**INTEGRATED SYLLABUS**

***GUESS WHAT!* 5**

**Primary Education**

**Foreign language: English**

**Year 5**

**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**

Social background (high, medium, low, miscellaneous) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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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Groups \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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* **Class timetables**

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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! 5***

*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 5, pupils follow the exciting adventures of Ruby, Jack and Sofia, as they are transported through time and space by a mystery tablet to complete a quiz.

**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 5, the motivating skills topics include international festivals, using technology, the natural world and pupils’ favourite authors.

Speaking skills

Speaking skills are further developed in discussion and pronunciation activities. In the *Talk time* feature on the skills spread, pupils are prompted to enjoy a collaborative discussion, such as planning a tour of festivals, inventing the rules for a new game, or designing their ideal home. In the *Say it!* feature, pupils perfect their fluency with practice in stress and intonation, and some common word endings.

**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, as well as thinking about and giving their personal response to topics. 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. *Guess What!* Level 5 covers part of the Movers syllabus (pupils will compjete this by the end of *Guess What!* Level 6).

***GUESS WHAT!* LEVEL 5 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 contextual dialogues, games and communicative activities, discussion and personalisation activities, grammar, chants and pronunciation activities, listening activities and reading texts.
* An exciting story adventure with value and practice activities.
* A Skills page which covers listening, speaking, reading and writing.
* Two pages of CLIL activities.
* Regular activities to develop a range of thinking skills.

**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.
* Varied task-based activities, as well as extensive further reading and writing practice.
* An extended writing feature for the skills spread, providing a model, a clearly identified writing tip and space for pupils to plan their own writing using a graphic organiser.
* An end-of-unit evaluation providing a record of learning for each unit.
* A full-colour Picture dictionary.
* Regular thinking and personalisation 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 three Audio CDs contain all the recorded material for the Pupil’s Book, including the 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 5 and 6. You can dip in and choose the material at different times, depending on the specific needs of your class. For *Guess What!* Level 5, 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.

**TOUR OF A UNIT**

*Guess What!* Level 5 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 word cards can also be used to practise new words in a variety of games.
* The Activity Book provides further vocabulary practice using puzzles, definition, categorisation and classification 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 and Tests CD-ROM.

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

The first new grammar point of the unit is presented using varied real-life contexts such as an information piece about sea animals or a blog about a class trip to a technology show.

* The activities follow a clear and enjoyable path from presentation, through controlled practice to active production and personalisation. Pupils are supported through their learning with prompts and example speech bubbles and the new grammar point is summarised in the Focus! box.
* Pupils then either consolidate the grammar using a motivating chant, or practise a linked pronunciation point with the Say it! feature. (The position of the chant and Say it! feature varies between Lesson 2 and Lesson 3.)
* The Activity Book provides engaging activities to consolidate the target grammar, while also providing additional practice in reading and writing.
* 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 featuring the *Guess What!* photo characters, Emma, Alex, Pedro and Carla. The new grammar point is summarised next to the dialogue in the Focus! box.

* Pupils then progress to active production with an activity that also has a thinking or personalisation focus.
* Pupils then do either the grammar chant or the Say it! feature (depending on which of these was used in Lesson 2).
* The Activity Book provides engaging activities to consolidate the target grammar, while also providing additional practice in reading and writing, and a personalisation activity.
* There is an additional grammar worksheet available on the Teacher’s Resource and Tests CD-ROM.

**Lesson 4: story and value**

Pupils consolidate and extend their learning further with a dynamic cartoon strip story featuring the *Guess What!* story characters. Each story also introduces a social value in a light-hearted way.

* The Activity Book provides story comprehension activities, including sequencing, summarising and spotting mistakes. Pupils also consider how they integrate the social value from the story into their own life.

**Lesson 5: listening and speaking**

Pupils consolidate and extend the language of the unit with a task-based listening, based on a motivating theme linked to the unit topic.

* In the *Talk time* feature, pupils are prompted to have a stimulating discussion based on the listening theme and using language pupils are familiar with.
* The Activity Book provides a reading text which is then used as a model for the extended writing activity in Lesson 6 in the Activity Book.

**Lesson 6: reading and writing**

Pupils consolidate and extend the language of the unit with an interesting reading text, varied comprehension activities and a *Your turn!* feature designed to stimulate discussion and pupils’ own creativity in response to the text.

* In the Activity Book, pupils use a graphic organiser to plan their own writing, and then write an extended text using the models from the Pupil’s Book or Lesson 5 in the Activity Book to guide them.

**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 the page TB121 of the Teacher’s Book.

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

**Lesson 8: CLIL project and evaluation**

Pupils work together to research and do a project activity linked to the CLIL topic. The project types vary from unit to unit and include fact files, posters, a map, a line graph, an information table and a leaflet.

* Pupils then complete an evaluation in the Activity Book. This includes self-assessment.

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

Language is consolidated through real-life topics, such as a penpal, a cinema visit, a youth club visit, and a close encounter with a bear! Pupils practise listening, reading, speaking and writing. There is also a full-page board game with clearly marked linguistic aims and rules.

**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 5 include the following:

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| **Unit** | **Values in *Guess What! 5*** |
| Around the world | Value the importance of trying new things. |
| 1 | Value the importance of learning about other cultures. |
| 2 | Value the importance of being kind to animals. |
| 3 | Value the importance of keeping our seas and oceans clean. |
| 4 | Value the importance of using technology wisely. |
| 5 | Value the importance of encouraging your friends. |
| 6 | Value the importance of helping other people. |
| 7 | Value the importance of respecting nature. |
| 8 | Value the importance of being safe. |

**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 5 and 6 are the popular CLIL subjects of Art, Geography, History, Maths, Music, Physical Education and Science. With the CLIL pages, teachers can develop pupils’ understanding of age-related subject concepts while also developing their English language skills. In Levels 5 and 6, a short text that answers the CLIL topic question is introduced.

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 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)
* process new language as they read and listen to a short text that answers the CLIL topic question (Activity 3)
* analyse the text in order to respond to four questions about it (Activity 4)
* develop higher-order processing skills, such as critical and creative thinking by responding to a personalised discussion question(Activity 5)
* generate ideas through planning and produce subject-specific projects (Activity 6)

Pupils’ knowledge of CLIL subject topics is built upon across all six levels of *Guess What!* Many of these subject concepts match what young pupils study in their L1 curriculum. An example is the subject of Art:

* Level 1: Pupils identify primary and secondary colours.
* Level 2: Pupils identify types of art such as drawing, painting, sculpture and photography.
* Level 3: Pupils interpret what they can see in different landscape paintings.
* Level 4: Pupils make links between patterns they can see in art and in nature.
* Level 5: Pupils explain how mosaics are made.
* Level 6: Pupils analyse where shadows are in paintings.

The development of subject concepts across all levels of *Guess What!* therefore ensures pupils deepen their knowledge of both Art content and English language. Apart from the Starter Unit Art topics, all other CLIL topics relate to the theme of the unit in the main Pupil’s Book.

In *Guess What! 5* we can find the following CLIL topics:

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| **Unit** | **CLIL in *Guess What! 5*** |
| Around the world | Social science: mosaics and materials required to make them |
| 1 | Natural science: animal families |
| 2 | Social science: how to read and draw maps |
| 3 | Natural science: food chains |
| 4 | Maths: how to read and draw line graphs |
| 5 | Natural science: volcanoes |
| 6 | Social science: life in a castle in the past |
| 7 | Natural science: how animals communicate |
| 8 | Natural science: parts of the body that make our bodies move |

**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 fifth and sixth 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 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 or sing a song with correct pronunciation and intonation.  CLC.5. Give simple oral presentations.  CLC.6. Give personal information and information about your surroundings in daily situations.  CLC.7. Take part in spoken interaction 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.  CLC.10. Deduce information from diverse texts about subjects of interest.  **Writing**  CLC.11. Reproduce simple texts using previously presented models.  CLC.12. Fill in forms or cards with personal information and data.  CLC.13. Write short letters, e-mails or postcards with personal information and information about your immediate surroundings.  CLC.14. Write simple stories and descriptions. |
| **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 daily objects' sizes and geometrical properties.  MCST.5. Solve puzzles and crosswords.  MCST.6. Use various techniques and items to build an object after planning the actions required to do so.  MCST.7. Identify and differentiate objects and resources in the immediate surroundings and what human beings do with them.  MCST.8. Respect nature and animals in the environment.  MCST.9. Be familiar with and follow healthy living practices.  MCST.10. Find out about responsible behaviour for taking care of the environment.  MCST.11. Apply strategies using methods from scientific research. |
| **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.  SCC.4. Identify habits from countries in which foreign languages are spoken. |
| **Cultural awareness and expression** |
| CAE.1. Use artistic techniques and items in your presentations and projects.  CAE.2. Take an active part in preparing and carrying out artistic activities in the classroom.  CAE.3. Show interest in and respect for the culture of English-speaking countries. |
| **Learning to learn** |
| LL.1. Identify, plan and apply objectives for carrying out tasks and activities.  LL.2. Use tools and resources, such as dictionaries and grammar books, to solve doubts.  LL.3. Show an interest in carrying out self-evaluation and correcting your own mistakes.  LL.4. 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. Have a positive, proactive attitude to reading texts by yourself.  SIE.3. 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 fifth 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, norms of courtesy and register; habits, values, beliefs and attitudes; nonverbal language.  Communicative functions   * Greetings and introductions, apologising, thanking, invitations. * Expressing ability, likes, preferences, opinions, agreement or disagreement, feelings, plans. * Descriptions of people, activities, places, objects, habits, plans. * Narration of past and recent events. * Asking for and offering help, information, instructions, objects, opinions, permission. * Establishing and maintaining communication.   Syntactic-discursive contents   * Expression of logical relationships: conjunction (and); disjunction (or). * 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); past (past 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 three 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; work and jobs; free time, leisure and sport; travel and holidays; health and fitness; education and studies; shopping and commercial activities; food and restaurants; transport; language and communication; environment, weather and nature; Information and Communication Technology.  Sound, accent, rhythm 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 main points in short, simple oral texts using standard language, with 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 about everyday and specific topics related to their own experiences, needs and interests, both public and educational, in which the acoustic conditions are good and there is no distortion of the message, repeated listening available and being able to ask for confirmation, and having visual support or with 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 gist of advertisements about products that interest them (games, computers, music, etc.).  **B1.LS.2.** Understands messages and public announcements with contain instructions, warnings or other types of information (e.g. numbers, prices, timetables, in a station or department store).  **B1.LS.3.** Understands what is said during usual transactions (instructions, directions, requests and warnings).  **B1.LS.4.** Identifies the subject of a predictable daily conversation which they hear (e.g. in a shop, in a train, etc.).  **B1.LS.5.** Understands the essential information in short, simple conversations in which they participate, these conversations being about topics such as themselves, family, school, free time, the description of an object or a place.  **B1.LS.6.** Understands the gist of simple, well-structured, clear, slowly delivered presentations about familiar topics or topics of their interest (e.g. music, sports, etc.) helped by pictures and illustrations.  **B1.LS.7.** Distinguishes changes in topic and infers the general meaning of television programmes or other audiovisual material in which they are interested (e.g. where young or well-known people are interviewed), about familiar topics (e.g. what they like doing in their free time) or leisure activities (theatre, cinema, sports, etc.). | **KC.1.** Understand simple oral messages and instructions and recognise familiar words and structures.  **KC.2.** Identify the main theme of an oral text and some specific details with visual aid.  **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, norms of courtesy and register; habits, values, beliefs and attitudes; nonverbal language.  Communicative functions   * Greetings and introductions, apologising, thanking, invitations. * Expressing ability, likes, preferences, opinions, agreement or disagreement, feelings, plans. * Descriptions of people, activities, places, objects, habits, plans. * Narration of past and recent events. * Asking for and offering help, information, instructions, objects, opinions, permission. * Establishing and maintaining communication.   Syntactic-discursive contents   * Expression of logical relationships: conjunction (and); disjunction (or). * 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); past (past 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 three 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; work and jobs; free time, leisure and sport; travel and holidays; health and fitness; education and studies; shopping and commercial activities; food and restaurants; transport; language and communication; environment, weather and nature; Information and Communication Technology.  Sound, accent, rhythm 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. 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 simple and comprehensible way in very short conversations requiring an exchange of information in immediate areas of need or about familiar topics (themselves, their surrounding environment, peoples, places, objects and activities, likes and opinions) in a neutral or informal register, using simple expressions and high frequency sentences, even though sometimes the pronunciation is not very clear, there are noticeable pauses and hesitations, and repetition, paraphrasing and the cooperation of the speaker is necessary to maintain the communication.  **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; a person’s physical appearance; talk about a topic that interests them (their favourite singer or musical group) or say what they like and don’t like using simple structures).  **B2.LS.2.** Manages to participate well in simple everyday situations, either real or simulated, e.g. introducing themselves at a party.  **B2.LS.3.** Responds appropriately in communicative situations (greetings, very simple questions about themselves, requesting or offering objects, expressing what they like or don’t like, say what they are doing, talk about the place where something is located, etc.).  **B2.LS.4.** Participates in conversations either in face-to-face or by technical means (telephone, Skype) in which they establish social contact(saying thank you, hello and goodbye, addressing someone, apologising, introducing themselves, showing interest in how someone is, congratulating someone), exchange personal information about everyday topics, express feelings, offer something to someone, borrow something, etc. | **KC.4.** Recite a poem or sing a song with correct pronunciation and intonation.  **KC.5.** Give simple presentations.  **KC.6.** Respond appropriately in everyday communicative situations, giving personal information and that of their environment.  **KC.7.** Take part as a group in conversations and 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 clues and inference, testing and reformulation of hypotheses.  Sociocultural and sociolinguistic aspects  Social conventions, norms of courtesy and register; habits, values, beliefs and attitudes; nonverbal language.  Communicative functions   * Greetings and introductions, apologising, thanking, invitations. * Expressing ability, likes, preferences, opinions, agreement or disagreement, feelings, plans. * Descriptions of people, activities, places, objects, habits, plans. * Narration of past and recent events. * Asking for and offering help, information, instructions, objects, opinions, permission. * Establishing and maintaining communication.   Syntactic-discursive contents   * Expression of logical relationships: conjunction (and); disjunction (or). * 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); past (past 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 three 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; work and jobs; free time, leisure and sport; travel and holidays; health and fitness; education and studies; shopping and commercial activities; food and restaurants; transport; language and communication; environment, weather and nature; Information and Communication Technology.  Sound, accent, rhythm and intonation patterns | | |
| **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**. Identify the topic and understand the general sense, the main ideas and specific information in very short and simple texts, either in printed or digital form, in standard language and with high frequency vocabulary, in which the text type and the topic are familiar, everyday or of immediate need, as long as they can reread what they have not understood, use a dictionary, 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) 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, advertisements and tourist leaflets, etc.  **B3.LS.2.** 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, information about the time and place of a meeting, etc.  **B3.LS.3.** Understands the main ideas of short, well structures stories providing that main plots points are based on images and actions (adapted readers, comics, etc.).  **B3.LS.4.** Understands the main points of short news and children’s magazine articles which are about familiar topics or subjects that interest them (sports, musical groups, computer games). | **KC.8.** Understand the gist of simple signs and posters.  **KC.9.** Understand the general idea and specific details about familiar subjects.  **KC.10.** Deduce information from diverse texts about subjects of interest. |
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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, norms of courtesy and register; habits, values, beliefs and attitudes; nonverbal language.  Communicative functions   * Greetings and introductions, apologising, thanking, invitations. * Expressing ability, likes, preferences, opinions, agreement or disagreement, feelings, plans. * Descriptions of people, activities, places, objects, habits, plans. * Narration of past and recent events. * Asking for and offering help, information, instructions, objects, opinions, permission. * Establishing and maintaining communication.   Syntactic-discursive contents   * Expression of logical relationships: conjunction (and); disjunction (or). * 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); past (past 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 three 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; work and jobs; free time, leisure and sport; travel and holidays; health and fitness; education and studies; shopping and commercial activities; food and restaurants; transport; language and communication; environment, weather and nature; Information and Communication Technology.  Sound, accent, rhythm and intonation patterns | | |
| **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 (e.g. conventions for starting and closing a letter to someone you know) 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, then, but, because*) 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.** Writes short and simple correspondence (messages, notes, postcards, emails, chats, or SMS) in which they thank someone, congratulate someone, invite someone, or talk about themselves and their immediate environment (family, friends, hobbies, daily activities, objects, places) with the support of a model.  **B4.LS.2.** Constructs simple texts using structures and/or scaffolding previously worked on in class.  **B4.LS.3.** Writes, based on a model, brief informative texts about topics previously covered in class. | **KC.11.** Reproduce simple texts using previously taught models.  **KC.12.** Fill in forms or worksheets with personal information.  **KC.13.** Write letters, email or postcards with personal information and that of their environment.  **KC.14.** Write stories and simple descriptions. |

**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. *Guess What!* Level 5 covers part of the Movers syllabus (pupils will complete this by the end of *Guess What!* Level 6).

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!* 5.

