɔɪ/. * Identify vocabulary for body movements. | B3.EC.1.  B3.EC.2.  B3.EC.3.  B3.EC.4.  B3.EC.5.  B3.EC.6.  B3.EC.7. | B3.LS.1.  B3.LS.3.  B3.LS.4. | CLC.9.  MCST.3.  MCST.6.  MCST.10.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Respect for the skills and abilities of others. * Interest in practising sports to have a healthy lifestyle. * Value the importance of allowing others to work. * Interest in learning about cultural expression, such as street dance. |
| **Communicative functions:**   * Greetings and introductions, apologising, thanking. * Descriptions of people, activities, places and objects. * Asking for and offering information, help, instructions, objects, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * I’m/He’s/She’s/ (name)’s good at (ice skating). I’m/He’s/She’s (name)’s not (very) good at (bowling). * We’re good at different things. * Are you good at (skiing)? Yes, I am. / No, I’m not. Are you good at (ice skating)? Yes, I am. / No, I’m not. * Who wants to paint a picture? I do. * So are we. * Wait and see. * It looks great. Well done! * What type …? * Make movements   Recycled language:   * Do you like (ski)ing? Yes, I do. / No, I don’t. * Is he/she (fishing)? Yes, he/ she is. / No, he/she isn’t. Are they (sailing)? Yes, they are. / No, they aren’t. * I/He/She can (dance). * Here you are. * We don’t need … * Let’s … * wash the car, paint a picture, make a fi lm, write a story, make a cake, sing a song |
| **Very frequent written vocabulary (reception):**   * ice skating, skateboarding, sailing, kayaking, bowling, mountain biking, skiing, snowboarding * adventure holiday * outdoor, indoor * talent show, school hall, winner, plan * python * royal, coil, soil * turn, shake, bend, stretch, kick, smile * physical activities * street dance   Recycled vocabulary:   * fishing * sports, activities * good, friend * Art, Maths, Science, Music * woods, wall * Welcome * descriptions * body, parts of the body |
| **Graphic patterns and spelling conventions:**   * Identify the spelling of words for sports. * Identify the spelling of words with the sound /ɔɪ/. |

**UNIT 1 BLOCK 4: PRODUCTION OF WRITTEN TEXTS (EXPRESSION AND INTERACTION)**

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| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Production strategies in written texts:**   * Practise writing words for sports. * Write words related to body movements. * Learn and practise asking questions with *Who wants to …?* and volunteering. * Write simple sentences about what they and others are good at. * Complete questions and answers to practise volunteering. * Plan a local talent show. * Write instructions for a street dance. | B4.EC.1.  B4.EC.2.  B4.EC.3.  B4.EC.4.  B4.EC.5.  B4.EC.6.  B4.EC.7. | B4.LS.2.  B4.LS.3.  B4.LS.4. | CLC.10.  CLC.11.  CLC.12.  MCST.3.  MCST.6.  MCST.10.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Respect for the skills and abilities of others. * Interest in practising sports to have a healthy lifestyle. * Value the importance of allowing others to work. * Interest in learning about cultural expression, such as street dance. |
| **Communicative functions:**   * Greetings and introductions, apologising, thanking. * Descriptions of people, activities, places and objects. * Asking for and offering information, help, instructions, objects, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * I’m/He’s/She’s/ (name)’s good at (ice skating). I’m/He’s/She’s (name)’s not (very) good at (bowling). * We’re good at different things. * Are you good at (skiing)? Yes, I am. / No, I’m not. Are you good at (ice skating)? Yes, I am. / No, I’m not. * Who wants to paint a picture? I do. * So are we. * Wait and see. * It looks great. Well done! * What type …? * Make movements   Recycled language:   * Do you like (ski)ing? Yes, I do. / No, I don’t. * Is he/she (fishing)? Yes, he/ she is. / No, he/she isn’t. Are they (sailing)? Yes, they are. / No, they aren’t. * I/He/She can (dance). * Here you are. * We don’t need … * Let’s … * wash the car, paint a picture, make a film, write a story, make a cake, sing a song |
| **Very frequent written vocabulary (production):**   * ice skating, skateboarding, sailing, kayaking, bowling, mountain biking, skiing, snowboarding * adventure holiday * outdoor, indoor * talent show, school hall, winner, plan * python * royal, coil, soil * turn, shake, bend, stretch, kick, smile * physical activities * street dance   Recycled vocabulary:   * fishing * sports, activities * good, friend * Art, Maths, Science, Music * woods, wall * Welcome * Descriptions * body, parts of the body |
| **Graphic patterns and spelling conventions:**   * Practise writing words for sports. * Practise writing words with the sound /ɔɪ/. |

**UNIT 1 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 1: Presentation and practice of vocabulary** | | | | | | |
| **Objectives:**   * Learn and talk about sports.   **Materials:**   * CD 1; Flashcards 12-20 * Word cards (TB103) | | | | | | |
| **Activities** | **Skills/ Blocks[[8]](#footnote-8)** | **Interaction[[9]](#footnote-9)** | **Competences[[10]](#footnote-10)** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Revise sports and places where sports are practised. | OC / OE | LG | CLC / SCC | **Extra activities:** *Teacher’s Book* p. 112  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation*. Present vocabulary of the lesson. | OC / OE | LG | CLC |
| **Pupil’s Book**, p. 16, Act. 1. *Listen. and point* (CD1.14) | OC | Ind / GC | CLC |
| **Pupil’s Book**, p. 16, Act. 2. *Listen, point and repeat* (CD1.15) | OC / OE | Ind / LG | CLC |
| **Pupil’s Book**, p. 16, Act. 3. *Listen and answer the questions.* (CD1.16) | OC / OE | LG | CLC |
| **Pupil’s Book**, p. 16, *Act 4. Ask and answer with a friend.* | OE | P / LG | CLC / SCC / SIE |
| **Activity Book**, p. 12, Act. 1.*Look and write the numbers.* | WE / RC | Ind | CLC / SIE |
| **Activity Book**, p. 12,*Where do you do the sports? Look at activity 1and write.* | WE / RC | Ind | SIE / SCC / CLC |
| ***My picture dictionary* ➔** *p. 85: Find and write the new words.* | WE / RC | Ind | SIE/ CLC |
| *Ending the lesson*. Play *Act it out.* | OC / OE | LG | CLC / SCC / SIE |

**UNIT 1 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 2: Presentation and practice of grammar 1** | | | | | | |
| **Objectives:**   * Talk about what they and others are good at.   **Materials:**   * CD 1; Flashcards 12-20, a CD of fast-paced music (appropriate for the topic of adventure sports) | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Activity with flashcardsto revise vocabulary for sports. | OC / OE | LG | CLC / SIE | **Extra activities:** *Teacher’s Book* p. 112  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation*. Introduce the topic of the lesson. | OC / OE | LG | CLC / SIE / SCC |
| **Pupil’s Book**, p. 17, Act. 5. *Listen and choose*. *Sing the song* (CD1.17) | OC / OE | Ind / LG | CLC / SIE / MCST |
| **Pupil’s Book**, p. 17, Act. 7. *Make sentences about you and your friends. Say true or false.* | RC / OE | P / LG | CLC / SIE / SCC |
| **Activity Book**, p. 13, Act. 3 *Look and read. Then circle.* | RC | Ind | CLC / SIE / LL |
| **Activity Book**, p. 13, Act. 4. *Look and write the words.* | WE / OE | Ind | CLC / SIE |
| *Ending the lesson*. Miming activity to practise the sports. | OC / OE | LG | CLC / SCC / SIE |

**UNIT 1 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 3: Presentation and practice of grammar 2** | | | | | | |
| **Objectives:**   * Ask and answer about what others are good at.   **Materials:**   * CD 1; four or five photos of professional sports people / performers | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Oral activity to introduce the topic of the lesson. | OC / OE | LG | CLC / SIE / SCC | **Extra activities:** *Teacher’s Book* p. 112  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation*. Present the lesson with photos. | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 18, Act. 7. *Listen, and repeat.* (CD1.18) | OC / OE | LG | CLC / CAE |
| **Pupil’s Book**, p. 18, Act. 8. *Look and choose. Then ask and answer with*  *a friend.* (CD1.19) | OC / OE | LG / P | CLC / SIE |
| **Pupil’s Book**, p. 18, Act. 9. *Tell the class about your friend.* | OC / OE | LG | CLC / SIE / SCC |
| **Pupil’s Book**, p. 18, Act. 10 *Go to page 102. Listen and repeat the chant.* | OC / OE | LG | CLC / SIE / SCC |
| **Activity Book**, p. 14, Act. 5.*Complete the conversations.* | WE / RC | Ind | CLC / SIE |
| **Activity Book**, p. 14, Act. 6. *Look and write.* | RC / WE | Ind | CLC / SCC |
| **Activity Book**, p. 14, Act. 7. *Answer the questions.* | RC / WE | Ind | CLC / SCC |
| *Ending the lesson*. Practise language of the lesson. | OE / OC | LG | CLC / SIE / SCC |

**UNIT 1 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 4: Skills** | | | | | | |
| **Objectives:**   * Consolidate language of the unit and practise the skills of listening, speaking and writing.   **Materials:**   * CD 1; Flashcards 12-20; six to eight photos of famous sports people and performers (all male or all female) * Optional: materials for a class talent show, e.g. microphones, number cards, paper for posters, etc. | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Oral activity to revise vocabulary. | OC / OE | LG | CLC / SIE / SCC | **Extra activities:** *Teacher’s Book* p. 112-113  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| **Pupil’s Book,** p. *start! Do you like talent shows?* | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 19, Act. 11. *Listen and match.* (CD1.20) | OC / RC | LG | CLC / SIE |
| **Pupil’s Book**, p. 19, Act. 12.*Listen again and answer the question.* (CD1.20) | RC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 19, Act. 13.*Plan a talent show with your friends.* | OC / OE | LG / P | CLC / SIE |
| **Activity Book**, p. 15, Act. 8 *Read and answer. Circle yes or no.* | RC / WE | Ind | CLC / SIE |
| **Activity Book**, .p.15, Act. 9. *Ask three friends. Write their names and answers.* | RC / WE | Ind | CLC |
| **Activity Book,** p. 15, Act 10*, Look at activities 8 and plan a talent show.* | RC / WE | Ind | CLC |
| *Ending the lesson*. Play a game of *Last one standing.* | OC / OE | Ind | CLC / SIE |

**UNIT 1 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 5: Story and value** | | | | | | |
| **Objectives:**   * Consolidate language with a story. * Discuss the value of allowing others to work.   **Materials:**   * CD 1; Flashcards 12-20; Word cards (TB103) * Optional: a paintbrush for each pair of pupils | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play *Match and mime.* | OC / OE | LG | CLC / SCC | **Extra activities:** *Teacher’s Book* p. 113  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Introduction.* Remind pupils of the story by asking them questions. | OC / OE | LG | CLC |
| **Pupil’s Book**, p. 20, Act. 14.*Read and listen (*CD1.21) | OC / OE / RC | LG | CLC / SCC / SIE |
| **Pupil’s Book**, p. 20, *Value. Allow others to work.* | OC / OE | LG | CLC / SCC / LL / SIE |
| **Activity Book**, p. 16, Act. 11. *Read and number in order.* | RC | Ind | CLC / SIE |
| **Activity Book**, p.16, Act. 12. *Look at activity 11. Answer the questions.* | RC / WE | Ind | CLC / SIE |
| *Ending the lesson*. Oral activity to review the story. | OC / OE | LG | CLC |

**UNIT 1 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 6: Talk time and Say it!** | | | | | | |
| **Objectives:**   * Learn and practise asking questios with *Who wants to …?* and volunteering. * Practise saying the sound /ɔɪ/.   **Materials:**   * CD 1; a long scarf or thick piece of string / rope | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Revise asking and answering what they are good at. | OC / OE | LG | CLC | **Extra activities:** *Teacher’s Book* p. 113  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation.* Remind pupils of the story by asking them questions. | OC / OE | LG | CLC |
| **Pupil’s Book**, p.21, Act. 15.*Listen and repeat. Then act.* (CD1.22), | OC / OE | LG / P | CL C/ SCC |
| **Pupil’s Book**, p. 21 Act. 17.*Listen and repeat.* (CD1.23), | OC / OE | LG | CLC / SIE |
| **Activity Book**, p.17, Act. 13 *Look and tick the picture that shows the value: allow others to work.* | RC / WE | Ind | SIE / SCC |
| **Activity Book**, p. 17, Act. 14. *Find and tick the words that sound like coil.* | OC / WE | Ind | CLC / SIE / LL |
| *Ending the lesson.* Practise asking questions with *Who wants to?* | OC / OE | LG / P | CLC |

**UNIT 1 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 7: CLIL – *PHYSICAL EDUCATION*** | | | | | | |
| **Objectives:**   * Learn about different types of body movements and identify them in physical activities.   **Materials:**   * CD 1; DVD; a CD of lively music | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Oral activity to present the contents of the lesson. | OC / OE | LG | CLC / SCC / MCST | **Extra activities:** *Teacher’s Book* p. 113  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| **Pupil’s Book**, p. 22, *What type of body movements can we make?* | OC / OE | LG | CLC / MCST |
| **Pupil’s Book**, p. 23, Act. 1 *Listen and repeat,* (CD1.24) | OC / OE | LG | CLC / MCST / SIE |
| **Pupil’s Book**, p. 23, Act.2 Video 01 (p.125 TB). *Watch the video.* | OC | LG | CLC / MCST |
| **Pupil’s Book**, p. 23, Act. 3 *What body movements are the children making in these pictures?* | RC / OE | LG / Ind | CLC / MCST / SIE |
| **Pupil’s Book**, p. 13, Act. 4 *What body movements do you make in sport?* | OE / RC | LG / P | CLC / MCST |
| **Activity Book**, p. 18, Act. 1. *What body movements can you see? Circle the correct words.* | RC | Ind | CLC / MCST / SIE |
| **Activity Book**, p. 18, Act. 2. *Complete the sentences with movements.* | RC / WE | Ind | CLC / MCST / SIE / LL |
| *Ending the lesson*. Play a game of *Simon says.* | RC | LG | CLC / MCST / SCC |

**UNIT 1 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 8: CLIL project and evaluation** | | | | | | |
| **Objectives:**   * Write instructions for a street dance. * Review the contents of the unit. * Complete the evaluation in the Activity Book.   **Materials:**   * A photo of a street; a short video or photo of someone doing street dance; a CD of pop music with a clear beat * Optional: word cards (TB103) | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| Warmer. Oral activity to revise body movements. | OC / OE / RC | LG | CLC / MCST / SCC | **Extra activities:** *Teacher’s Book* p. 113  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** | **Assessment reources:**   * End-of-unit test: *Teacher’s Resource File* and *Tests CD-ROM.* * The Cambridge Teacher   [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Self-evaluation:**  Evaluation. *Activity Book* |  |
| *Presentation.* Oral activity to introduce the topic of the lesson. | OC / OE / RC | LG | CLC / MCST / SCC |
| **Pupil’s Book**, p. 23, Act. 5. *Write body movements for a street dance.* | OE / RC / WE | LG | CLC / MCST / SIE / SCC |
| **Activity Book**, p. 19, *Evaluation*. Act. 1. *Look and write.* | WE / RC | Ind | CLC / MCST / SIE / LL |
| **Activity Book**, p. 19, *Evaluation.* Act. 2. *Complete the sentences about this unit.* | RC / WE | Ind | LL / SIE |
| **Activity Book**, p. 19 *Evaluation*. Act. 3. *Guess what it is.* | WE / RC | Ind | CLC / LL |
| *Ending the lesson*. Pupils choose their favourite activity from the unit and do it again. |  | Ind | CLC / LL / SIE |

**UNIT 2: AROUND TOWN**

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| --- |
| **Unit objectives** |
| In this unit pupils will be able to:   * Learn and talk about places in town. * Give directions to places in a town. * Consolidate language of the unit and practise the skills of listening, speaking and writing. * Consolidate language with a story. * Discuss the value of cycling safely. * Practise asking for and giving directions in town. * Practise saying the sound /ɜː/. * Learn about different three-dimensional shapes and identify them in buildings. * Make buildings from paper cubes, pyramids, cylinders and cones. * Review the contents of the unit. * Complete the evaluation in the Activity Book. |
| **Materials** |
| * Pupil’s Book and Activity Book * DVD / Presentation Plus * CD 1; Flashcards 21-30; Word cards (TB104) * Flashcards of places in town from *Guess What!* Level 2 or photos of places (e.g. street, cinema, supermarket, school); tourist map of the centre of the pupils’ home town (showing positions of buildings); large circles of red, orange and green card, a zebra crossing made of a large sheet of white paper with black lines; photos of landmarks/famous buildings in the pupils’ town or nearest large city (if possible including an art gallery, statue and fountain); photos of London (e.g. Buckingham Palace, Big Ben, an underground station, etc.); a cycle helmet, bell and reflective clothing; cardboard squares, triangles and circles; objects which are shaped like a sphere, cone, cube, cylinder and pyramid * Materials for the project: shape templates for making pyramids, cubes, cylinders and cones, photocopied onto paper (one set for each pupil), glue sticks, scissors, square of thick paper / card for each pair or group of pupils, examples of shape templates * Optional: colouring pencils; two pieces of blank paper for each pupil |
| **Mixed-ability resources** |
| * Reinforcement and Extension activities. Teacher’s Book p. 113-114 * Online Resources * Access to more materials on the Cambridge Teacher: [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es) |
| **Assessment resources** |
| * Unit tests: End-of-unit test, Teacher’s Resource File and Tests CD-ROM. * Self-evaluation: Activity Book, Evaluation. * Access to more materials on the Cambridge Teacher: [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es) |

**UNIT 2 BLOCK 1: COMPREHENSION OF ORAL TEXTS**

|  |  |  |  |
| --- | --- | --- | --- |
| **CONTENTS** | **EVALUATION CRITERIA[[11]](#footnote-11)** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Comprehension strategies in oral texts:**   * Identify language for different places in town. * Listen to a dialogue between two children talking about their school. * Identify the function of asking and giving directions in town. * Listen to a song focusing on the pronunciation of new language. * Listen to children talking about different places at their school. * Listen to a chant focusing pronunciation. * Listen to a dialogue about offering help. * Listen to a story to consolidate language and structures of the unit. * Listen and identify the function of offering help. * Listen to a dialogue focusing on the pronunciation of the sound /ɜː/. * Identify vocabulary for three-dimensional shapes. * Watch a video about three-dimensional shapes. | B1.EC.1.  B1.EC.2.  B1.EC.3.  B1.EC.4.  B1.EC.5.  B1.EC.6.  B1.EC.7. | B1.LS.2.  B1.LO3.  B1.LS.4.  B1.LS.5.  B1.LS.6. | CLC.1.  CLC.2.  CLC.3.  MCST.3.  MCST.4.  MCST.6.  MCST.7.  MCST.8.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Respect for others in group activities. * Curiosity about learning about places in town in different parts of the world. * Reflection on the importance of cycling safely. * Interest in identifying three-dimensional shapes in buildings. |
| **Communicative functions:**   * Greetings and introductions, apologising, thanking. * Descriptions of people, activities, places and objects. * Asking for and offering information, help, instructions, objects, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * Where’s (the museum)? It’s (opposite) the (hotel). * Start at the (park). Go straight ahead, turn left/right at the (traffic lights), stop! * be careful * How do you get to the …? * cycle safely * at the front, on top * … years old * made of   Recycled language:   * It’s (next to) the (park). * Can you see it? * Excuse me * What shape is it? * is, has, There is/are … * What can you see? I can see … |
| **Very frequent oral vocabulary (reception):**   * shopping centre, square, underground station, hotel, restaurant, museum, bank, zebra crossing, traffic light, bus station * building (n), road * opposite, near, below * far from, above, below, over there, up there * trip, zoo, art gallery, statue, fountain * net, competition, goal, score, cup, follow * safe (adj.) * helmet * turtle, whirl, surf * 2D, 3D, sphere, cylinder, cone, cube, pyramid * Mexican, Egyptian * recycled, card   Recycled vocabulary:   * street, school, park, shop, café, cinema, supermarket * next to, in front of, behind, between * plane * swimming pool * library * favourite, giraffe, elephant, car, lorry * bike * winners, adventure, playground * places at school (sports field, dining hall) * girl, curly, purple, skirt, T-shirt, bird, circle, burger * circle, triangle, square, building * big, small |
| **Sound, accent, rhythm and intonation patterns:**   * Identify the pronunciation of words for places in town. * Identify the sound /ɜː/ (*turtle, whirl, surf).* |

**UNIT 2 BLOCK 2: PRODUCTION OF ORAL TEXTS (EXPRESSION AND INTERACTION)**

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| --- | --- | --- | --- |
| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Production strategies in oral texts:**   * Practise language for different places in town. * Sing a song focusing on pronunciation of new language. * Make sentences to practise the function of saying and asking where places are in a town. * Think and talk about the importance of cycling safely. * Play a game to practise new structures. * Say a chant focusing on pronunciation. * Talk about different three-dimensional shapes and identify them in buildings. * Act out a dialogue to practise saying the sound /ɜː/. * Practise vocabulary for three-dimensional shapes. | B2.EC.1.  B2.EC.2.  B2.EC.3.  B2.EC.4.  B2.EC.5.  B2.EC.6.  B2.EC.7.  B2.EC.8. | B2.LS.1.  B2.LS.2.  B2.LS.3.  B2.LS.4. | CLC.4.  CLC.5.  CLC.6.  CLC.7.  MCST.3.  MCST.4.  MCST.6.  MCST.7.  MCST.8.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Respect for others in group activities. * Curiosity about learning about places in town in different parts of the world. * Reflection on the importance of cycling safely. * Interest in identifying three-dimensional shapes in buildings. |
| **Communicative functions:**   * Greetings and introductions, apologising, thanking. * Descriptions of people, activities, places and objects. * Asking for and offering information, help, instructions, objects, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * Where’s (the museum)? It’s (opposite) the (hotel). * Start at the (park). Go straight ahead, turn left/right at the (traffic lights), stop! * be careful * How do you get to the …? * cycle safely * at the front, on top * … years old * made of   Recycled language:   * It’s (next to) the (park). * Can you see it? * Excuse me * What shape is it? * is, has, There is/are … * What can you see? I can see … |
| **Very frequent oral vocabulary (production):**   * shopping centre, square, underground station, hotel, restaurant, museum, bank, zebra crossing, traffic light, bus station * building (n), road * opposite, near, below * far from, above, below, over there, up there * trip, zoo, art gallery, statue, fountain * net, competition, goal, score, cup, follow * safe (adj.) * helmet * turtle, whirl, surf * 2D, 3D, sphere, cylinder, cone, cube, pyramid * Mexican, Egyptian * recycled, card   Recycled vocabulary:   * street, school, park, shop, café, cinema, supermarket * next to, in front of, behind, between * plane * swimming pool * library * favourite, giraffe, elephant, car, lorry * bike * winners, adventure, playground * places at school (sports field, dining hall) * girl, curly, purple, skirt, T-shirt, bird, circle, burger * circle, triangle, square, building * big, small |
| **Sound, accent, rhythm and intonation patterns:**   * Practise the pronunciation of words for places in town. * Practise the sound /ɜː/ (*turtle, whirl, surf).* |

**UNIT 2 BLOCK 3: COMPREHENSION OF WRITTEN TEXTS**

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| --- | --- | --- | --- |
| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Comprehension strategies in written texts:**   * Read vocabulary for different places in town. * Read sentences to identify directions. * Read a text about where some buildings are in London. * Read a story to consolidate language and structures of the unit. * Identify the spelling of the sound /ɜː/. * Identify vocabulary for three-dimensional shapes. | B3.EC.1.  B3.EC.2.  B3.EC.3.  B3.EC.4.  B3.EC.5.  B3.EC.6.  B3.EC.7. | B3.LS.1.  B3.LS.2.  B3.LS.3.  B3.LS.4. | CLC.9.  MCST.3.  MCST.4.  MCST.6.  MCST.7.  MCST.8.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Respect for others in group activities. * Curiosity about learning about places in town in different parts of the world. * Reflection on the importance of cycling safely. * Interest in identifying three-dimensional shapes in buildings. |
| **Communicative functions:**   * Greetings and introductions, apologising, thanking. * Descriptions of people, activities, places and objects. * Asking for and offering information, help, instructions, objects, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * Where’s (the museum)? It’s (opposite) the (hotel). * Start at the (park). Go straight ahead, turn left/right at the (traffic lights), stop! * be careful * How do you get to the …? * cycle safely * at the front, on top * … years old * made of   Recycled language:   * It’s (next to) the (park). * Can you see it? * Excuse me * What shape is it? * is, has, There is/are … * What can you see? I can see … |
| **Very frequent written vocabulary (reception):**   * shopping centre, square, underground station, hotel, restaurant, museum, bank, zebra crossing, traffic light, bus station * building (n), road * opposite, near, below * far from, above, below, over there, up there * trip, zoo, art gallery, statue, fountain * net, competition, goal, score, cup, follow * safe (adj.) * helmet * turtle, whirl, surf * 2D, 3D, sphere, cylinder, cone, cube, pyramid * Mexican, Egyptian * recycled, card   Recycled vocabulary:   * street, school, park, shop, café, cinema, supermarket * next to, in front of, behind, between * plane * swimming pool * library * favourite, giraffe, elephant, car, lorry * bike * winners, adventure, playground * places at school (sports field, dining hall) * girl, curly, purple, skirt, T-shirt, bird, circle, burger * circle, triangle, square, building   big, small |
| **Graphic patterns and spelling conventions:**   * Identify the spelling of words for places in town. * Identify the spelling of words with the sound /ɜː/. |