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

**AROUND THE WORLD UNIT**

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| **Unit objectives** |
| In this unit pupils will be able to:   * Learn and talk about names of countries around the world. * Talk about where they and other people are from. * Ask and answer about when and where they were born. * Practise counting syllables to improve pronunciation. * Consolidate language with a story. * Discuss the value of trying new things. * Practise the skills of listening and speaking, with reading in the Activity Book. * Practise the skills of reading and speaking, with extended writing in the Activity Book. * Learn about mosaics and what they are made of. * Find out about a mosaic in their country and make a fact file about it. * 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 * Word cards (TB102) * A world map or globe * Reference books or access to class computers for pupils to research mosaics in their own country; paper and drawing materials * Optional: pupils’ photos of celebrities, pupils’ photos of themselves as babies or photos of teachers; pupils’ objects and pictures from other countries; qrt postcards or pictures from the internet, pictures of mosaics downloaded from the internet and cut into pieces for the jigsaw activity, art materials for making a collage; example pictures of mosaics downloade from the internet |
| **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) |

**AROUND THE WOLRD 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:**   * Identify vocabulary for countries around the world. * Listen to a dialogue about travelling and the countries they want to visit. * Listen to a recording about some people’s birthdays. * Listen to chant focusing on pronunciation. * Listen to intormation about festivals around the world. * Identify new language of the unit. * Identify how many syllables there are in each word. * Listen to a story to consolidate language of the unit. * Identify vocabulary for mosaics and materials. * Watch a video about mosaics and materials. | B1.EC.1.  B1.EC.3.  B1.EC.5.  B1.EC.6.  B1.EC.7. | B1.LS.1.  B1.LS.2.  B1.LS.4.  B1.LS.5. | CLC.1.  CLC.2.  CLC.3.  MCST.3.  MCST.5.  MCST.6.  MCST.7.  MCST.11.  DC.1.  DC.3.  SCC.1.  SCC.2.  SCC.3.  SCC.4.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  LL.4.  SIE.1.  SIE.2.  SIE.3. |
| **Sociocultural and sociolinguistic aspects:**   * Interest in learning names of countries around the world. * Reflection on the value of trying new things. * Interest in learning what mosaics are and were made of. * Interest in finding out about festivals around the word. |
| **Communicative functions:**   * Greetings and introductions, apologising, thanking, invitations. * Descriptions of people, activities, places, objects, habits, plans. * Asking for and offering help, information, instructions, objects, opinions, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * Where are you/they from? I’m/We’re/They’re from (Russia). | Where’s he/she from? He’s/She’s from (Spain). | Are you/they from (France)? Yes, I am / they are. / No, I’m not. / No, they aren’t. | Is he/she from (China)? Yes, he/she is. / No, he/she isn’t. * When were you born? I was born in (2008) / on the (24th April). | Where were you born? I was born in (Spain). * What’s happening?   Recycled language:   * Would you like to visit / go to (China)? Yes, I would. | I’d love to visit (Brazil). | My cousins live in (France). | I (sometimes) go to (Italy) on holiday. * When’s your birthday? It’s in (June). * It sounds fun. | Let’s (do the quiz together). | What’s the first question? |Which (city in Colombia) has a (flower festival)? |My penpal’s from (Colombia). | What shall we do? * What do people do at festivals? | I live in / I’m from (Lewes). | (Bonfi re Night) is on the (5th of November). | Which festivals would you like to go to? | Where are they? * What does Kiara want to be? She wants to be a dancer. | She’s from (Moscow). | The festival takes place in (December and January). | (Moscow) is very cold in (winter). | There is/are (a lot of snow / lots of fun activities). | You can (go on a troika ride). * There are … |
| **Very frequent oral vocabulary (reception):**   * the United Kingdom, Mexico, Colombia, Brazil, the United States, France, Italy, Spain, Russia, China * parents, grandparents * quiz * Bonfire Night, Feria, New Year, Carnival, parade, ndependence Day * dancer, takes place, troika ride, traditional * tiles, marble, ceramic, glue   Recycled vocabulary:   * countries, family, months, fi rst, second, third * materials, mosaic, country, * fact file |
| **Sound, accent, rhythm and intonation patterns:**   * Identify syllables in words. |

**AROUND THE WOLRD 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 vocabulary for countries around the world. * Practise a dialogue about countries they would like to visit with a partner. * Ask and answer about where they were born. * Practise a chant focusing on pronunciation. * Act out a dialogue about festivals around the world. * Improve pronunciation by counting how many syllables there are in each word. * Answer questions about where they were born. * Plan a festival and talk about what it would be like. * Practise vocabulary for mosaics and materials. * Ask and answer about mosaics and materials. | B2.EC.1.  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.5.  MCST.6.  MCST.7.  MCST.11.  DC.1.  DC.3.  SCC.1.  SCC.2.  SCC.3.  SCC.4.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  LL.4.  SIE.1.  SIE.2.  SIE.3. |
| **Sociocultural and sociolinguistic aspects:**   * Interest in learning names of countries around the world. * Reflection on the value of trying new things. * Interest in learning what mosaics are and were made of. * Interest in finding out about festivals around the word. |
| **Communicative functions:**   * Greetings and introductions, apologising, thanking, invitations. * Descriptions of people, activities, places, objects, habits, plans. * Asking for and offering help, information, instructions, objects, opinions, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * Where are you/they from? I’m/We’re/They’re from (Russia). | Where’s he/she from? He’s/She’s from (Spain). | Are you/they from (France)? Yes, I am / they are. / No, I’m not. / No, they aren’t. | Is he/she from (China)? Yes, he/she is. / No, he/she isn’t. * When were you born? I was born in (2008) / on the (24th April). | Where were you born? I was born in (Spain). * What’s happening?   Recycled language:   * Would you like to visit / go to (China)? Yes, I would. | I’d love to visit (Brazil). | My cousins live in (France). | I (sometimes) go to (Italy) on holiday. * When’s your birthday? It’s in (June). * It sounds fun. | Let’s (do the quiz together). | What’s the first question? |Which (city in Colombia) has a (flower festival)? |My penpal’s from (Colombia). | What shall we do? * What do people do at festivals? | I live in / I’m from (Lewes). | (Bonfi re Night) is on the (5th of November). | Which festivals would you like to go to? | Where are they? * What does Kiara want to be? She wants to be a dancer. | She’s from (Moscow). | The festival takes place in (December and January). | (Moscow) is very cold in (winter). | There is/are (a lot of snow / lots of fun activities). | You can (go on a troika ride). * There are … |
| **Very frequent oral vocabulary (production):**   * the United Kingdom, Mexico, Colombia, Brazil, the United States, France, Italy, Spain, Russia, China * parents, grandparents * quiz * Bonfire Night, Feria, New Year, Carnival, parade, ndependence Day * dancer, takes place, troika ride, traditional * tiles, marble, ceramic, glue   Recycled vocabulary:   * countries, family, months, fi rst, second, third * materials, mosaic, country, * fact file |
| **Sound, accent, rhythm and intonation patterns:**   * Identify syllables in words and practise pronunciation. |

**AROUND THE WOLRD 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 countries around the world. * Read information about where some pupils were born. * Identify the written form of new grammar points. * Read a story to consolidate language. * Read a text about a Russian girl and a festival. * Identify vocabulary for mosaics and materials. | B3.EC.1.  B3.EC.3.  B3.EC.5.  B3.EC.6.  B3.EC.7. | B3.LS.1.  B3.LS.2.  B3.LS.3.  B3.LS.4. | CLC.8.  CLC.9.  CLC.10.  MCST.3.  MCST.5.  MCST.6.  MCST.7.  MCST.11.  DC.1.  DC.3.  SCC.1.  SCC.2.  SCC.3.  SCC.4.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  LL.4.  SIE.1.  SIE.2.  SIE.3. |
| **Sociocultural and sociolinguistic aspects:**   * Interest in learning names of countries around the world. * Reflection on the value of trying new things. * Interest in learning what mosaics are and were made of. * Interest in finding out about festivals around the word. |
| **Communicative functions:**   * Greetings and introductions, apologising, thanking, invitations. * Descriptions of people, activities, places, objects, habits, plans. * Asking for and offering help, information, instructions, objects, opinions, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * Where are you/they from? I’m/We’re/They’re from (Russia). | Where’s he/she from? He’s/She’s from (Spain). | Are you/they from (France)? Yes, I am / they are. / No, I’m not. / No, they aren’t. | Is he/she from (China)? Yes, he/she is. / No, he/she isn’t. * When were you born? I was born in (2008) / on the (24th April). | Where were you born? I was born in (Spain). * What’s happening?   Recycled language:   * Would you like to visit / go to (China)? Yes, I would. | I’d love to visit (Brazil). | My cousins live in (France). | I (sometimes) go to (Italy) on holiday. * When’s your birthday? It’s in (June). * It sounds fun. | Let’s (do the quiz together). | What’s the first question? |Which (city in Colombia) has a (flower festival)? |My penpal’s from (Colombia). | What shall we do? * What do people do at festivals? | I live in / I’m from (Lewes). | (Bonfi re Night) is on the (5th of November). | Which festivals would you like to go to? | Where are they? * What does Kiara want to be? She wants to be a dancer. | She’s from (Moscow). | The festival takes place in (December and January). | (Moscow) is very cold in (winter). | There is/are (a lot of snow / lots of fun activities). | You can (go on a troika ride). * There are … |
| **Very frequent written vocabulary (reception):**   * the United Kingdom, Mexico, Colombia, Brazil, the United States, France, Italy, Spain, Russia, China * parents, grandparents * quiz * Bonfire Night, Feria, New Year, Carnival, parade, ndependence Day * dancer, takes place, troika ride, traditional * tiles, marble, ceramic, glue   Recycled vocabulary:   * countries, family, months, fi rst, second, third * materials, mosaic, country, * fact file |
| **Graphic patterns and spelling conventions:**   * Identify the spelling of vocabulary for countries and materials. |

**AROUND THE WOLRD 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 countries around the world. * Complete and write sentences to practise the new grammar structures of the unit. * Ask and answer about where some pupils were born. * Make a fact file about a mosaic in their country. | B4.EC.1.  B4.EC.3.  B4.EC.4.  B4.EC.5.  B4.EC.6.  B4.EC.7. | B4.LS.1.  B4.LS.3. | CLC.11.  CLC.12.  CLC.13.  CLC.14.  MCST.3.  MCST.5.  MCST.6.  MCST.7.  MCST.11.  DC.1.  DC.3.  SCC.1.  SCC.2.  SCC.3.  SCC.4.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  LL.4.  SIE.1.  SIE.2.  SIE.3. |
| **Sociocultural and sociolinguistic aspects:**   * Interest in learning names of countries around the world. * Reflection on the value of trying new things. * Interest in learning what mosaics are and were made of. * Interest in finding out about festivals around the word. |
| **Communicative functions:**   * Greetings and introductions, apologising, thanking, invitations. * Descriptions of people, activities, places, objects, habits, plans. * Asking for and offering help, information, instructions, objects, opinions, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * Where are you/they from? I’m/We’re/They’re from (Russia). | Where’s he/she from? He’s/She’s from (Spain). | Are you/they from (France)? Yes, I am / they are. / No, I’m not. / No, they aren’t. | Is he/she from (China)? Yes, he/she is. / No, he/she isn’t. * When were you born? I was born in (2008) / on the (24th April). | Where were you born? I was born in (Spain). * What’s happening?   Recycled language:   * Would you like to visit / go to (China)? Yes, I would. | I’d love to visit (Brazil). | My cousins live in (France). | I (sometimes) go to (Italy) on holiday. * When’s your birthday? It’s in (June). * It sounds fun. | Let’s (do the quiz together). | What’s the first question? |Which (city in Colombia) has a (flower festival)? |My penpal’s from (Colombia). | What shall we do? * What do people do at festivals? | I live in / I’m from (Lewes). | (Bonfi re Night) is on the (5th of November). | Which festivals would you like to go to? | Where are they? * What does Kiara want to be? She wants to be a dancer. | She’s from (Moscow). | The festival takes place in (December and January). | (Moscow) is very cold in (winter). | There is/are (a lot of snow / lots of fun activities). | You can (go on a troika ride). * There are … |
| **Very frequent written vocabulary (production):**   * the United Kingdom, Mexico, Colombia, Brazil, the United States, France, Italy, Spain, Russia, China * parents, grandparents * quiz * Bonfire Night, Feria, New Year, Carnival, parade, ndependence Day * dancer, takes place, troika ride, traditional * tiles, marble, ceramic, glue   Recycled vocabulary:   * countries, family, months, fi rst, second, third * materials, mosaic, country, * fact file |
| **Graphic patterns and spelling conventions:**   * Practise writing vocabulary for countries, nationalities and materials. |

**AROUND THE WORLD PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 1: Presentation and practice of vocabulary** | | | | | | |
| **Objectives:**   * Learn and talk about names of countries around the world.   **Materials:**   * CD 1; a world map | | | | | | |
| **Activities** | **Skills/ Blocks[[4]](#footnote-4)** | **Interaction[[5]](#footnote-5)** | **Competences[[6]](#footnote-6)** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Activity to introduce countries. | OC / OE / RC | 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 look* (CD1.02) | OC | LG | CLC |
| **Pupil’s Book**, p. 6, Act. 2. *Listen. and repeat. Then match.*(CD1.03) | OC / OE | Ind / LG | CLC |
| **Pupil’s Book**, p. 6, Act. 3. *Listen and answer the questions. Then practise*  *with a friend****.****(*CD1.04) | OC / OE | P / LG | CLC |
| **Pupil’s Book**, p. 6, Act. 4. *Which countries do you want to visit? Ask and answer.* | OE | Ind / LG | CLC / SCC / SIE |
| **Activity Book**, p.4, Act. 1. *Look and write the words on the map* | WE / OE / RC | Ind | CLC / SIE |
| **Activity Book**, p.56, Act. 2. *Look at activity 1. Answer the questions.* | RC / WE | Ind | CLC/ SIE |
| ***My picture dictionary* ➔***Go to page 84: Write the new words.* | WE | Ind | CLC |
| *Ending the lesson*. Play *True or False?* | OC / OE | LG | CLC / SCC / SIE |

**AROUND THE WORLD PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 2: Presentation and practice of grammar 1** | | | | | | |
| **Objectives:**   * Talk about where they and other people are from.   **Materials:**   * CD 1; a world map or globe * Optional: word cards (TB102) | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Oral activity to revise countries. | OC / OE / RC | 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.* Oral activity to revise countries with *Where are you from?* | OC / OE | LG | CLC / SIE / SCC |
| **Pupil’s Book**, p. 7, Act. 5.*Read and listen* (CD1.05) | OC / RC | LG | CLC / SIE |
| **Pupil’s Book**, p. 7, Act. 6. *Match the questions to the answers. Then ask and answer.* | OC / OE | P / LG | CLC / SIE |
| **Pupil’s Book**, p. 7, Act. 7. *Answer the questions. Then ask a friend.* | RC / OC / OE | LG /P | CLC / SIE |
| **Pupil’s Book**, p. 7, Act. 8. *Go to page 102. Listen and repeat the chant.* | RC / OC / OE | LG / Ind | CLC / SIE |
| **Activity Book,** p. 5, Act. 3. *Complete the questions and answers. Use the words in brackets.* | RC | Ind | CLC / SIE / LL |
| **Activity Book,** p. 5, Act. 4. *Look at activity 3. Write the questions andanswers.* | RC / WE | Ind | CLC / SIE / MCST |
| **Activity Book,** p. 5, Act. 5. *Write the questions and answers.* | RC / WE | Ind | CLC / SIE / MCSTT |
| *Ending the lesson*. Play a memory game. | OC / OE | LG | CLC / SCC / SIE |

**AROUND THE WORLD PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 3: Presentation and practice of grammar 2** | | | | | | |
| **Objectives:**   * Ask and answer about when and where they were born. * Practise counting syllables.   **Materials:**   * CD 1; Word cards (TB102) * Optional: pupils’ photos of celebrities; pupils’ photos of themselves as babies or photos of teachers | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play *Reading race.* | 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*. Present *When were you born? I was born in (2008) / on the (24th April). | Where were you born? I was born in (Spain).* | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 8, Act. 9 *When is Carla’s birthday? Listen and choose.* (CD1.07) | OC / OE | LG | CLC / CAE |
| **Pupil’s Book**, p. 8, Act. 10. *Listen and practise.* (CD1.07) | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 8, Act.11. *Read about the children. Then ask and answer.* | OC / OE/ RC | Ind / P | CLC / SIE |
| **Pupil’s Book**, p. 8, Act. 12 *How many syllabes are there in each word?*  *Listen, count and repeat.* (CD1.08) | OC / OE | LG | CLC / SIE |
| **Activity Book**, p. 6, Act. 6 *Put the words in order. Then match.* | RC / WE | Ind | CLC / SIE |
| **Activity Book**, p. 6, Act. 7**.** *Read and complete the questions and answers.* | RC/ WE | Ind | CLC |
| **Activity Book**, p. 6, Act. 8**.** *Answer the questions.* | RC / WE | Ind | CLC |
| *Ending the lesson*. Play *Anagrams.* | OE / OC | LG | CLC / SIE / SCC |