**UNIT 2 BLOCK 4: PRODUCTION OF WRITTEN TEXTS (EXPRESSION AND INTERACTION)**

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| --- | --- | --- | --- |
| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Production strategies in written texts:**   * Practise writing vocabulary for different places in town. * Write questions and answers giving directions. * Write simple sentences about places where some buildings are. * Write a text about their favourite city. * Complete questions and answers to practise the structures of the unit. | B4.EC.1.  B4.EC.2.  B4.EC.3.  B4.EC.4.  B4.EC.5.  B4.EC.6.  B4.EC.7. | B4.LS.2.  B4.LS.3.  B4.LS.4. | CLC.10.  CLC.11.  CLC.12.  MCST.3.  MCST.4.  MCST.6.  MCST.7.  MCST.8.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Respect for others in group activities. * Curiosity about learning about places in town in different parts of the world. * Reflection on the importance of cycling safely. * Interest in identifying three-dimensional shapes in buildings. |
| **Communicative functions:**   * Greetings and introductions, apologising, thanking. * Descriptions of people, activities, places and objects. * Asking for and offering information, help, instructions, objects, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * Where’s (the museum)? It’s (opposite) the (hotel). * Start at the (park). Go straight ahead, turn left/right at the (traffic lights), stop! * be careful * How do you get to the …? * cycle safely * at the front, on top * … years old * made of   Recycled language:   * It’s (next to) the (park). * Can you see it? * Excuse me * What shape is it? * is, has, There is/are … * What can you see? I can see … |
| **Very frequent written vocabulary (production):**   * shopping centre, square, underground station, hotel, restaurant, museum, bank, zebra crossing, traffic light, bus station * building (n), road * opposite, near, below * far from, above, below, over there, up there * trip, zoo, art gallery, statue, fountain * net, competition, goal, score, cup, follow * safe (adj.) * helmet * turtle, whirl, surf * 2D, 3D, sphere, cylinder, cone, cube, pyramid * Mexican, Egyptian * recycled, card   Recycled vocabulary:   * street, school, park, shop, café, cinema, supermarket * next to, in front of, behind, between * plane * swimming pool * library * favourite, giraffe, elephant, car, lorry * bike * winners, adventure, playground * places at school (sports field, dining hall) * girl, curly, purple, skirt, T-shirt, bird, circle, burger * circle, triangle, square, building * big, small |
| **Graphic patterns and spelling conventions:**   * Practise writing words for places in town. * Practise writing words with the sound /ɜː/. |

**UNIT 2 PROGRAMME OF CLASSROOM ACTIVITIES**

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| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 1: Presentation and practice of vocabulary** | | | | | | |
| **Objectives:**   * Learn and talk about places in town.   **Materials:**   * CD 1; Flashcards 31-30; flashcards of places in town from *Guess What!* Level 2 or photos of places (e.g. street, cinema, supermarket, school) | | | | | | |
| **Activities** | **Skills/ Blocks[[12]](#footnote-12)** | **Interaction[[13]](#footnote-13)** | **Competences[[14]](#footnote-14)** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Oral activiy to introduce the topic of the lesson. | OC / OE | LG | CLC / SCC | **Extra activities:** *Teacher’s Book* p. 113  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation*. Present the vocabulary of the lesson. | OC / OE | LG | CLC / SCC |
| **Pupil’s Book**, p. 26, Act. 1. *Listen. and point* (CD1.25) | OC | Ind / LG | CLC |
| **Pupil’s Book**, p. 26, Act. 2. *Listen point and repeat.* (CD1.26) | OC / OE | LG | CLC |
| **Pupil’s Book**, p. 26, *Act 4. Listen and say the words* (CD1.27) | OC / OE | LG | CLC |
| **Pupil’s Book**, p. 26, *Act 5. Look at Tom’s map. Describe and guess where.* | OC / OE | P / LG | CLC |
| **Activity Book**, p. 20, Act. 1.*Look and number the picture.* | WE / RC | Ind | CLC / SIE |
| **Activity Book**, p. 20,Act. 2. *Read and match. Then write the words.* | WE / RC | Ind | SIE /CLC |
| ***My picture dictionary* ➔** *p. 86: Find and write the new words.* | WE / RC | Ind | SIE /CLC |
| *Ending the lesson*. Play *Guess What!* | OC / OE | LG | CLC / SCC / SIE |

**UNIT 2 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 2: Presentation and practice of grammar 1** | | | | | | |
| **Objectives:**   * Ask and answer about where things are in a town.   **Materials:**   * CD 1; Flashcards 21-30; Word cards (TB: p. 104); a tourist map of the centre of the pupils’ home town (showing positions of buildings) | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Review vocabulary for places in town. | OC / OE | LG | CLC / SIE | **Extra activities:** *Teacher’s Book* p. 113  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation*. Oral activity with the map. | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 27, Act. 5. Listen and match. Then s*ing the song* (CD1.28) | OC / OE | Ind / LG | CLC / SIE |
| **Pupil’s Book**, p. 27, Act. 6. *Read and match.* | RC / OE | Ind / LG | CLC/ SIE |
| **Pupil’s Book**, p. 27, Act. 7. *Make a map of your town. Then ask and answer.* | RC / OE / WE | P / LG | CLC/ SIE |
| **Activity Book**, p. 21, Act. 3 *Look and circle the correct answers.* | RC | Ind | CLC/ SIE / LL |
| **Activity Book**, p. 21, Act. 4. *Look at activity 3. Complete the questions and answers.* | WE / OE | Ind | CLC / SIE / LL |
| *Ending the lesson*. Oral activity to review vocabulary. | OC / OE | LG | CLC / SIE |

**UNIT 2 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 3: Presentation and practice of grammar 2** | | | | | | |
| **Objectives:**   * Give directions to places in a town.   **Materials:**   * CD 1; Flashcards 21-30 * Optional: large circles of red, orange and green card, a zebra crossing made of a large sheet of white paper with black lines | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Revise places in town. | OC / OE / RC | LG | CLC / SIE | **Extra activities:** *Teacher’s Book* p. 113-114  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation*. Introduce giving directions. | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 28, Act. 8. *Listen, and repeat* (CD1.29) | OC / OE | LG | CLC |
| **Pupil’s Book**, p. 28, Act. 9. *Listen and follow. Then answer.* (CD1.30) | OC / OE | LG / P | CLC / SIE |
| **Pupil’s Book**, p. 28, Act. 10. *Play the game with a friend.* | OC / OE | P | CLC / SIE / SCC |
| **Pupil’s Book**, p. 28, Act. 11 *Go to page 102. Listen and repeat the chant.* | OC / OE | LG | CLC / SIE / SCC |
| **Activity Book**, p. 22, Act. 5.*Read and draw lines. Then answer the questions.* | WE / RC | Ind | CLC / SIE |
| **Activity Book**, p. 22, Act. 6. *Look at activity 5. Write the directions.* | RC / WE | Ind | CLC / SIE |
| *Ending the lesson*. Revise directions. | OE / OC | LG | CLC / SIE / SCC |

**UNIT 2 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 4: Skills** | | | | | | |
| **Objectives:**   * Consolidate language of the unit and practise the skills of listening, speaking y writing.   **Materials:**   * CD 1; photos of landmarks / famous buildings in the pupils’ town or nearest large city (including an art gallery, statue and fountain); photos of London (e.g. Buckingham Palace, Big Ben, an underground station, etc.) | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Revise vocabulary for directions. | OC / OE | LG | CLC / SIE / SCC | **Extra activities:** *Teacher’s Book* p. 114  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| **Pupil’s Book,** p. 29 *Let’s start! What can you see in your town?* | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 29, Act. 12. *Read and listen. Then match.* (CD1.32) | OC / RC | LG | CLC / SIE |
| **Pupil’s Book**, p. 29, Act. 13*. Read again and choose the words.* | RC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 29, Act. 14. *Ask and answer with a friend.* | OC / OE | LG / P | CLC / SIE |
| **Activity Book**, p. 23, Act. 7 *Read the paragraph and write the words.* | RC / WE | Ind | CLC / SIE |
| **Activity Book**, .p. 23, Act. 8. *Answer the questions.* | RC / WE | Ind | CLC |
| **Activity Book,** p. 23, Act 9*, Write about your favourite city or town.* | WE | Ind | CLC |
| **Activity Book**, p. 23, Act. 10. *Ask and answer* with a friend. | RC / OE / OC | P | CLC / SCC |
| *Ending the lesson*. Oral activity with photos of London. | OC / OE | Ind | CLC / SIE |

**UNIT 2 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 5: Story and value** | | | | | | |
| **Objectives:**   * Consolidate language with a story. * Discuss the value of cycling safely.   **Materials:**   * CD 1; Flashcards 21-30; a cycle helmet, bell and reflective clothing * Optional: colouring pens / pencils | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play *What’s missing?* with flashcards. | OC / OE | LG | CLC / SCC | **Extra activities:** *Teacher’s Book* p. 114  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Introduction.* Ask questions about the story. | OC / OE | LG | CLC |
| **Pupil’s Book**, p. 30, Act. 15.*Read and listen (*CD1.33) | OC / OE / RC | LG | CLC / SCC / SIE |
| **Pupil’s Book**, p. 30, *Value.* p. 30, *Cycle safely.* | OC / OE | LG | CLC / SCC / LL / SIE |
| **Activity Book**, p. 24, Act. 11. *Read and match.* | RC | Ind | CLC / SIE |
| **Activity Book**, p. 8, Act. 12. *Look at activity 11. Write yes or no.* | RC / WE | Ind | CLC / SIE |
| *Ending the lesson*. Retell the story. | OC / OE | LG | CLC / SCC |

**UNIT 2 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 6: Talk time and Say it!** | | | | | | |
| **Objectives:**   * Practise asking for and giving directions in town. * Practise saying the sound /ɜː/.   **Materials:**   * CD 1 * Optional: two pieces of blank paper for each pupil | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play a game of *True or false.* | OC / OE | LG | CLC | **Extra activities:** *Teacher’s Book* p. 114  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation.* Remind pupils of the story by asking them questions. | OC / OE | LG | CLC |
| **Pupil’s Book**, p.31, Act. 16.*Listen and repeat. Then act.* (CD1.34), | OC / OE | LG / P | CLC / SCC |
| **Pupil’s Book**, p. 31 Act. 17.*Listen and repeat.* (CD1.35), | OC / OE | LG | CLC / SIE |
| **Activity Book**, p.25, Act. 13 *Look and tick the pictures that show the value: cycle safely* | RC / WE | Ind | SIE / SCC |
| **Activity Book**, p. 25, Act. 14. *Colour the words that sound like surf.* ***Then***  ***answer the question.*** | OC / OE / WE | Ind | CLC / SIE / LL |
| *Ending the lesson* Play *Sound Bingo.* | OC / OE | LG | CLC |

**UNIT 2 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 7: CLIL – *MATHS*** | | | | | | |
| **Objectives:**   * Learn about three-dimensional shapes and identify them in buidlings.   **Materials:**   * CD1, DVD; cardboard squares, triangles and circles; objects which are shaped like a sphere (ball, pea), cone (ice-cream cone, picture of a traffic cone, funnel, megaphone, party hat), cube (Lego block, dice), cylinder (glass, soft drink can, tube of sweets, pen) and pyramid (lampshade) | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Oral activity to review vocabulary of the unit. | OC / OE | LG | CLC / SCC / MCST | **Extra activities:** *Teacher’s Book* p. 114  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| Presentation. Present the topic of the lesson orally. | OC / OE | LG | CLC / SCC / MCST |
| **Pupil’s Book**, p. 32, *What 3D shapes can you see?* | OC / OE | LG | CLC / MCST |
| **Pupil’s Book**, p. 33, Act. 1 *Listen and repeat,* (CD1.36) | OC / OE | LG | CLC / MCST / SIE |
| **Pupil’s Book**, p. 33, Act.2 Video 02 (p.125 TB). *Watch the video.* | OC | LG | CLC / MCST |
| **Pupil’s Book**, p. 33, Act. 3 *What 3D shapes can you see?* | RC / OE | LG / Ind | CLC / MCST / SIE |
| **Pupil’s Book**, p. 33, Act. 4 *What shapes can you see in buildings near your school?* | OE / RC | LG/P | CLC / MCST |
| **Activity Book**, p. 26, Act. 1.*Read and match.* | RC | Ind | CLC / MCST / SIEE |
| **Activity Book**, p. 26, Act. 2. *Draw the 3D shapes.* | RC / WE | Ind | CLC / MCST / SIE / LL |
| *Ending the lesson*. Movement activity to review the contents of the lesson. | RC | LG | CLC / MCST / SCC |

**UNIT 2 PROGRAMME OF CLASSROOM ACTIVITIES**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 8: CLIL project and evaluation** | | | | | | |
| **Objectives:**   * Make buildings from paper cubes, pyramids, cylinders and cones. * Review the contents of the unit. * Complete the evaluation the Activity Book.   **Materials:**   * Materials for the project: shape templates for making pyramids, cubes, cylinders and cones, photocopied onto paper (one set for each pupil), glue sticks, scissors, square of thick paper / card for each pair or group of pupils, examples of a pyramid, cube, cyclinder and cone made from shape templates * Optional: word cards (TB04) | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| Warmer. Draw 2D and 3D shapes from the previous lesson and describe them. | OC / OE | LG | CLC / MCST / SCC | **Extra activities:** *Teacher’s Book* p. 114  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** | **Assessment reources:**   * End-of-unit test: *Teacher’s Resource File* and *Tests CD-ROM.* * The Cambridge Teacher   [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Self-evaluation:**  Evaluation. *Activity Book* |  |
| *Introduction.* Oral activity to present the project of the lesson. | OC / OE / RC | LG | CLC / MCST / SCC |
| **Pupil’s Book**, p. 33, Act. 5. *Make 3D paper buildings for a town.* | OC / RC | LG | CLC / MCST / SIE / SCC |
| **Activity Book**, p. 27, *Evaluation*. Act. 1. *Look and complete the questions and answers.* | WE / RC | Ind | CLC / MCST / SIE / LL |
| **Activity Book**, p. 27, *Evaluation.* Act. 2. *Complete the sentences about this unit.* | RC / WE | Ind | LL / SIE |
| **Activity Book**, p. 27, *Evaluation.* Act. 3. *Guess what it is.* | RC / WE | Ind | LL / SIE |
| **Activity Book**, p. 19 *Evaluation*. Act. 3. *Complete the sentences about this unit.* | WE | Ind | CLC / LL / SIE |
| *Ending the lesson*. Pupils choose their favourite activity from the unit and do it again. |  | Ind | CLC / LL / SIE |

**UNIT 3: AT WORK**

|  |
| --- |
| **Unit objectives** |
| In this unit pupils will be able to:   * Learn to name and talk about jobs. * Ask and answer about what family members do and where they work. * Ask and answer about they want to be and talk about what others want to be. * Consolidate language of the unit and practise the skills of listening, speaking and writing. * Consolidate language with a story. * Discuss the value of taking care of pets and animals. * Learn and practise the function of offering help and responding to offers. * Practise saying the consonant cluster /kr/. * Learn how jobs are linked to the different stages of producing a product (sourcing, manufacture, transport and sale). * Make a poster about types of work in their country. * Review the contents of the unit. * Complete the evaluation in the Activity Book. |
| **Materials** |
| * Pupil’s Book and Activity Book * DVD / Presentation Plus * CD 1 * Flashcards 31-40 * Word cards (TB105) * A sentence about each flashcard, written on a separate piece of paper, sticky tack; photos of people who could be your family (or a real family photo): parents, brother and sister, grandparents, aunt, uncle and cousin; a piece of blank paper for each pupil*;* flashcard29 (zebra crossing); piece of wood (or picture of a piece of wood); items made of wood, e.g. wooden pencils and ornaments, wooden musical instruments, cardboard, newspapers, etc.; a photo of the cross-section of a tree trunk (showing circles which indicate its age); materials for the project (large piece of display paper for each pair or group of pupils, photos of people doing different jobs, colouring pens or pencils, glue sticks, scissors) * Optional: a CD with lively music |
| **Mixed-ability resources** |
| * Reinforcement and Extension activities. Teacher’s Book p. 115-116 * Online Resources * Access to more materials on the Cambridge Teacher: [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es) |
| **Assessment resources** |
| * Unit tests: End-of-unit test, Teacher’s Resource File and Tests CD-ROM. * Self-evaluation: Activity Book, Evaluation. * Access to more materials on the Cambridge Teacher: [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es) |

**UNIT 3 BLOCK 1: COMPREHENSION OF ORAL TEXTS**

|  |  |  |  |
| --- | --- | --- | --- |
| **CONTENTS** | **EVALUATION CRITERIA[[15]](#footnote-15)** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Comprehension strategies in oral texts:**   * Identify language for work and jobs. * Listen to a dialogue between two children talking about what they want to be. * Listen to a song focusing on the pronunciation of new language. * Listen to a recording about what some children want to be and where they want to work. * Listen to a chant focusing on pronunciation. * Listen to a dialogue to practise the function of offering help and responding to offers. * Listen to a story to consolidate language and structures of the unit. * Listen and identify the function of offering help and responding to offers. * Listen and focus on the pronunciation of the consonant cluster /kr/. * Identify vocabulary for the different stages of producing a product. * Watch a video about the different stages of producing a product. | B1.EC.1.  B1.EC.2.  B1.EC.3.  B1.EC.4.  B1.EC.5.  B1.EC.6.  B1.EC.7. | B1.LS.2.  B1.LS.3.  B1.LS.4.  B1.LS.5.  B1.LS.6. | CLC.1.  CLC.2.  CLC.3.  MCST.3.  MCST.6.  MCST.7.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Value the importance of taking care of pets and animals. * Reflection on the function of offering help and responding to offers. * Interest in learning about the different stages of producing a product. * Reflection on the fact that both men and women can do any type of job. |
| **Communicative functions:**   * Greetings and introductions, apologising, thanking. * Descriptions of people, activities, places and objects. * Asking for and offering information, help, instructions, objects, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * I’m a (doctor). * What does your (aunt) do? He/ She’s an (artist). * Where does he/she work? He/She works in (an office)/on (a farm). * My (grandma)’s a (teacher). * What do you want to be? I want to be a (footballer). Do you want to be a (footballer)? Yes, I do. / No, I don’t. * See if you can guess. * What for? * Shall I …? * feed the hens, take the dog for a walk * of course * This is fun. * take care of   Recycled language:   * He/She likes (helping people). * We love (singing). * He/She’s wearing a (white coat). * What’s your name? I’m … * What about …? Good idea * Let’s … * He’s got … * Can you …? * What type? |
| **Very frequent oral vocabulary (reception):**   * doctor, nurse, artist, singer, actor, vet, businessman, businesswoman, bus driver, pilot * work, look after, drive * coat, costume * office, theatre * studio * footballer * rope, tyres * first * crab * crawl, across, sand * offer, clock, clothes * outdoor, factory, transport, work (n) * difficult   Recycled vocabulary:   * hospital, paint, draw, sing, bus, fly, plane, dress * jobs * family * farmer, teacher, farm, school, train * adventure playground * uncle, farmer * water, horse, goats * shop, tree, circle, wood (= material) |
| **Sound, accent, rhythm and intonation patterns:**   * Identify the pronunciation of words for work and jobs. * Identify the pronunciation of the consonant cluster /kr/: (*crab, crawl, across).* |

**UNIT 3 BLOCK 2: PRODUCTION OF ORAL TEXTS (EXPRESSION AND INTERACTION)**

|  |  |  |  |
| --- | --- | --- | --- |
| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Production strategies in oral texts:**   * Practise language for work and jobs. * Following a model, prepare and practise a dialogue about what they want to be and where they want to work. * Sing a song focusing on the pronunciation of new language. * Make sentences to practise the structures of the unit. * Talk about what a partner wants to be. * Play a guessing game to practise new structures. * Say a chant focusing on pronunciation. * Ask and answer about what family members do and where they work. * Ask and answer about what they want to do. * Act out a dialogue about offering help and responding to offers. * Say a tongue twister to practise saying the consonant cluster /kr/. * Practise vocabulary for the different stages of producing a product. | B2.EC.1.  B2.EC.2.  B2.EC.3.  B2.EC.4.  B2.EC.5.  B2.EC.6.  B2.EC.7.  B2.EC.8. | B2.LS.1.  B2.LS.2.  B2.LS.3.  B2.LS.4. | CLC.4.  CLC.5.  CLC.6.  CLC.7.  MCST.3.  MCST.3.  MCST.6.  MCST.7.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Value the importance of taking care of pets and animals. * Reflection on the function of offering help and responding to offers. * Interest in learning about the different stages of producing a product. * Reflection on the fact that both men and women can do any type of job. |
| **Communicative functions:**   * Greetings and introductions, apologising, thanking. * Descriptions of people, activities, places and objects. * Asking for and offering information, help, instructions, objects, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * I’m a (doctor). * What does your (aunt) do? He/ She’s an (artist). * Where does he/she work? He/She works in (an office)/on (a farm). * My (grandma)’s a (teacher). * What do you want to be? I want to be a (footballer). Do you want to be a (footballer)? Yes, I do. / No, I don’t. * See if you can guess. * What for? * Shall I …? * feed the hens, take the dog for a walk * of course * This is fun. * take care of   Recycled language:   * He/She likes (helping people). * We love (singing). * He/She’s wearing a (white coat). * What’s your name? I’m … * What about …? Good idea * Let’s … * He’s got … * Can you …? * What type? |
| **Very frequent oral vocabulary (production):**   * doctor, nurse, artist, singer, actor, vet, businessman, businesswoman, bus driver, pilot * work, look after, drive * coat, costume * office, theatre * studio * footballer * rope, tyres * first * crab * crawl, across, sand * offer, clock, clothes * outdoor, factory, transport, work (n) * difficult   Recycled vocabulary:   * hospital, paint, draw, sing, bus, fly, plane, dress * jobs * family * farmer, teacher, farm, school, train * adventure playground * uncle, farmer * water, horse, goats * shop, tree, circle, wood (= material) |
| **Sound, accent, rhythm and intonation patterns:**   * Practise the pronunciation of words for work and jobs. * Practise the pronunciation of the consonant cluster /kr/: (*crab,* *crawl, across).* |

**UNIT 3 BLOCK 3: COMPREHENSION OF WRITTEN TEXTS**

|  |  |  |  |
| --- | --- | --- | --- |
| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Comprehension strategies in written texts:**   * Read vocabulary for work and jobs. * Read sentences about what family members do and where they work. * Read a dialogue about what some children want to to be. * Read a story to consolidate language and structures of the unit. * Identify the spelling of the consonant cluster /kr/. * Identify the vocabulary for the different stages of producing a product. | B3.EC.1.  B3.EC.2.  B3.EC.3.  B3.EC.4.  B3.EC.5.  B3.EC.6.  B3.EC.7. | B3.LS.1.  B3.LS.3.  B3.LS.4. | CLC.9.  MCST.3.  MCST.3.  MCST.6.  MCST.7.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Value the importance of taking care of pets and animals. * Reflection on the function of offering help and responding to offers. * Interest in learning about the different stages of producing a product. * Reflection on the fact that both men and women can do any type of job. |
| **Communicative functions:**   * Greetings and introductions, apologising, thanking. * Descriptions of people, activities, places and objects. * Asking for and offering information, help, instructions, objects, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * I’m a (doctor). * What does your (aunt) do? He/ She’s an (artist). * Where does he/she work? He/She works in (an office)/on (a farm). * My (grandma)’s a (teacher). * What do you want to be? I want to be a (footballer). Do you want to be a (footballer)? Yes, I do. / No, I don’t. * See if you can guess. * What for? * Shall I …? * feed the hens, take the dog for a walk * of course * This is fun. * take care of   Recycled language:   * He/She likes (helping people). * We love (singing). * He/She’s wearing a (white coat). * What’s your name? I’m … * What about …? Good idea * Let’s … * He’s got … * Can you …? * What type? |
| **Very frequent written vocabulary (reception):**   * doctor, nurse, artist, singer, actor, vet, businessman, businesswoman, bus driver, pilot * work, look after, drive * coat, costume * office, theatre * studio * footballer * rope, tyres * first * crab * crawl, across, sand * offer, clock, clothes * outdoor, factory, transport, work (n) * difficult   Recycled vocabulary:   * hospital, paint, draw, sing, bus, fly, plane, dress * jobs * family * farmer, teacher, farm, school, train * adventure playground * uncle, farmer * water, horse, goats   shop, tree, circle, wood (= material) |
| **Graphic patterns and spelling conventions:**   * Identify the spelling of vocabulary for work and jobs. * Identify the spelling of words with the consonant cluster /kr/. |

**UNIT 3 BLOCK 4: PRODUCTION OF WRITTEN TEXTS (EXPRESSION AND INTERACTION)**

|  |  |  |  |
| --- | --- | --- | --- |
| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Production strategies in written texts:**   * Practise writing vocabulary for work and jobs. * Ask and answer about what their family members do and where they work. * Ask and answer about what they want to be and talk about what others want to be. * Write words related to the different stages of producing a product. * Complete questions and answers to practise the structures of the unit. * Write a paragraph about what they want to be and where they want to work. * Make a poster about types of work in their country. | B4.EC.1.  B4.EC.2.  B4.EC.3.  B4.EC.4.  B4.EC.5.  B4.EC.6.  B4.EC.7. | B4.LS.2.  B4.LS.3.  B4.LS.4. | CLC.10.  CLC.11.  CLC.12.  MCST.3.  MCST.6.  MCST.7.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Value the importance of taking care of pets and animals. * Reflection on the function of offering help and responding to offers. * Interest in learning about the different stages of producing a product. * Reflection on the fact that both men and women can do any type of job. |
| **Communicative functions:**   * Greetings and introductions, apologising, thanking. * Descriptions of people, activities, places and objects. * Asking for and offering information, help, instructions, objects, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * I’m a (doctor). * What does your (aunt) do? He/ She’s an (artist). * Where does he/she work? He/She works in (an office)/on (a farm). * My (grandma)’s a (teacher). * What do you want to be? I want to be a (footballer). Do you want to be a (footballer)? Yes, I do. / No, I don’t. * See if you can guess. * What for? * Shall I …? * feed the hens, take the dog for a walk * of course * This is fun. * take care of   Recycled language:   * He/She likes (helping people). * We love (singing). * He/She’s wearing a (white coat). * What’s your name? I’m … * What about …? Good idea * Let’s … * He’s got … * Can you …? * What type? |
| **Very frequent written vocabulary (production):**   * doctor, nurse, artist, singer, actor, vet, businessman, businesswoman, bus driver, pilot * work, look after, drive * coat, costume * office, theatre * studio * footballer * rope, tyres * first * crab * crawl, across, sand * offer, clock, clothes * outdoor, factory, transport, work (n) * difficult   Recycled vocabulary:   * hospital, paint, draw, sing, bus, fly, plane, dress * jobs * family * farmer, teacher, farm, school, train * adventure playground * uncle, farmer * water, horse, goats * shop, tree, circle, wood (= material) |
| **Graphic patterns and spelling conventions:**   * Practise writing vocabulary for work and jobs. * Practise writing words with the consonant cluster /kr/. |

**UNIT 3 PROGRAMME OF CLASSROOM ACTIVITIES**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 1: Presentation and practice of vocabulary** | | | | | | |
| **Objectives:**   * Learn to name and talk about jobs.   **Materials:**   * CD 1; Flashcards 31-40; a sentence about each flashcard, written on a separate piece of paper, sticky tack | | | | | | |
| **Activities** | **Skills/ Blocks[[16]](#footnote-16)** | **Interaction[[17]](#footnote-17)** | **Competences[[18]](#footnote-18)** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Brainstorm jobs. | OC / OE | LG | CLC / SCC | **Extra activities:** *Teacher’s Book* p. 115  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation*. Present vocabulary of the lesson. | OC / OE | LG | CLC / SCC |
| **Pupil’s Book**, p. 38, Act. 1. *Listen. and point* (CD1.38) | OC | Ind / LG | CLC |
| **Pupil’s Book**, p. 38, Act. 2. *Listen point and repeat.* (CD1.39) | OC / OE | LG | CLC |
| **Pupil’s Book**, p. 38, *Act 3. Listen and say the words.* (CD1.40) | OC / OE | LG | CLC |
| **Pupil’s Book**, p. 38, *Act 5. Describe and guess who.* | OC / OE | P / LG | CLC |
| **Activity Book**, p. 30, Act. 1.*Write the words. Then tick the odd one out.* | WE / RC | Ind | CLC / SIE |
| **Activity Book**, p. 30,Act. 2. *Look at activity 1. Write the words.* | WE / RC | Ind | SIE /CLC |
| ***My picture dictionary* ➔** *p. 87: Find and write the new words.* | WE / RC | Ind | SIE / CLC |
| *Ending the lesson*. Play *Describe and guess.* | OC / OE | LG | CLC / SCC / SIE |

**UNIT 3 PROGRAMME OF CLASSROOM ACTIVITIES**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 2: Presentation and practice of grammar 1** | | | | | | |
| **Objectives:**   * Ask and answer about what family members do and where they work.   **Materials:**   * CD 1; Flashcards 31-40; photos of people who could be your family (or a real family photo): parents, brother and sister, grandparents, aunt, uncle and cousin * Optional: a CD with lively music | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Revise vocabulary for jobs. | OC / OE | LG | CLC / SIE | **Extra activities:** *Teacher’s Book* p. 115  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation*. Introduce the topic of the lesson. | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 39, Act. 5. Listen and choose. Ten s*ing the song* (CD1.41) | OC / OE | Ind / LG | CLC / SIE |
| **Pupil’s Book**, p. 39, Act. 6. *Read and match.* | RC / OE | Ind / LG | CLC / SIE / SCC / MCST |
| **Pupil’s Book**, p. 39, Act. 7. *Think about your family. Ask and answer.* | RC / OE | P / LG | CLC/ SIE |
| **Activity Book**, p. 31, Act. 3 *Put the words in order. Then match.* | RC / WE | Ind | CLC/ SIE / LL |
| **Activity Book**, p. 31, Act. 4. *Look at activity 3. Complete the questions and answers.* | WE / OE | Ind | CLC / SIE / LL |
| **Activity Book**, p. 31, Act. 5 *Write the name of a famous person. Then ask and answer with a friend.* | WE / OE | Ind / P | CLC / SIE / LL |
| *Ending the lesson*. Oral activity to review vocabulary. | OC / OE | LG | CLC / SIE |

**UNIT 3 PROGRAMME OF CLASSROOM ACTIVITIES**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 3: Presentation and practice of grammar 2** | | | | | | |
| **Objectives:**   * Ask and answer about what they want to be and talk about what others want to be.   **Materials:**   * CD 1; a piece of blank paper for each pupil | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Miming activity to review vocabulary for jobs. | OC / OE | LG | CLC / SIE | **Extra activities:** *Teacher’s Book* p. 115  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation*. Introduce *What do you want to be?* | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 40, Act. 8. *Listen and repeat* (CD1.42) | OC / OE | LG | CLC |
| **Pupil’s Book**, p. 40, Act. 9.*Choose what you want to be. Then ask and answer.* | OC / OE / RC | LG / P | CLC / SIE |
| **Pupil’s Book**, p. 40, Act. 10 *Tell the class about your friend.* | OC / OE / RC | LG | CLC / SIE / SCC |
| **Pupil’s Book**, p. 40, Act. 11 *Go to page 102. Listen and repeat the chant.* | OC / OE | LG | CLC / SIE / SCC |
| **Activity Book**, p. 32, Act. 6. *Read and number.* | WE / RC | Ind | CLC / SIE |
| **Activity Book**, p. 22, Act. 7. *Look and write the questions and answers.* | RC / WE | Ind | CLC / SIE |
| **Activity Book**, p. 22, Act. 8. *Answer the questions.* | RC / WE | Ind | CLC / SIE |
| *Ending the lesson*. Play *Sentence chain* game. | OE / OC | LG | CLC / SIE / SCC |

**UNIT 3 PROGRAMME OF CLASSROOM ACTIVITIES**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 4: Skills** | | | | | | |
| **Objectives:**   * Consolidate language of the unit and practise the skills of listening, speaking and writing.   **Materials:**   * CD 1; Flashcards 31-40; Word cards (TB105) | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Oral activity to review vocabulary. | OC / OE | LG | CLC / SIE / SCC | **Extra activities:** *Teacher’s Book* p. 115  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| **Pupil’s Book,** p. 41 *Let’s start! Where do you want to work?* | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 41, Act. 12.*Listen and match.* (CD1.44) | OC / RC | LG | CLC / SIE |
| **Pupil’s Book**, p. 41, Act. 13*. Listen again and say true or false.* | RC / OE | LG | CLC / SIE |
| **Activity Book**, p. 33, Act. 9 *Read the paragraph and write the words.* | RC / WE | Ind | CLC / SIE |
| **Activity Book**, .p. 33, Act. 10. *Answer the questions.* | RC / WE | Ind | CLC |
| **Activity Book,** p. 33, Act 11*, Write about what you want to be.* | RC / WE | Ind | CLC |
| **Activity Book**, p. 33, Act. 12. *Ask and answer* with a friend. | RC / OE / OC | P | CLC / SCC |
| *Ending the lesson*. Ask and revise *What do you want to be?* | OC / OE | Ind | CLC / SIE |

**UNIT 3 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 5: Story and value** | | | | | | |
| **Objectives:**   * Consolidate language with a story. * Discuss the value of taking care of pets and animals.   **Materials:**   * CD 1; Flachcards 31-40 | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play *Anagrams.* | OC / OE / RC | LG | CLC / SCC | **Extra activities:** *Teacher’s Book* p. 115  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Introduction.* Ask questions about the story. | OC / OE | LG | CLC |
| **Pupil’s Book**, p. 42, Act. 15.*Read and listen (*CD1.45) | OC / OE / RC | LG | CLC / SCC / SIE |
| **Pupil’s Book**, p. 42, *Value.* *Take care of pets and animals.* | OC / OE | LG | CLC / SCC / LL / SIE |
| **Activity Book**, p. 34, Act. 13. *Read and write the words.* | RC / WE | Ind | CLC / SIE |
| **Activity Book**, p. 8, Act. 14. *Look at activity 13. Circle the answers.* | RC / WE | Ind | CLC / SIE |
| *Ending the lesson*. Play a game of *Correct my mistakes.* | OC / OE | LG | CLC / SCC |

**UNIT 3 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 6: Talk time and Say it!** | | | | | | |
| **Objectives:**   * Learn and practise the function of offering help and responding to offers. * Practise saying the consonant cluster /kr/.   **Materials:**   * CD 1; Flashcard 29 (zebra crossing) | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Remind pupils of the story by asking them questions. | OC / OE | LG | CLC | **Extra activities:** *Teacher’s Book* p. 115  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation.* Introduce the topic of the lesson. | OC / OE | LG | CLC |
| **Pupil’s Book**, p.43, Act. 16.*Listen and repeat. Then act.* (CD1.46), | OC / OE | LG / P | CLC / SCC |
| **Activity Book**, p.31, Act. 17 *Listen and repeat.* (CD1.47) | RC / WE | Ind | SIE / SCC |
| **Activity Book**, p. 35, Act. 15. *Read and tick the activities that show the value: take care of pets and animals* | OC / OE | Ind | CLC / SIE / LL / SCC |
| **Activity Book**, p. 35, Act. 16. *Circle the words with the cr sound.* | OC / OE | Ind | CLC / SIE / LL / SCC |
| *Ending the lesson* Oral activity to review vocabulary for animals and movements. | OC / OE | LG | CLC |

**UNIT 3 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 7: CLIL – *SCIENCE*** | | | | | | |
| **Objectives:**   * Learn how jobs are linked to the different stages of producing a product (sourcing, manufacture, transport and sale).   **Materials:**   * CD 1; DVD; a piece of wood (or picture of a piece of wood); items made of wood, e.g. wooden pencils, wooden musical instruments, newspapers, cardboard, etc.; a photo of the cross-section of a tree trunk (showing circles which indicate its age) | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Introductory activity with the items in class. | OC / OE | LG | CLC / SCC / MCST | **Extra activities:** *Teacher’s Book* p. 116  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation.* Introduce the topic of the lesson. | OC / OE | LG | CLC / SCC / MCST |
| **Pupil’s Book**, p. 44, *What type of work is it?* | OC / OE | LG | CLC / MCST |
| **Pupil’s Book**, p. 45, Act. 1 *Listen and repeat,* (CD1.48) | OC / OE | LG | CLC / MCST / SIE |
| **Pupil’s Book**, p. 45, Act.2 Video 03 (p.126 TB). *Watch the video.* | OC | LG | CLC / MCST |
| **Pupil’s Book**, p. 45, Act. 3 *Look at the pictures. What type of work can*  *you see?* | RC / OE | LG / Ind | CLC / MCST / SIE |
| **Pupil’s Book**, p. 45, Act. 4 *What types of work do you think are diffi- cult?* | OE / RC | LG | CLC / MCST |
| **Activity Book**, p. 36, Act. 1.*Match the types of work with the pictures.* | RC | Ind | CLC / MCST / SIE |
| **Activity Book**, p. 36, Act. 2. *Look and put the pictures in the correct order****.*** | RC / WE | Ind | CLC / MCST / SIE / LL |
| *Ending the lesson*. Play *Word Race.* | CLC | LG | CLC / MCST / SCC |

**UNIT 3 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 8: CLIL project and evaluation** | | | | | | |
| **Objectives:**   * Make a poster about types of work in their country. * Review the contents of the unit. * Complete the evaluation in the Activity Book*.*   **Materials:**   * Materials for the project (large piece of display paper for each pair or group of pupils, photos of people doing different jobs, colouring pens or pencils, glue sticks, scissors); word cards (TB105) * Optional: Flashcards 31-40 | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| Warmer. Miming activity to review vocabulary from the previous lesson. | OC / OE | LG | CLC / MCST / SCC | **Extra activities:** *Teacher’s Book* p. 116  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** | **Assessment reources:**   * End-of-unit test: *Teacher’s Resource File* and *Tests CD-ROM.* * The Cambridge Teacher   [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Self-evaluation:**  Evaluation. *Activity Book* |  |
| **Pupil’s Book**, p. 45, Act. 5. *From trees to shops. Make a poster for your country.* | OE / RC / WE | LG | CLC / MCST / SIE / SCC |
| **Activity Book**, p. 37, *Evaluation*. Act. 1. *Find and circle the words. Then match.* | WE / RC | Ind | CLC / MCST / SIE / LL |
| **Activity Book**, p. 37, *Evaluation.* Act. 2. *Look and complete the questions and answers.* | RC / WE | Ind | LL / SIE / MCST |
| **Activity Book**, p. 37, *Evaluation.* Act. 3. *Complete the sentences about this unit.* | RC / WE | Ind | LL / SIE / MCST |
| **Activity Book**, p. 37, *Evaluation.* Act. 4. *Guess what it is.* | RC / WE | Ind | LL / SIE |
| *Ending the lesson*. Pupils choose their favourite activity from the unit and do it again. |  | Ind | CLC / LL / SIE |

**UNIT 4: WILD ANIMALS**

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| **Unit objectives** |
| In this unit pupils will be able to:   * Learn to name and talk about animals. * Compare animals using one- and two-syllable adjectives. * Ask and answer about animals using comparative adjectives. * Consolidate language of the unit and practise the skills of reading, speaking and writing. * Consolidate language with a story. * Discuss the value of looking after nature. * Learn and practise the function of asking people to pass things and responding. * Practise saying the consonant cluster /fr/. * Learn and talk about the five different groups of vertebrates (mammals, birds, fish, reptiles and amphibians) and classify animals. * Make a mind map about animal groups. * Review the contents of the unit. * Complete the evaluation in the Activity Book. |
| **Materials** |
| * Pupil’s Book and Activity Book * DVD / Presentation Plus * CD 1 * Flashcards 41-50; Word cards (TB106) * Photos of two known animals not included in the flashcards (e.g. elephant and snake); a world map or globe, leaflets from a local zoo (or access to the zoo’s website) * A large sheet of paper for each group of three / four pupils, glue, scissors, drawing paper, coloured pens; a picture of an owl, pictures of parts of a wildlife garden, e.g. a bird bath, bat box, pond, ‘wild’ area; classroom objects (e.g. pencils, rubbers, scissors, glue sticks, books, pens); a photo of a hummingbird; five pieces of paper for each pupil; materials for the project (A3 paper and drawing materials for each pair/group of pupils) * Optional: materials for making a poster (large sheets of paper, scissors, glue, coloured pens) or materials for making a model bird box (cardboard / cereal boxes, scissors, glue, paints); a picture of a pair of flip flops |
| **Mixed-ability resources** |
| * Reinforcement and Extension activities. Teacher’s Book p. 116-117 * Online Resources * Access to more materials on the Cambridge Teacher: [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es) |
| **Assessment resources** |
| * Unit tests: End-of-unit test, Teacher’s Resource File and Tests CD-ROM. * Self-evaluation: Activity Book, Evaluation. * Access to more materials on the Cambridge Teacher: [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es) |

**UNIT 4 BLOCK 1: COMPREHENSION OF ORAL TEXTS**

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| --- | --- | --- | --- |
| **CONTENTS** | **EVALUATION CRITERIA[[19]](#footnote-19)** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Comprehension strategies in oral texts:**   * Identify language for animals. * Listen to a dialogue between two children comparing animals. * Listen to a song focusing on the pronunciation of new language. * Listen to a text about some animals in a zoo. * Listen to a chant focusing on pronunciation. * Lirsten to a dialogue about asking people to pass things politely. * Listen to a story to consolidate language and structures of the unit. * Listen and identify the function of asking people to pass things and responding. * Listen to a tongue twister focusing on the pronunciation of the consontant cluster /fr/. * Identify vocabulary for vertebrates. * Watch a video about different groups of vertebrates. | B1.EC.1.  B1.EC.2.  B1.EC.3.  B1.EC.4.  B1.EC.5.  B1.EC.6.  B1.EC.7. | B1.LS.2.  B1.LS.3.  B1.LS.4.  B1.LS.5.  B1.LS.6. | CLC.1.  CLC.2.  CLC.3.  MCST.3.  MCST.4.  MCST.5.  MCST.6.  MCST.8.  MCST.9.  MCST.10.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Interest in learning about the five different groups of vertebrates. * Value the importance of looking after nature. * Interest in learning the function of asking people to pass things politely. |
| **Communicative functions:**   * Greetings and introductions, apologising, thanking. * Expressing ability, likes, agreement or disagreement, feelings, plans. * Descriptions of people, activities, places and objects. * Asking for and offering information, help, instructions, objects, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * It looks like … * It comes out at night. * It eats … * (Gorillas) are bigger/smaller/ noisier/quieter/quicker/slower than (pandas). * Are (giraffes) (tall)er than (penguins)? | Yes, they are. / No, they aren’t. * come from * What does it look like? Where does it come from? What does it eat? * Can you pass them, please? * not many * make a nest, lay eggs * Where’s the (glue)? It’s/They’re here. | Can you pass it/them, please? Yes, of course. * on land, in water   Recycled language:   * Let’s play … * This animal is… / These animals are… * It can/can’t …, They can/can’t … * It’s got … * It likes / They like (climb)ing * It’s (drink)ing. * Would you like to …? * They are… They’ve got… They can… They’re good at … * climb trees * Are there any …? Yes, there are. * We need … * It’s a/an … |It can … | It’s got … |
| **Very frequent oral vocabulary (reception):**   * kangaroo, koala, parrot, penguin, bat, owl, jaguar, bear, panda, gorilla * noisy, quiet, quick, slow * taller, shorter, longer * zookeeper * squirrel monkey, wallaby, red panda * South America, Australia, Asia * fur, seeds, insects, plants * bird/owl box * nails * nature zone * catch, fruit fly, tongue, fly (n) * glue, colouring pencils, scissors * animal group, mammals, reptiles, amphibians * hummingbird * only, backwards   Recycled vocabulary:   * animals, colours * bird * long, beautiful, big, grey, fi nd, jump, swim, eat, fly, drink, water, fish, fruit, tail * big, small * work, zoo * tail, fruit, leaves, flowers, eggs,grass, meat, baby, run, jump * grandpa, house, beautiful, lots of, town, look after, shelter * frog, friend * flower, butterfly * kite, rubber, balls * fly, swim, climb, walk * spots, fur |
| **Sound, accent, rhythm and intonation patterns:**   * Identify the pronunciation of vocabulary for animals. * Identify the pronunciation of words with the consonant cluster /fr/ *(frog, fruit)*. |

**UNIT 4 BLOCK 2: PRODUCTION OF ORAL TEXTS (EXPRESSION AND INTERACTION)**

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| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Production strategies in oral texts:**   * Practise language for animals. * Following a model, prepare and practise in pairs a dialogue comparing animals. * Sing a song focusing on the pronunciation of new language. * Talk about their favourite animal. * Act out a dialogue to practise the function of asking people to pass things. * Compare animals using one- and two-syllable adjectives. * Ask and answer about animals using comparative adjectives. * Say a chant focusing on pronunciation. * Practise the function of asking people to pass things and responding. * Talk about the importance of looking after nature. * Say a tongue twister to practise the pronunciation of the consonant cluster /fr/. * Practise vocabulary for the different groups of vertebrates. | B2.EC.1.  B2.EC.2.  B2.EC.3.  B2.EC.4.  B2.EC5.  B2.EC.6.  B2.EC.7.  B2.EC.8. | B2.LS.1.  B2.LS.2.  B2.LS.3.  B2.LS.4. | CLC.4.  CLC.5.  CLC.6.  CLC.7.  MCST.3.  MCST.6.  MCST.8.  MCST.9.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Interest in learning about the five different groups of vertebrates. * Value the importance of looking after nature. * Interest in learning the function of asking people to pass things politely. |
| **Communicative functions:**   * Greetings and introductions, apologising, thanking. * Expressing ability, likes, agreement or disagreement, feelings, plans. * Descriptions of people, activities, places and objects. * Asking for and offering information, help, instructions, objects, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * It looks like … * It comes out at night. * It eats … * (Gorillas) are bigger/smaller/ noisier/quieter/quicker/slower than (pandas). * Are (giraffes) (tall)er than (penguins)? | Yes, they are. / No, they aren’t. * come from * What does it look like? Where does it come from? What does it eat? * Can you pass them, please? * not many * make a nest, lay eggs * Where’s the (glue)? It’s/They’re here. | Can you pass it/them, please? Yes, of course. * on land, in water   Recycled language:   * Let’s play … * This animal is… / These animals are… * It can/can’t …, They can/can’t … * It’s got … * It likes / They like (climb)ing * It’s (drink)ing. * Would you like to …? * They are… They’ve got… They can… They’re good at … * climb trees * Are there any …? Yes, there are. * We need … * It’s a/an … |It can … | It’s got … |
| **Very frequent oral vocabulary (production):**   * kangaroo, koala, parrot, penguin, bat, owl, jaguar, bear, panda, gorilla * noisy, quiet, quick, slow * taller, shorter, longer * zookeeper * squirrel monkey, wallaby, red panda * South America, Australia, Asia * fur, seeds, insects, plants * bird/owl box * nails * nature zone * catch, fruit fly, tongue, fly (n) * glue, colouring pencils, scissors * animal group, mammals, reptiles, amphibians * hummingbird * only, backwards   Recycled vocabulary:   * animals, colours * bird * long, beautiful, big, grey, fi nd, jump, swim, eat, fly, drink, water, fish, fruit, tail * big, small * work, zoo * tail, fruit, leaves, flowers, eggs,grass, meat, baby, run, jump * grandpa, house, beautiful, lots of, town, look after, shelter * frog, friend * flower, butterfly * kite, rubber, balls * fly, swim, climb, walk * spots, fur |
| **Sound, accent, rhythm and intonation patterns:**   * Practise the pronunciation of vocabulary for animals. * Practise the pronunciation of words with the consonant cluster /fr/ *(frog, fruit)*. |