**AROUND THE WORLD PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 4: Story and Value** | | | | | | |
| **Objectives:**   * Consolidate language with a story. * Discuss the value of trying new things.   **Materials:**   * CD 1 | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Listen to the story. | 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, Act. 13. *Read and listen* (CD1.10) | OC / RC | LG / Ind | CLC / SIE |
| **Pupil’s Book**,*Value* p. 9,*Try new things* | OC / RC | LG / P | CLC / SIE |
| **Activity Book**, p. 7, Act. 9 *Read the story again and number.* | RC | Ind | CLC / SIE / MCST |
| **Activity Book**, .p.7, Act. 10. *Read and write* true *or* false*.* | RC | Ind | CLC |
| **Activity Book,** p. 7, Act 11*, What can you do to show the value: try new things?* | RC / WE | Ind | CLC |
| *Ending the lesson*. Oral activity to review the contents of the lesson. | OC / OE | LG | CLC / SIE |

**AROUND THE WORLD PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 5: Listening and speaking** | | | | | | |
| **Objectives:**   * Practise the skills of listening and speaking, with reading in the Activity Book.   **Materials:**   * CD 1 * Optional: pupils’ objects and pictures from others countries | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Remind pupils of the story. | 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. 10, *What do people do at festivals?* | OC / OE | LG | CLC |
| **Pupil’s Book**, p. 10, Act. 14.*Where are these festivals? Listen and match.*(CD1.11) | OC | LG | CLC / SCC / SIE |
| **Pupil’s Book**, p. 10, Act. 15. *Listen again and say the missing words.* | OC / OE | LG | CLC / SCC |
| **Pupil’s Book**, p. 10, Act. 16. *Plan a tour of some festivals. .*(CD1.12) | OC / OE / WE | LG / P/ Ind | CLC / SCC |
| **Activity Book**, p.8, Act. 12. *Read Tim’s email and circle the correct answers.* | RC | Ind | CLC / MCST / SIE |
| **Activity Book**, p. 8, Act. 12. *How to use capital letters.* | RC / WE | Ind | CLC / MCST / SIE |
| *Ending the lesson*. Make sentences about festivals. | OC / OE | LG | CLC / SCC |

**AROUND THE WORLD PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 6: Reading and writing** | | | | | | |
| **Objectives:**   * Practise the skills of reading and speaking, with extended writing in the Activity Book.   **Materials:**   * CD 1 | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Revise vocabulary from the previous lesson. | OC / OE | LG | CLC | **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.11, *What does Kiara want to be?* | OC / OE | LG | CLC |
| **Pupil’s Book**, p.11, Act. 17.*Read and listen..* (CD1.13), | OC / RC | LG | CLC / SCC |
| **Pupil’s Book**, p. 11 Act. 18.*Read again and correct the sentences.* | RC | LG | CLC / SIE |
| **Pupil’s Book**, p. 11 *Think of a festival you enjoy.* | OC/ WE / OE | LG | CLC / SIE |
| **Activity Book**, p.9, Act. 14 *Make notes about you and your town.* | RC / WE | P / Ind | SIE |
| **Activity Book**, p. 9, Act. 15. *Write an email about your town to a penpal.* | OC / WE | Ind / P | CLC / SIE |
| *Ending the lesson* Practise the contents of the lesson. | OC / OE | LG | CLC |

**AROUND THE WORLD PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 7: CLIL – *ART*** | | | | | | |
| **Objectives:**   * Learn about mosaics and what they are made of.   **Materials:**   * CD 1 * Optional: DVD; art postcards or pictures from the internet; pictures of mosaics downloaded from the internet and cut into pieces for the jigsaw activity; art materials for making a collage | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Oral activity with art postcards or pictures. | 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. 12, *What are mosaics made of?* | OC / OE | LG | CLC / MCST |
| **Pupil’s Book**, p. 13, Act. 1 *Listen and repeat,* (CD1.14) | OC / OE | LG | CLC / MCST / SIE |
| **Pupil’s Book**, p. 13, Act.2 Video 00 (p.121 TB). *Watch the video.* | OC | LG | CLC / MCST |
| **Pupil’s Book**, p. 13, Act. 3 *Read and listen.*(CD1.15) | RC / OC / OE | LG | CLC / MCST / SIE |
| **Pupil’s Book**, p. 13, Act. 4 *Answer the questions.* | OE / RC | LG / P | CLC / MCST |
| **Pupil’s Book**, p. 13, Act. 5 *Where would you put a mosaic in your school?* | OE / RC | LG | CLC / MCST |
| **Activity Book**, p. 10, Act. 1.*Read and match the questions and answers.* | RC | Ind | CLC / MCST / SIE |
| **Activity Book**, p. 10, Act. 2. *Read and match. Then complete the sentences.* | RC / OE | Ind | CLC / MCST / SIE / LL |
| **Activity Book**, p. 10, Act. 3. *Draw a mosaic for your home. Write three sentences about it.* | RC / WE | Ind | CLC / MCST / SIE / LL |
| *Ending the lesson*. Play a version of the *Drawing game.* | RC | LG | CLC / MCST / SCC |

**AROUND THE WORLD PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 8: CLIL project and evaluation** | | | | | | |
| **Objectives:**   * Find out about a mosaic in their country and make a fact file about it. * Review the contents of the unit. * Complete the evaluation in the Activity Book.   **Materials:**   * Reference books or access to class computers for pupils to research mosaics in their own country; paper and drawing materials * Optional: example pictures of mosaics downloaded from the internet; Word cards (TB102) | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| Warmer. Oral activity with pictures of mosaics. | OC / OE / RC | 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* |  |
| **Pupil’s Book**, p. 13, Act. 6. *Find out about a mosaic in your country. Make a fact file about it.* | OC / OE / RC | LG | CLC / MCST / SCC |
| **Activity Book**, p. 11, *Evaluation*.*Complete the questions and answers.* | 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 |
| *Ending the lesson*. Pupils choose their favourite activity from the unit and do it again. |  | Ind | CLC / LL / SIE |

**UNIT 1: FAMILY AND PETS**

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| **Unit objectives** |
| In this unit pupils will be able to:   * Learn and talk about what their family members and pets are like. * Compare themselves with other members of their family. * Ask questions to compare themselves and other people with each other. * Practise repeating words with stress on the strongest syllable. * Consolidate language with a story. * Discuss the value of learning about other cultures. * Practise the skills of listening and speaking, with reading in the Activity Book. * Practise the skills of reading and writing. * Learn about how ant families work together. * Find out about animal families in their country and make a story poster. * 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 * Word cards (TB103) * Reference books or access to class computers for pupils to research social animal groups that live in their own country * Paper and drawing materials * Optional: a family photo; slips of paper for the *Find someone who …* game |
| **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 vocabulary for family and pets. * Listen to a dialogue about comparing people. * Listen to some sentences with comparative adjectives. * Listen to a chant focusing on pronunciation. * Identify words for family and pets with stress on the strongest syllable. * Listen to a story to consolidate language of the unit. * Listen to a text about what life is like in a circus family. * Identify vocabulary for animal families. * Watch a video about animal families. | B1.EC.1.  B1.EC.2.  B1.EC.3.  B1.EC.4.  B1.EC.5.  B1.EC.6.  B1.EC.7. | B1.LS.1.  B1.LS.2.  B1.LS.3.  B1.LS.4.  B1.LS.5. | CLC.1.  CLC.2.  CLC.3.  MCST.3.  MCST.5.  MCST.7.  MCST.8.  MCST.10.  MCST.11.  DC.1.  DC.3.  SCC.1.  SCC.2.  SCC.3.  SCC.4.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  LL.4.  SIE.1.  SIE.2.  SIE.3. |
| **Sociocultural and sociolinguistic aspects:**   * Appreciation of and respect for other cultures. * Reflection on different types of families. * Interest in learning about how animal families work together. |
| **Communicative functions:**   * Greetings and introductions, apologising, thanking, invitations. * Descriptions of people, activities, places, objects, habits, plans. * Asking for and offering help, information, instructions, objects, opinions, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * What are (your family) like? * Who’s taller, you or (Emma)? I am. / Emma is. | Who is more talkative?   Recycled language:   * Is this (your family)? | Are these (your parents)? | This is / That’s my (aunt). |He’s/She’s/They’re (sporty). | They like/love (playing tennis). | He/She’s good at (volleyball). * I’m/He’s/She’s (shyer) than (my brother). | Are you / Is he/she (friendlier) than (your friend)? Yes, I am. / No, I’m not. Yes, he/she is. / No, he/she isn’t. * I’m/You’re (taller) than (you/me/Emma). * I think we’re (at the fl ower festival). | She’s very (clever). | She isn’t (taller) than us. | Can you help us? Of course. | We’re moving again. | Come with us. * What can you see (at the circus)? | We (travel) alot and we (live) in a (caravan). | My family is (hardworking). | These are my (sisters and brothers). | They are (older than me). | What are (your grandparents) like? They’re friendly. * (Brad and Casey) are from (the United States). | They are both (sporty / good at basketball). | (The other players) are (taller) than (them). | They (practise basketball) every day. | They like (painting). * They’re (finding food). |
| **Very frequent oral vocabulary (reception):**   * friendly, kind, sporty, artistic, talkative, hardworking, clever, funny, shy, naughty * more (talkative), height * circus, caravan, clown * talented, twins, bright * colony, queen, drone, nest, are * called, most * honey bee   Recycled vocabulary:   * family, adjectives. Quiz * ant, work together, make (eggs / the nest), find food, help, keep clean and tidy, * look after * find food, fly, flowers, nest, * make food, together |
| **Sound, accent, rhythm and intonatiion patterns:**   * Identify words with stress on the strongest syllable. |

**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 vocabulary for family and pets. * Practise a dialogue about a partner’s family. * Discuss their own and other people’s talents. * Practise a chant focusing on pronunciation. * Prepare and practise a dialogue with comparatives. * Repeat words with stress on he strongest syllable when using vocabulary for family and animals. * Listen to a story to consolidate language. * Ask and answer about their family. * Practise vocabulary for animal families. * Ask and answer about ant families. | 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.5.  MCST.7.  MCST.8.  MCST.10.  MCST.11.  DC.1.  DC.3.  SCC.1.  SCC.2.  SCC.3.  SCC.4.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  LL.4.  SIE.1.  SIE.2.  SIE.3. |
| **Sociocultural and sociolinguistic aspects:**   * Appreciation of and respect for other cultures. * Reflection on different types of families. * Interest in learning about how animal families work together. |
| **Communicative functions:**   * Greetings and introductions, apologising, thanking, invitations. * Descriptions of people, activities, places, objects, habits, plans. * Asking for and offering help, information, instructions, objects, opinions, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * What are (your family) like? * Who’s taller, you or (Emma)? I am. / Emma is. | Who is more talkative?   Recycled language:   * Is this (your family)? | Are these (your parents)? | This is / That’s my (aunt). |He’s/She’s/They’re (sporty). | They like/love (playing tennis). | He/She’s good at (volleyball). * I’m/He’s/She’s (shyer) than (my brother). | Are you / Is he/she (friendlier) than (your friend)? Yes, I am. / No, I’m not. Yes, he/she is. / No, he/she isn’t. * I’m/You’re (taller) than (you/me/Emma). * I think we’re (at the fl ower festival). | She’s very (clever). | She isn’t (taller) than us. | Can you help us? Of course. | We’re moving again. | Come with us. * What can you see (at the circus)? | We (travel) alot and we (live) in a (caravan). | My family is (hardworking). | These are my (sisters and brothers). | They are (older than me). | What are (your grandparents) like? They’re friendly. * (Brad and Casey) are from (the United States). | They are both (sporty / good at basketball). | (The other players) are (taller) than (them). | They (practise basketball) every day. | They like (painting). * They’re (finding food). |
| **Very frequent oral vocabulary (production):**   * friendly, kind, sporty, artistic, talkative, hardworking, clever, funny, shy, naughty * more (talkative), height * circus, caravan, clown * talented, twins, bright * colony, queen, drone, nest, are * called, most * honey bee   Recycled vocabulary:   * family, adjectives. Quiz * ant, work together, make (eggs / the nest), find food, help, keep clean and tidy, * look after * find food, fly, flowers, nest, * make food, together |
| **Sound, accent, rhythm and intonatiion patterns:**   * Practise the pronunciation of words with stress on the strongest syllable. |

**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 family and pets. * Read sentences with comparatives. * Identify words with stress on the strongest syllable when reading. * Read a story to consolidate language. * Read a text about what ant families are like. * Find out about animal families in their country. | B3.EC.1.  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.8.  CLC.9.  CLC.10.  MCST.3.  MCST.5.  MCST.7.  MCST.8.  MCST.10.  MCST.11.  DC.1.  DC.3.  SCC.1.  SCC.2.  SCC.3.  SCC.4.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  LL.4.  SIE.1.  SIE.2.  SIE.3. |
| **Sociocultural and sociolinguistic aspects:**   * Appreciation of and respect for other cultures. * Reflection on different types of families. * Interest in learning about how animal families work together. |
| **Communicative functions:**   * Greetings and introductions, apologising, thanking, invitations. * Descriptions of people, activities, places, objects, habits, plans. * Asking for and offering help, information, instructions, objects, opinions, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * What are (your family) like? * Who’s taller, you or (Emma)? I am. / Emma is. | Who is more talkative?   Recycled language:   * Is this (your family)? | Are these (your parents)? | This is / That’s my (aunt). |He’s/She’s/They’re (sporty). | They like/love (playing tennis). | He/She’s good at (volleyball). * I’m/He’s/She’s (shyer) than (my brother). | Are you / Is he/she (friendlier) than (your friend)? Yes, I am. / No, I’m not. Yes, he/she is. / No, he/she isn’t. * I’m/You’re (taller) than (you/me/Emma). * I think we’re (at the fl ower festival). | She’s very (clever). | She isn’t (taller) than us. | Can you help us? Of course. | We’re moving again. | Come with us. * What can you see (at the circus)? | We (travel) alot and we (live) in a (caravan). | My family is (hardworking). | These are my (sisters and brothers). | They are (older than me). | What are (your grandparents) like? They’re friendly. * (Brad and Casey) are from (the United States). | They are both (sporty / good at basketball). | (The other players) are (taller) than (them). | They (practise basketball) every day. | They like (painting). * They’re (finding food). |
| **Very frequent written vocabulary (reception):**   * friendly, kind, sporty, artistic, talkative, hardworking, clever, funny, shy, naughty * more (talkative), height * circus, caravan, clown * talented, twins, bright * colony, queen, drone, nest, are * called, most * honey bee   Recycled vocabulary:   * family, adjectives. Quiz * ant, work together, make (eggs / the nest), find food, help, keep clean and tidy, * look after * find food, fly, flowers, nest, * make food, together |
| **Graphic patterns and spelling conventions:**   * Identify the spelling of vocabulary for family and pets. |

**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 vocabulary for family and animals. * Complete and write sentences to practise comparatives. * Ask and answer about what their family is like. * Write a text about two animals. * Make a poster about an animal family in their country. | B4.EC.1.  B4.EC.3.  B4.EC.4.  B4.EC.5.  B4.EC.6.  B4.EC.7. | B4.LS.1.  B4.LS.2.  B4.LS.3. | CLC.11.  CLC.12.  CLC.13.  CLC.14.  MCST.3.  MCST.5.  MCST.7.  MCST.8.  MCST.10.  MCST.11.  DC.1.  DC.3.  SCC.1.  SCC.2.  SCC.3.  SCC.4.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  LL.4.  SIE.1.  SIE.2.  SIE.3. |
| **Sociocultural and sociolinguistic aspects:**   * Appreciation of and respect for other cultures. * Reflection on different types of families. * Interest in learning about how animal families work together. |
| **Communicative functions:**   * Greetings and introductions, apologising, thanking, invitations. * Descriptions of people, activities, places, objects, habits, plans. * Asking for and offering help, information, instructions, objects, opinions, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * What are (your family) like? * Who’s taller, you or (Emma)? I am. / Emma is. | Who is more talkative?   Recycled language:   * Is this (your family)? | Are these (your parents)? | This is / That’s my (aunt). |He’s/She’s/They’re (sporty). | They like/love (playing tennis). | He/She’s good at (volleyball). * I’m/He’s/She’s (shyer) than (my brother). | Are you / Is he/she (friendlier) than (your friend)? Yes, I am. / No, I’m not. Yes, he/she is. / No, he/she isn’t. * I’m/You’re (taller) than (you/me/Emma). * I think we’re (at the fl ower festival). | She’s very (clever). | She isn’t (taller) than us. | Can you help us? Of course. | We’re moving again. | Come with us. * What can you see (at the circus)? | We (travel) alot and we (live) in a (caravan). | My family is (hardworking). | These are my (sisters and brothers). | They are (older than me). | What are (your grandparents) like? They’re friendly. * (Brad and Casey) are from (the United States). | They are both (sporty / good at basketball). | (The other players) are (taller) than (them). | They (practise basketball) every day. | They like (painting). * They’re (finding food). |
| **Very frequent written vocabulary (production):**   * friendly, kind, sporty, artistic, talkative, hardworking, clever, funny, shy, naughty * more (talkative), height * circus, caravan, clown * talented, twins, bright * colony, queen, drone, nest, are * called, most * honey bee   Recycled vocabulary:   * family, adjectives. Quiz * ant, work together, make (eggs / the nest), find food, help, keep clean and tidy, * look after * find food, fly, flowers, nest, * make food, together |
| **Graphic patterns and spelling conventions:**   * Practise writing vocabulary for family and pets. |