**UNIT 4 BLOCK 3: COMPREHENSION OF WRITTEN TEXTS**

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| --- | --- | --- | --- |
| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Comprehension strategies in written texts:**   * Read vocabulary for animals. * Read sentences about animals and say whether they are true or false. * Read a text about some animals in a zoo. * Read a story to consolidate vocabulary and structures of the unit. * Identify the spelling of the consonant cluster /fr/. * Identify vocabulary for the different groups of vertebrates. | B3.EC.1.  B3.EC.2.  B3.EC.3.  B3.EC.4.  B3.EC.5.  B3.EC.6.  B3.EC.7. | B3.LS.1.  B3.LS.3.  B3.LS.4. | CLC.9.  MCST.3.  MCST.6.  MCST.8.  MCST.9.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Interest in learning about the five different groups of vertebrates. * Value the importance of looking after nature. * Interest in learning the function of asking people to pass things politely. |
| **Communicative functions:**   * Greetings and introductions, apologising, thanking. * Expressing ability, likes, agreement or disagreement, feelings, plans. * Descriptions of people, activities, places and objects. * Asking for and offering information, help, instructions, objects, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * It looks like … * It comes out at night. * It eats … * (Gorillas) are bigger/smaller/ noisier/quieter/quicker/slower than (pandas). * Are (giraffes) (tall)er than (penguins)? | Yes, they are. / No, they aren’t. * come from * What does it look like? Where does it come from? What does it eat? * Can you pass them, please? * not many * make a nest, lay eggs * Where’s the (glue)? It’s/They’re here. | Can you pass it/them, please? Yes, of course. * on land, in water   Recycled language:   * Let’s play … * This animal is… / These animals are… * It can/can’t …, They can/can’t … * It’s got … * It likes / They like (climb)ing * It’s (drink)ing. * Would you like to …? * They are… They’ve got… They can… They’re good at … * climb trees * Are there any …? Yes, there are. * We need … * It’s a/an … |It can … | It’s got … |
| **Very frequent written vocabulary (production):**   * kangaroo, koala, parrot, penguin, bat, owl, jaguar, bear, panda, gorilla * noisy, quiet, quick, slow * taller, shorter, longer * zookeeper * squirrel monkey, wallaby, red panda * South America, Australia, Asia * fur, seeds, insects, plants * bird/owl box * nails * nature zone * catch, fruit fly, tongue, fly (n) * glue, colouring pencils, scissors * animal group, mammals, reptiles, amphibians * hummingbird * only, backwards   Recycled vocabulary:   * animals, colours * bird * long, beautiful, big, grey, fi nd, jump, swim, eat, fly, drink, water, fish, fruit, tail * big, small * work, zoo * tail, fruit, leaves, flowers, eggs,grass, meat, baby, run, jump * grandpa, house, beautiful, lots of, town, look after, shelter * frog, friend * flower, butterfly * kite, rubber, balls * fly, swim, climb, walk   spots, fur |
| **Graphic patterns and spelling conventions:**   * Identify the spelling of vocabulary for animals. * Identify the spelling of words with the consonant cluster /fr/. |

**UNIT 4 BLOCK 4: PRODUCTION OF WRITTEN TEXTS (EXPRESSION AND INTERACTION)**

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| --- | --- | --- | --- |
| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Production strategies in written texts:**   * Practise writing vocabulary for animals. * Complete sentences with vocabulary of the unit. * Compare animals using one- and two-syllable adjectives. * Ask and answer about animals using comparative adjectives. * Write a paragraph about their favourite animal. * Write a paragraph about a reptile, a bird, a mammal and an amphibian. * Make a mind map about animal groups. | B4.EC.1.  B4.EC.2.  B4.EC.3.  B4.EC.4.  B4.CE5.  B4.CE6.  B4.CE7. | B4.LS.2.  B4.LS.3.  B4.LS.4. | CLC.10.  CLC.11.  CLC.12.  MCST.3.  MCST.6.  MCST.8.  MCST.9.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Interest in learning about the five different groups of vertebrates. * Value the importance of looking after nature. * Interest in learning the function of asking people to pass things politely. |
| **Communicative functions:**   * Greetings and introductions, apologising, thanking. * Expressing ability, likes, agreement or disagreement, feelings, plans. * Descriptions of people, activities, places and objects. * Asking for and offering information, help, instructions, objects, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * It looks like … * It comes out at night. * It eats … * (Gorillas) are bigger/smaller/ noisier/quieter/quicker/slower than (pandas). * Are (giraffes) (tall)er than (penguins)? | Yes, they are. / No, they aren’t. * come from * What does it look like? Where does it come from? What does it eat? * Can you pass them, please? * not many * make a nest, lay eggs * Where’s the (glue)? It’s/They’re here. | Can you pass it/them, please? Yes, of course. * on land, in water   Recycled language:   * Let’s play … * This animal is… / These animals are… * It can/can’t …, They can/can’t … * It’s got … * It likes / They like (climb)ing * It’s (drink)ing. * Would you like to …? * They are… They’ve got… They can… They’re good at … * climb trees * Are there any …? Yes, there are. * We need … * It’s a/an … |It can … | It’s got … |
| **Very frequent written vocabulary (production):**   * kangaroo, koala, parrot, penguin, bat, owl, jaguar, bear, panda, gorilla * noisy, quiet, quick, slow * taller, shorter, longer * zookeeper * squirrel monkey, wallaby, red panda * South America, Australia, Asia * fur, seeds, insects, plants * bird/owl box * nails * nature zone * catch, fruit fly, tongue, fly (n) * glue, colouring pencils, scissors * animal group, mammals, reptiles, amphibians * hummingbird * only, backwards   Recycled vocabulary:   * animals, colours * bird * long, beautiful, big, grey, fi nd, jump, swim, eat, fly, drink, water, fish, fruit, tail * big, small * work, zoo * tail, fruit, leaves, flowers, eggs,grass, meat, baby, run, jump * grandpa, house, beautiful, lots of, town, look after, shelter * frog, friend * flower, butterfly * kite, rubber, balls * fly, swim, climb, walk * spots, fur |
| **Graphic patterns and spelling conventions:**   * Practise writing vocabulary for animals. * Practise writing words with the consonant cluster /fr/. |

**UNIT 4 PROGRAMME OF CLASSROOM ACTIVITIES**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 1: Presentation and practice of vocabulary** | | | | | | |
| **Objectives:**   * Learn to name and talk about animals.   **Materials:**   * CD 1; Flashcards 41-50; Word cards (TB106) | | | | | | |
| **Activities** | **Skills/ Blocks[[20]](#footnote-20)** | **Interaction[[21]](#footnote-21)** | **Competences[[22]](#footnote-22)** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play *Two minutes.* | OC / OE | LG | CLC / SCC | **Extra activities:** *Teacher’s Book* p. 116  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation*. Vocabulary activity with flashcards. | OC / OE | LG | CLC / SCC |
| **Pupil’s Book**, p. 48, Act. 1. *Listen. and point* (CD1.49) | OC | Ind / LG | CLC |
| **Pupil’s Book**, p. 48, Act. 2. *Listen point and repeat.* (CD1.50) | OC / OE | LG | CLC |
| **Pupil’s Book**, p. 48, *Act 3. Listen and say the animals.* | OC / OE | P | CLC |
| **Pupil’s Book**, p. 48, *Act 4. Describe and guess what.* | OC / OE | P / LG | CLC |
| **Activity Book**, p. 38, Act. 1.*Look and tick the correct words.* | RC | LG/P | CLC / SIE |
| **Activity Book** p. 38,Act. 2.*Write the words.* | WE | Ind | SIE /CLC |
| ***My picture dictionary* ➔** *Go to page 88: Find and write the new words.* | WE / RC | Ind | SIE /CLC |
| *Ending the lesson*. Play *Match the pictures and words.* | OC / OE | LG | CLC / SCC / SIE |

**UNIT 4 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 2: Presentation and practice of grammar 1** | | | | | | |
| **Objectives:**   * Compare animals using one and two-syllable adjectives.   **Materials:**   * CD 1; Flashcards 41-50 | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Revise vocabulary for animals. | OC / OE | LG | CLC / SIE | **Extra activities:** *Teacher’s Book* p. 116  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation*. Present the contents of the lesson. | OC / OE | LG | CLC / SIE / MCST |
| **Pupil’s Book**, p. 49, Act. 5. Listen and then match. Then s*ing the song* (CD1.52) | OC / OE | Ind / LG | CLC / SIE |
| **Pupil’s Book**, p. 49, Act. 6. *Read and say true or false.* | RC | Ind / LG | CLC/ SIE / SCC / MCST |
| **Pupil’s Book**, p. 49, Act. 7. *Make sentences about your favourite animals. Say true or false.* | RC / OE | P / LG | CLC / SIE |
| **Activity Book**, p. 39, Act. 3 *Read and choose the correct words.* | RC | Ind | CLC / SIE / LL |
| **Activity Book**, p. 39, Act. 4. *Look and complete the sentences. Use the words in the box.* | WE / OE | Ind | CLC / SIE / LL |
| *Ending the lesson*. Activity to review the contents of the lesson. | OC / OE / WE | LG / P | CLC / SIE |

**UNIT 4 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 3: Presentation and practice of grammar 2** | | | | | | |
| **Objectives:**   * Ask and answer about animals using comparative adjectives.   **Materials:**   * CD 1; Flashcards 41-50; photos of two known animals not included in the flashcards (e.g. elephant and snake) * Optional: a blank piece of paper for each pupil | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play *Correct my mistakes.* | OC / OE / RC | LG | CLC / SIE | **Extra activities:** *Teacher’s Book* p. 116  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation*. Introduce questions with comparatives. | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 50, Act. 8. *Listen and repeat* (CD1.53) | OC / OE | LG | CLC |
| **Pupil’s Book**, p. 50, Act. 9.*Listen and answer* (CD1.56) | OC / OE / RC | LG | CLC / SIE |
| **Pupil’s Book**, p. 50, Act. 10 *Ask and answer with a friend.* | OC / OE / RC | LG / P | CLC / SIE / SCC |
| **Pupil’s Book**, p. 50, Act. 11 *Go to page 102. Listen and repeat the chant.* (CD1.55) | OC / OE | LG | CLC / SIE / SCC |
| **Activity Book**, p. 40, Act. 6. *Read and circle the words.* | WE / RC | Ind | CLC / SIE |
| **Activity Book**, p. 22, Act. 7. *Look and use the words to complete the questions.* | RC / WE | Ind | CLC / SIE |
| **Activity Book**, p. 22, Act. 8. *Complete the questions and write the answers.* | RC / OC / OE | LG | CLC / SIE |
| *Ending the lesson*. Play Stand in order. | OE / OC | LG | CLC / SIE / SCC |

**UNIT 4 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 4: Skills** | | | | | | |
| **Objectives:**   * Consolidate language of the unit and practise the skills of reading, speaking and writing.   **Materials:**   * CD 1; a world map or globe, leaflets from a local zoo (or access to the zoo’s website) * A large sheet of paper for each group of three / four pupils, glue, scissors, drawing paper, coloured pens | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Present the topic of the lesson. | OC / OE | LG | CLC / SIE / SCC | **Extra activities:** *Teacher’s Book* p. 116  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| **Pupil’s Book,** p. 51 *Let’s start! Would you like to work in a zoo?* | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 51, Act. 12. *Read and listen. Then match*(CD1.56) | OC / RC | LG | CLC / SIE |
| **Pupil’s Book**, p. 51, Act. 13*. Read again and answer the questions.* | RC / OE | LG / Ind | CLC / SIE |
| **Pupil’s Book**, .p. 51, Act. 14. *Ask and answer with a friend.* | RC / WE | P | CLC |
| **Activity Book**, .p. 41, Act. 8. *Read the paragraph and write the words.* | RC / WE | Ind | CLC |
| **Activity Book,** p. 41, Act 9. *Answer the questions.* | RC / WE | Ind | CLC |
| **Activity Book**, p.41, Act. 10. *Write about your favourite animal.* | RC / OE / OC | Ind | CLC / SCC |
| **Activity Book**, p.41, Act. 11 *Guess your friend’s favourite animal.* | RC / OE / OC | P | CLC / SCC |
| *Ending the lesson*. Play *The last word.* | OC / OE | LG | CLC / SIE |

**UNIT 4 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 5: Story and value** | | | | | | |
| **Objectives:**   * Consolidate language with a story. * Discuss the value of looking after nature.   **Materials:**   * CD 1; a picture of an owl, pictures of parts of a wildlife garden, e.g. a bird bath, bat box, pond, ‘wild’ area * Optional: materials for making a poster (large sheets of paper, scissors, glue, coloured pens) or materials for making a model bird box (cardboard/ cereal boxes, scissors, glue, paints) | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Activity to review vocabulary from the previous lesson. | OC / OE / RC | LG | CLC / SCC | **Extra activities:** *Teacher’s Book* p. 116-117  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Introduction.* Ask questions about the story. | OC / OE | LG | CLC |
| **Pupil’s Book**, p. 52, Act. 14.*Read and listen (*CD1.57) | OC / OE / RC | LG | CLC / SCC / SIE |
| *Value.* p. 52, *Look after nature.* | OC / OE | LG | CLC / SCC / LL / SIE |
| **Activity Book**, p. 42, Act. 12. *Read and number in order.* | RC | Ind | CLC / SIE |
| **Activity Book**, p. 42, Act. 13. *Look at activity 12. Answer the questions.* | RC / WE | Ind | CLC / SIE |
| *Ending the lesson*. Oral activity to review the contents of the lesson. | OC / OE | LG | CLC / SCC |

**UNIT 4 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 6: Talk time and Say it!** | | | | | | |
| **Objectives:**   * Learn and practise the function of asking people to pass things and responding. * Practise saying the consonant cluster /fr/.   **Materials:**   * CD 1, clasroom objects (e.g. pencils, rubbers, scissors, glue sticks, books, pens) * Optional: a picture of a pair of flip flops | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play *Correct my mistakes.* | OC / OE | LG | CLC | **Extra activities:** *Teacher’s Book* p. 117  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation.* Remind pupils of the story by asking them questions. | OC / OE | LG | CLC |
| **Pupil’s Book**, p.53, Act. 16.*Listen and repeat. Then act.* (CD1.58) | OC / OE | LG / P | CLC / SCC |
| **Pupil’s Book**, p.53, Act. 17 *Listen and repeat.* (CD1.59), | RC / WE | Ind | SIE / SCC |
| **Activity Book**, p. 43, Act. 14 *Look and tick the activities that show the value: look after nature* | OC / OE | Ind | CLC / SIE / LL / SCC |
| **Activity Book**, p. 43, Act. 15 *Look and write the words with the fr sound.* | OC / OE | Ind | CLC / SIE / LL |
| *Ending the lesson.* Play *Listen and do.* | OC / OE | LG | CLC |

**UNIT 4 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 7: CLIL – *SCIENCE*** | | | | | | |
| **Objectives:**   * Learn and talk about the five different groups of vertebrates (mammals, birds, fish, reptiles and amphibians) and classify animals.   **Materials:**   * CD 1; DVD; Flashcards 41-50; Word cards (TB106) * A photo of a hummingbird; five pieces of paper for each pupil | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play a version of *Can I have?* | OC / OE | LG | CLC / SCC / MCST | **Extra activities:** *Teacher’s Book* p. 117  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| **Pupil’s Book**, p. 54, *What animal group is it?* | OC / OE | LG | CLC / MCST / SCC |
| **Pupil’s Book**, p. 55, Act. 1 *Listen and repeat,* (CD1.60) | OC / OE | LG | CLC / MCST / SIE |
| **Pupil’s Book**, p. 55, Act.2 Video 04 (p.126 TB). *Watch the video.* | OC | LG | CLC / MCST |
| **Pupil’s Book**, p. 55, Act. 3 *What animal group is it? Read and match.* | RC | LG | CLC / MCST / SIE |
| **Pupil’s Book**, p. 55, Act. 4 *What group of animals would you like to film?* | OE / RC | LG | CLC / MCST / SCC |
| **Activity Book**, p. 44, Act. 1.*Read the questions and write the words in the correct boxes.* | RC / OE | Ind | CLC / MCST / SIE |
| **Activity Book**, p. 44, Act. 2. *Look at activity1. Write about a reptile, a bird, a mammal and an amphibian.* | RC / WE | Ind | CLC / MCST / SIE / LL |
| *Ending the lesson*. Activity to review the contents of the lesson. | RC / WE | LG /Ind | CLC / MCST / SCC |

**UNIT 4 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 8: CLIL project and evaluation** | | | | | | |
| **Objectives:**   * Make a mind map about animal groups. * Review the contents of the unit. * Complete the evaluation in the Activity Book.   **Materials:**   * Materials for the project (A3 paper and drawing materials for each pair / group of pupils); Flashcards 41-50 * Optional: word cards (TB106). | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| Warmer. Activity to review vocabulary from the unit. | OC / OE / RC | LG | CLC / MCST / SCC | **Extra activities:** *Teacher’s Book* p. 117  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** | **Assessment reources:**   * End-of-unit test: *Teacher’s Resource File* and *Tests CD-ROM.* * The Cambridge Teacher   [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Self-evaluation:**  Evaluation. *Activity Book* |  |
| *Presentation.* Introduce the project of the lesson. | OC / OE / RC | LG | CLC / MCST / SCC |
| **Pupil’s Book**, p. 55, Act. 5. *Make a mind map with the five animal groups.* | OE / RC / WE | LG | CLC / MCST / SIE / SCC |
| **Activity Book**, p. 45, *Evaluation*. Act. 1. *Find and circle ten animal words. Use the extra letters to answer the question.* | WE / RC | Ind | CLC / MCST / SIE / LL |
| **Activity Book**, p. 45, *Evaluation* Act. 2. *Look and complete the sentences****.*** | RC / WE | Ind | LL / SIE / MCST / LL |
| **Activity Book**, p. 45, *Evaluation.* Act. 3. *Complete the sentences about this unit.* | RC / WE | Ind | LL / SIE / MCST |
| **Activity Book**, p. 37, *Evaluation.* Act. 4. *Guess what it is.* | RC / WE | Ind | LL / SIE |
| *Ending the lesson*. Pupils choose their favourite activity from the unit and do it again. |  | Ind | CLC / LL / SIE |

**UNIT 5: FOOD AND DRINK**

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| **Unit objectives** |
| In this unit pupils will be able to:   * Name and talk about food. * Talk about how often they eat different kinds of food. * Ask and answer about how often they eat different kinds of food. * Consolidate language of the unit and practise the skills of listening, speaking and writing. * Consolidate language with a story. * Discuss the value of food hygiene. * Learn and practise the function of shopping. * Practise saying the vowel sound /ɑː/. * Learn that water comes from different sources. * Write a poem about where water comes from. * Review the contents of the unit. * Complete the evaluation in the Activity Book. |
| **Materials** |
| * Pupil’s Book and Activity Book * DVD / Presentation Plus * CD 2 * Flashcards 51-60 * Word cards p.107TB * A CD of lively music; a small piece of paper for each pupil; five large pieces of card with the words *always, usually, sometimes, never* and *every day* on them, sticky tack; a week-to-view diary; British notes and coins (e.g. ten-pound or five-pound note, pound coins) or pictures of British currency; a bean bag; a piece of A4 paper for each pupil, coloured pens, scissors or ingredients and equipment for making fruit salad; A4 paper or white card for each pair of pupils or real food, sticky labels, shopping bags, play money or cardboard and paper for making money; pictures of a river, a lake and a pond; photos or drawings of clouds, rain, a glacier, a well, a spring, a river, the sea; an example of a poem in English; a piece of blank paper for each pair or group of pupils * Optional: A3 paper for each group of pupils, blank paper, colouring pens, scissors, glue, small photos of food and drink |
| **Mixed-ability resources** |
| * Reinforcement and Extension activities. Teacher’s Book p. 117-118 * Online Resources * Access to more materials on the Cambridge Teacher: [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es) |
| **Assessment resources** |
| * Unit tests: End-of-unit test, Teacher’s Resource File and Tests CD-ROM. * Self-evaluation: Activity Book, Evaluation. * Access to more materials on the Cambridge Teacher: [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es) |

**UNIT 5 BLOCK 1: COMPREHENSION OF ORAL TEXTS**

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| **CONTENTS** | **EVALUATION CRITERIA[[23]](#footnote-23)** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Comprehension strategies in oral texts:**   * Identify language for food. * Listen to some students talking about what they eat during the week. * Identify adverbs of frequency: *every day, usually, sometimes, never.* * Listen to a song focusing on the pronunciation of new language. * Listen to a dialogue to practise the function of ordering food and asking the price in a café. * Listen to a chant focusing on pronunciation. * Listen to a story to consolidate language and structures of the unit. * Listen and identify the function of shopping. * Listen to a tongue twister focusing on the pronunciation of the vocal sound /ɑː/. * Identify vocabulary for different sources of water. * Watch a video about different sources of water. | B1.EC.1.  B1.EC2.  B1.EC.3.  B1.EC.4.  B1.EC.5.  B1.EC.6.  B1.EC.7. | B1.LS.2.  B1.LS.3.  B1.LS.4.  B1.LS.5.  B1.LS.6. | CLC.1.  CLC.2.  CLC.3.  MCST.3.  MCST.6.  MCST.8.  MCST.9.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Value the importance of food hygiene. * Reflection on the function of shopping. * Respect for different food cultures. * Interest in learning more about the different sources of water. |
| **Communicative functions:**   * Greetings and introductions, apologising, thanking. * Descriptions of people, activities, places and objects. * Asking for and offering information, help, instructions, objects, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * Put them back. * He/She wants (pasta) for lunch. * I always/usually/sometimes/never have (a sandwich) for breakfast/lunch/dinner. | He always/never has (biscuits) (or) (crisps) for lunch. * How often do you have (toast) for (breakfast)? Every day. * What do you (usually) have for (lunch)? | How often does (Grace) have (salad) for lunch? | Does (Grace) (sometimes) have (pizza)? | Do you (usually) have …? * wash our hands * How much is …? It’s (one pound). * How much is it / are they? It’s/They’re … * made up of   Recycled language:   * I’ve got …What have you got? * What about you? * Do you want …? I want/don’t want… * You can have … * a lot of * How about …? | Let’s … * Good idea. Great! | of course | Here you are. * Come from |
| **Very frequent oral vocabulary (reception):**   * pasta, yoghurt, soup, pizza, salad, nuts, tea, coffee, biscuit, crisps, chocolate * healthy * diary * bean bags, pounds, money, sell, buy, give, fruit salad * pence, aardvark, come out, dark * cloud, rain, glacier, well, spring, river, source * per cent * poem   Recycled vocabulary:   * food and drink * lunch, sandwich, drink * breakfast, lunch, dinner, fruit, vegetables, cereal * always, usually, sometimes, never * days of the week * orange juice, can * car, artist, guitar * body * water, sea, ice, pond, lake |
| **Sound, accent, rhythm and intonation patterns**   * Identify the pronunciation of vocabulary for food and water sources. * Identify the pronunciation of words with the vocal sound /ɑː/. |

**UNIT 5 BLOCK 2: PRODUCTION OF ORAL TEXTS (EXPRESSION AND INTERACTION)**

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| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Production strategies in oral texts:**   * Practise language for food. * Sing a song focusing on the pronunciation of new language. * Practise the use of adverbs of frequency. * Talk about how often they often they eat different kinds of food. * Discuss the importance of hygiene food. * Play a guessing game to practise new structures. * Say a chant focusing on pronunciation. * Ask and answer about how often they eat different kinds of food. * Act out a dialogue about shopping. * Repeat a tongue twister to practise the pronunciation of the vocal sound /ɑː/. * Practise vocabulary for sources of water. | B2.EC.1.  B2.EC.2.  B2.EC.3.  B2.EC.4.  B2.EC.5.  B2.EC.6.  B2.EC.7.  B2.EC.8. | B2.LS.1.  B2.LS.2.  B2.LS.3.  B2.LS.4. | CLC.4.  CLC.5.  CLC.6.  CLC.7.  MCST.3.  MCST.6.  MCST.8.  MCST.9.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Value the importance of food hygiene. * Reflection on the function of shopping. * Respect for different food cultures. * Interest in learning more about the different sources of water. |
| **Communicative functions:**   * Greetings and introductions, apologising, thanking. * Descriptions of people, activities, places and objects. * Asking for and offering information, help, instructions, objects, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * Put them back. * He/She wants (pasta) for lunch. * I always/usually/sometimes/never have (a sandwich) for breakfast/lunch/dinner. | He always/never has (biscuits) (or) (crisps) for lunch. * How often do you have (toast) for (breakfast)? Every day. * What do you (usually) have for (lunch)? | How often does (Grace) have (salad) for lunch? | Does (Grace) (sometimes) have (pizza)? | Do you (usually) have …? * wash our hands * How much is …? It’s (one pound). * How much is it / are they? It’s/They’re … * made up of   Recycled language:   * I’ve got …What have you got? * What about you? * Do you want …? I want/don’t want… * You can have … * a lot of * How about …? | Let’s … * Good idea. Great! | of course | Here you are. * Come from |
| **Very frequent oral vocabulary (production):**   * pasta, yoghurt, soup, pizza, salad, nuts, tea, coffee, biscuit, crisps, chocolate * healthy * diary * bean bags, pounds, money, sell, buy, give, fruit salad * pence, aardvark, come out, dark * cloud, rain, glacier, well, spring, river, source * per cent * poem   Recycled vocabulary:   * food and drink * lunch, sandwich, drink * breakfast, lunch, dinner, fruit, vegetables, cereal * always, usually, sometimes, never * days of the week * orange juice, can * car, artist, guitar * body * water, sea, ice, pond, lake |
| **Sound, accent, rhythm and intonation patterns**   * Practise the pronunciation of vocabulary for food and water sources. * Practise the pronunciation of words with the vocal sound /ɑː/. |

**UNIT 5 BLOCK 3: COMPREHENSION OF WRITTEN TEXTS**

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| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Comprehension strategies in written texts:**   * Read vocabulary for food. * Read sentences to identify adverbs. * Read a dialogue about shopping. * Read a story to consolidate vocabulary and structures of the unit. * Identify the spelling of the vocal sound /ɑː/. * Identify vocabulary for different sources of water. | B3.EC.1.  B3.EC.2.  B3.EC.3.  B3.EC.4.  B3.EC.5.  B3.EC.6.  B3.EC.7. | B3.LS.1.  B3.LS.3.  B3.LS.4. | CLC.9.  MCST.3.  MCST.6.  MCST.8.  MCST.9.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Value the importance of food hygiene. * Reflection on the function of shopping. * Respect for different food cultures. * Interest in learning more about the different sources of water. |
| **Communicative functions:**   * Greetings and introductions, apologising, thanking. * Descriptions of people, activities, places and objects. * Asking for and offering information, help, instructions, objects, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * Put them back. * He/She wants (pasta) for lunch. * I always/usually/sometimes/never have (a sandwich) for breakfast/lunch/dinner. | He always/never has (biscuits) (or) (crisps) for lunch. * How often do you have (toast) for (breakfast)? Every day. * What do you (usually) have for (lunch)? | How often does (Grace) have (salad) for lunch? | Does (Grace) (sometimes) have (pizza)? | Do you (usually) have …? * wash our hands * How much is …? It’s (one pound). * How much is it / are they? It’s/They’re … * made up of   Recycled language:   * I’ve got …What have you got? * What about you? * Do you want …? I want/don’t want… * You can have … * a lot of * How about …? | Let’s … * Good idea. Great! | of course | Here you are. * Come from |
| **Very frequent written vocabulary (reception):**   * pasta, yoghurt, soup, pizza, salad, nuts, tea, coffee, biscuit, crisps, chocolate * healthy * diary * bean bags, pounds, money, sell, buy, give, fruit salad * pence, aardvark, come out, dark * cloud, rain, glacier, well, spring, river, source * per cent * poem   Recycled vocabulary:   * food and drink * lunch, sandwich, drink * breakfast, lunch, dinner, fruit, vegetables, cereal * always, usually, sometimes, never * days of the week * orange juice, can * car, artist, guitar * body * water, sea, ice, pond, lake |
| **Graphic patterns and spelling conventions:**   * Identify the spelling of vocabulary for food and water sources. * Identify the spelling of words with the vocal sound /ɑː/. |

**UNIT 5 BLOCK 4: PRODUCTION OF WRITTEN TEXTS (EXPRESSION AND INTERACTION)**

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| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Production strategies in written texts:**   * Practise writing vocabulary for food. * Write about what they eat for lunch. * Complete sentences about food hygiene. * Ask and answer about how often they eat different kinds of food. * Write a poem about where water comes from. | B4.EC.1.  B4.EC.2.  B4.EC.3.  B4.EC.4.  B4.EC.5.  B4.EC.6.  B4.EC.7. | B4.LS.2.  B4.LS.3.  B4.LS.4. | CLC.10.  CLC.11.  CLC.12.  MCST.3.  MCST.6.  MCST.8.  MCST.9.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Value the importance of food hygiene. * Reflection on the function of shopping. * Respect for different food cultures. * Interest in learning more about the different sources of water. |
| **Communicative functions:**   * Greetings and introductions, apologising, thanking. * Descriptions of people, activities, places and objects. * Asking for and offering information, help, instructions, objects, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * Put them back. * He/She wants (pasta) for lunch. * I always/usually/sometimes/never have (a sandwich) for breakfast/lunch/dinner. | He always/never has (biscuits) (or) (crisps) for lunch. * How often do you have (toast) for (breakfast)? Every day. * What do you (usually) have for (lunch)? | How often does (Grace) have (salad) for lunch? | Does (Grace) (sometimes) have (pizza)? | Do you (usually) have …? * wash our hands * How much is …? It’s (one pound). * How much is it / are they? It’s/They’re … * made up of   Recycled language:   * I’ve got …What have you got? * What about you? * Do you want …? I want/don’t want… * You can have … * a lot of * How about …? | Let’s … * Good idea. Great! | of course | Here you are. * Come from |
| **Very frequent written vocabulary (production):**   * pasta, yoghurt, soup, pizza, salad, nuts, tea, coffee, biscuit, crisps, chocolate * healthy * diary * bean bags, pounds, money, sell, buy, give, fruit salad * pence, aardvark, come out, dark * cloud, rain, glacier, well, spring, river, source * per cent * poem   Recycled vocabulary:   * food and drink * lunch, sandwich, drink * breakfast, lunch, dinner, fruit, vegetables, cereal * always, usually, sometimes, never * days of the week * orange juice, can * car, artist, guitar * body * water, sea, ice, pond, lake |
| **Graphic patterns and spelling conventions:**   * Practise writing vocabulary for food and water sources. * Practise writing words with the vocal sound /ɑː/. |

**UNIT 5 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 1: Presentation and practice of vocabulary** | | | | | | |
| **Objectives:**   * Name and talk about food.   **Materials:**   * CD 2 * Flashcards 51-60 * Word cards (TB107) * Optional: a CD of lively music | | | | | | |
| **Activities** | **Skills/ Blocks[[24]](#footnote-24)** | **Interaction[[25]](#footnote-25)** | **Competences[[26]](#footnote-26)** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Oral activity to present vocabulary of the lesson. | OC / OE | LG | CLC / SCC | **Extra activities:** *Teacher’s Book* p. 117  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation*. Vocabulary activity with flashcards. | OC / OE | LG | CLC / SCC |
| **Pupil’s Book**, p. 60, Act. 1. *Listen. and point* (CD2.02) | OC | Ind / LG | CLC |
| **Pupil’s Book**, p. 60, Act. 2. *Listen point and repeat.* (CD02.03) | OC / OE | LG | CLC |
| **Pupil’s Book**, p. 60, Act 3. *Listen and answer the questions.* (CD02.04) | OC / OE | LG / Ind | CLC |
| **Pupil’s Book**, p. 60, Act *4. Describe and guess who.* | OC / OE | P / LG | CLC |
| **Activity Book**, p. 48, Act. 1.*Look and write the words.* | WE / RC | Ind | CLC / SIE |
| **Activity Book** p. 48,Act. 2.*What do they want for lunch? Read and then write the words****.*** | WE / RC | Ind | SIE / CLC |
| ***My picture dictionary* ➔** *Go to page 89: Find and write the new words.* | WE / RC | Ind | SIE /CLC |
| *Ending the lesson*. Play *Does it match?* | OC / OE | LG | CLC / SCC / SIE |

**UNIT 5 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 2: Presentation and practice of grammar 1** | | | | | | |
| **Objectives:**   * Talk about how often they eat different kinds of food.   **Materials:**   * CD 2; Flashcards 51-60; a small piece of paper for each pupil | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play *Bingo.* | OC / OE | LG | CLC / SIE | **Extra activities:** *Teacher’s Book* p. 117-118  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation*. Present the contents of the lesson. | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 61, Act. 5. *Listen and choose. Then sing the song* (CD2.05). | OC / OE | Ind / LG | CLC / SIE |
| **Pupil’s Book**, p. 61, Act. 6. *Look at the song. Then read and correct the sentences.* | RC / OE | P / Ind | CLC/ SIE / SCC |
| **Pupil’s Book**, p. 61, Act. 7. *Make sentences and say true or false.* | RC / OE | P / Ind | CLC / SIE / SCC |
| **Activity Book**, p. 49, Act. 3 *Make sentences and say true or false.* | RC / WE | Ind | CLC/ SIE / LL |
| **Activity Book**, p. 49, Act. 4.*Look at activity 3. Then complete the sentences.* | WE / RC | Ind | CLC / SIE / LL |
| **Activity Book**, p. 49, Act. 6. *Complete the sentences.* | WE / RC | Ind | CLC / SIE / LL |
| *Ending the lesson*. Sing the song again and do a miming activity. | OC / OE | LG | CLC / SIE |

**UNIT 5 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 3: Presentation and practice of grammar 2** | | | | | | |
| **Objectives:**   * Ask and answer about how often they eat different kinds of food.   **Materials:**   * CD 2; Flashcards 51-60; five large pieces of card with the words *always, usually, sometimes, never* and *every day* on them, sticky tack | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Activity to review the contents of the unit. | OC / OE / RC | LG | CLC / SIE | **Extra activities:** *Teacher’s Book* p. 118  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation*. Present language of the lesson. | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 62, Act. 8. L*isten and repeat.* (CD2.06) | OC / OE | LG | CLC |
| **Pupil’s Book**, p. 62, Act. 9.*Make questions. Then ask and answer with a friend.* | OC / OE / RC | LG | CLC / SIE |
| **Pupil’s Book**, p. 62, Act. 10 *Tell the class about you and your friend****.*** | OC / OE / RC | P | CLC / SIE / SCC |
| **Pupil’s Book**, p. 62, Act. 11 *Go to page 103. Listen and repeat the chant.* (CD2.07) | OC / OE | LG | CLC / SIE / SCC |
| **Activity Book**, p. 50, Act. 6. *Look and complete the questions and the answers.* | WE / RC | Ind | CLC / SIE |
| **Activity Book**, p. 50, Act. 7. *Answer the questions.* | RC / WE | Ind | CLC / SIE |
| *Ending the lesson*. Play *Last one standing.* | OE / OC | LG | CLC / SIE / SCC |

**UNIT 5 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 4: Skills** | | | | | | |
| **Objectives:**   * Consolidate language of the unit and practise the skills of listening, speaking and writing.   **Materials:**   * CD 2; a week-to-view diary * Optional: A3 paper for each group of pupils, blank paper, colouring pens, scissors, glue, small photos of food and drink | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Oral activity to introduce the lesson. | OC / OE | LG | CLC / SIE / SCC | **Extra activities:** *Teacher’s Book* p. 118  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| **Pupil’s Book,** p. 63 *Let’s start! What do you usually have for lunch?* | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 63, Act. 12. *Listen and match* (CD2.08) | OC / RC | LG | CLC / SIE |
| **Pupil’s Book**, p. 63, Act. 13*. Listen again and answer the questions.* | RC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 63, Act. 14. *Ask and answer with a friend.* | RC / WE | P | CLC / SIE |
| **Activity Book**, .p. 51, Act. 8. *Make a lunch diary. Write what you eat and drink for lunch every day.* | RC / WE | Ind | CLC |
| **Activity Book,** p. 51, Act 9*, Look at activity 8. Answer the questions.* | RC / WE | Ind | CLC |
| **Activity Book**, p. 51, Act. 10. *Write about what you eat for lunch.* | RC / OE / OC | P | CLC / SCC |
| *Ending the lesson*. Play *Sentence chain.* | OC / OE | LG | CLC / SIE |

**UNIT 5 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 5: Story and value** | | | | | | |
| **Objectives:**   * Consolidate language with a story. * Discuss the value of food hygiene.   **Materials:**   * CD 2; British notes and coins (e.g. ten-pound or five-pound note, pound coins) or pictures of British currency; a bean bag; a piece of A4 paper for each pupil, coloured pens, scissors or ingredients and equipment for making fruit salad (pears, bananas, berries, aprons, child-safe knives, orange juice, bowls) | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Oral activity with notes and coins. | OC / OE | LG | CLC / SCC | **Extra activities:** *Teacher’s Book* p. 118  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Introduction.* Ask questions about the story. | OC / OE | LG | CLC |
| **Pupil’s Book**, p. 64, Act. 15.*Read and listen (*CD2.09) | OC / OE / RC | LG | CLC / SCC / SIE |
| **Pupil’s Book**, p. 64, *Value****.*** *Be clean around food.* | OC / OE | LG | CLC / SCC / LL / SIE |
| **Activity Book**, p. 52, Act. 12. *Read and match.* | RC / WE | Ind | CLC / SIE |
| **Activity Book**, p. 52, Act. 13. *Look at activity 14. Write yes or no* | RC / WE | Ind | CLC / SIE |
| *Ending the lesson*. Retell the story. | OC / OE | LG | CLC / SCC |

**UNIT 5 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 6: Talk time and Say it!** | | | | | | |
| **Objectives:**   * Learn and practise the function of shopping. * Practise saying the vowel sound /ɑː/.   **Materials:**   * CD 2, British notes and coins (including a 50-pence piece) or pictures of British currency; A4 paper or white card for each pair of pupils or real food (fruit, packets of coffee/pasta, tins of soup, etc.), sticky labels, shopping bags, play money or cardboard and paper for making money | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play a game of *True or false.* | OC / OE | LG | CLC | **Extra activities:** *Teacher’s Book* p. 118  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation.* Remind pupils of the story by asking them questions. | OC / OE | LG | CLC |
| **Pupil’s Book**, p.65, Act. 16.*Listen and repeat. Then act.* (CD2.10) | OC / OE | LG / P | CLC / SCC |
| **Activity Book**, p.65, Act. 17 *Listen and repeat.* (CD2.11), | OC / WE | Ind | SIE / SCC |
| **Activity Book**, p. 53, Act. 14 *Tick the pictures that show the value: be clean around food* | OC / OE | Ind | CLC / SIE / LL |
| **Activity Book**, p. 53, Act. 15 *Circle the words with the ar sound.* | OC / OE | Ind | CLC / SIE / LL |
| *Ending the lesson* Play *Listen and do.* | OC / OE | LG | CLC |

**UNIT 5 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 7: CLIL – *SCIENCE*** | | | | | | |
| **Objectives:**   * Learn that water comes from different sources.   **Materials:**   * CD 2; Flashcards 51-60; DVD; pictures of a river, a lake and a pond | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play *Memory 1 to 10.* | OC / OE | LG | CLC / SCC / MCST | **Extra activities:** *Teacher’s Book* p. 118  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| **Pupil’s Book**, p. 66**,** *Where does water come from?* | OC / OE | LG | CLC / MCST / SCC |
| **Pupil’s Book**, p. 67, Act. 1 *Listen and repeat,* (CD2.12) | OC / OE | LG | CLC / MCST / SIE |
| **Pupil’s Book**, p. 67, Act.2 Video 05 (p.127 TB). *Watch the video.* | OC | LG | CLC / MCST |
| **Pupil’s Book**, p. 67, Act. 3 *What can you can see in the pictures?* | RC / OE | LG / P | CLC / MCST / SIE |
| **Pupil’s Book**, p. 67, Act. 4 *Where are the big rivers in your country?* | OE / RC | LG | CLC / MCST / SCC |
| **Activity Book**, p.54, Act. 1.*Look and write..* | RC / OE | Ind | CLC / MCST / SIE |
| **Activity Book**, p. 44, Act. 2. *Complete the sentences about water.* | RC / WE | Ind | CLC / MCST / SIE / LL |
| *Ending the lesson*. Play *Drawing game.* | RC | LG | CLC / MCST / SCC |

**UNIT 5 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 8: CLIL project and evaluation** | | | | | | |
| **Objectives:**   * Write a poem about where water comes from. * Review the contents of the lesson. * Complete the evaluation in the Activity Book.   **Materials:**   * Photos or drawings of clouds, rain, a glacier, a well, a spring, a river, the sea; an example of a poem in English; a piece of blank paper for each pair or group of pupils; word cards (TB107) * Optional: flashcards 51-60 | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| Warmer. Oral activity to review vocabulary from the previous lesson. | OC / OE / RC | LG | CLC / MCST / SCC | **Extra activities:** *Teacher’s Book* p. 119  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** | **Assessment reources:**   * End-of-unit test: *Teacher’s Resource File* and *Tests CD-ROM.* * The Cambridge Teacher   [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Self-evaluation:**  Evaluation. *Activity Book* |  |
| *Presentation.* Present the topic of the lesson by reading a poem. | OC / OE / RC | LG | CLC / MCST / SCC |
| **Pupil’s Book**, p. 67, Act. 5. *Make a shape poem about where water comes from.* | OE / RC / WE | LG | CLC / MCST / SIE / SCC |
| **Activity Book**, p. 55, *Evaluation*. Act. 1. *Look and match.* | WE / RC | Ind | CLC / MCST / SIE / LL |
| **Activity Book**, p. 55, *Evaluation.* Act. 2. *Look and wirte.* | RC / WE | Ind | LL / SIE / MCST / LL |
| **Activity Book**, p. 55, *Evaluation.* Act. 3. *Complete the sentences about this unit.* | RC / WE | Ind | LL / SIE / MCST |
| **Activity Book**, p. 37, *Evaluation.* Act. 4. *Guess what it is.* | RC / WE | Ind | LL / SIE |
| *Ending the lesson*. Pupils choose their favourite activity from the unit and do it again. |  | Ind | CLC / LL / SIE |

**UNIT 6: HEALTH MATTERS**

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| **Unit objectives** |
| In this unit pupils will be able to:   * Name and talk about health problems. * Ask and answer about what the matter is and describe health problems. * Practise inviting and declining an invitation by giving a reason. * Consolidate language of the unit and practise the skills of reading, speaking and writing. * Consolidate language with a story. * Discuss the value of being a good sport. * Practise the function of checking if people are OK. * Practise saying the consonant cluster /sp/. * Learn that plants can be used to make a range of useful products. * Make a poster to show what plants are used for. * Review the contents of the unit. * Complete the evaluation in the Activity Book. |
| **Materials** |
| * Pupil’s Book and Activity Book * DVD / Presentation Plus * CD 2 * Flashcards 61-69 and 55-58 * Word cards (TB108) * Nine small pieces of paper with a different health problem written on each one; a small piece of paper per pupil and a box / bag; two sets of cards (so that each card has a matching pair) with the same activities on them (either in pictures or words) – enough for one card per pupil; a box of tissues / handkerchief, a jar of honey and a lemon; photos of people skateboarding (or a short film of a skateboarding competition); real fruit and vegetables, tea bags, packet of rice or pasta (or flashcards of plant-based food and drink), a piece of cotton fabric / a cotton T-shirt / denim jacket, a picture of a bamboo plant; a large piece of blank paper (blue) for each group of pupils, paper, coloured pens, glue, scissors, magazines / newspapers with photos to cut out * Optional: materials for making posters (large sheets of paper, blank paper, colouring pens) |
| **Mixed-ability resources** |
| * Reinforcement and Extension activities. Teacher’s Book p. 119-120 * Online Resources * Access to more materials on the Cambridge Teacher: [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es) |
| **Assessment resources** |
| * Unit tests: End-of-unit test, Teacher’s Resource File and Tests CD-ROM. * Self-evaluation: Activity Book, Evaluation. * Access to more materials on the Cambridge Teacher: [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es) |

**UNIT 6 BLOCK 1: COMPREHENSION OF ORAL TEXTS**

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| **CONTENTS** | **EVALUATION CRITERIA[[27]](#footnote-27)** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Comprehension strategies in oral texts:**   * Identify language for health problems. * Listen to a dialogue about inviting and declining an invitation. * Identify *Can you…? No, I can’t.* * Listen to a song focusing on the pronunciation of new language. * Listen to a dialogue about some children that are ill. * Listen to a chant focusing on pronunciation. * Listen to a dialogue about checking if someone is OK. * Listen to a story to consolidate language and structures of the unit. * Listen and identify the function of checking if people are OK. * Listen to a tongue twister focusing on the pronunciation of the consonant cluster /sp/. * Identify vocabulary for plants and what they are used for. * Watch a video about different uses of plants. | B1.EC.1.  B1.EC.2.  B1.EC.3.  B1.EC.4.  B1.EC.5.  B1.EC.6.  B1.EC.7. | B1.LS.2.  B1.LS.3.  B1.LS.4.  B1.LS.5.  B1.LS.6. | CLC.1.  CLC.2.  CLC.3.  MCST.3.  MCST.6.  MCST.8.  MCST.9.  MCST.10.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Value the importance of being healthy. * Interest in knowing how to accept and decline an invitation politely. * Value the importance of being a good sport. * Awareness of and interest in checking if people are OK. * Interest in learning about how plants can be used. |
| **Communicative functions:**   * Greetings and introductions, apologising, thanking. * Expressing ability, likes, agreement or disagreement, feelings, plans. * Descriptions of people, activities, places and objects. * Asking for and offering information, help, instructions, objects, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * at the doctor’s * Oh dear. * What’s the matter (with you/Tim)? * Poor you/him/her * Can you …? No, I can’t. I’ve got a (cold). * It’s good for … * easy to make * Are you OK? I think so. * My leg hurts. * Don’t worry. I’m OK now. * Be a good sport. * No, I don’t think so. * What can we use plants for?   Recycled language:   * I’ve/He’s got … | Have you got …? No, I haven’t. | Has he/your dad got …? * Are you hot? * Sit down. Be quiet. Come here. * How often …? * Oh dear * Let’s ask … * Where’s …? * Sorry * That’s OK. * good at … *-ing* |
| **Very frequent oral vocabulary (reception):**   * cold, cough, earache, stomachache, backache, sore throat, temperature, toothache, headache, ill * sports and activities * honey * simple, recipe, cut, squeeze, add, adult, ready, enjoy * kettle * web * spin, special * fabric, fuel, medicine * bamboo, grow, almost   Recycled vocabulary:   * parts of the body * activities and hobbies, days of the week, time expressions * need, skateboard * cousin, competition * spider * plants, metre, shelter |
| **Sound, accent, rhythm and intonation patterns:**   * Identify the pronunciation of vocabulary for health problems. * Identify the pronunciation of the consonant cluster /sp/ (*spin, special).* |

**UNIT 6 BLOCK 2: PRODUCTION OF ORAL TEXTS (EXPRESSION AND INTERACTION)**

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| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Production strategies in oral texts:**   * Practise language for health problems. * Following a model, prepare and practise in pairs a dialogue about health problems. * Sing a song focusing on the pronunciation of new language. * Ask and answer about what healthy food they can make. * Ask if someone is OK and respond. * Act out a dialogue about some children that are ill. * Play a game to practise new structures. * Say a chant focusing on pronunciation. * Ask and answer about what the matter is and describe health problems. * Say a tongue twister to practise the pronunciation of the consonant cluster /sp/. * Practise vocabulary for plants and what they are used for. | B2.EC.1.  B2.EC.2.  B2.EC.3.  B2.EC.4.  B2.EC.5.  B2.EC.6.  B2.EC.7.  B2.EC.8. | B2.LS.1.  B2.LS.2.  B2.LS.3.  B2.LS.4. | CLC.4.  CLC.5.  CLC.6.  CLC.7.  MCST.3.  MCST.6.  MCST.8.  MCST.9.  MCST.10.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Value the importance of being healthy. * Interest in knowing how to accept and decline an invitation politely. * Value the importance of being a good sport. * Awareness of and interest in checking if people are OK. * Interest in learning about how plants can be used. |
| **Communicative functions:**   * Greetings and introductions, apologising, thanking. * Expressing ability, likes, agreement or disagreement, feelings, plans. * Descriptions of people, activities, places and objects. * Asking for and offering information, help, instructions, objects, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * at the doctor’s * Oh dear. * What’s the matter (with you/Tim)? * Poor you/him/her * Can you …? No, I can’t. I’ve got a (cold). * It’s good for … * easy to make * Are you OK? I think so. * My leg hurts. * Don’t worry. I’m OK now. * Be a good sport. * No, I don’t think so. * What can we use plants for?   Recycled language:   * I’ve/He’s got … | Have you got …? No, I haven’t. | Has he/your dad got …? * Are you hot? * Sit down. Be quiet. Come here. * How often …? * Oh dear * Let’s ask … * Where’s …? * Sorry * That’s OK. * good at … *-ing* |
| **Very frequent oral vocabulary (production):**   * cold, cough, earache, stomachache, backache, sore throat, temperature, toothache, headache, ill * sports and activities * honey * simple, recipe, cut, squeeze, add, adult, ready, enjoy * kettle * web * spin, special * fabric, fuel, medicine * bamboo, grow, almost   Recycled vocabulary:   * parts of the body * activities and hobbies, days of the week, time expressions * need, skateboard * cousin, competition * spider * plants, metre, shelter |
| **Sound, accent, rhythm and intonation patterns:**   * Practise the pronunciation of vocabulary for health problems. * Practise the pronunciation of the consonant cluster /sp/ (*spin, special).* |