**UNIT 1 PROGRAMME OF CLASSROOM ACTIVITIES**

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| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 1: Presentation and practice of vocabulary** | | | | | | |
| **Objectives:**   * Lear and talk about what their family members and pets are like.   **Materials:**   * CD 1 | | | | | | |
| **Activities** | **Skills/ Blocks[[8]](#footnote-8)** | **Interaction[[9]](#footnote-9)** | **Competences[[10]](#footnote-10)** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.*Present vocabulary of the lesson. | OC / OE | LG | CLC / MCST | **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. 16, Act. 1. *Listen. and look*(CD1.16) | OC | Ind / LG | CLC / MCST |
| **Pupil’s Book**, p. 16, Act. 2. *Listen and repeat. Then match.* (CD1.17) | OC / OE | Ind / LG | CLC / MCST |
| **Pupil’s Book**, p. 16, Act. 3.*Listen and guess who. Then practise with a friend.*(CD1.18) | OE / OC | P / LG | CLC / SCC / SIE |
| **Pupil’s Book**, p. 16, *Act 4. Listen and guess who. Then practise with a friend.*(CD1.18) | OE / OC | P / LG | CLC / SCC / SIE |
| **Pupil’s Book**, p. 16, *Act 4. What are your family like? Ask and answer.* | OE / OC | P / LG | CLC / SCC / SIE |
| **Activity Book**, p. 12, Act. 1.*Read and circle the correct words.* | WE / RC | Ind | CLC / SIE |
| **Activity Book**, p. 12, Act. 2.*Read and complete the sentences. Then write the names.* | WE / RC | Ind | SIE / MCST / CLC |
| ***My picture dictionary* ➔***p. 85: Write the new words.* | WE / RC | Ind | SIE / MCST / CLC |
| *Ending the lesson*. Juego *Guess Who!* | 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:**   * Compare themselves with other members of their family.   **Materials:**   * CD 1; Word cards (TB103) * Optional: a family photo of yours | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play *What’s missing?* with word cards. | 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*. Present the contents of the lesson. | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 17, Act. 5. *Read and listen****.***(CD1.19) | OC / RC | Ind / LG | CLC / SIE |
| **Pupil’s Book**, p. 17, Act. 6. *Listen and choose the words.* (CD1.20) | RC / OE | Ind / LG | CLC / SIE |
| **Pupil’s Book**, p. 17, Act. 7. *Make questions. Then ask a friend.* | RC/ OE | P / LG | CLC / SIE |
| **Pupil’s Book**, p. 17, Act. 8 *Go to page 102. Listen and repeat the chant.* (CD1.21) | OC / OE | Ind / LG | CLC / SIE / LL |
| **Activity Book**, p. 17, Act. 3.*Look at Lee’s chart. Then circle the correct words.* | RC | Ind | CLC / SIE |
| **Activity Book**, p. 17, Act. 4.*Look at activity 3. Complete the questions and answers.* | RC / WE | Ind | CLC / SIE |
| **Activity Book**, p. 17, Act. 5.*Complete the questions and answers. Use the words in the box and your own ideas.* | RC / WE | Ind | CLC / SIE |
| *Ending the lesson*. Ask and answer questions. | 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 questions to compare themselves and other people with each other. * Practise repeating words with stress on the strongest syllable.   **Materials:**   * CD 1; Word cards (TB103) | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play *Act and guess.* | OC / OE / RC | 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*. Present *Who’s taller, you or (Emma)? I am. / Emma is. | Who is more talkative?* | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 18, Act. 9.*What are they talking about? Listen and choose****.*** (CD1.22) | OC / OE | LG | CLC / CAE |
| **Pupil’s Book**, p. 18, Act. 10. *Listen again and practise.* (CD1.23) | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 18, Act. 11. *Read about Emma and Alex. Then ask and answer.* | OC / OE | LG / P | CLC / SIE / SCC |
| **Pupil’s Book**, p. 18, Act. 12 *Which syllables sound the strongest? Listen and repeat.* (CD1.24) | OC / OE | LG | CLC / SIE / SCC |
| **Activity Book**, p. 14, Act. 6. *Complete the questions and answers.* | WE / RC | Ind | CLC / SIE |
| **Activity Book**, p. 14, Act. 7. *Write the questions and complete the answers. Then complete the table.* | RC / WE | Ind | CLC |
| *Ending the lesson*. Play a game of *Questions in a bag.* | OE / OC | LG | CLC / SIE / SCC |

**UNIT 1 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 4: Story and Value** | | | | | | |
| **Objectives:**   * Consolidate language with a story. * Discuss the value of learning about other cultures.   **Materials:**   * CD 1 | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Revise the story from the previous 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** |  |  |
| **Pupil’s Book,** p. 19. Act. 13, *Read and listen.* (CD1.25) | CO / CL | LG | CLC / SIE |
| **Pupil’s Book**, p. 19, *Value Learn about other cultures.* | OC / RC | LG | CLC / SIE |
| **Activity Book**, p. 15, Act. 8 *Read the story again. Match and then number.* | RC / WE | Ind | CLC / SIE |
| Activity Book, .p.15, Act. 9. *Read and circle the correct words.* | RC / WE | Ind | CLC |
| **Activity Book,** p. 15, Act 10*, What can you do to show the value: learn*  *about other cultures?* | RC / WE | Ind | CLC |
| *Ending the lesson*. Oral activity to review the contents of the lesson. | OC / OE | Ind | CLC / SIE |

**UNIT 1 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 5: Listening and speaking** | | | | | | |
| **Objectives:**   * Practise the skills of listening and speaking, with reading in the Activity Book   **Materials:**   * CD 1 | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play a game of *Definitions.* | 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. 20, *What can you see at a circus?* | OC / OE | LG | CLC |
| **Pupil’s Book**, p. 20, Act. 14.*Listen and say the letters. (*CD1.26) | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 20, Act. 15.*Listen againg an say true or false(*CD1.26) | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 20, Act. 16. *Ask about a friend’s family.* | OC / OE | LG / P | CLC / SIE |
| **Activity Book**, p. 16, Act. 11. *Read and complete Camilla’s report with the words in the box. Then write the names under the pictures.* | RC / WE | Ind | CLC / SIE |
| **Activity Book**, p. 16, Act. 12. *Look at activity 11. Answer the questions* | RC / WE | Ind | CLC / SIE |
| *Ending the lesson*. Play a game of *True or false?* | OC / OE | LG | CLC / SCC |

**UNIT 1 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 6: Reading and writing** | | | | | | |
| **Objectives:**   * Practise the skills of reading and writing.   **Materials:**   * CD 1 * Optional: slips of paper for the *Find someone who …* game | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play a game of *Who am I?* | OC / OE | LG | CLC | **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.21*, What are these children good at?* | OC / OE | LG | CLC |
| **Pupil’s Book**, p.21, Act. 17.*Read and listen*(CD1.28) | OC / RC | LG / P | CLC / SCC |
| **Pupil’s Book**, p. 21 Act. 18.*Read again and answer the questions.* | RC | LG | CLC / SIE |
| **Pupil’s Book**, p.21*, Think of someone you know.* | OC / OE | LG / P | CLC |
| **Activity Book**, p.17, Act. 14 *Make notes about two pets or animals you*  *know.* | WE | Ind | SIE / SCC |
| **Activity Book**, p. 17, Act. 15. *Write a report about the two animals. Draw*  *a picture.* | WE | Ind | CLC / SIE / LL |
| *Ending the lesson* Play *Find someone who …* | OC / OE | LG / P | CLC |

**UNIT 1 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 7: CLIL – *SCIENCE*** | | | | | | |
| **Objectives:**   * Learn about how ant families work together.   **Materials:**   * CD 1 * Optional: DVD | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Oral activity to introduce 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, *How do ant families work together?* | OC / OE | LG | CLC / MCST |
| **Pupil’s Book**, p. 23, Act. 1 *Listen and repeat,* (CD1.29) | OC / OE | LG | CLC / MCST / SIE |
| **Pupil’s Book**, p. 23, Act.2 Video 01 (p.122 TB). *Watch the video.* | OC | LG | CLC / MCST |
| **Pupil’s Book**, p. 23, Act. 3 *Read and listen*(CD1.30) | OC / RC | LG | CC / MCST / SIE |
| **Pupil’s Book**, p. 23, Act. 4 *Answer the questions.* | RC / WE | LG /P | CLC / MCST / SIE |
| **Pupil’s Book**, p. 13, Act. 5 *What do you like about working in a group?* | OE / RC | LG | CLC / MCST |
| **Activity Book**, p. 18, Act. 1.*Read and write true or false.* | RC | Ind | CLC / MCST / SIE |
| **Activity Book**, p. 18, Act. 2. *How are the animals working together?* | RC / WE | Ind | CLC / MCST / SIE / LL |
| **Activity Book**, p. 18, Act. 3. *Imagine that you are a worker ant. Write about your day and draw a picture.* | OC | Ind | CLC / MCST / SIE / LL |
| *Ending the lesson*. Oral activity to review the contents of the lesson. | OC | LG | CLC / MCST / SCC |

**UNIT 1 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 8: CLIL project and evaluation** | | | | | | |
| **Objectives:**   * Find out about animal families and make a story poster. * Review the contents of the unit. * Complete the evaluation in the Activity Book*.*   **Materials:**   * Reference books or access to class computers for pupils to research social animal groups that live in their own country (alternatively, pupils’ pictures and information brought in from home) * Paper and drawing materials | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| Warmer. Review the contents from the previous lesson. | OC / OE | 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* |  |
| **Pupil’s Book**, p. 23, Act. 6. *Find out about animal families in your country. Make a story poster and show how the animal family works together.* | OC / OE / RC | LG | CLC / MCST / SCC |
| **Activity Book**, p. 19, *Evaluation.* Act. 1. *Put the words in order. Then match.* | RC / WE | Ind | LL / SIE |
| **Activity Book**, p. 19, *Evaluation.* Act. 2. *Look at activity 1 and complete the sentences. Use the words in the box.* | 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 2: IN THE PLAYGROUND**

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| **Unit objectives** |
| In this unit pupils will be able to:   * Learn and talk about some action verb phrases. * Talk about school rules. * Give and follow instructions using indirect objects. * Practise putting stress on the strongest words in a sentence. * Consolidate language with a story. * Discuss the value of being kind to animals. * Practise the skills of listening and speaking, with reading in the Activity Book. * Practise the skills of reading and writing, with extended writing in the Activity Book. * Learn about how to read a map. * Find out about places near their school and draw a map. * 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 * Word cards (TB104) * Classroom objects * A world map or globe * Paper and drawing materials * Optional: slips of paper for the *Action treasure hunt;* a bag and blank slips of paper for the *Messages* game; a photo of a capuchin monkey downloaded from the internet or cut out from a magazine; instructions and a bag for the *Using the library* activity; maps of your local area or access to internet |
| **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**

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| **CONTENTS** | **EVALUATION CRITERIA[[11]](#footnote-11)** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Comprehension strategies in oral texts:**   * Identify vocabulary for action verb phrases and places in school. * Listen to information about school rules. * Listen to a recording with instructions. * Listen to a chant focusing on pronunciation. * Identify the stress on the strongest words in a sentence. * Listen to a chant focusing on pronunciation. * Listen to a story to consolidate language. * Listen to a text about different schools. * Identify vocabulary for maps. * Watch a video about a map of New York. | B1.EC.1.  B1.EC.2.  B1.EC.3.  B1.EC.4.  B1.EC.5.  B1.EC.6.  B1.EC.7. | B1.LS.1.  B1.LS.2.  B1.LS.3.  B1.LS.4.  B1.LS.5. | CLC.1.  CLC.2.  CLC.3.  MCST.3.  MCST.5.  MCST.7.  MCST.11.  DC.1.  DC.3.  SCC.1.  SCC.2.  SCC.3.  SCC.4.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  LL.4.  SIE.1.  SIE.2.  SIE.3. |
| **Sociocultural and sociolinguistic aspects:**   * Interest in learning about and respecting school rules. * Interest in learning to read maps. * Reflection on the importance of being kind to animals. * Interest in learning about schools around the world. |
| **Communicative functions:**   * Greetings and introductions, apologising, thanking, invitations. * Descriptions of people, activities, places, objects, habits, plans. * Asking for and offering help, information, instructions, objects, opinions, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * We must (be hardworking). We mustn’t (shout in class). * Bring me the phone, please. Tell the class about your holiday. * How do you play?   Recycled language:   * That (boy/girl) is (shouting). | Those (children) are (playing a game). |Do you use (mobile phones) at school? No, I don’t. * Here you are. Thank you. * Where are (capuchin monkeys) from? | Where are we? It’s London in 1850. | Let’s (give him some fruit). | You mustn’t (feed my monkey). | He’s from (South America). * Let’s play (a game). | You need (more than two players). | One person is (Queenie). The others (are behind her). |(The Queenie) must/mustn’t (look). |
| **Very frequent oral vocabulary (reception):**   * hop, skip, shout, laugh, throw * a ball, cry, help others, use a mobile phone, text a friend, drop litter * bring, pass * capuchin monkey * Bangladesh, Bengali * north, south, east, west, compass   Recycled vocabulary:   * adjectives, places in school * read, give, tell, use, computer game, mobile phone, book, ball * throw a ball, catch a ball, put your hands behind your back, turn round, look, guess, use, kick, stand in front of, net ruler, holiday * school, boat, classroom, library, computers, study, Maths, English,reading, writing, bus, playground, floor, before, after, parents * places in a town, pond, zoo, park, river, famous, museum, art, school, compass points |
| **Sound, accent, rhyhtm and intonation patterns:**   * Identify the pronunciation of action verb phrases. |

**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 using action verb phrases. * Practise vocabulary for places in school. * Practise a dialogue about school rules. * Talk about the importance of being kind to animals. * Practise a chant focusing on pronunciation. * Act out a dialogue with instructions. * Prepare and practise a dialogue with instructions for a game. * Practise putting stress on the strongest words in a sentence. * Listen to a story to consolidate language of the unit. * Ask and answer about reading a map. * Talk about how to drap a map of their area. * Practise vocabulary for maps. | 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.5.  MCST.7.  MCST.11.  DC.1.  DC.3.  SCC.1.  SCC.2.  SCC.3.  SCC.4.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  LL.4.  SIE.1.  SIE.2.  SIE.3. |
| **Sociocultural and sociolinguistic aspects:**   * Interest in learning about and respecting school rules. * Interest in learning to read maps. * Reflection on the importance of being kind to animals. * Interest in learning about schools around the world. |
| **Communicative functions:**   * Greetings and introductions, apologising, thanking, invitations. * Descriptions of people, activities, places, objects, habits, plans. * Asking for and offering help, information, instructions, objects, opinions, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * We must (be hardworking). We mustn’t (shout in class). * Bring me the phone, please. Tell the class about your holiday. * How do you play?   Recycled language:   * That (boy/girl) is (shouting). | Those (children) are (playing a game). |Do you use (mobile phones) at school? No, I don’t. * Here you are. Thank you. * Where are (capuchin monkeys) from? | Where are we? It’s London in 1850. | Let’s (give him some fruit). | You mustn’t (feed my monkey). | He’s from (South America). * Let’s play (a game). | You need (more than two players). | One person is (Queenie). The others (are behind her). |(The Queenie) must/mustn’t (look). |
| **Very frequent oral vocabulary (production):**   * hop, skip, shout, laugh, throw * a ball, cry, help others, use a mobile phone, text a friend, drop litter * bring, pass * capuchin monkey * Bangladesh, Bengali * north, south, east, west, compass   Recycled vocabulary:   * adjectives, places in school * read, give, tell, use, computer game, mobile phone, book, ball * throw a ball, catch a ball, put your hands behind your back, turn round, look, guess, use, kick, stand in front of, net ruler, holiday * school, boat, classroom, library, computers, study, Maths, English,reading, writing, bus, playground, floor, before, after, parent * places in a town, pond, zoo, park, river, famous, museum, art, school, compass points |
| **Sound, accent, rhyhtm and intonation patterns:**   * Practise the pronunciation of action verb phrases. |

**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 action verb phrases. * Read vocabulary for places in school. * Read sentences about giving and following instructions using indirect objects. * Identify the stress on the strongest words in a sentence. * Read instructions for a game and school rules. * Read a story to consolidate language. * Read a text about reading a map. * Identify vocabulary for maps. | 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.8.  CLC.9.  CLC.10.  MCST.3.  MCST.5.  MCST.7.  MCST.11.  DC.1.  DC.3.  SCC.1.  SCC.2.  SCC.3.  SCC.4.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  LL.4.  SIE.1.  SIE.2.  SIE.3. |
| **Sociocultural and sociolinguistic aspects:**   * Interest in learning about and respecting school rules. * Interest in learning to read maps. * Reflection on the importance of being kind to animals. * Interest in learning about schools around the world. |
| **Communicative functions:**   * Greetings and introductions, apologising, thanking, invitations. * Descriptions of people, activities, places, objects, habits, plans. * Asking for and offering help, information, instructions, objects, opinions, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * We must (be hardworking). We mustn’t (shout in class). * Bring me the phone, please. Tell the class about your holiday. * How do you play?   Recycled language:   * That (boy/girl) is (shouting). | Those (children) are (playing a game). |Do you use (mobile phones) at school? No, I don’t. * Here you are. Thank you. * Where are (capuchin monkeys) from? | Where are we? It’s London in 1850. | Let’s (give him some fruit). | You mustn’t (feed my monkey). | He’s from (South America). * Let’s play (a game). | You need (more than two players). | One person is (Queenie). The others (are behind her). |(The Queenie) must/mustn’t (look). |
| **Very frequent written vocabulary (reception):**   * hop, skip, shout, laugh, throw * a ball, cry, help others, use a mobile phone, text a friend, drop litter * bring, pass * capuchin monkey * Bangladesh, Bengali * north, south, east, west, compass   Recycled vocabulary:   * adjectives, places in school * read, give, tell, use, computer game, mobile phone, book, ball * throw a ball, catch a ball, put your hands behind your back, turn round, look, guess, use, kick, stand in front of, net ruler, holiday * school, boat, classroom, library, computers, study, Maths, English,reading, writing, bus, playground, floor, before, after, parents * places in a town, pond, zoo, park, river, famous, museum, art, school, compass points |
| **Graphic patterns and spelling conventions:**   * Identify the spelling of action verb phrases and vocabulary for places in school. |

**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 action verb phrases. * Write vocabulary for places in school. * Complete and write sentences to practise the new structures of the unit. * Ask and answer about what they do at school. * Write a text to help someone. | B4.EC.1.  B4.EC.2.  B4.EC.3.  B4.EC.4.  B4.EC.5.  B4.EC.6.  B4.EC.7. | B4.LS.1.  B4.LS.2.  B4.LS.3. | CLC.11.  CLC.12.  CLC.13.  CLC.14.  MCST.3.  MCST.5.  MCST.7.  MCST.11.  DC.1.  DC.3.  SCC.1.  SCC.2.  SCC.3.  SCC.4.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  LL.4.  SIE.1.  SIE.2.  SIE.3. |
| **Sociocultural and sociolinguistic aspects:**   * Interest in learning about and respecting school rules. * Interest in learning to read maps. * Reflection on the importance of being kind to animals. * Interest in learning about schools around the world. |
| **Communicative functions:**   * Greetings and introductions, apologising, thanking, invitations. * Descriptions of people, activities, places, objects, habits, plans. * Asking for and offering help, information, instructions, objects, opinions, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * We must (be hardworking). We mustn’t (shout in class). * Bring me the phone, please. Tell the class about your holiday. * How do you play?   Recycled language:   * That (boy/girl) is (shouting). | Those (children) are (playing a game). |Do you use (mobile phones) at school? No, I don’t. * Here you are. Thank you. * Where are (capuchin monkeys) from? | Where are we? It’s London in 1850. | Let’s (give him some fruit). | You mustn’t (feed my monkey). | He’s from (South America). * Let’s play (a game). | You need (more than two players). | One person is (Queenie). The others (are behind her). |(The Queenie) must/mustn’t (look). |
| **Very frequent written vocabulary (production):**   * hop, skip, shout, laugh, throw * a ball, cry, help others, use a mobile phone, text a friend, drop litter * bring, pass * capuchin monkey * Bangladesh, Bengali * north, south, east, west, compass   Recycled vocabulary:   * adjectives, places in school * read, give, tell, use, computer game, mobile phone, book, ball * throw a ball, catch a ball, put your hands behind your back, turn round, look, guess, use, kick, stand in front of, net ruler, holiday * school, boat, classroom, library, computers, study, Maths, English,reading, writing, bus, playground, floor, before, after, parents * places in a town, pond, zoo, park, river, famous, museum, art, school, compass points |
| **Graphic patterns and spelling conventions:**   * Write vocabulary for action verb phrases. |

**UNIT 2 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 1: Presentation and practice of vocabulary** | | | | | | |
| **Objectives:**   * Learn and talk about some action verb phrases.   **Materials:**   * CD 1 * Optional: slips of paper for the *Action treasure hunt;* Word cards (TB104) | | | | | | |
| **Activities** | **Skills/ Blocks[[12]](#footnote-12)** | **Interaction[[13]](#footnote-13)** | **Competences[[14]](#footnote-14)** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Introduce the topic of school. | 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** |  |  |
| **Pupil’s Book**, p. 26, Act. 1. *Listen. and look*(CD1.31) | OC | Ind / LG | CLC / SCC |
| **Pupil’s Book**, p. 26, Act. 2. *Listen and repeat. Then match.* (CD1.32) | OC / OE | Ind / LG | CLC / SCC |
| **Pupil’s Book**, p. 26, Act. 3.*Listen and say the number. Then practise with a friend.*(CD1.33) | OE / OC | P / LG | CLC / SCC / SIE |
| **Pupil’s Book**, p. 26, *Act 4.What do you do at school? Ask and answer.* | OE / OC | P / LG | CLC / SCC / SIE |
| **Activity Book**, p. 20, Act. 1.*Read and number the correct pictures. Then write.* | WE / RC | Ind | CLC / SIE |
| **Activity Book**, p. 20, Act. 2**.***Read and circle the odd ones out.* | WE / RC | Ind | SIE / MCST / CLC |
| ***My picture dictionary* ➔***p. 86: Write the new words.* | WE / RC | Ind | SIE / MCST / CLC |
| *Ending the lesson*. Oral activity to describe what others are doing. | OC / OE | LG / P | CLC / SCC / SIE |

**UNIT 2 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 2: Presentation and practice of grammar 1** | | | | | | |
| **Objectives:**   * Talk about school rules.   **Materials:**   * CD 1; Word cards (TB104) | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play *Memory 1 to 10.* | 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*. Introduce the topic of the lesson. | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 27, Act. 5. *Read and listen****.***(CD1.34) | OC / RC | Ind / LG | CLC / SIE |
| **Pupil’s Book**, p. 27, Act. 6. *Read and say must or mustn’t.* | RC / OE | Ind / LG | CLC / SIE |
| **Pupil’s Book**, p. 26, Act. 7. *Make school rules with a friend.* | RC / OE | P / LG | CLC / SIE |
| **Pupil’s Book**, p. 17, Act. 8 *Go to page 102. Listen and repeat the chant.* (CD1.35) | OC / OE | Ind / LG | CLC / SIE / LL |
| **Activity Book**, p. 21, Act. 3. *Complete the sentences with must or mustn’t.* | RC | Ind | CLC / SIE |
| **Activity Book**, p. 21, Act. 4. *Read and write sentences with must or mustn’t.* | RC / WE | Ind | CLC / SIE |
| **Activity Book**, p. 21, Act. 5. *Write sentences using must or mustn’t and the phrases in the boxes.* | RC / WE | Ind | CLC / SIE |
| *Ending the lesson*. Play the *Sentence chain* game. | OC / OE | LG | CLC / SCC / SIE |

**UNIT 2 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 3: Presentation and practice of grammar 2** | | | | | | |
| **Objectives:**   * Give and follow instructions using indirect objects. * Practise putting stress on the strongest words in a sentence.   **Materials:**   * CD 1; classroom objects * Optional: a bag and blank slips of paper for the *Messages* game | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Oral activity to introduce *bring, pass | Bring me* | OC / OE / RC | 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 giving and following instructions. | OC / OE | LG | CLC/ SIE |
| **Pupil’s Book**, p. 28, Act. 9. *What has Alex got in school? Listen and choose.* (CD1.36) | OC /OE | LG | CLC / CAE |
| **Pupil’s Book**, p. 28, Act. 10. *Listen again and practise.* (CD1.23) | OC /OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 28, Act. 11. *Read and match. Then give instructions to your friend.* | RC / OE | LG / P | CLC / SIE / SCC |
| **Pupil’s Book**, p. 28, Act. 12 *Which words sound the strongest? Listen*  *and repeat.* (CD1:37) | OC /OE | LG | CLC / SIE / SCC |
| **Activity Book**, p. 22, Act. 6. *Put the words in order.* | WE / RC | Ind | CLC / SIE |
| **Activity Book**, p. 22, Act. 7. *Read and write the numbers from activity6.* | RC / WE | Ind | CLC |
| **Activity Book**, p. 22, Act. 8. *Use the words to write instructions.* | RC / WE | Ind | CLC |
| *Ending the lesson*. Oral activity giving and following instructions. | OE / OC | LG | CLC / SIE / SCC |

**UNIT 2 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 4: Story and Value** | | | | | | |
| **Objectives:**   * Consolidate language with a story. * Discuss the value of being kind to animals.   **Materials:**   * CD 1; a world map or globe * Optional: a photo of a capuchin monkey downloaded from the internet or cut out from a magazine | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Revise continents and review the story from the previous lesson. | OC / OE | LG | CLC / SIE / SCC | **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. 29. Act. 13, *Read and listen.* (CD1.39) | OC / RC | LG | CLC / SIE / SCC |
| **Pupil’s Book**, p. 29, *Value. Be kind to animals* | OC / RC | LG | CLC / SIE /SCC |
| **Activity Book**, p. 23, Act. 9 *Read the story again. Then put the words in order and number.* | RC / WE | Ind | CLC / SIE |
| **Activity Book**, .p.23, Act. 10. *Read and complete. Use the words in the box.* | RC/ WE | Ind | CLC |
| **Activity Book,** p. 15, Act 11*, What can you do to show the value: be kind to animals?* | OE / WE | Ind | CLC / SCC |
| *Ending the lesson*. Play a game of *Correct my mistakes.* | OC / OE | Ind | CLC / SIE |

**UNIT 2 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 5: Listening and speaking** | | | | | | |
| **Objectives:**   * Practise the skills of listening and speaking, with reading in the Activity Book.   **Materials:**   * CD 1; classroom objects | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play *What’s behind my back?* | 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** |  |  |
| **Pupil’s Book**, p. 30, *What games do you like playing in your playground?* | OC / OE | LG | CLC |
| **Pupil’s Book**, p. 30, Act. 14.*How do you play Queenie Queenie? Listen and say the letters. (*CD1.40) | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 30, Act. 15. *Put the rules in order. Listen again and check.* (CD1.40) | OC / RC | LG | CLC / SIE |
| **Pupil’s Book**, p. 30, Act. 16. *Invent or describe a game.* (CD1.41) | OC / OE | LG / P | CLC / SIE |
| **Activity Book**, p. 24, Act. 12. *Read and complete the letter with must or mustn’t.* | RC / WE | Ind | CLC / SIE |
| **Activity Book**, p. 16, Act. 12. *Look at activity 12. Read and match.* | RC / WE | Ind | CLC / SIE |
| *Ending the lesson*. Play a game voted by pupils. | OC / OE | LG | CLC / SCC |

**UNIT 2 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 6: Reading and writing** | | | | | | |
| **Objectives:**   * Practise the skills of reading and writing.   **Materials:**   * CD 1 * Optional: a world map, instructions and a bag for the *Using the library* activity | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Oral activity to revise places in school. | 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** |  |  |
| **Pupil’s Book**, p.31*, Where are these schools?* | OC / OE | LG | CLC / SCC |
| **Pupil’s Book**, p.31, Act. 17.*Read and listen. Then match****.***(CD1.42) | OC / RC | LG / P | CLC / SCC |
| **Pupil’s Book**, p. 31 Act. 18.*Read again and say true, false or don’t know.* | RC | LG | CLC / SIE |
| **Pupil’s Book**, p.31*, Design an unusual school.* | OC / OE | LG / P | CLC |
| **Activity Book**, p.25, Act. 15 *Read and tick three problems you want to help with.* | RC | Ind | SIE / SCC |
| **Activity Book**, p. 25, Act. 16. *Write the three problems you ticked in*  *activity 15. Then make notes about help you can give.* | WE | Ind | CLC / SIE / LL |
| *Ending the lesson* Play *Test the teacher.* | OC / OE | LG / P | CLC |

**UNIT 2 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 7: CLIL – *GEOGRAPHY*** | | | | | | |
| **Objectives:**   * Learn about how to read a map.   **Materials:**   * CD 1 * Optional: DVD | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Oral activity to revise places in town. | 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** |  |  |
| **Pupil’s Book**, p. 32, *Where are the places on the map?* | OC / OE | LG | CLC / MCST |
| **Pupil’s Book**, p. 33, Act. 1 *Listen and repeat,* (CD1.43) | OC / OE | LG | CLC / MCST / SIE |
| **Pupil’s Book**, p. 33, Act.2 Video 02 (p.122-123TB). *Watch the video.* | OC | LG | CLC / MCST |
| **Pupil’s Book**, p. 33, Act. 3 *Read and listen*(CD1.44) | OC / RC | LG | CLC / MCST / SIE |
| **Pupil’s Book**, p. 33, Act. 4 *Answer the questions.* | RC / WE | LG /P | CLC / MCST / SIE |
| **Pupil’s Book**, p. 33, Act. 5 *When do you use a map with a compass?* | OE / RC | LG | CLC / MCST |
| **Activity Book**, p. 26, Act. 1*Look and complete the sentences.* | RC | Ind | CLC / MCST / SIE |
| **Activity Book**, p. 26, Act. 2. *Read and write the places in activity 1. Use the words in the box.* | RC/ WE | Ind | CLC / MCST / SIE / LL |
| *Ending the lesson*. Activity or game with a compass. | OC | LG | CLC / MCST / SCC |

**UNIT 2 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 8: CLIL project and evaluation** | | | | | | |
| **Objectives:**   * Find out about places near their school and draw a map. * Review the contents of the unit. * Complete the evaluaton in the Activity Book.   **Materials:**   * Paper and drawing materials * Optional: maps of your local area or access to internet maps on school computers | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| Warmer. Review the contents from the previous lesson. | 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* |  |
| **Pupil’s Book**, p. 33, Act. 6. *Find out about places near your school. Draw a map with the places and a compass on it.* | OC / OE / RC | LG | CLC / MCST / SCC |
| **Activity Book**, p. 27, *Evaluation.* Act. 1. *Read and correct the sentences.* | RC / WE | Ind | LL / SIE |
| **Activity Book**, p. 27, *Evaluation.* Act. 2. *Write sentences about you.* | RC / WE | Ind | LL / SIE |
| **Activity Book**, p. 27 *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: UNDER THE SEA**

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| **Unit objectives** |
| In this unit pupils will be able to:   * Learn and talk about sea animals. * Compare sea animals. * Practise stressing the strongest syllables in words in a sentence. * Ask questions comparing groups of animals. * Consolidate language with a story. * Discuss the value of keeping our seas and oceans clean. * Practise the skills of listening and speaking, with reading in the Activity Book. * Practise the skills of reading and writing. * Learn about the underwater food chain. * Find out about and draw a food chain. * 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 * Word cards (TB105) * Reference books or access to class computers for pupils to research food chains * Paper, glue and drawing materials * Slips of paper and a small bag, a world map or globe * Optional: paper and drawing materials, English dictionaries |
| **Mixed-ability resources** |
| * Reinforcement and Extension activities. Teacher’s Book p. 114-115 * 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**