**UNIT 6 BLOCK 3: COMPREHENSION OF WRITTEN TEXTS**

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| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Comprehension strategies in written texts:**   * Read vocabulary for health problems. * Read sentences to identify *Can you…? No, I can’t.* * Read a text about a homemade recipe for a cold remedy. * Read a story to consolidate language and structures of the unit. * Identify the spelling of the consonant cluster /sp/. * Identify vocabulary for plants and what they are used for. | B3.EC.1.  B3.EC.2.  B3.EC.3.  B3.EC.4.  B3.EC.5.  B3.EC.6.  B3.EC.7. | B3.LS.1.  B3.LS.3.  B3.LS.4. | CLC.9.  MCST.3.  MCST.6.  MCST.8.  MCST.9.  MCST.10.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Value the importance of being healthy. * Interest in knowing how to accept and decline an invitation politely. * Value the importance of being a good sport. * Awareness of and interest in checking if people are OK. * Interest in learning about how plants can be used. |
| **Communicative functions:**   * Greetings and introductions, apologising, thanking. * Expressing ability, likes, agreement or disagreement, feelings, plans. * Descriptions of people, activities, places and objects. * Asking for and offering information, help, instructions, objects, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * at the doctor’s * Oh dear. * What’s the matter (with you/Tim)? * Poor you/him/her * Can you …? No, I can’t. I’ve got a (cold). * It’s good for … * easy to make * Are you OK? I think so. * My leg hurts. * Don’t worry. I’m OK now. * Be a good sport. * No, I don’t think so. * What can we use plants for?   Recycled language:   * I’ve/He’s got … | Have you got …? No, I haven’t. | Has he/your dad got …? * Are you hot? * Sit down. Be quiet. Come here. * How often …? * Oh dear * Let’s ask … * Where’s …? * Sorry * That’s OK. * good at … *-ing* |
| **Very frequent written vocabulary (reception):**   * cold, cough, earache, stomachache, backache, sore throat, temperature, toothache, headache, ill * sports and activities * honey * simple, recipe, cut, squeeze, add, adult, ready, enjoy * kettle * web * spin, special * fabric, fuel, medicine * bamboo, grow, almost   Recycled vocabulary:   * parts of the body * activities and hobbies, days of the week, time expressions * need, skateboard * cousin, competition * spider * plants, metre, shelter |
| **Graphic patterns and spelling conventions:**   * Identify the spelling of vocabulary for health problems. * Identify the spelling of words with the consonant cluster /sp/. |

**UNIT 6 BLOCK 4: PRODUCTION OF WRITTEN TEXTS (EXPRESSION AND INTERACTION)**

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| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Production strategies de in written texts:**   * Practise writing vocabulary for health problems. * Complete sentences with vocabulary for health problems. * Write a recipe for their favourite healthy food or drink. * Write a text about what a plant of their choice is used for. * Ask and answer about health problems. * Make a poster to show what plants are used for. | B4.EC.1.  B4.EC.2.  B4.EC.3.  B4.EC.4.  B4.EC.5.  B4.EC.6.  B4.EC.7. | B4.LS.2.  B4.LS.3.  B4.LS.4. | CLC.10.  CLC.11.  CLC.12.  MCST.3.  MCST.6.  MCST.8.  MCST.9.  MCST.10.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Value the importance of being healthy. * Interest in knowing how to accept and decline an invitation politely. * Value the importance of being a good sport. * Awareness of and interest in checking if people are OK. * Interest in learning about how plants can be used. |
| **Communicative functions:**   * Greetings and introductions, apologising, thanking. * Expressing ability, likes, agreement or disagreement, feelings, plans. * Descriptions of people, activities, places and objects. * Asking for and offering information, help, instructions, objects, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * at the doctor’s * Oh dear. * What’s the matter (with you/Tim)? * Poor you/him/her * Can you …? No, I can’t. I’ve got a (cold). * It’s good for … * easy to make * Are you OK? I think so. * My leg hurts. * Don’t worry. I’m OK now. * Be a good sport. * No, I don’t think so. * What can we use plants for?   Recycled language:   * I’ve/He’s got … | Have you got …? No, I haven’t. | Has he/your dad got …? * Are you hot? * Sit down. Be quiet. Come here. * How often …? * Oh dear * Let’s ask … * Where’s …? * Sorry * That’s OK. * good at … *-ing* |
| **Very frequent written vocabulary (production):**   * cold, cough, earache, stomachache, backache, sore throat, temperature, toothache, headache, ill * sports and activities * honey * simple, recipe, cut, squeeze, add, adult, ready, enjoy * kettle * web * spin, special * fabric, fuel, medicine * bamboo, grow, almost   Recycled vocabulary:   * parts of the body * activities and hobbies, days of the week, time expressions * need, skateboard * cousin, competition * spider * plants, metre, shelter |
| **Graphic patterns and spelling conventions:**   * Practise writing vocabulary for health problems. * Practise writing words with the consonant cluster /sp/. |

**UNIT 6 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 1: Presentation and practice of vocabulary** | | | | | | |
| **Objectives:**   * Name and talk about health problems.   **Materials:**   * CD 2 * Flashcards 61-69 * Word cards (TB108) | | | | | | |
| **Activities** | **Skills/ Blocks[[28]](#footnote-28)** | **Interaction[[29]](#footnote-29)** | **Competences[[30]](#footnote-30)** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play *Simon says* to revise parts of the body. | OC / OE | LG | CLC / SCC | **Extra activities:** *Teacher’s Book* p. 119  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation*. Vocabulary activity with flashcards. | OC / OE | LG | CLC / SCC |
| **Pupil’s Book**, p. 70, Act. 1. *Listen. and point* (CD2.13) | OC | Ind / LG | CLC |
| **Pupil’s Book**, p. 70, Act. 2. *Listen point and repeat.* (CD02.14) | OC / OE | LG | CLC |
| **Pupil’s Book**, p. 70, Act 3. *Listen and and answer the questions.* (CD2.15) | OC / OE | Ind | CLC |
| **Pupil’s Book**, p. 70, Act *4. Describe and guess who.* | OC / OE | P | CLC |
| **Activity Book**, p. 56, Act. 1.*Look and write the words.* | WE / RC | Ind | CLC / SIE |
| **Activity Book** p. 56,Act. 2.*Look and complete the sentences.* | WE / RC | Ind | SIE / CLC |
| ***My picture dictionary* ➔***go to page. 90: Find and write the new words.* | WE / RC | Ind | SIE /CLC |
| *Ending the lesson*. Play *Match and mime.* | OC / OE | LG | CLC / SCC / SIE |

**UNIT 6 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 2: Presentation and practice of grammar 1** | | | | | | |
| **Objectives:**   * Ask and answer about what the matter is and describe health problems.   **Materials:**   * CD 2 * Flashcards 61-69 * Nine small pieces of paper with a different health problem written on each one | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play *Act it out.* | OC / OE | LG | CLC / SIE | **Extra activities:** *Teacher’s Book* p. 119  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation*. Oral activity with flashcards. | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 71, Act. 5*. Listen and match. Then sing the song* (CD2.16) | OC / OE | Ind / LG | CLC / SIE |
| **Pupil’s Book**, p. 71, Act. 6. *Now listen and say the names.* (CD2.17) | RC / OE | P / LG | CLC / SIE / SCC |
| **Pupil’s Book**, p. 71, Act. 7. *Play a mime game.* | RC / OE | LG | CLC / SIE / SCC |
| **Activity Book**, p. 57, Act. 3 *Look and write.* | RC / WE | Ind | CLC / SIE / LL |
| **Activity Book**, p. 57, Act. 4. *Look at activity 3. Write the words.* | WE / RC | Ind | CLC / SIE / LL |
| **Activity Book**, p. 57, Act. 5. *Look and write the questions and answers.* | WE / RC | Ind | CLC / SIE / LL |
| *Ending the lesson*. Practise language of the lesson with an oral activity. | OC / OE | LG | CLC / SIE |

**UNIT 6 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 3: Presentation and practice of grammar 2** | | | | | | |
| **Objectives:**   * Practise inviting and declining an invitation by giving a reason.   **Materials:**   * CD 2; Flashcards 12-20; Word cards: (TB108); a small piece of paper per pupil and a box / bag; two sets of cards (so that each card has a matching pair) with the same activities on them (either in pictures or words) – enough for one card per pupil | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Oral activity to practise vocabulary from the previous lesson. | OC / OE / RC | LG | CLC / SIE | **Extra activities:** *Teacher’s Book* p. 119  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation*. Ask questions. | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 72, Act. 8.*Listen and repeat.* (CD2.18) | OC / OE | LG | CLC |
| **Pupil’s Book**, p. 72, Act. 9.*Listen and match.* (CD2.19) | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 72, Act. 10 *Ask questions and say why you can’t.* | OC / OE | P / LG | CLC / SIE / SCC |
| **Pupil’s Book**, p. 72, Act. 11 *Go to page 103. Listen and repeat the chant.* (CD2.20) | OC / OE | LG | CLC / SIE / SCC |
| **Activity Book**, p. 58, Act. 6. *Complete the questions and say why you can’t.* | WE / RC | Ind | CLC / SIE |
| **Activity Book**, p. 58, Act. 7. *Complete the sentences. Use the words in the box.* | RC / WE | Ind | CLC / SIE |
| *Ending the lesson*. Play *Messages.* | OE / OC | LG | CLC / SIE / SCC |

**UNIT 6 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 4: Skills** | | | | | | |
| **Objectives:**   * Consolidate language of the unit and practise the skills of reading, speaking and writing.   **Materials:**   * CD 2; a box of tissues / handkerchief, a jar of honey and a lemon | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Oral activity to present the topic of the lesson. | OC / OE | LG | CLC / SIE / SCC | **Extra activities:** *Teacher’s Book* p. 119  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| **Pupil’s Book,** p. 73 *Let’s start! How often do you have a cold?* | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 73, Act. 12. *Read and listen. Then match.* (CD2.21) | OC / RC | LG | CLC / SIE |
| **Pupil’s Book**, p. 73, Act. 13*. Read again and say true or false.* | RC / OE | P / LG | CLC / SIE |
| **Activity Book**, p. 73, Act. 14 *Ask and answer with a friend.* | RC / WE | LG / P | CLC / SIE |
| **Activity Book**, .p. 59, Act. 8. *Read the paragraph and write the words.* | RC / WE | Ind | CLC |
| **Activity Book,** p. 59, Act 9*, Answer the questions.* | RC / WE | Ind | CLC |
| **Activity Book,** p. 59, Act 10*, Answer the question.* | WE | Ind | CLC |
| **Activity Book**, p. 59, Act. 11. *Write a recipe for your favourite healthy food or drink.* | RC / OE / OC | P | CLC / SCC |
| *Ending the lesson*. Play *The last word.* | OC / OE | LG | CLC / SIE |

**UNIT 6 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 5: Story and value** | | | | | | |
| **Objectives:**   * Consolidate language with a story. * Discuss the value of being a good sport.   **Materials:**   * CD 2; photos of people skateboarding (or a short film of a skateboarding competition) * Optional: materials for making posters (large sheets of paper, blank paper, colouring pens) | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Oral activity with photos. | OC / OE | LG | CLC / SCC | **Extra activities:** *Teacher’s Book* p. 119  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Introduction.* Ask questions about the story. | OC / OE | LG | CLC |
| **Pupil’s Book**, p. 74, Act. 15.*Read and listen (*CD2.22) | OC / OE / RC | LG | CLC / SCC / SIE |
| **Pupil’s Book**, p. 74 *Value. Be a good sport* | OC / OE | LG | CLC / SCC / LL / SIE |
| **Activity Book**, p. 60, Act. 12. *Read and write the words.* | RC / WE | Ind | CLC / SIE |
| **Activity Book**, p. 60, Act. 13. *Look at activity 12. Circle the correct words.* | RC | Ind | CLC / SIE |
| *Ending the lesson*. Make sentences about the story. | OC / OE / WE | LG / P | CLC / SCC |

**UNIT 6 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 6: Talk time and Say it!** | | | | | | |
| **Objectives:**   * Practise the function of checking if people are OK. * Practise saying the consonant cluster /sp/.   **Materials:**   * CD 2 | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Oral activity about the story from the previous lesson. | OC / OE | LG | CLC | **Extra activities:** *Teacher’s Book* p. 119-120  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation.* Remind pupils of the story by asking them questions. | OC / OE | LG | CLC |
| **Pupil’s Book**, p.75, Act. 16.*Listen and repeat. Then act.* (CD2.23) | OC / OE | LG / P | CLC / SCC |
| **Activity Book**, p.75, Act. 17 *Listen and repeat.* (CD2.24), | OC / WE | Ind | SIE / SCC |
| **Activity Book**, p. 61, Act. 14 *L**Tick the pictures that show the value: be a good sport.* | RC | Ind | CLC / SIE / LL / SCC |
| **Activity Book**, p. 61, Act. 15 *Connect the words with the sp sound.* | OC / OE | Ind | CLC / SIE / LL |
| *Ending the lesson* Practise saying the sound /sp/. | OC / OE | LG | CLC |

**UNIT 6 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 7: CLIL – *SOCIAL SCIENCE*** | | | | | | |
| **Objectives:**   * Learn that plants can be used to make a range of useful products.   **Materials:**   * CD 2; Flashcards 55-58,61-69; real fruit and vegetables, tea bags, packet of rice or pasta (or flashcards of plant-based food and drink), a piece of cotton fabric / a cotton T-shirt / denim jacket, a picture of a bamboo plant | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Practise asking if they are OK. | OC / OE | LG | CLC / SCC | **Extra activities:** *Teacher’s Book* p. 120  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation.* Introduce the topic of the lesson. | OC / OE | LG | CLC / SCC / MCST |
| **Pupil’s Book**, p. 76**,** *What can we use plants for?* | OC / OE | LG | CLC / MCST / SCC |
| **Pupil’s Book**, p. 77, Act. 1 *Listen and repeat,* (CD2.25) | OC / OE | LG | CLC / MCST / SIE |
| **Pupil’s Book**, p. 77, Act.2 Video 06 (p.127 TB). *Watch the video.* | OC | LG | CLC / MCST |
| **Pupil’s Book**, p. 77, Act. 3 *Listen and say what picture it is.* (CD2.26) | RC / OE | LG | CLC / MCST / SIE |
| **Pupil’s Book**, p. 77, Act. 4 *Can you think of something new you could make from a plant??* | OE / RC | LG | CLC / MCST / SCC |
| **Activity Book**, p. 62, Act. 1.*Read and match..* | RC | Ind | CLC / MCST / SIE |
| **Activity Book**, p. 62, Act. 2 *Draw a plant. Then write three ways we can use your plant.* | OE / RC | LG | CLC / MCST / SCC |
| *Ending the lesson*. Oral activity to review vocabulary of the lesson. | RC | LG | CLC / MCST / SCC |

**UNIT 6 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 8: CLIL project and evaluation** | | | | | | |
| **Objectives:**   * Make a poster to show what plants are used for. * Review the contents of the unit. * Complete the evaluation in the Activity Book.   **Materials:**   * A large piece of blank paper (blue) for each group of pupils, paper, coloured pens, glue, scissors, magazines / newspapers with photos to cut out. * Optional: word cards (TB108) | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| Warmer. Oral activity to present the project of the lesson. | OC / OE / RC | LG | CLC / MCST / SCC | **Extra activities:** *Teacher’s Book* p. 120  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** | **Assessment reources:**   * End-of-unit test: *Teacher’s Resource File* and *Tests CD-ROM.* * The Cambridge Teacher   [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Self-evaluation:**  Evaluation. *Activity Book* |  |
| **Pupil’s Book**, p. 77, Act. 5. *Make a poster to show what plants are used for.* | OE / RC / WE | LG | CLC / MCST / SIE / SCC |
| **Activity Book**, p. 63, *Evaluation*. Act. 1. *Look and complete sentences.* | WE / RC | Ind | CLC / MCST / SIE / LL |
| **Activity Book**, p. 63, *Evaluation.* Act. 2. *Read and then complete the answers.* | RC / WE | Ind | LL / SIE / MCST / LL |
| **Activity Book**, p. 63, *Evaluation.* Act. 3. *Complete the sentences about this unit.* | RC / WE | Ind | LL / SIE / MCST |
| **Activity Book**, p. 63, *Evaluation.* Act. 4. *Guess what it is.* | RC / WE | Ind | LL / SIE |
| *Ending the lesson*. Pupils choose their favourite activity from the unit and do it again. |  | Ind | CLC / LL / SIE |

**UNIT 7: BUILDINGS**

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| **Unit objectives** |
| In this unit pupils will be able to:   * Learn to name parts of buildings. * Ask others where they were yesterday at different times of day. * Practise asking and answering about where they were at different times of day. * Consolidate language of the unit and practise the skills of listening, speaking and writing. * Consolidate language with a story. * Discuss the value of looking after possessions. * Practise the function of speaking on the phone. * Practise saying the consonant cluster *ck* /k/. * Learn and talk about the natural materials used to make old buildings. * Think and talk about different materials we can recycle. * Make a fact file about historic building in their country. * Review the contents of the unit. * Complete the evaluation in the Activity Book. |
| **Materials** |
| * Pupil’s Book and Activity Book * DVD / Presentation Plus * CD 2 * Flashcards 70-79 * Word cards (TB109) * A piece of blank paper for each pair of pupils; photos of singers your pupils know and like; photo of a tortoise or flashcard 14 from Level 3; two toy telephones (or real telephone which no longer work); photos of old buildings in your pupils’ region / country; internet access to a website about old buildings/monuments in your pupils’ country/region, or books with photos and information about local old buildings/monuments * Optional: a music CD; one or more cycle helmets; materials for making a model of a building (e.g. cardboard boxes, glue, scissors, ice-lolly sticks, triangles, circles and squares made of card) |
| **Mixed-ability resources** |
| * Reinforcement and Extension activities. Teacher’s Book p. 120-121 * Online Resources * Access to more materials on the Cambridge Teacher: [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es) |
| **Assessment resources** |
| * Unit tests: End-of-unit test, Teacher’s Resource File and Tests CD-ROM. * Self-evaluation: Activity Book, Evaluation. * Access to more materials on the Cambridge Teacher: [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es) |

**UNIT 7 BLOCK 1: COMPREHENSION OF ORAL TEXTS**

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| **CONTENTS** | **EVALUATION CRITERIA[[31]](#footnote-31)** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Comprehension strategies in oral texts:**   * Identify language for parts of a building. * Listen to a dialogue about asking others where they were yesterday. * Identify *Were you at home last night? No, I wasn’t.* * Listen to a song focusing on the pronunciation of new language. * Listen to a chant focusing on pronunciation. * Listen to the diary of a singer. * Listen to a story to consolidate language and structures of the unit. * Listen and identy the function of speaking on the phone correctly. * Listen to a dialogue focusing on the pronunciation of the consonant cluster *ck* /k/. * Identify vocabulary for building materials. * Watch a video about how old buildings were built. | B1.EC.1.  B1.EC.2.  B1.EC.3.  B1.EC.4.  B1.EC.5.  B1.EC.6.  B1.EC.7. | B1.LS.2.  B1.LS.3.  B1.LS.4.  B1.LS.5.  B1.LS.6. | CLC.1.  CLC.2.  CLC.3.  MCST.3.  MCST.6.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Interest in learning about old buildings in their country and how they were built. * Reflection on the importance of looking after their possessions. * Interest in learning to speak on the phone politely. * Interest in learning about the different parts of a building. |
| **Communicative functions:**   * Greetings and introductions, apologising, thanking. * Descriptions of people, activities, places and objects. * Asking for and offering information, help, instructions, objects, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * Where do your grandparents live? They live in … * What’s it like? It sounds nice. * take the lift * Where were you (yesterday morning/afternoon/evening)? I was in the (kitchen). * Were you (at home) last night? Yes, I was. / No, I wasn’t. * Guess again. * How are you? Fine, thanks. * What do you do? * That’s interesting. * Tell me about … * Where was Misha (in the morning)? She was (at a meeting). * Is that …? * It looks like … * It’s Lily. Is Kim there, please? | Just a minute. Thank you so much. * for a reward * No, I’m sorry, he isn’t. * What materials were buildings made of? * were used   Recycled language:   * How many …has it got? * I like … * Can you see? * Is there …? * There’s/There are … (here). * They’ve got… | They haven’t got … * Let’s go and see * Shall we …? * at home, on the (second) floor * yesterday morning /afternoon /evening * I was … * at home, at school, at the cinema, at/in a restaurant, on the bus, in hospital, at a sports centre, at the swimming pool * I’m a singer. * I love (singing). * Would you like to come to …? * Here’s … * Oh dear! * Let’s call and ask. * Where was he? He was in my garage. * We’ve got | Have you got …? * Hello. It’s (Sally). Is (Jane) there, please? Yes, she is. Just a minute. * Goodbye. |
| **Very frequent oral vocabulary (reception):**   * ground floor, first floor, second, floor, third floor, lift, roof, basement, garage, stairs, attic, block of flats * lovely * yesterday * recording studio, concert, meeting * hard work * busy, lunchtime, tomorrow * give, rocks, stand * castle * mud, clay, stone, animal skins * eighth century   Recycled vocabulary:   * live, flat * furniture * house, balcony * above, below, outside * big, old * parts of a building * rooms * above * favourite, diary, job, place * need , bike * tortoise, cousin * old, black, duck * water, bottle, circle, shape, * hot, country, old, door, wood, grass * comparisons (e.g. older than) |
| **Sound, accent, rhythm and intonation patterns:**   * Identify the pronunciation of vocabulary for parts of a building and building materials. * Identify the pronunciation of the consonant cluster *ck* /k/. |

**UNIT 7 BLOCK 2: PRODUCTION OF ORAL TEXTS (EXPRESSION AND INTERACTION)**

|  |  |  |  |
| --- | --- | --- | --- |
| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Production strategies in oral texts:**   * Practise language for parts of a building. * Following a model, describe parts of a building. * Sing a song focusing on the pronunciation of new language. * Make sentences to practise *Where you at home last night? No, I wasn’t.* * Say a chant focusing on pronunciation. * Ask and answer about where they were yesterday at different times of day. * Practise the function of speaking on the phone correctly. * Say a tongue twister to practise the pronunciation of the consonant cluster *ck* /k/. * Practise vocabulary for building materials and old buildings. | B2.EC.1.  B2.EC.2.  B2.EC.3.  B2.EC.4.  B2.EC.5.  B2.EC.6.  B2.EC.7.  B2.EC.8. | B2.LS.1.  B2.LS.2.  B2.LS.3.  B2.LS.4. | CLC.4.  CLC.5.  CLC.6.  CLC.7.  MCST.3.  MCST.6.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Interest in learning about old buildings in their country and how they were built. * Reflection on the importance of looking after their possessions. * Interest in learning to speak on the phone politely. * Interest in learning about the different parts of a building. |
| **Communicative functions:**   * Greetings and introductions, apologising, thanking. * Descriptions of people, activities, places and objects. * Asking for and offering information, help, instructions, objects, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * Where do your grandparents live? They live in … * What’s it like? It sounds nice. * take the lift * Where were you (yesterday morning/afternoon/evening)? I was in the (kitchen). * Were you (at home) last night? Yes, I was. / No, I wasn’t. * Guess again. * How are you? Fine, thanks. * What do you do? * That’s interesting. * Tell me about … * Where was Misha (in the morning)? She was (at a meeting). * Is that …? * It looks like … * It’s Lily. Is Kim there, please? | Just a minute. Thank you so much. * for a reward * No, I’m sorry, he isn’t. * What materials were buildings made of? * were used   Recycled language:   * How many …has it got? * I like … * Can you see? * Is there …? * There’s/There are … (here). * They’ve got… | They haven’t got … * Let’s go and see * Shall we …? * at home, on the (second) floor * yesterday morning /afternoon /evening * I was … * at home, at school, at the cinema, at/in a restaurant, on the bus, in hospital, at a sports centre, at the swimming pool * I’m a singer. * I love (singing). * Would you like to come to …? * Here’s … * Oh dear! * Let’s call and ask. * Where was he? He was in my garage. * We’ve got | Have you got …? * Hello. It’s (Sally). Is (Jane) there, please? Yes, she is. Just a minute. * Goodbye. |
| **Very frequent oral vocabulary (production):**   * ground floor, first floor, second, floor, third floor, lift, roof, basement, garage, stairs, attic, block of flats * lovely * yesterday * recording studio, concert, meeting * hard work * busy, lunchtime, tomorrow * give, rocks, stand * castle * mud, clay, stone, animal skins * eighth century   Recycled vocabulary:   * live, flat * furniture * house, balcony * above, below, outside * big, old * parts of a building * rooms * above * favourite, diary, job, place * need , bike * tortoise, cousin * old, black, duck * water, bottle, circle, shape, * hot, country, old, door, wood, grass   comparisons (e.g. older than) |
| **Sound, accent, rhythm and intonation patterns:**   * Practise the pronunciation of vocabulary for parts of a building and building materials. * Practise the pronunciation of the consonant cluster *ck* /k/. |

**UNIT 7 BLOCK 3: COMPREHENSION OF WRITTEN TEXTS**

|  |  |  |  |
| --- | --- | --- | --- |
| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Comprehension strategies in written texts:**   * Read vocabulary for parts of a building. * Read a story to consolidate vocabulary and structures of the unit. * Identify the spelling of the consonant cluster *ck* /k/. * Identify vocabulary for building materials and old buildings. | B3.EC.1.  B3.EC.2.  B3.EC.3.  B3.EC.4.  B3.EC.5.  B3.EC.6.  B3.EC.7. | B3.LS.1.  B3.LS.2.  B3.LS.3.  B3.LS.4. | CLC.9.  MCST.3.  MCST.6.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Interest in learning about old buildings in their country and how they were built. * Reflection on the importance of looking after their possessions. * Interest in learning to speak on the phone politely. * Interest in learning about the different parts of a building. |
| **Communicative functions:**   * Greetings and introductions, apologising, thanking. * Descriptions of people, activities, places and objects. * Asking for and offering information, help, instructions, objects, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * Where do your grandparents live? They live in … * What’s it like? It sounds nice. * take the lift * Where were you (yesterday morning/afternoon/evening)? I was in the (kitchen). * Were you (at home) last night? Yes, I was. / No, I wasn’t. * Guess again. * How are you? Fine, thanks. * What do you do? * That’s interesting. * Tell me about … * Where was Misha (in the morning)? She was (at a meeting). * Is that …? * It looks like … * It’s Lily. Is Kim there, please? | Just a minute. Thank you so much. * for a reward * No, I’m sorry, he isn’t. * What materials were buildings made of? * were used   Recycled language:   * How many …has it got? * I like … * Can you see? * Is there …? * There’s/There are … (here). * They’ve got… | They haven’t got … * Let’s go and see * Shall we …? * at home, on the (second) floor * yesterday morning /afternoon /evening * I was … * at home, at school, at the cinema, at/in a restaurant, on the bus, in hospital, at a sports centre, at the swimming pool * I’m a singer. * I love (singing). * Would you like to come to …? * Here’s … * Oh dear! * Let’s call and ask. * Where was he? He was in my garage. * We’ve got | Have you got …? * Hello. It’s (Sally). Is (Jane) there, please? Yes, she is. Just a minute. * Goodbye. |
| **Very frequent written vocabulary (reception):**   * ground floor, first floor, second, floor, third floor, lift, roof, basement, garage, stairs, attic, block of flats * lovely * yesterday * recording studio, concert, meeting * hard work * busy, lunchtime, tomorrow * give, rocks, stand * castle * mud, clay, stone, animal skins * eighth century   Recycled vocabulary:   * live, flat * furniture * house, balcony * above, below, outside * big, old * parts of a building * rooms * above * favourite, diary, job, place * need , bike * tortoise, cousin * old, black, duck * water, bottle, circle, shape, * hot, country, old, door, wood, grass   comparisons (e.g. older than) |
| **Graphic patterns and spelling conventions:**   * Identify the spelling of vocabulary for parts of a builiding and building materials. * Identify the spelling of the consonant cluster *ck* /k/. |

**UNIT 7 BLOCK 4: PRODUCTION OF WRITTEN TEXTS (EXPRESSION AND INTERACTION)**

|  |  |  |  |
| --- | --- | --- | --- |
| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Production strategies in written texts:**   * Practise writing vocabulary for parts of a building. * Ask and answer about where they were yesterday at different times of day. * Write simple sentences about where they were yesterday. * Complete questions and answers to practise *Where you…?* * Write a diary about where they were yesterday. * Make a fact file about a historic building in their country. | B4.EC.1.  B4.EC.2.  B4.EC.3.  B4.EC.4.  B4.EC.5.  B4.EC.6.  B4.EC.7. | B4.LS.2.  B4.LS.3.  B4.LS.4. | CLC.10.  CLC.11.  CLC.12.  MCST.3.  MCST.6.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Interest in learning about old buildings in their country and how they were built. * Reflection on the importance of looking after their possessions. * Interest in learning to speak on the phone politely. * Interest in learning about the different parts of a building. |
| **Communicative functions:**   * Greetings and introductions, apologising, thanking. * Descriptions of people, activities, places and objects. * Asking for and offering information, help, instructions, objects, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * Where do your grandparents live? They live in … * What’s it like? It sounds nice. * take the lift * Where were you (yesterday morning/afternoon/evening)? I was in the (kitchen). * Were you (at home) last night? Yes, I was. / No, I wasn’t. * Guess again. * How are you? Fine, thanks. * What do you do? * That’s interesting. * Tell me about … * Where was Misha (in the morning)? She was (at a meeting). * Is that …? * It looks like … * It’s Lily. Is Kim there, please? | Just a minute. Thank you so much. * for a reward * No, I’m sorry, he isn’t. * What materials were buildings made of? * were used   Recycled language:   * How many …has it got? * I like … * Can you see? * Is there …? * There’s/There are … (here). * They’ve got… | They haven’t got … * Let’s go and see * Shall we …? * at home, on the (second) floor * yesterday morning /afternoon /evening * I was … * at home, at school, at the cinema, at/in a restaurant, on the bus, in hospital, at a sports centre, at the swimming pool * I’m a singer. * I love (singing). * Would you like to come to …? * Here’s … * Oh dear! * Let’s call and ask. * Where was he? He was in my garage. * We’ve got | Have you got …? * Hello. It’s (Sally). Is (Jane) there, please? Yes, she is. Just a minute. * Goodbye. |
| **Very frequent written vocabulary (production):**   * ground floor, first floor, second, floor, third floor, lift, roof, basement, garage, stairs, attic, block of flats * lovely * yesterday * recording studio, concert, meeting * hard work * busy, lunchtime, tomorrow * give, rocks, stand * castle * mud, clay, stone, animal skins * eighth century   Recycled vocabulary:   * live, flat * furniture * house, balcony * above, below, outside * big, old * parts of a building * rooms * above * favourite, diary, job, place * need , bike * tortoise, cousin * old, black, duck * water, bottle, circle, shape, * hot, country, old, door, wood, grass   comparisons (e.g. older than) |
| **Graphic patterns and spelling conventions:**   * Practise writing vocabulary for parts of a builiding and building materials. * Practise writing the consonant cluster *ck* /k/. |

**UNIT 7 PROGRAMME OF CLASSROOM ACTIVITIES**

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| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 1: Presentation and practice of vocabulary** | | | | | | |
| **Objectives:**   * Learn to name parts of buildings.   **Materials:**   * CD 2; Flashcards 70-79 * Word cards (TB109) | | | | | | |
| **Activities** | **Skills/ Blocks[[32]](#footnote-32)** | **Interaction[[33]](#footnote-33)** | **Competences[[34]](#footnote-34)** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play *Two minutes.* | OC / OE | LG | CLC / SCC | **Extra activities:** *Teacher’s Book* p. 120  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation*. Introduce vocabulary with flashcards. | OC / OE | LG | CLC / SCC |
| **Pupil’s Book**, p. 82, Act. 1. *Listen. and point* (CD2.28) | OC | Ind / LG | CLC |
| **Pupil’s Book**, p. 82, Act. 2. *Listen point and repeat.* (CD02.29) | OC / OE | LG | CLC |
| **Pupil’s Book**, p. 82, Act 3. *Listen and answer the questions* (CD2.30) | OC / OE | LG | CLC |
| **Pupil’s Book**, p. 82, Act *4. Describe and guess where.* | OC / OE | P | CLC |
| **Activity Book**, p. 66, Act. 1.*Look and number.* | WE / RC | Ind | CLC / SIEE |
| **Activity Book** p. 66,Act. 2. *Look at activity 1. Write the words.* | WE / RC | Ind | SIE / CLC |
| ***My picture dictionary* ➔** *p. 91: Find and write the new words.* | WE / RC | Ind | SIE / CLC |
| *Ending the lesson*. Play a game of *Match the pictures and words.* | OC / OE | LG | CLC / CSC / SIEE |

**UNIT 7 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 2: Presentation and practice of grammar 1** | | | | | | |
| **Objectives:**   * Ask others where they were yesterday at different times of day.   **Materials:**   * CD 2; Flashcards 71-79; a piece of blank paper for each pair of pupils * Optional: a music CD | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Revise vocabulary for buildings with flashcards. | OC / OE | LG | CLC / SIE | **Extra activities:** *Teacher’s Book* p. 120  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation*. Present *yesterday morning / afternoon / evening.* | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 83, Act. 5. Listen and choose. Then *Sing the song* (CD2.31) | OC / OE | Ind / LG | CLC / SIE |
| **Pupil’s Book**, p. 83, Act. 6. *Listen and say the names.* | RC / OE | P / LG | CLC / SIE |
| **Pupil’s Book**, p. 83, Act. 7. *Ask and answer with a friend.* | RC / OE | P / LG | CL / SIE / SCC |
| **Activity Book**, p. 67, Act. 3 *Put the words in order. Then write the number.* | RC | Ind | CLC / SIE / LL |
| **Activity Book**, p.67, Act. 5. *Answer the questions.* | WE / RC | Ind | CLC / SIE / LL |
| *Ending the lesson*. Ask questions with *Where were you (yesterday morning)?* | OC / OE | LG | CLC / SIE |

**UNIT 7 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 3: Presentation and practice of grammar 2** | | | | | | |
| **Objectives:**   * Practise asking and answering about where they were at different times of day.   **Materials:**   * CD 2; Flashcards 21-30 | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Revise vocabulary for places in town. | OC / OE | LG | CLC / SIE | **Extra activities:** *Teacher’s Book* p. 120-121  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation*. Present *Were you (at home) last night?* | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 84, Act. 8. *Listen and repeat.* (CD2.33) | OC / OE | LG | CLC |
| **Pupil’s Book**, p. 84, Act. 9. *Make questions. Ask and answer with a friend.* | OC / OE | LG/ P | CLC / SIE |
| **Pupil’s Book**, p. 84, Act. 10 *Play a guessing game.* | OC / OE | P / LG | CLC / SIE / SCC |
| **Pupil’s Book**, p. 84, Act. 11 *Go to page 103. Listen and repeat the chant.* (CD2.34) | OC / OE | LG | CLC / SIE / SCC |
| **Activity Book**, p. 68, Act. 5.*Look and tick Yes, I was or No, I wasn’t.* | RC | Ind | CLC / SIE |
| **Activity Book**, p. 68, Act. 6. *Look and write.* | RC / WE | Ind | CLC / SIE |
| **Activity Book**, p. 68, Act. 7. *Answer the questions.* | RC / WE | Ind | CLC / SIE |
| *Ending the lesson*. Review *Were you (at home) last night?* | OE / OC | LG | CLC / SIE / SCC |

**UNIT 7 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 4: Skills** | | | | | | |
| **Objectives:**   * Consolidate language of the unit and practise the skills of listening, speaking and writing.   **Materials:**   * CD 2; photos of singers your pupils know and like | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Present *What do you do?* | OC / OE | LG | CLC / SIE / SCC | **Extra activities:** *Teacher’s Book* p. 121  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| **Pupil’s Book,** p. 85 *Let’s start! Who’s your favourite singer?* | OC / OE | LG | CLC / SIE / SCC |
| **Pupil’s Book**, p. 85, Act. 12.*Look at Misha’s diary. Listen and choose.* (CD2.35) | OC / RC | LG | CLC / SIE |
| **Pupil’s Book**, p. 85, Act. 13*. Listen again and answer the questions****.*** | RC / OE | LG | CLC / SIE |
| **Activity Book**, p. 85, Act. 14 *Ask and answer with a friend.* | RC / WE | LG / P | CLC / SIE |
| **Activity Book**, .p. 69, Act. 8. *Read the text. Circle the answers to the questions.* | RC / WE | Ind | CLC |
| **Activity Book,** p. 69, Act 9*, Look at Activity 8. Choose a day. Answer the questions for you.* | RC / WE | Ind | CLC |
| **Activity Book,** p. 69, Act 10*, Write about your day.* | WE | Ind | CLC |
| **Activity Book**, p. 69, Act. 11. *Ask and answer* with a friend. | RC / OE / OC | P | CLC / SCC |
| *Ending the lesson*. *Complete the gap.s* | OC / OE | P | CLC / SIE |

**UNIT 7 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 5: Story and value** | | | | | | |
| **Objectives:**   * Consolidate language with a story * Discuss the value of looking after possessions.   **Materials:**   * CD 2; photo of a tortoise or flashcard 14 from Level 3 * Optional: one or more cycle helmets | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Oral activity to review vocabulary. | OC / OE / RC | LG | CLC / SCC | **Extra activities:** *Teacher’s Book* p. 121  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Introduction.* Ask questions about the story. | OC / OE | LG | CLC |
| **Pupil’s Book**, p. 86, Act. 15.*Read and listen (*CD2.36) | OC / OE / RC | LG | CLC / SCC / SIE |
| **Pupil’s Book**, p. 86, *Value:**Look after your possessions* | OC / OE | LG | CLC / SCC / LL / SIE |
| **Activity Book**, p. 70, Act. 12. *Read and number in order.* | RC / WE | Ind | CLC / SIE |
| **Activity Book**, p. 70, Act. 13. *Look at activity 12. Answer the questions.* | RC / WE | Ind | CLC / SIE |
| *Ending the lesson*. Play a game of *True or false.* | OC / OE | LG | CLC / SCC |

**UNIT 7 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 6: Talk time and Say it!** | | | | | | |
| **Objectives:**   * Practise the function of speaking on the phone. * Practise saying the consonant cluster *ck* /k/.   **Materials:**   * CD 2 | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Ask questions about the story from the previous lesson. | OC / OE | LG | CLC | **Extra activities:** *Teacher’s Book* p. 121  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation.* Remind pupils of the story and the value. | OC / OE | LG | CLC |
| **Pupil’s Book**, p.87, Act. 16.*Listen and repeat. Then act.* (CD2.37) | OC / OE | LG / P | CLC / SCC |
| **Activity Book**, p.87, Act. 17 *Listen and repeat.* (CD2.38), | OC / WE | Ind | SIE / SCC |
| **Activity Book**, p.71, Act. 14 *Look and tick the pictures that show the value: look after your possessions.* | RC | Ind | CLC / SIE / LL / SCC |
| **Activity Book**, p. 61, Act. 15 *Colour the words with the letters ck.* | OC / OE | Ind | CLC / SIE / LL |
| *Ending the lesson* Play *Listen and do.* | OC / OE | LG | CLC |

**UNIT 7 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 7: CLIL – *HISTORY*** | | | | | | |
| **Objectives:**   * Learn and talk about the natural materials used to make old buildings.   **Materials:**   * CD 2; DVD; two toy telephones (or real telephone which no longer work); photos of old buildings in your pupils’ region / country | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Practise speaking on the phone. | OC / OE | LG | CLC / SCC / MCST | **Extra activities:** *Teacher’s Book* p. 121  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| **Pupil’s Book**, p. 88**,** *What materials were buildings made of?* | OC / OE | LG | CLC / MCST / SCC |
| **Pupil’s Book**, p. 89, Act. 1 *Listen and repeat,* (CD2.39) | OC / OE | LG | CLC / MCST / SIE |
| **Pupil’s Book**, p. 89, Act.2 Video 07 (p.128 TB). *Watch the video.* | OC | LG | CLC / MCST |
| **Pupil’s Book**, p. 89, Act. 3 *What are these buildings made of?* | RC / OE | LG | CLC / MCST / SIE |
| **Pupil’s Book**, p. 89, Act. 4 *What different things are made of stone?* | OE / RC | LG / P | CLC / MCST / SCC |
| **Activity Book**, p. 72, Act. 1.*Look and match.* | RC / OE | Ind | CLC / MCST / SIE |
| **Activity Book**, p. 72, Act. 2 *Draw your house. Then write about the old building and your house.* | WE | GC | CLC / MCST / SCC |
| *Ending the lesson*. Review vocabulary for building materials. | RC | LG | CLC / MCST / SCC |

**UNIT 7 PROGRAMME OF CLASSROOM ACTIVITIES**

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| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 8: CLIL project and evaluation** | | | | | | |
| **Objectives:**   * Make a fact file about a historic building in their country. * Review the contents of the unit. * Complete the evaluation in the *Activity Book.*   **Materials:**   * Internet access to a website about old buildings / monuments in your pupils’ country / region, or books with photos and information about local old buildings / monuments * Optional: materials for making a model of a building (e.g. cardboard boxes, glue, scissors, ice-lolly sticks, triangles, circles and squares made of card) | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| Warmer. Oral activity to review vocabulary. | OC / OE | LG | CLC / MCST / SCC | **Extra activities:** *Teacher’s Book* p. 121  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** | **Assessment reources:**   * End-of-unit test: *Teacher’s Resource File* and *Tests CD-ROM.* * The Cambridge Teacher   [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Self-evaluation:**  Evaluation. *Activity Book* |  |
| *Presentation* Present the task of the lesson. | OC / OE / RC | LG | CLC / SCC |
| **Pupil’s Book**, p. 89, Act. 5. *Make a fact fi le about an old building in your country.* | OE / RC / WE | LG | CLC / MCST / SIE / SCC |
| **Activity Book**, p. 73, *Evaluation*. Act. 1. *Do the word puzzle.* | WE / RC | Ind | CLC / MCST / SIE / LL |
| **Activity Book**, p. 73, *Evaluation.* Act. 2. *Complete the questions and answers.* | RC / WE | Ind | LL / SIE / MCST / LL |
| **Activity Book**, p. 73, *Evaluation.* Act. 3. *Complete the sentences about this unit.* | RC / WE | Ind | LL / SIE / MCST |
| **Activity Book**, p. 73, *Evaluation.* Act. 4. *Guess what it is.* | RC / WE | Ind | LL / SIE |
| *Ending the lesson*. Pupils choose their favourite activity from the unit and do it again. |  | Ind | CLC / LL / SIE |

**UNIT 8: WEATHER**

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| **Unit objectives** |
| In this unit pupils will be able to:   * Learn to name weather conditions. * Talk about what the weather is like today and what it was like yesterday. * Practise asking and answering about the weather on different days. * Consolidate language of the unit and practise the skills of reading, speaking and writing. * Consolidate language with a story. * Discuss the value of working hard and trying your best. * Practise the function of asking when things start. * Practise saying the consonant cluster *nd* /nd/. * Learn about and identify extreme weather conditions. * Make a weather chart for their country. * Review the contents of the unit. * Complete the evaluation in the Activity Book. |
| **Materials** |
| * Pupil’s Book and Activity Book * DVD / Presentation Plus * CD 2; Flashcards 80-88; Word cards (TB110) * Outdoor thermometer; sunglasses, a woolly hat, a raincoat with a hood; a music CD; a small piece of card for each pupil with two weather symbols on it, e.g. cold and sunny – each card should be one of a matching pair (i.e. there is another card with the symbols for cold and sunny; newspaper weather reports (maps of pupils’ country or region with symbols) for four or five days in the past week or access to an internet weather site; photos or leaflets / posters about local festivals; a world map; a clock with moveable hands (for teaching the time); a piece of paper for each pupil with 16 blank circular clock faces on it, with numbers, but no hands; 12 large pieces of card, each with a month of the year on it. * Optional: pieces of blank paper, photos of events (e.g. parties, festivals, competitions, films), scissors, glue; photos of extreme weather which has affected the pupils’ hometown, region or country (e.g. heavy snowfall, flooding, hurricane, storm damage) or which has been in the news recently; world map or globe; word cards (TB110), a large piece of blank paper for each pair of pupils, atlases or world maps, scissors, sticky tack, colouring pens |
| **Mixed-ability resources** |
| * Reinforcement and Extension activities. Teacher’s Book p. 122-123 * Online Resources * Access to more materials on the Cambridge Teacher: [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es) |
| **Assessment resources** |
| * Unit tests: End-of-unit test, Teacher’s Resource File and Tests CD-ROM. * Self-evaluation: Activity Book, Evaluation. * Access to more materials on the Cambridge Teacher: [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es) |

**UNIT 8 BLOCK 1: COMPREHENSION OF ORAL TEXTS**

|  |  |  |  |
| --- | --- | --- | --- |
| **CONTENTS** | **EVALUATION CRITERIA[[35]](#footnote-35)** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Comprehension strategies in oral texts:**   * Identify language for weather conditions. * Listen to a dialogue between two children talking about the weather was like during the week. * Identify *Was it hot and sunny on Monday? Yes, it was. No, it wasn’t.* * Listen to a song focusing on the pronunciation of new language. * Listen to a text about Sapporo Snow Festival. * Listen to a chant focusing on pronunciation. * Listen to a story to consolidate language and structures of the unit. * Listen and identify the function of asking when things start. * Listen to some sentences focusing on the pronunciation of the consonant cluster *nd* /nd/. * Identigy vocabulary for extreme weather conditions. * Watch a video about extreme weather conditions. | B1.EC.1.  B1.EC.2.  B1.EC.3.  B1.EC.4.  B1.EC.5.  B1.EC.6.  B1.EC.7. | B1.LS.2.  B1.LS.3.  B1.LS.4.  B1.LS.5.  B1.LS.6. | CLC.1.  CLC.2.  CLC.3.  MCST.3.  MCST.6.  MCST.9.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Interest in learning about weather conditions. * Reflection on the value of working hard and trying their best. * Interest in learning the function of asking politely when things start. * Interest in learning about extreme weather conditions. |
| **Communicative functions:**   * Greetings and introductions, apologising, thanking. * Descriptions of people, activities, places and objects. * Asking for and offering information, help, instructions, objects, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * What was the weather like (yesterday)? It was (cold and rainy). | What’s the weather like today? It’s (hot and sunny). * so (= therefore) * Was it (cloudy) on (Monday)? Yes, it was. / No, it wasn’t. * Best wishes * What time does the party start? Hurry up, We’re late. * hard work / work hard, try your best * When does the (film) start? * We have time.   Recycled language:   * We can go out and play. Hooray! * yesterday morning/ evening/ afternoon, last night * It was (hot and sunny). * How are you? I’m fine. * When’s your birthday? It’s in (December). * at night * Well done * Welcome * I want to be * There’s * Ow! * telling the time * What’s the weather like? |
| **Very frequent oral vocabulary (reception):**   * weather, hot, sunny, cold, warm, snowy, cloudy, foggy, windy, rainy, snow, fog, wind, get wet, temperature * festival, fantastic, amazing, snow sculpture, snowmen * hot-air balloon * everyone, ready, opening, party * talent show * eland, land * around the world * hurricane, tornado, rainstorm, blizzard, thunder, lightning * middle   Recycled vocabulary:   * today, fun * weather conditions * days of the week * diary * country, birthday, photo, favourite, building, animal, family, beautiful * adventure playground * fantastic, quicker * cone-shaped, above, after, noisy, sea, land, eye |
| **Sound, accent, rhythm and intonation patterns:**   * Identify the pronunciation of vocabulary for weather conditions. * Identify the pronunciation of the consonant cluster *nd* /nd/ *(eland, land)*. |

**UNIT 8 BLOCK 2: PRODUCTION OF ORAL TEXTS (EXPRESSION AND INTERACTION)**

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| --- | --- | --- | --- |
| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Production strategies in oral texts:**   * Practise language for weather conditions. * Following a model, prepare and practise in pairs a dialogue about what the weather was like during the week. * Sing a song focusing on the pronunciation of new language. * Make sentences to practise *Was it hot and sunny on Monday? Yes, it was. No, it wasn’t.* * Ask and answer about their birthday and their favourite festival. * Play a game to practise new structures. * Say a chant focusing on pronunciation. * Ask and answer about what the weather was like in the past few days. * Think and talk about the importance of working hard and trying their best. * Say some sentences to practise the pronunciation of the consonant cluster *nd* /nd/. * Practise vocabulary for extreme weather conditions. | B2.EC.1.  B2.EC.2.  B2.EC.3.  B2.EC.4.  B2.EC.5.  B2.EC.6.  B2.EC.7.  B2.EC.8. | B2.LS.1.  B2.LS.2.  B2.LS.3.  B2.LS.4. | CLC.4.  CLC.5.  CLC.6.  CLC.7.  MCST.3.  MCST.6.  MCST.9.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Interest in learning about weather conditions. * Reflection on the value of working hard and trying their best. * Interest in learning the function of asking politely when things start. * Interest in learning about extreme weather conditions. |
| **Communicative functions:**   * Greetings and introductions, apologising, thanking. * Descriptions of people, activities, places and objects. * Asking for and offering information, help, instructions, objects, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * What was the weather like (yesterday)? It was (cold and rainy). | What’s the weather like today? It’s (hot and sunny). * so (= therefore) * Was it (cloudy) on (Monday)? Yes, it was. / No, it wasn’t. * Best wishes * What time does the party start? Hurry up, We’re late. * hard work / work hard, try your best * When does the (film) start? * We have time.   Recycled language:   * We can go out and play. Hooray! * yesterday morning/ evening/ afternoon, last night * It was (hot and sunny). * How are you? I’m fine. * When’s your birthday? It’s in (December). * at night * Well done * Welcome * I want to be * There’s * Ow! * telling the time * What’s the weather like? |
| **Very frequent oral vocabulary (production):**   * weather, hot, sunny, cold, warm, snowy, cloudy, foggy, windy, rainy, snow, fog, wind, get wet, temperature * festival, fantastic, amazing, snow sculpture, snowmen * hot-air balloon * everyone, ready, opening, party * talent show * eland, land * around the world * hurricane, tornado, rainstorm, blizzard, thunder, lightning * middle   Recycled vocabulary:   * today, fun * weather conditions * days of the week * diary * country, birthday, photo, favourite, building, animal, family, beautiful * adventure playground * fantastic, quicker * cone-shaped, above, after, noisy, sea, land, eye |
| **Sound, accent, rhythm and intonation patterns:**   * Practise the pronunciation of vocabulary for weather conditions. * Practise the pronunciation of the consonant cluster *nd* /nd/ *(eland, land)*. |