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| --- | --- | --- | --- |
| **CONTENTS** | **EVALUATION CRITERIA[[15]](#footnote-15)** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Comprehension strategies in oral texts:**   * Identify vocabulary for sea and land animals. * Listen to a dialogue between two pupils comparing sea animals. * Listen to a recording about animals at an aquarium. * Listen to a chant focusing on pronunciation. * Listen to a text about turtles in danger. * Identify superlatives in different contexts. * Focus on the stress on the strongest syllables in words in a sentence. * Listen to a story to consolidate language of the unit. * Listen to a text about characteristics of different sea animals. * Identify vocabulary for food chains. * Watch a video about food chains. | B1.EC.1.  B1.EC.2.  B1.EC.3.  B1.EC.4.  B1.EC.5.  B1.EC.6.  B1.EC.7. | B1.LS.1.  B1.LS.2.  B1.LS.3.  B1.LS.4.  B1.LS.5. | CLC.1.  CLC.2.  CLC.3.  MCST.3.  MCST.5.  MCST.7.  MCST.8.  MCST.10.  MCST.11.  DC.1.  DC.3.  SCC.1.  SCC.2.  SCC.3.  SCC.4.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  LL.4.  SIE.1.  SIE.2.  SIE.3. |
| **Sociocultural and sociolinguistic aspects:**   * Reflection on the importance of keeping our seas and oceans clean. * Interest in learning about what a rescue centre for sea animals does. |
| **Communicative functions:**   * Greetings and introductions, apologising, thanking, invitations. * Expressing ability, likes, preferences, opinions, agreement or disagreement, feelings, plans. * Descriptions of people, activities, places, objects, habits, plans. * Asking for and offering help, information, instructions, objects, opinions, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * Where * (Blue whales) are the (biggest)sea animals. (Dolphins) are the (most intelligent). * I (don’t) agree. * Which is the (fastest) (sea animal)? It’s a (dolphin). * It was a pleasure.   Recycled language:   * What’s your favourite sea animal? A dolphin. | It’s (big). | It’s got (grey fur). | It’s (smaller) than a (dolphin). | It’s good at (swimming). * I think … * What’s that? | Is it (rubbish)? I don’t know. | (Capu) has got the (biggest shell). * What shall we do (fi rst)? | Let’s see (Otto)! | It’s the largest octopus in the world. | There are some (baby dolphins). | What time is it (now)? It’s three o’clock. | Where would you like to go this weekend? I’d like to go to the beach. | How can you get there? You can go by train. |
| **Very frequent oral vocabulary (reception):**   * dolphin, seal, jellyfish, turtle, whale, shark, starfish, octopus, crab, stingray * dangerous, intelligent, strong, weak, heavy, light * eagle, seahorse * pod, Indian Ocean * SOS, save, in danger, protect, * sick, healthy * underwater food chain, sunlight, producer, primary/secondary consumer   Recycled vocabulary:   * animals (land and sea), adjectives * Africa, South America,beautiful, rubbish, dolphin, shell, thank you |
| **Sound, accent, rhythm and intonation patterns:**   * Identify the stress on the strongest syllables in words in sentences about sea animals. |

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

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| --- | --- | --- | --- |
| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Production strategies:**   * Practise vocabulary for sea and land animals. * Practise a dialogue about sea animals using superlatives. * Talk about the importance of keeping our seas and oceans clean. * Practise a chant focusing on pronunciation. * Prepare and practise a dialogue about planning a trip for the weekend. * Identify and practise stressing the strongest syllables in words in a sentence. * Listen to a story to consolidate language of the unit. * Ask and answer about a rescue centre for sea animals. * Practise vocabulary for food chains. * Ask and answer about food chains. | 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.5.  MCST.7.  MCST.8.  MCST.10.  MCST.11.  DC.1.  DC.3.  SCC.1.  SCC.2.  SCC.3.  SCC.4.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  LL.4.  SIE.1.  SIE.2.  SIE.3. |
| **Sociocultural and sociolinguistic aspects:**   * Reflection on the importance of keeping our seas and oceans clean. * Interest in learning about what a rescue centre for sea animals does. |
| **Communicative functions:**   * Greetings and introductions, apologising, thanking, invitations. * Expressing ability, likes, preferences, opinions, agreement or disagreement, feelings, plans. * Descriptions of people, activities, places, objects, habits, plans. * Asking for and offering help, information, instructions, objects, opinions, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * Where * (Blue whales) are the (biggest)sea animals. (Dolphins) are the (most intelligent). * I (don’t) agree. * Which is the (fastest) (sea animal)? It’s a (dolphin). * It was a pleasure.   Recycled language:   * What’s your favourite sea animal? A dolphin. | It’s (big). | It’s got (grey fur). | It’s (smaller) than a (dolphin). | It’s good at (swimming). * I think … * What’s that? | Is it (rubbish)? I don’t know. | (Capu) has got the (biggest shell). * What shall we do (fi rst)? | Let’s see (Otto)! | It’s the largest octopus in the world. | There are some (baby dolphins). | What time is it (now)? It’s three o’clock. | Where would you like to go this weekend? I’d like to go to the beach. | How can you get there? You can go by train. |
| **Very frequent oral vocabulary (production):**   * dolphin, seal, jellyfish, turtle, whale, shark, starfish, octopus, crab, stingray * dangerous, intelligent, strong, weak, heavy, light * eagle, seahorse * pod, Indian Ocean * SOS, save, in danger, protect, * sick, healthy * underwater food chain, sunlight, producer, primary/secondary consumer   Recycled vocabulary:   * animals (land and sea), adjectives * Africa, South America,beautiful, rubbish, dolphin, shell, thank you |
| **Sound, accent, rhythm and intonation patterns:**   * Practise stressing the strongest syllables in words in sentences about sea animals. |

**UNIT 3 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 sea and land animals. * Read sentences with superlatives. * Identify the stress on the strongest syllables in words in a sentence. * Read a story to consolidate language. * Read a text about a rescue centre for sea animals. * Identify vocabulary for food chains. | 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.8.  CLC.9.  CLC.10.  MCST.3.  MCST.5.  MCST.7.  MCST.8.  MCST.10.  MCST.11.  DC.1.  DC.3.  SCC.1.  SCC.2.  SCC.3.  SCC.4.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  LL.4.  SIE.1.  SIE.2.  SIE.3. |
| **Sociocultural and sociolinguistic aspects:**   * Reflection on the importance of keeping our seas and oceans clean. * Interest in learning about what a rescue centre for sea animals does. |
| **Communicative functions:**   * Greetings and introductions, apologising, thanking, invitations. * Expressing ability, likes, preferences, opinions, agreement or disagreement, feelings, plans. * Descriptions of people, activities, places, objects, habits, plans. * Asking for and offering help, information, instructions, objects, opinions, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * Where * (Blue whales) are the (biggest) sea animals. (Dolphins) are the (most intelligent). * I (don’t) agree. * Which is the (fastest) (sea animal)? It’s a (dolphin). * It was a pleasure.   Recycled language:   * What’s your favourite sea animal? A dolphin. | It’s (big). | It’s got (grey fur). | It’s (smaller) than a (dolphin). | It’s good at (swimming). * I think … * What’s that? | Is it (rubbish)? I don’t know. | (Capu) has got the (biggest shell). * What shall we do (fi rst)? | Let’s see (Otto)! | It’s the largest octopus in the world. | There are some (baby dolphins). | What time is it (now)? It’s three o’clock. | Where would you like to go this weekend? I’d like to go to the beach. | How can you get there? You can go by train. |
| **Very frequent written vocabulary (reception):**   * dolphin, seal, jellyfish, turtle, whale, shark, starfish, octopus, crab, stingray * dangerous, intelligent, strong, weak, heavy, light * eagle, seahorse * pod, Indian Ocean * SOS, save, in danger, protect, * sick, healthy * underwater food chain, sunlight, producer, primary/secondary consumer   Recycled vocabulary:   * animals (land and sea), adjectives * Africa, South America,beautiful, rubbish, dolphin, shell, thank you |
| **Graphic patterns and spelling conventions:**   * Identify the spelling of vocabulary for seas and oceans and sea and land animals. |

**UNIT 3 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 sea and land animals. * Complete and write sentences to practise superlatives. * Ask and answer about a rescue centre for sea animals. * Write a fact file about a sea animal. * Draw a picture and write a text to make a poster about a food chain. | B4.EC.1.  B4.EC.2.  B4.EC.3.  B4.EC.4.  B4.EC.5.  B4.EC.6.  B4.EC.7. | B4.LS.1.  B4.LS.2.  B4.LS.3. | CLC.11.  CLC.12.  CLC.13.  CLC.14.  MCST.3.  MCST.5.  MCST.7.  MCST.8.  MCST.10.  MCST.11.  DC.1.  DC.3.  SCC.1.  SCC.2.  SCC.3.  SCC.4.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  LL.4.  SIE.1.  SIE.2.  SIE.3. |
| **Sociocultural and sociolinguistic aspects:**   * Reflection on the importance of keeping our seas and oceans clean. * Interest in learning about what a rescue centre for sea animals does. |
| **Communicative functions:**   * Greetings and introductions, apologising, thanking, invitations. * Expressing ability, likes, preferences, opinions, agreement or disagreement, feelings, plans. * Descriptions of people, activities, places, objects, habits, plans. * Asking for and offering help, information, instructions, objects, opinions, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * Where * (Blue whales) are the (biggest)sea animals. (Dolphins) are the (most intelligent). * I (don’t) agree. * Which is the (fastest) (sea animal)? It’s a (dolphin). * It was a pleasure.   Recycled language:   * What’s your favourite sea animal? A dolphin. | It’s (big). | It’s got (grey fur). | It’s (smaller) than a (dolphin). | It’s good at (swimming). * I think … * What’s that? | Is it (rubbish)? I don’t know. | (Capu) has got the (biggest shell). * What shall we do (fi rst)? | Let’s see (Otto)! | It’s the largest octopus in the world. | There are some (baby dolphins). | What time is it (now)? It’s three o’clock. | Where would you like to go this weekend? I’d like to go to the beach. | How can you get there? You can go by train. |
| **Very frequent written vocabulary (production):**   * dolphin, seal, jellyfish, turtle, whale, shark, starfish, octopus, crab, stingray * dangerous, intelligent, strong, weak, heavy, light * eagle, seahorse * pod, Indian Ocean * SOS, save, in danger, protect, * sick, healthy * underwater food chain, sunlight, producer, primary/secondary consumer   Recycled vocabulary:   * animals (land and sea), adjectives * Africa, South America,beautiful, rubbish, dolphin, shell, thank you |
| **Graphic patterns and spelling conventions:**   * Write vocabulary in sentences about sea animals. |

**UNIT 3 PROGRAMME OF CLASSROOM ACTIVITIES**

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| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 1: Presentation and practice of vocabulary** | | | | | | |
| **Objectives:**   * Learn and talk about sea animals.   **Materials:**   * CD 2 * Optional: Word cards (TB105) | | | | | | |
| **Activities** | **Skills/ Blocks[[16]](#footnote-16)** | **Interaction[[17]](#footnote-17)** | **Competences[[18]](#footnote-18)** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Introduce sea animals. | OC / OE | LG | CC / 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. 38, Act. 1. *Listen. and look*(CD2.02) | OC | Ind / LG | CLC / SCC |
| **Pupil’s Book**, p. 38, Act. 2. *Listen and repeat. Then match.* (CD2.03) | OC / OE | Ind / LG | CLC / SCC |
| **Pupil’s Book**, p. 38, Act. 3. *Listen and guess the animals. Then practise with a friend.*(CD2.04) | OE / OC | P / LG | CLC / SCC / SIE |
| **Pupil’s Book**, p. 38, *Act 4.What’s your favourite sea animal? Ask and answer.* | OE / OC | P / LG | CLC / SCC / SIE |
| **Activity Book**, p. 30, Act. 1. *Look and write the words.* | WE / RC | Ind | CLC / SIE |
| **Activity Book**, p. 30, Act. 2**.** *Look, read and write the words.* | WE / RC | Ind | SIE / MCST / CLC |
| **Activity Book**, p. 30, Act. 3**.** *Complete the table with the words in the box.* | WE / RC | Ind | SIE / MCST / CLC |
| ***My picture dictionary* ➔***p. 87: Write the new words.* | WE / RC | Ind | SIE / MCST / CLC |
| *Ending the lesson*. Play *What’s missing?* | OC / OE | LG / P | CLC / SCC / SIE |

**UNIT 3 PROGRAMME OF CLASSROOM ACTIVITIES**

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| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 2: Presentation and practice of grammar 1** | | | | | | |
| **Objectives:**   * Compare sea animals. * Practise stressing the strongest syllables in words in a sentence.   **Materials:**   * CD 2; Word cards (TB105); slips of paper and a small bag | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Introduce new adjectives. | OC / OE | LG | CLC / SIE | **Extra activities:** *Teacher’s Book* p. 114  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation*. Compare sea animals. | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 39, Act. 5. *Read and listen****.***(CD2.05) | OC / RC | Ind / LG | CLC / SIE |
| **Pupil’s Book**, p. 39, Act. 6. *Read and say true or false.* | RC / OE | Ind / LG | CLC/ SIE |
| **Pupil’s Book**, p. 39, Act. 7. *Make sentences about sea animals. Then talk to a friend.* | WE / OE | P / LG | CLC/ SIE |
| **Pupil’s Book**, p. 39, Act. 8 *Which syllables sound the strongest? Listen and repeat.* (CD2.06) (CD2.07) | OC / OE | Ind / LG | CLC/ SIE / LL |
| **Activity Book**, p. 31, Act. 4. *Read and complete the table.* | RC | Ind | CLC / SIE |
| **Activity Book**, p. 31, Act. 5. *Complete the sentences. Use the words in brackets.* | RC / WE | Ind | CLC / SIE |
| **Activity Book**, p. 31, Act. 6. *Look and complete the sentences.* | RC / WE | Ind | CLC / SIE |
| *Ending the lesson*. Play a game of *Sentences in a bag.* | OC / OE | LG | CLC / SCC / SIE |

**UNIT 3 PROGRAMME OF CLASSROOM ACTIVITIES**

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| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 3: Presentation and practice of grammar 2** | | | | | | |
| **Objectives:**   * Ask questions comparing groups of animals.   **Materials:**   * CD 2 * Optional: slips of paper and a bag | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play a game of *Correct my mistakes.* | OC / OE / RC | LG | CLC / SIE | **Extra activities:** *Teacher’s Book* p. 114  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation*. Oral activity: *True or false?* | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 40, Act. 9. *What are they talking about? Listen and choose.* (CD2.08) | OC / OE | LG | CLC / CAE |
| **Pupil’s Book**, p. 40, Act. 10. *Listen again and practise.* (CD2.08) | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 40, Act. 11. *Look at the quiz. Make questions and ask and answer. Then listen and check****.*** (CD2.09) | RC / OE / OC | LG / P | CLC / SIE / SCC |
| **Pupil’s Book**, p. 40, Act. 12. *Go to page 102. Listen and repeat the chant.*(CD2.10) | OC / OE | LG | CLC / SIE / SCC |
| **Activity Book**, p. 32, Act. 7. *Read and complete. Use the words in the box.* | WE / RC | Ind | CLC / SIE |
| **Activity Book**, p. 32, Act. 8. *Read and number the pictures.* | RC / WE | Ind | CLC |
| **Activity Book**, p. 32, Act. 9.*Complete the questions and answers. Use the words in the box****.*** | RC / WE | Ind | CLC |
| *Ending the lesson*. Play *Test the teacher.* | OE / OC | LG | CLC / SIE / SCC |

**UNIT 3 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 4: Story and Value** | | | | | | |
| **Objectives:**   * Consolidate language with a story. * Discuss the value of keeping our seas and oceans clean.   **Materials:**   * CD 2; a world map or globe | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Introduce the names of seas and oceans. | 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. 41. Act. 13, *Read and listen.* (CD2.11) | OC / RC | LG | CLC / SIE / SCC |
| **Pupil’s Book**, p. 41, *Value. Keep our seas and oceans clean* | OC / RC | LG | CLC / SIE / SCC |
| **Activity Book**, p. 33, Act. 10 *Read the story again. Match and the number.* | RC | Ind | CLC / SIE / SCC |
| **Activity Book**, .p.33, Act. 11. *Read and complete. Use the words in the box.* | RC / WE | Ind | CLC |
| **Activity Book,** p. 33, Act 12*, What can you do to show the value: keep our seas and oceans clean?* | OE / WE | Ind | CLC / SCC |
| *Ending the lesson*. Oral activity about the story. | OC / OE | Ind | CLC / SIE |

**UNIT 3 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 5: Listening and speaking** | | | | | | |
| **Objectives:**   * Practise the skills of listening and speaking, with reading in the Activity Book.   **Materials:**   * CD 2 | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play *Ten lives.* | OC / OE | LG | CLC / SCC | **Extra activities:** *Teacher’s Book* p. 114-115  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| **Pupil’s Book**, p. 42, *What can you see at an aquarium?* | OC / OE | LG | CLC |
| **Pupil’s Book**, p. 42, Act. 14. *Which animals don’t they see? Listen and say the letters. (*CD2.12) | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 30, Act. 15. *Listen again and say the missing words.* (CD2.12) | OC / RC | LG | CLC / SIE |
| **Pupil’s Book**, p. 30, Act. 16. *Plan a trip for this weekend.* (CD2.13) | WE / OC / OE | LG / P | CLC / SIE |
| **Activity Book**, p. 34, Act. 13 *Read Sara’s blog and circle the correct words.* | RC / WE | Ind | CLC / SIE |
| **Activity Book**, p. 34, Act. 14. *Look at activity 13. Read and write true or false.* | RC / WE | Ind | CLC / SIE |
| **Activity Book**, p. 34, Act. 15. *How to use commas.* | RC / WE | Ind | CLC / SIE |
| *Ending the lesson*. Play the *Drawing game.* | OC / OE | LG | CLC / SCC |

**UNIT 3 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 6: Reading and writing** | | | | | | |
| **Objectives:**   * Practise the skills of reading and writing.   **Materials:**   * CD 2 * Optional: paper and drawing materials | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Oral activity to review the contents of the unit. | 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** |  |  |
| **Pupil’s Book**, p.43*, What does the sea turtle rescue centre do?* | OC / OE | LG | CLC / SCC |
| **Pupil’s Book**, p.43, Act. 17.*Read and listen****.***(CD2.14) | OC / RC | LG | CLC / SCC |
| **Pupil’s Book**, p. 43 Act. 18.*Read again and answer the questions* | RC | LG / P | CLC / SIE |
| **Pupil’s Book**, p.43*, Think of a sea animal.* | OC / OE | LG / P | CLC |
| **Activity Book**, p.35, Act. 16 *Make notes about a place you want to go to.* | WE | Ind | SIE / SCC |
| **Activity Book**, p. 35, Act. 17**.** *Write a blog and draw a picture.* | WE | Ind | CLC / SIE / LL |
| *Ending the lesson* Play the *Spelling game.* | OC / OE | LG / P | CLC |

**UNIT 3 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 7: CLIL – *SCIENCE*** | | | | | | |
| **Objectives:**   * Learn about the underwater food chain.   **Materials:**   * CD 2 * Optional: DVD; English dictionaries | | | | | | |
| **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. 115  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| **Pupil’s Book**, p. 44, *What is an underwater food chain?* | OC / OE | LG | CLC / MCST |
| **Pupil’s Book**, p. 45, Act. 1. *Listen and repeat,* (CD2.15) | OC / OE | LG | CLC / MCST / SIE |
| **Pupil’s Book**, p. 45, Act.2. Video 03 (p.123TB). *Watch the video.* | OC | LG | CLC / MCST |
| **Pupil’s Book**, p. 45, Act. 3. *Read and listen*(CD2.16) | OC / RC | LG | CLC / MCST / SIE |
| **Pupil’s Book**, p. 45, Act. 4. *Answer the questions.* | RC / WE | LG /P | CLC / MCST / SIE |
| **Pupil’s Book**, p. 45, Act. 5. *What other food chains can you describe?* | OE / RC | LG | CLC / MCST |
| **Activity Book**, p. 36, Act. 1. *Read and complete the sentences.* | RC | Ind | CLC / MCST / SIE |
| **Activity Book**, p. 36, Act. 2. *Look, read and number the pictures.* | RC / WE | Ind | CLC / MCST / SIE / LL |
| **Activity Book**, p. 36, Act. 3. *Look at activity 2. Write the words* | RC / WE | Ind | CLC / MCST / SIE / LL |
| *Ending the lesson*. Play a game of *True or false?* | OC | LG | CLC / MCST / SCC |

**UNIT 3 PROGRAMME OF CLASSROOM ACTIVITIES**

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| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 8: CLIL project and evaluation** | | | | | | |
| **Objectives:**   * Find out about and draw a food chain. * Review the contents of the unit. * Complete the evaluation in the Activity Book.   **Materials:**   * Reference books or access to class computers for pupils to research food chains * Paper, glue and drawing materials | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| Warmer. Play a game of *Guess What!* | OC / OE | LG | CLC / MCST / SCC | **Extra activities:** *Teacher’s Book* p. 115  **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. 6. *Find out about another food chain. Draw a*  *picture and write about it.* | OC / OE / RC | LG | CLC / MCST / SCC |
| **Activity Book**, p. 37, *Evaluation.* Act. 1. *Read and complete.* | RC / WE | Ind | LL / SIE |
| **Activity Book**, p. 37, *Evaluation.Find out about another food chain. Draw a picture and write about it.* | RC / WE | Ind | LL / SIE |
| **Activity Book**, p. 27 *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 4: GADGETS**

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| **Unit objectives** |
| In this unit pupils will be able to:   * Learn and talk about technology and gadgets. * Talk about what they did in the past (regular verbs). * Ask and answer about things they did in the past. * Practise saying regular past tense endings. * Consolidate language with a story. * Discuss the value of using technology wisely. * Practise the skills of listening and speaking, with reading in the Activity Book. * Practise the skills of reading and writing, with extended writing in the Activity Book. * Learn how to read a line graph. * Find out how often their class watches television each week and draw a line graph for it. * 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 * Word cards (TB106) * Graph paper and drawing or writing materials * Optional: instructions for the *Find someone who …* activity; sentences on paper for the reading race; questions for the Techno Kids questionnaire |
| **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 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 vocabulary for gadgets. * Listen to a dialogue about gadgets. * Listen to a recording about a technology show. * Listen to a chant focusing on pronunciation. * Listen to a dialogue about actions in the past. * Identify different verbs in the past tense. * Focus on the pronunciation of regular past tense endings. * Listen to a story to consolidate language of the unit. * Listen to a text about technological inventions and identify relevant information. * Identify vocabulary for line graphs. * Watch a video about line graphs. | B1.EC.1.  B1.EC.2.  B1.EC.3.  B1.EC.4.  B1.EC.5.  B1.EC.6.  B1.EC.7. | B1.LS.1.  B1.LS.2.  B1.LS.3.  B1.LS.4.  B1.LS.5. | CLC.1.  CLC.2.  CLC.3.  MCST.1.  MCST.2.  MCST.3.  MCST.5.  MCST.11.  DC.1.  DC.3.  SCC.1.  SCC.2.  SCC.3.  SCC.4.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  LL.4.  SIE.1.  SIE.2.  SIE.3. |
| **Sociocultural and sociolinguistic aspects:**   * Interest in learning about new inventions. * Understanding the role of technology in our lives. * Value the importance of using technology wisely. * Interest in reading and drawing line graphs. |
| **Communicative functions:**   * Greetings and introductions, apologising, thanking, invitations. * Descriptions of people, activities, places, objects, habits, plans. * Narration of past and recent events. * Asking for and offering help, information, instructions, objects, opinions, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * I listened / didn’t listen to music (on an MP4 player) * What did you do (last weekend)? I (visited) my grandparents. * (Adam Osborne) invented (the laptop) in (1981). | It was (bigger) than (laptops) today. | It was called (the Brown Box).   Recycled language:   * What gadgets have you got at home? |Have you got (an MP4 player)? Yes, I have. / No, I haven’t. | I’ve got / I haven’t got a (digital) camera. | I like (listening to music). | I (take photos) on my (smartphone). | Can you (listen to music) on (an MP4 player)? Yes, you can. * How/Where do you (make films)? * I/We/They (think of a story). | (Editing) means (choosing the best parts of a film). | Is (making films) difficult? No, it’s easy with a smartphone. * How often do you use (laptops) in lessons? | How often do you use (the internet) to (do your homework)? |
| **Very frequent oral vocabulary (reception):**   * MP4 player, headphones, television, video camera, games console, digital camera, smartphone, tablet, laptop, e-reader * grow, hut, wonderful, explorer * modern, invent, weigh * edit, special effects, difficult, easy * line graph, internet, data, axis, peak, rise, fall   Recycled vocabulary:   * listen to music, watch/make fi lms, play games, take photos, use a (tablet), read books * listen to music, watch a film,use some headphones, play games, study English,yesterday (evening), last night/Saturday, this morning; before school * family, watch television, play on a games console, listen to music, play with friends, play football, phone a friend, use a laptop, walk in the park, paint a picture, help your parents, study English, tidy your room * Antarctica, snow, tablet, diary, blanket, gadget, dates * usually, sometimes * numbers 1 to 20 |
| **Sound, accent, rhythm and intonation patterns:**   * Identify the pronunciation of past tense forms and of vocabulary for technology and gadgets. |

**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 vocabulary for gadgets. * Practise a dialogue with a partner about the use of gadgets. * Talk about things they did in the past. * Practise a chant focusing on pronunciation. * Act out a dialogue about actions in the past. * Prepare and practise a dialogue about what they did last weekend. * Identify and practise the pronunciation of regular past tense endings. * Listen to a story to consolidate language of the unit. * Ask and answer about technological inventions. * Talk about technological inventions. * Practise vocabulary for line graphs. * Ask and answer about the data in a line graph. | 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.1.  MCST.2.  MCST.3.  MCST.5.  MCST.11.  DC.1.  DC.3.  SCC.1.  SCC.2.  SCC.3.  SCC.4.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  LL.4.  SIE.1.  SIE.2.  SIE.3. |
| **Sociocultural and sociolinguistic aspects:**   * Interest in learning about new inventions. * Understanding the role of technology in our lives. * Value the importance of using technology wisely. * Interest in reading and drawing line graphs. |
| **Communicative functions:**   * Greetings and introductions, apologising, thanking, invitations. * Descriptions of people, activities, places, objects, habits, plans. * Narration of past and recent events. * Asking for and offering help, information, instructions, objects, opinions, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * I listened / didn’t listen to music (on an MP4 player) * What did you do (last weekend)? I (visited) my grandparents. * (Adam Osborne) invented (the laptop) in (1981). | It was (bigger) than (laptops) today. | It was called (the Brown Box).   Recycled language:   * What gadgets have you got at home? |Have you got (an MP4 player)? Yes, I have. / No, I haven’t. | I’ve got / I haven’t got a (digital) camera. | I like (listening to music). | I (take photos) on my (smartphone). | Can you (listen to music) on (an MP4 player)? Yes, you can. * How/Where do you (make films)? * I/We/They (think of a story). | (Editing) means (choosing the best parts of a film). | Is (making films) difficult? No, it’s easy with a smartphone. * How often do you use (laptops) in lessons? | How often do you use (the internet) to (do your homework)? |
| **Very frequent oral vocabulary (production):**   * MP4 player, headphones, television, video camera, games console, digital camera, smartphone, tablet, laptop, e-reader * grow, hut, wonderful, explorer * modern, invent, weigh * edit, special effects, difficult, easy * line graph, internet, data, axis, peak, rise, fall   Recycled vocabulary:   * listen to music, watch/make fi lms, play games, take photos, use a (tablet), read books * listen to music, watch a film,use some headphones, play games, study English,yesterday (evening), last night/Saturday, this morning; before school * family, watch television, play on a games console, listen to music, play with friends, play football, phone a friend, use a laptop, walk in the park, paint a picture, help your parents, study English, tidy your room * Antarctica, snow, tablet, diary, blanket, gadget, dates * usually, sometimes * numbers 1 to 20 |
| **Sound, accent, rhythm and intonation patterns:**   * + Practise the pronunciation of past tense forms and of vocabulary for technology and gadgets. |

**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 technology and gadgets. * Read sentences in the past tense about the use of techonology. * Identify actions in the past. * Read a story to consolidate language. * Read a text about how to make films with a smartphone. * Identify vocabulary for line graphs. | 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.8.  CLC.9.  CLC.10.  MCST.1.  MCST.2.  MCST.3.  MCST.5.  MCST.11.  DC.1.  DC.3.  SCC.1.  SCC.2.  SCC.3.  SCC.4.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  LL.4.  SIE.1.  SIE.2.  SIE.3. |
| **Sociocultural and sociolinguistic aspects:**   * Interest in learning about new inventions. * Understanding the role of technology in our lives. * Value the importance of using technology wisely. * Interest in reading and drawing line graphs. |
| **Communicative functions:**   * Greetings and introductions, apologising, thanking, invitations. * Descriptions of people, activities, places, objects, habits, plans. * Narration of past and recent events. * Asking for and offering help, information, instructions, objects, opinions, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * I listened / didn’t listen to music (on an MP4 player) * What did you do (last weekend)? I (visited) my grandparents. * (Adam Osborne) invented (the laptop) in (1981). | It was (bigger) than (laptops) today. | It was called (the Brown Box).   Recycled language:   * What gadgets have you got at home? |Have you got (an MP4 player)? Yes, I have. / No, I haven’t. | I’ve got / I haven’t got a (digital) camera. | I like (listening to music). | I (take photos) on my (smartphone). | Can you (listen to music) on (an MP4 player)? Yes, you can. * How/Where do you (make films)? * I/We/They (think of a story). | (Editing) means (choosing the best parts of a film). | Is (making films) difficult? No, it’s easy with a smartphone. * How often do you use (laptops) in lessons? | How often do you use (the internet) to (do your homework)? |
| **Very frequent written vocabulary (reception):**   * MP4 player, headphones, television, video camera, games console, digital camera, smartphone, tablet, laptop, e-reader * grow, hut, wonderful, explorer * modern, invent, weigh * edit, special effects, difficult, easy * line graph, internet, data, axis, peak, rise, fall   Recycled vocabulary:   * listen to music, watch/make fi lms, play games, take photos, use a (tablet), read books * listen to music, watch a film,use some headphones, play games, study English,yesterday (evening), last night/Saturday, this morning; before school * family, watch television, play on a games console, listen to music, play with friends, play football, phone a friend, use a laptop, walk in the park, paint a picture, help your parents, study English, tidy your room * Antarctica, snow, tablet, diary, blanket, gadget, dates * usually, sometimes * numbers 1 to 20 |
| **Graphic patterns and speling conventions:**   * + Identify the spelling of past tense forms and of vocabulary for technology and gadgets. |

**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 technology and gadgets. * Complete and write sentences to practise the new structures of the unit. * Ask and answer about the past. * Write a text about their favourite gadget, saying what it is and what they like doing with it. | B4.EC.1.  B4.EC.2.  B4.EC.3.  B4.EC.4.  B4.EC.5.  B4.EC.6.  B4.EC.7. | B4.LO1.  B4.LS.2.  B4.LS.3. | CLC.11.  CLC.12.  CLC.13.  CLC.14.  MCST.1.  MCST.2.  MCST.3.  MCST.5.  MCST.11.  DC.1.  DC.3.  SCC.1.  SCC.2.  SCC.3.  SCC.4.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  LL.4.  SIE.1.  SIE.2.  SIE.3. |
| **Sociocultural and sociolinguistic aspects:**   * Interest in learning about new inventions. * Understanding the role of technology in our lives. * Value the importance of using technology wisely. * Interest in reading and drawing line graphs. |
| **Communicative functions:**   * Greetings and introductions, apologising, thanking, invitations. * Descriptions of people, activities, places, objects, habits, plans. * Narration of past and recent events. * Asking for and offering help, information, instructions, objects, opinions, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * I listened / didn’t listen to music (on an MP4 player) * What did you do (last weekend)? I (visited) my grandparents. * (Adam Osborne) invented (the laptop) in (1981). | It was (bigger) than (laptops) today. | It was called (the Brown Box).   Recycled language:   * What gadgets have you got at home? |Have you got (an MP4 player)? Yes, I have. / No, I haven’t. | I’ve got / I haven’t got a (digital) camera. | I like (listening to music). | I (take photos) on my (smartphone). | Can you (listen to music) on (an MP4 player)? Yes, you can. * How/Where do you (make films)? * I/We/They (think of a story). | (Editing) means (choosing the best parts of a film). | Is (making films) difficult? No, it’s easy with a smartphone. * How often do you use (laptops) in lessons? | How often do you use (the internet) to (do your homework)? |
| **Very frequent written vocabulary (production):**   * MP4 player, headphones, television, video camera, games console, digital camera, smartphone, tablet, laptop, e-reader * grow, hut, wonderful, explorer * modern, invent, weigh * edit, special effects, difficult, easy * line graph, internet, data, axis, peak, rise, fall   Recycled vocabulary:   * listen to music, watch/make fi lms, play games, take photos, use a (tablet), read books * listen to music, watch a film,use some headphones, play games, study English,yesterday (evening), last night/Saturday, this morning; before school * family, watch television, play on a games console, listen to music, play with friends, play football, phone a friend, use a laptop, walk in the park, paint a picture, help your parents, study English, tidy your room * Antarctica, snow, tablet, diary, blanket, gadget, dates * usually, sometimes * numbers 1 to 20 |
| **Graphic patterns and speling conventions:**   * Write past tense forms and vocabulary for technology and gadgets. |

**UNIT 4 PROGRAMME OF CLASSROOM ACTIVITIES**

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| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 1: Presentation and practice of vocabulary** | | | | | | |
| **Objectives:**   * Learn and talk about technology and gadgets.   **Materials:**   * CD 2 * Optional: Word cards (TB106) | | | | | | |
| **Activities** | **Skills/ Blocks[[20]](#footnote-20)** | **Interaction[[21]](#footnote-21)** | **Competences[[22]](#footnote-22)** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Introduce gadgets. | 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** |  |  |
| **Pupil’s Book**, p. 48, Act. 1. *Listen. and look*(CD2.17) | OC | Ind / LG | CLC / SCC |
| **Pupil’s Book**, p. 48, Act. 2. *Listen and repeat. Then match.* (CD2.18) | OC / OE | Ind / LG | CLC / SCC |
| **Pupil’s Book**, p. 48, Act. 3. *Listen and answer the questions. Then practise with a friend.*(CD2.19) | OE / OC | P / LG | CLC / SCC / SIE |
| **Pupil’s Book**, p. 48, Act 4*.What gadgets have you got? Ask and answer.* | OE / OC | P / LG | CLC / SCC / SIE |
| **Activity Book**, p. 38, Act. 1. *Write the words.* | WE / RC | Ind | CLC / SIE |
| **Activity Book**, p. 38, Act. 2**.** *Read and complete the sentences.* | WE / RC | Ind | SIE / MCST / RC |
| **Activity Book**, p. 38, Act. 3**.** *Read and circle the odd ones out.* | RC | Ind | SIE / MCST / RC |
| ***My picture dictionary* ➔***p. 88: Write the new words.* | WE / RC | Ind | SIE / MCST / CLC |
| *Ending the lesson*. Play the *Sentence chain game.* | OC / OE | LG / P | CLC / SCC / SIE |