**UNIT 8 BLOCK 3: COMPREHENSION OF WRITTEN TEXTS**

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| --- | --- | --- | --- |
| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Comprehension strategies in written texts:**   * Read vocabulary for weather conditions. * Read sentences to identify *Was it hot and sunny on Monday? Yes, it was. No, it wasn’t.* * Read a text about Sapporo Snow Festival. * Read a story to consolidate vocabulary and structures of the unit. * Identify the spelling of the consonant cluster *nd* /nd/. * Identify vocabulary for extreme weather conditions. | B3.EC.1.  B3.EC.2.  B3.EC.3.  B3.EC.4.  B3.EC.5.  B3.EC.6.  B3.EC.7. | B3.LO1.  B3.LS.3.  B3.LS.4. | CLC.9.  MCST.3.  MCST.6.  MCST-9.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Interest in learning about weather conditions. * Reflection on the value of working hard and trying their best. * Interest in learning the function of asking politely when things start. * Interest in learning about extreme weather conditions. |
| **Communicative functions:**   * Greetings and introductions, apologising, thanking. * Descriptions of people, activities, places and objects. * Asking for and offering information, help, instructions, objects, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * What was the weather like (yesterday)? It was (cold and rainy). | What’s the weather like today? It’s (hot and sunny). * so (= therefore) * Was it (cloudy) on (Monday)? Yes, it was. / No, it wasn’t. * Best wishes * What time does the party start? Hurry up, We’re late. * hard work / work hard, try your best * When does the (film) start? * We have time.   Recycled language:   * We can go out and play. Hooray! * yesterday morning/ evening/ afternoon, last night * It was (hot and sunny). * How are you? I’m fine. * When’s your birthday? It’s in (December). * at night * Well done * Welcome * I want to be * There’s * Ow! * telling the time * What’s the weather like? |
| **Very frequent written vocabulary (reception):**   * weather, hot, sunny, cold, warm, snowy, cloudy, foggy, windy, rainy, snow, fog, wind, get wet, temperature * festival, fantastic, amazing, snow sculpture, snowmen * hot-air balloon * everyone, ready, opening, party * talent show * eland, land * around the world * hurricane, tornado, rainstorm, blizzard, thunder, lightning * middle   Recycled vocabulary:   * today, fun * weather conditions * days of the week * diary * country, birthday, photo, favourite, building, animal, family, beautiful * adventure playground * fantastic, quicker * cone-shaped, above, after, noisy, sea, land, eye |
| **Graphic patterns and spelling conventions:**   * Identify the spelling of vocabulary for weather conditions. * Identify the spelling of the consonant cluster *nd* /nd/. |

**UNIT 8 BLOCK 4: PRODUCTION OF WRITTEN TEXTS (EXPRESSION AND INTERACTION)**

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| --- | --- | --- | --- |
| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Production strategies in written texts:**   * Practise writing vocabulary for weather conditions. * Complete questions and answers to practise *Was it hot and sunny on Monday? Yes, it was. No, it wasn’t* * Write a paragraph about their favourite festival. * Make a weather chart for their country. | B4.EC.1.  B4.EC.2.  B4.EC.3.  B4.EC.4.  B4.EC.5.  B4.EC.6.  B4.EC.7. | B4.LS.2.  B4.LS.3.  B4.LS.4. | CLC.10.  CLC.11.  CLC.12.  MCST.3.  MCST.6.  MCST.9.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Interest in learning about weather conditions. * Reflection on the value of working hard and trying their best. * Interest in learning the function of asking politely when things start. * Interest in learning about extreme weather conditions. |
| **Communicative functions:**   * Greetings and introductions, apologising, thanking. * Descriptions of people, activities, places and objects. * Asking for and offering information, help, instructions, objects, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * What was the weather like (yesterday)? It was (cold and rainy). | What’s the weather like today? It’s (hot and sunny). * so (= therefore) * Was it (cloudy) on (Monday)? Yes, it was. / No, it wasn’t. * Best wishes * What time does the party start? Hurry up, We’re late. * hard work / work hard, try your best * When does the (film) start? * We have time.   Recycled language:   * We can go out and play. Hooray! * yesterday morning/ evening/ afternoon, last night * It was (hot and sunny). * How are you? I’m fine. * When’s your birthday? It’s in (December). * at night * Well done * Welcome * I want to be * There’s * Ow! * telling the time * What’s the weather like? |
| **Very frequent written vocabulary (production):**   * weather, hot, sunny, cold, warm, snowy, cloudy, foggy, windy, rainy, snow, fog, wind, get wet, temperature * festival, fantastic, amazing, snow sculpture, snowmen * hot-air balloon * everyone, ready, opening, party * talent show * eland, land * around the world * hurricane, tornado, rainstorm, blizzard, thunder, lightning * middle   Recycled vocabulary:   * today, fun * weather conditions * days of the week * diary * country, birthday, photo, favourite, building, animal, family, beautiful * adventure playground * fantastic, quicker   cone-shaped, above, after, noisy, sea, land, eye |
| **Graphic patterns and spelling conventions:**   * Practise writing the spelling of vocabulary for weather conditions. * Practise writing words with the consonant cluster *nd* /nd/. |

**UNIT 8 PROGRAMME OF CLASSROOM ACTIVITIES**

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| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 1: Presentation and practice of vocabulary** | | | | | | |
| **Objectives:**   * Learn to name weather conditions.   **Materials:**   * CD 2; Flashcards 80-88 * Outdoor thermometer | | | | | | |
| **Activities** | **Skills/ Blocks[[36]](#footnote-36)** | **Interaction[[37]](#footnote-37)** | **Competences[[38]](#footnote-38)** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Oral activity with a thermometer. | OC / OE | LG | CLC / SCC | **Extra activities:** *Teacher’s Book* p. 122  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation*. Present new vocabulary with flashcards. | OC / OE | LG | CLC / SCC |
| **Pupil’s Book**, p. 92, Act. 1. *Listen. and point* (CD2.40) | OC | Ind / LG | CLC |
| **Pupil’s Book**, p. 92, Act. 2. *Listen point and repeat.* (CD02.41) | OC / OE | LG | CLC |
| **Pupil’s Book**, p. 92, Act 3. *Listen and say the numbers* (CD2.42) | OC / OE | LG | CLC |
| **Pupil’s Book**, p. 92, Act *4. Ask and answer with a friend.* | OC / OE | P | CLC |
| **Activity Book**, p. 74, Act. 1.*Look and match.* | WE / RC | Ind | CLC / SIE |
| **Activity Book** p. 74,Act. 2. *Write the words.* | WE | Ind | SIE / CLC |
| ***My picture dictionary* ➔** *p. 92: Find and write the new words.* | WE / RC | Ind | SIE /CLC |
| *Ending the lesson*. Play *Last one standing.* | OC / OE | LG | CLC / SCC / SIE |

**UNIT 8 PROGRAMME OF CLASSROOM ACTIVITIES**

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| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 2: Presentation and practice of grammar 1** | | | | | | |
| **Objectives:**   * Talk about what the weather is like today and what it was like yesterday.   **Materials:**   * CD 2, Flashcards 80-88; sunglasses, a woolly hat, a raincoat with a hood; a music CD; a small piece of card for each pupil with two weather symbols on it, e.g. cold and sunny – each card should be one of a matching pair (i.e. there is another card with the symbols for cold and sunny) | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Review vocabulary for weather. | OC / OE | LG | CLC / SIE | **Extra activities:** *Teacher’s Book* p. 122  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation*. Present asking about what the weather was like yesterday and what it is like today. | OC / OE | LG | CLC / SEE |
| **Pupil’s Book**, p. 93, Act. 5. Listen and match. Ten s*ing the song* (CD2.43) | OC / OE | Ind / LG | CLC / SIE |
| **Pupil’s Book**, p. 93, Act. 6. *Listen and answer the questions.* (CD2.44) | RC / OE | LG | CLC/ SIE |
| **Pupil’s Book**, p. 93, Act. 7. *Ask and answer with a friend. Say true or false..* | RC / OE | P / LG | CLC/ SIE / SCC |
| **Activity Book**, p. 75, Act. 3 *Look and write.* | RC | Ind | CLC/ SIE / LL |
| **Activity Book**, p. 75, Act. 4 *Answer the questions.* | RC | Ind | CLC/ SIE / LL |
| *Ending the lesson*. Oral activity to review the contents of the lesson. | OC / OE | LG | CLC / SIE |

**UNIT 8 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 3: Presentation and practice of grammar 2** | | | | | | |
| **Objectives:**   * Practise asking and answering about the weather on different days.   **Materials:**   * CD 2; Flashcards 80-88; Word cards (TB110); newspaper weather reports (maps of pupils’ country or region with symbols) for four or five days in the past week or access to an internet weather site | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Revise vocabulary for weather. | OC / OE / RC | LG | CLC / SIE | **Extra activities:** *Teacher’s Book* p. 122  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation*. Present *Was it (cloudy) on (Monday)?* | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 94, Act. 8. *Listen and repeat.* (CD2.45) | OC / OE | LG | CLC |
| **Pupil’s Book**, p. 94, Act. 9.*Look at the weather diary. Listen and answer the questions.* | OC / OE / RC | LG / P | CLC / SIE |
| **Pupil’s Book**, p. 84, Act. 10 *Make a weather diary. Ask and answer with a friend.* (CD2.46) | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 84, Act. 11 *Go to page 103. Listen and repeat the chant.* | OC / OE | LG | CLC / SIE |
| **Activity Book**, p. 76, Act. 5. *Read and match. Then write the days.* | RC | Ind | CLC / SIE |
| **Activity Book**, p. 76, Act. 6. *Look and complete the questions and answers.* | RC / WE | Ind | CLC / SIE |
| *Ending the lesson*. Game to review the contents of the lesson. | OE / OC | LG | CLC / SIE / SCC |

**UNIT 8 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 4: Skills** | | | | | | |
| **Objectives:**   * Consolidate language of the unit and practise the skills of l*istening, speaking* and *writing.*   **Materials:**   * CD 2; photos or leaflets / posters about local festivals; a world map | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Present the topic of holidays. | OC / OE | LG | CLC / SIE / SCC | **Extra activities:** *Teacher’s Book* p. 122  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| **Pupil’s Book,** p. 95 *Let’s start! Is it snowy in your country?* | OC / OE | LG | CLC / SIE / SCC |
| **Pupil’s Book**, p. 95, Act. 12.*Read and listen. Then match.* (CD2.48) | OC / RC | LG | CLC / SIE |
| **Pupil’s Book**, p. 95, Act. 13*. Read and say true or false.* | RC / OE | LG | CLC / SIE |
| **Activity Book**, p. 95, Act. 13 *Ask and answer with a friend.* | RC / WE | LG /P | CLC / SIE |
| **Activity Book**, .p. 77, Act. 7.*Read about Jane’s favourite festival and answer the questions.* | RC / WE | Ind | CLC |
| **Activity Book,** p. 77, Act 8 *Answer the questions for you.* | RC / WE | Ind | CLC |
| **Activity Book,** p. 77, Act 9*, Write a about your favorite festival.* | WE | Ind | CLC |
| **Activity Book**, p. 69, Act. 11. *Ask and answer* *with a friend.* | RC / OE / OC | P | CLC / SCC |
| *Ending the lesson. Play Stand in order.* | OC / OE | P | CLC / SIE |

**UNIT 8 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 5: Story and value** | | | | | | |
| **Objectives:**   * Consolidate language with a story. * Discuss the value of working hard and trying their best.   **Materials:**   * CD 2; a clock with moveable hands (for teaching the time); a piece of paper for each pupil with 16 blank circular clock faces on it, with numbers, but no hands – the pupils will draw these | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Review saying the time. | OC / OE | LG | CLC / SCC | **Extra activities:** *Teacher’s Book* p. 122-123  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Introduction.* Ask questions about the story. | OC / OE | LG | CLC |
| **Pupil’s Book**, p. 96, Act. 14.*Read and listen (*CD2.49) | OC / OE / RC | LG | CLC / SCC / SIE |
| **Pupil’s Book**, p. 96, *Value. Work hard and try your best.* | OC / OE | LG | CLC / SCC / LL / SIE |
| **Activity Book**, p. 78, Act. 11. *Read and match.* | RC / WE | Ind | CLC / SIE |
| **Activity Book**, p. 78, Act. 12. *Look at activity 11. Write yes or no.* | RC / WE | Ind | CLC / SIE |
| *Ending the lesson*. Play *The last word.* | OC / OE | LG | CLC / SCC |

**UNIT 8 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 6: Talk time and Say it!** | | | | | | |
| **Objectives:**   * Practise the function of asking when things start. * Practise saying the consonant cluster *nd* /nd/.   **Materials:**   * CD 2 * Optional: pieces of blank paper, photos of events (e.g. parties, festivals, competitions, films), scissors, glue | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Remind pupils of the story by asking them questions. | OC / OE | LG | CLC | **Extra activities:** *Teacher’s Book* p. 123  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation.* Present the contents of the lesson. | OC / OE | LG | CLC |
| **Pupil’s Book**, p.97, Act. 15.*Listen and repeat. Then act.* (CD2.50) | OC / OE | LG / P | CLC / SCC |
| **Activity Book**, p.97, Act. 16 *Listen and repeat.* (CD2.51), | OC / WE | Ind | SIE / SCC |
| **Activity Book**, p.79, Act. 13 *Look and tick the pictures that show the value: work hard and try your best.* | RC / WE | Ind | CLC / SIE / LL / SCC |
| **Activity Book**, p. 79, Act. 14 *Look and write the words with the nd sound.* | OC / OE | Ind | CLC / SIE / LL |
| *Ending the lesson.* Play *Listen and do.* | OC / OE / RC / WE | LG / Ind | CLC |

**UNIT 8 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 7: CLIL – *GEOGRAPHY*** | | | | | | |
| **Objectives:**   * Learn about and identify extreme weather conditions.   **Materials:**   * CD 2; Flashcards 80-88; DVD * Optional: DVD, photos of extreme weather which has affected the pupils’ hometown, region or country (e.g. heavy snowfall, fl ooding, hurricane, storm damage) or which has been in the news recently; a world map or globe | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Revise weather conditions with flashcards and play *Bingo.* | OC / OE | LG | CLC / SCC / MCST | **Extra activities:** *Teacher’s Book* p. 123  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation.* Present the topic of the lesson. | OC / OE | LG | CLC / SCC / MCST |
| **Pupil’s Book**, p. 98**,** *What’s the weather like around the world****?*** | OC / OE | LG | CLC / MCST / SCC |
| **Pupil’s Book**, p. 98, Act. 1 *Listen and repeat,* (CD2.52) | OC / OE | LG | CLC / MCST / SIE |
| **Pupil’s Book**, p. 98, Act.2 Video 08 (p.128 TB). *Watch the video.* | OC | LG | CLC / MCST |
| **Pupil’s Book**, p. 98, Act. 3 *What’s the weather like? Read and match.* | RC / OE | LG | CLC / MCST / SIE |
| **Pupil’s Book**, p. 98, Act. 4 *What type of weather would you like to write about in a story?* | OE / RC | LG | CLC / MCST / SCC |
| **Activity Book**, p. 80, Act. 1**.***Put the letters in order. Then match and write.* | RC / OE | Ind | CLC / MCST / SIE |
| **Activity Book**, p. 80, Act. 2 *What’s the weather like in Adventure Land?*  *Draw and write.* | OE / RC | LG | CLC / MCST / SCC |
| *Ending the lesson*. Review vocabulary of the lesson. | RC / WE | LG | CLC / MCST / SCC |

**UNIT 8 PROGRAMME OF CLASSROOM ACTIVITIES**

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| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 8: CLIL project and evaluation** | | | | | | |
| **Objectives:**   * Make a weather chart for their country. * Review the contents of the unit. * Complete the evauation in the Activity Book.   **Materials:**   * Flashcards 80-88 * Optional: 12 large pieces of card, each with a month of the year on it; Word cards (TB110), a large piece of blank paper for each pair of pupils, atlases or world maps, scissors, sticky tack, colouring pens | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| Warmer. Oral activity to review vocabulary. | OC / OE / RC | LG | CLC / MCST / SCC | **Extra activities:** *Teacher’s Book* p. 123  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** | **Assessment reources:**   * End-of-unit test: *Teacher’s Resource File* and *Tests CD-ROM.* * The Cambridge Teacher   [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Self-evaluation:**  Evaluation. *Activity Book* |  |
| *Introduction.* Introduce the project of the lesson. | OC / OE / RC | LG | CLC / MCST / SCC |
| **Pupil’s Book**, p. 99, Act. 5. *Make a weather chart for your country.* | OE / RC / WE | LG / P | CLC / MCST / SIE / SCC |
| **Activity Book**, p. 81, *Evaluation*. Act. 1. *Look and write.* | WE / RC | Ind | CLC / MCST / SIE / LL |
| **Activity Book**, p. 81, *Evaluation.* Act. 2. *Complete the sentences about this unit.* | RC / WE | Ind | LL / SIE / MCST |
| **Activity Book**, p. 81, *Evaluation.* Act. 3. *Guess what it is.* | RC / WE | Ind | LL / SIE |
| *Ending the lesson*. Pupils choose their favourite activity from the unit and do it again. |  | Ind | CLC / LL / SIE |

1. Royal Decree 126/2014, 28th February, State Bulletin 52, 1st March 2014. [↑](#footnote-ref-1)
2. European Parliament and Council recommendations for key skills for lifelong learning, 18th December 2006(2006/962/CE) [↑](#footnote-ref-2)
3. See list of Evaluation criteria, Learning standards and Descriptors of key competences in section 5. [↑](#footnote-ref-3)
4. **Skills/Blocks:** OC-Oral Comprehension; OE-Oral Expression; RC-Reading Comprehension; WE-Written Expression [↑](#footnote-ref-4)
5. **Interaction:** Ind-Individual; P-In Pairs; LG-Large Group (whole class) [↑](#footnote-ref-5)
6. **Key Competences:** CLC – Competence in linguistic communication; MCST– Mathematical competence and basic competences in science and technology; DC – Digital competence; LL- Learn to Learn; SCC – Social and civic competences; SIE – Sense of initiative and entrepreneurship; CAE – Cultural awareness and expression [↑](#footnote-ref-6)
7. See list of Evaluation criteria, Learning standards and Descriptors of key competences in section 5. [↑](#footnote-ref-7)
8. **Skills/Blocks:** OC-Oral Comprehension; OE-Oral Expression; RC-Reading Comprehension; WE-Written Expression [↑](#footnote-ref-8)
9. **Interaction:** Ind-Individual; P-In Pairs; LG-Large Group (whole class) [↑](#footnote-ref-9)
10. **Key Competences:** CLC – Competence in linguistic communication; MCST– Mathematical competence and basic competences in science and technology; DC – Digital competence; LL- Learn to Learn; SCC – Social and civic competences; SIE – Sense of initiative and entrepreneurship; CAE – Cultural awareness and expression [↑](#footnote-ref-10)
11. See list of Evaluation criteria, Learning standards and Descriptors of key competences in section 5. [↑](#footnote-ref-11)
12. **Skills/Blocks:** OC-Oral Comprehension; OE-Oral Expression; RC-Reading Comprehension; WE-Written Expression [↑](#footnote-ref-12)
13. **Interaction:** Ind-Individual; P-In Pairs; LG-Large Group (whole class) [↑](#footnote-ref-13)
14. **Key Competences:** CLC – Competence in linguistic communication; MCST– Mathematical competence and basic competences in science and technology; DC – Digital competence; LL- Learn to Learn; SCC – Social and civic competences; SIE – Sense of initiative and entrepreneurship; CAE – Cultural awareness and expression [↑](#footnote-ref-14)
15. See list of Evaluation criteria, Learning standards and Descriptors of key competences in section 5. [↑](#footnote-ref-15)
16. **Skills/Blocks:** OC-Oral Comprehension; OE-Oral Expression; RC-Reading Comprehension; WE-Written Expression [↑](#footnote-ref-16)
17. **Interaction:** Ind-Individual; P-In Pairs; LG-Large Group (whole class) [↑](#footnote-ref-17)
18. **Key Competences:** CLC – Competence in linguistic communication; MCST– Mathematical competence and basic competences in science and technology; DC – Digital competence; LL- Learn to Learn; SCC – Social and civic competences; SIE – Sense of initiative and entrepreneurship; CAE – Cultural awareness and expression [↑](#footnote-ref-18)
19. See list of Evaluation criteria, Learning standards and Descriptors of key competences in section 5. [↑](#footnote-ref-19)
20. **Skills/Blocks:** OC-Oral Comprehension; OE-Oral Expression; RC-Reading Comprehension; WE-Written Expression [↑](#footnote-ref-20)
21. **Interaction:** Ind-Individual; P-In Pairs; LG-Large Group (whole class) [↑](#footnote-ref-21)
22. **Key Competences:** CLC – Competence in linguistic communication; MCST– Mathematical competence and basic competences in science and technology; DC – Digital competence; LL- Learn to Learn; SCC – Social and civic competences; SIE – Sense of initiative and entrepreneurship; CAE – Cultural awareness and expression [↑](#footnote-ref-22)
23. See list of Evaluation criteria, Learning standards and Descriptors of key competences in section 5. [↑](#footnote-ref-23)
24. **Skills/Blocks:** OC-Oral Comprehension; OE-Oral Expression; RC-Reading Comprehension; WE-Written Expression [↑](#footnote-ref-24)
25. **Interaction:** Ind-Individual; P-In Pairs; LG-Large Group (whole class) [↑](#footnote-ref-25)
26. **Key Competences:** CLC – Competence in linguistic communication; MCST– Mathematical competence and basic competences in science and technology; DC – Digital competence; LL- Learn to Learn; SCC – Social and civic competences; SIE – Sense of initiative and entrepreneurship; CAE – Cultural awareness and expression [↑](#footnote-ref-26)
27. See list of Evaluation criteria, Learning standards and Descriptors of key competences in section 5. [↑](#footnote-ref-27)
28. **Skills/Blocks:** OC-Oral Comprehension; OE-Oral Expression; RC-Reading Comprehension; WE-Written Expression [↑](#footnote-ref-28)
29. **Interaction:** Ind-Individual; P-In Pairs; LG-Large Group (whole class) [↑](#footnote-ref-29)
30. **Key Competences:** CLC – Competence in linguistic communication; MCST– Mathematical competence and basic competences in science and technology; DC – Digital competence; LL- Learn to Learn; SCC – Social and civic competences; SIE – Sense of initiative and entrepreneurship; CAE – Cultural awareness and expression [↑](#footnote-ref-30)
31. See list of Evaluation criteria, Learning standards and Descriptors of key competences in section 5. [↑](#footnote-ref-31)
32. **Skills/Blocks:** OC-Oral Comprehension; OE-Oral Expression; RC-Reading Comprehension; WE-Written Expression [↑](#footnote-ref-32)
33. **Interaction:** Ind-Individual; P-In Pairs; LG-Large Group (whole class) [↑](#footnote-ref-33)
34. **Key Competences:** CLC – Competence in linguistic communication; MCST– Mathematical competence and basic competences in science and technology; DC – Digital competence; LL- Learn to Learn; SCC – Social and civic competences; SIE – Sense of initiative and entrepreneurship; CAE – Cultural awareness and expression [↑](#footnote-ref-34)
35. See list of Evaluation criteria, Learning standards and Descriptors of key competences in section 5. [↑](#footnote-ref-35)
36. **Skills/Blocks:** OC-Oral Comprehension; OE-Oral Expression; RC-Reading Comprehension; WE-Written Expression [↑](#footnote-ref-36)
37. **Interaction:** Ind-Individual; P-In Pairs; LG-Large Group (whole class) [↑](#footnote-ref-37)
38. **Key Competences:** CLC – Competence in linguistic communication; MCST– Mathematical competence and basic competences in science and technology; DC – Digital competence; LL- Learn to Learn; SCC – Social and civic competences; SIE – Sense of initiative and entrepreneurship; CAE – Cultural awareness and expression [↑](#footnote-ref-38)