**UNIT 4 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 2: Presentation and practice of grammar 1** | | | | | | |
| **Objectives:**   * Talk about what they did in the past (regular verbs).   **Materials:**   * CD 2 * Optional: Word cards (TB106) | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play *Stand up and sit down.* | 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 past tense. | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 49, Act. 5. *Read and listen****.***(CD2.20) | OC / RC | Ind / LG | CLC / SIE |
| **Pupil’s Book**, p. 49, Act. 6. *Read and say the names* | RC / OE | Ind / LG | CLC/ SIE |
| **Pupil’s Book**, p. 49, Act. 7. *Make true and false sentences about you.*  *Then talk to a friend.* | WE / OE | P / LG | CLC/ SIE |
| **Pupil’s Book**, p. 49, Act. 8 *Go to page 102. Listen and repeat thechant.* (CD2.21) | OC / OE | Ind / LG | CLC / SIE / LL |
| **Activity Book**, p. 39, Act. 4. *Complete the sentences about yesterday with words in the box****.*** | RC | Ind | CLC / SIE |
| **Activity Book**, p. 39, Act. 5. *Read and correct the sentences.* | RC / WE | Ind | CLC / SIE |
| **Activity Book**, p. 39, Act. 6 *Write about last week. Use the words in the box and your own ideas.* | RC / WE | Ind | CLC / SIE |
| *Ending the lesson*. Make sentences in the past tense. | OC / OE / WE | LG | CLC / SCC / SIE |

**UNIT 4 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 3: Presentation and practice of grammar 2** | | | | | | |
| **Objectives:**   * Ask and answer about things they did in the past. * Practise saying regular past tenses endings.   **Materials:**   * CD 2; Word cards (TB106) * Optional: slips of paper and a bag | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play *Pass the word cards.* | OC / OE / RC | 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 did you do (last weekend)?* | OC / OE | LG | CLC/ SIE |
| **Pupil’s Book**, p. 50, Act. 9. *Who did Emma visit last weekend? Listen and choose.* (CD2.22) | OC / OE | LG | CLC / CAE |
| **Pupil’s Book**, p. 50, Act. 10. *Listen again and practise.* (CD2.22) | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 50, Act. 11*Choose four activities you did last weekend. Then talk to some friends****.*** | RC / OE / OC | LG | CLC / SIE / SCC |
| **Pupil’s Book**, p. 50, Act. 12 *Can you hear the different endings? Listen and repeat****.***(CD2.23),(CD2.24) | OC / OE | LG | CLC / SIE / SCC |
| **Activity Book**, p. 40, Act. 7.*Read and complete the questions and answers* | WE / RC | Ind | CLC / SIE |
| **Activity Book**, p. 40, Act. 8. *Complete the questions and answers. Use your own information.* | RC / WE | Ind | CLC |
| *Ending the lesson*. Play *So I did.* | OE / OC | LG | CLC / SIE / SCC |

**UNIT 4 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 4: Story and Value** | | | | | | |
| **Objectives:**   * Consolidate language with a story. * Discuss the value of using technology wisely.   **Materials:**   * CD 2 | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Remind pupils of the story from the previous lesson. | 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. Act. 13, *Read and listen.* (CD2.25) | OC / RC | LG | CLC / SIE / SCC |
| **Pupil’s Book**, p. 41, *Value. Use technology wisely* | OC / RC | LG | CLC / SIE / SCC |
| **Activity Book**, p. 41, Act. 9 *Read the story again and complete the sentences. Then number.* | RC | Ind | CLC / SIE / SCC |
| **Activity Book**, .p.41, Act. 10. *Read and match.* | RC | Ind | CLC |
| **Activity Book,** p. 41, Act 11*, Write the sentences. Then tick the ones that show the value: use technology wisely.* | OE / WE | Ind | CLC / SCC |
| *Ending the lesson*. Oral activity with *Would you lik e…?* | OC / OE | Ind | CLC / SIE |

**UNIT 4 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 5: Listening and speaking** | | | | | | |
| **Objectives:**   * Practise the skills of listening and speaking, with reading in the Activity Book.   **Materials:**   * CD 2 | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play *Ten lives.* | 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** |  |  |
| **Pupil’s Book**, p. 52, *Which gadgets have you got?* | OC / OE | LG | CLC |
| **Pupil’s Book**, p. 52, Act. 14. *Listen and match. (*CD2.26) | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 52, Act. 15. *Listen again and answer the questions* (CD2.26) | OC / RC | LG | CLC / SIE |
| **Pupil’s Book**, p. 52, Act. 16. *Decide which inventions are the most useful.* (CD2.27) | WE / OC / OE | LG / P | CLC / SIE |
| **Activity Book**, p. 42, Act. 12 *Read Ben’s report and circle the correct answers.* | RC | Ind | CLC / SIE |
| **Activity Book**, p. 42, Act. 13. *How to use full stops and exclamation marks* | RC / WE | Ind | CLC / SIE |
| *Ending the lesson*. Play a game of *Starting letters.* | OC / OE | LG | CLC / SCC |

**UNIT 4 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 6: Reading and writing** | | | | | | |
| **Objectives:**   * Practise the skills of reading and writing.   **Materials:**   * CD 2 * Small gadgets or other objects * Optional: pupils’ recording gadgets | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play the *Yes/No* game. | 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** |  |  |
| **Pupil’s Book**, p.53*, What does Max like using his smartphone for?* | OC / OE | LG | CLC / SCC |
| **Pupil’s Book**, p.53, Act. 17.*Read and listen****.***(CD2.28) | OC / RC | LG | CLC / SCC |
| **Pupil’s Book**, p. 53 Act. 18. *Read again and correct the sentences****.*** | RC | LG / P | CLC / SIE |
| **Pupil’s Book**, p.53*, Think of your favourite gadget.* | OC / OE | LG / P | CLC |
| **Activity Book**, p.43, Act. 14 *Find out about a gadget or other invention.*  *Make notes about it.* | WE / RC | Ind | SIE / SCC |
| **Activity Book**, p. 43, Act. 15**.** *Write a report about the gadget or invention.* | WE | Ind | CLC / SIE / LL |
| *Ending the lesson* Play *What’s behind my back?* | OC / OE | LG / P | CLC |

**UNIT 4 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 7: CLIL – *MATHS*** | | | | | | |
| **Objectives:**   * Learn how to read a line graph.   **Materials:**   * CD 2 * Optional: DVD; instructions for the *Find someone who … activity* | | | | | | |
| **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. 116  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| **Pupil’s Book**, p. 54, *How do we read a line graph?* | OC / OE | LG | CLC / MCST |
| **Pupil’s Book**, p. 55, Act. 1 *Listen and repeat,* (CD2.29) | OC / OE | LG | CLC / MCST / SIE |
| **Pupil’s Book**, p. 55, Act.2 Video 04 (p.123-124TB). *Watch the video.* | OC | LG | CLC / MCST |
| **Pupil’s Book**, p. 55, Act. 3 *Look at activity 1. Listen and read the data on the line graph.* | OC / RC | LG | CLC / MCST / SIE |
| **Pupil’s Book**, p. 55, Act. 4 *Answer the questions.* | RC / WE | LG / P | CLC / MCST / SIE |
| **Pupil’s Book**, p. 55, Act. 5 *What different data can you put in a line graph?* | OE / RC | LG | CLC / MCST |
| **Activity Book**, p. 44, Act. 1 *How many computer games did the class buy last year? Draw the data on the line graph.* | RC | Ind | CLC / MCST / SIE |
| **Activity Book**, p. 44, Act. 2. *Look at activity 1. Answer the questions.* | RC / WE | Ind | CLC / MCST / SIE / LL |
| *Ending the lesson*. Play a game of *Guess the answers.* | OC | LG | CLC / MCST / SCC |

**UNIT 4 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 8: CLIL project and evaluation** | | | | | | |
| **Objectives:**   * Find out how often their class watches television each week and draw a line graph for it. * Review the contents of the unit. * Complete the evaluation in the Activity Book.   **Materials:**   * Graph paper and drawing or writing materials * Optional: sentences on paper for the reading race; questions for the Techno kids questionnaire | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| Warmer. Oral activity to review the contents of the unit. | 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. 55, Act. 6. *Find out how often you and your classmates watch television each week. Draw and label a line graph and then put your data into it.* | OC / OE / RC | LG | CLC / MCST / SCC |
| **Activity Book**, p.45, *Evaluation.* Act. 1. *Read the conversation and correct the eight mistakes.* | RC / WE | Ind | LL / SIE |
| **Activity Book**, p. 45, *Evaluation.* Act. 2,*Look at activity 1. Complete the questions and answers.* | RC / WE | Ind | LL / SIE |
| **Activity Book**, p. 27 *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 5: THE NATURAL WORLD**

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| **Unit objectives** |
| In this unit pupils will be able to:   * Learn and talk about natural features in a landscape. * Talk about what they did on holiday. * Practise stressing the strongest words in a sentence. * Ask and answer about activities people did on holiday. * Consolidate language with a story. * Discuss the value of encouraging your friends. * Practise the skills of listening and speaking, with reading in the Activity Book. * Practise the skills of reading and writing, with extended writing in the Activity Book. * Learn about what happens when a volcano erupts. * Find out about a volcano in their continent and write about it. * 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 * Word cards (TB107) * Reference books or access to class computers for pupils to research volcanoes (alternatively, pupils’ pictures and information brought in from home); paper, glue and drawing materials * Optional: an *Our world* quiz (TB116); a drinks carton, a crisp packet, a ticket to the cinema, a bus or train ticket and a postcard or similar for the *Rubbish detectives* game; pictures of unusual plants and animals downloaded from the internet or cut out from magazines; a world map or globe; red sticky dots; a list of active volcanoes, dictionaries |
| **Mixed-ability resources** |
| * Reinforcement and Extension activities. Teacher’s Book p. 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 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 vocabulary for natural features in a landscape. * Listen to a dialogue about what two pupils did on holiday. * Listen to a recording about animals from different habitats. * Listen to a chant focusing on pronunciation. * Identify different verbs in the past tense. * Talk about things they did on their last holiday. * Identify the strongest word in a sentence. * Listen to a story to consolidate language of the story. * Listen to a text about where some people went on holiday. * Identify vocabulary for volcanic eruptions. * Watch a video about volcanoes. | B1.EC.1.  B1.EC.2.  B1.EC.3.  B1.EC.4.  B1.EC.5.  B1.EC.6.  B1.EC.7. | B1.LS.1.  B1.LS.2.  B1.LS.3.  B1.LS.4.  B1.LS.5. | CLC.1.  CLC.2.  CLC.3.  MCST.3.  MCST.5.  MCST.7.  MCST.8.  MCST.10.  MCST.11.  DC.1.  DC.3.  SCC.1.  SCC.2.  SCC.3.  SCC.4.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  LL.4.  SIE.1.  SIE.2.  SIE.3. |
| **Sociocultural and sociolinguistic aspects:**   * Value the importance of encouraging your friends. * Value the importance of respecting and protecting nature. * Interest in learning about tourist destinations around the world. |
| **Communicative functions:**   * Greetings and introductions, apologising, thanking, invitations. * Descriptions of people, activities, places, objects, habits, plans. * Narration of past and recent events. * Asking for and offering help, information, instructions, objects, opinions, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * My family went to Iceland. | Where did you go? * Did you/he/she (see these statues)? Yes, I/he/she did. / No, I/he/she didn’t.   Recycled language:   * You can (climb the highest mountain). | A (volcano) looks like (a mountain). | There’s a lot of (sand) in a (desert). | * A (jungle) is (a tropical forest). | (An island) is (smaller) than (an ocean). * What did you do (in the holidays)? | What did you see / eat and drink? * Where did (Emma) go on holiday? * Let’s (try this path). | I don’t like (bats). |Don’t worry. | We’re very sorry. | You can help us. |(Four actors) didn’t (come) (this morning). | I’m not good at (acting). | You’re a (great actor). * The park is (beautiful). | There are (mountains, volcanoes and rainforests). | You can only (visit gorillas with a guide). | (Father gorillas) are called (silverbacks). | * It was the most (exciting) day of my life. |
| **Very frequent oral vocabulary (reception):**   * mountain, volcano, desert, cave, forest, jungle, waterfall, river, island, lake | discover, tropical * went, saw, had, drank, swam, caught, ate * encourage, get out, path, director * bilby, armadillo lizard, rafflesia, parrotfl ower, baseball plant, rainforest * silverback, guide * erupt, crater, lava, rock, ash, active   Recycled vocabulary:   * wonderful, climb, see, dangerous, walk, hot, sand, explore, under, ground, trees, hear, noise, swim, long, big * activities at home * see statues/animals / a cave |swim in a lake, climb a mountain, have a picnic, drink coffee, go on a boat trip, catch a fish, take photos, visit a museum * country, tablet, cave, try, bat, actor * desert * landscape features, family, gorilla * before, after, hot, inside, fly,stop, plants |
| **Sound, accent, rhythm and intonation patterns:**   * Identify the intonation in different sentences focusing on the strongest words. |

**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 vocabulary for natural features in a landscape. * Practise a dialogue about where they went on holiday. * Talk about the importance of encouraging your friends. * Practise a chant focusing on pronunciation. * Prepare and practise a dialogue about where they went on their last holiday. * Practise intonation of sentences stressing the strongest words. * Answer questions about a trip to a volcano. * Practise vocabulary for animals from different habitats. * Ask and answer about volcanic eruptions. | 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.5.  MCST.7.  MCST.8.  MCST.10.  MCST.11.  DC.1.  DC.3.  SCC.1.  SCC.2.  SCC.3.  SCC.4.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  LL.4.  SIE.1.  SIE.2.  SIE.3. |
| **Sociocultural and sociolinguistic aspects:**   * Value the importance of encouraging your friends. * Value the importance of respecting and protecting nature. * Interest in learning about tourist destinations around the world. |
| **Communicative functions:**   * Greetings and introductions, apologising, thanking, invitations. * Descriptions of people, activities, places, objects, habits, plans. * Narration of past and recent events. * Asking for and offering help, information, instructions, objects, opinions, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * My family went to Iceland. | Where did you go? * Did you/he/she (see these statues)? Yes, I/he/she did. / No, I/he/she didn’t.   Recycled language:   * You can (climb the highest mountain). | A (volcano) looks like (a mountain). | There’s a lot of (sand) in a (desert). | * A (jungle) is (a tropical forest). | (An island) is (smaller) than (an ocean). * What did you do (in the holidays)? | What did you see / eat and drink? * Where did (Emma) go on holiday? * Let’s (try this path). | I don’t like (bats). |Don’t worry. | We’re very sorry. | You can help us. |(Four actors) didn’t (come) (this morning). | I’m not good at (acting). | You’re a (great actor). * The park is (beautiful). | There are (mountains, volcanoes and rainforests). | You can only (visit gorillas with a guide). | (Father gorillas) are called (silverbacks). | * It was the most (exciting) day of my life. |
| **Very frequent oral vocabulary (production):**   * mountain, volcano, desert, cave, forest, jungle, waterfall, river, island, lake | discover, tropical * went, saw, had, drank, swam, caught, ate * encourage, get out, path, director * bilby, armadillo lizard, rafflesia, parrotfl ower, baseball plant, rainforest * silverback, guide * erupt, crater, lava, rock, ash, active   Recycled vocabulary:   * wonderful, climb, see, dangerous, walk, hot, sand, explore, under, ground, trees, hear, noise, swim, long, big * activities at home * see statues/animals / a cave |swim in a lake, climb a mountain, have a picnic, drink coffee, go on a boat trip, catch a fish, take photos, visit a museum * country, tablet, cave, try, bat, actor * desert * landscape features, family, gorilla * before, after, hot, inside, fly,stop, plants |
| **Graphic patterns and spelling conventions:**   * Practicar la entonación de oraciones remarcando las palabras fuertes. |

**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 natural elements in a landscape. * Read sentences about where they went on their last holiday. * Identify questions in the past tense. * Read a story to consolidate language. * Read a text about a trip to a volcano. * Identify vocabulary for volcanic eruptions. | 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.8.  CLC.9.  CLC.10.  MCST.3.  MCST.5.  MCST.7.  MCST.8.  MCST.10.  MCST.11.  DC.1.  DC.3.  SCC.1.  SCC.2.  SCC.3.  SCC.4.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  LL.4.  SIE.1.  SIE.2.  SIE.3. |
| **Sociocultural and sociolinguistic aspects:**   * Value the importance of encouraging your friends. * Value the importance of respecting and protecting nature. * Interest in learning about tourist destinations around the world. |
| **Communicative functions:**   * Greetings and introductions, apologising, thanking, invitations. * Descriptions of people, activities, places, objects, habits, plans. * Narration of past and recent events. * Asking for and offering help, information, instructions, objects, opinions, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * My family went to Iceland. | Where did you go? * Did you/he/she (see these statues)? Yes, I/he/she did. / No, I/he/she didn’t.   Recycled language:   * You can (climb the highest mountain). | A (volcano) looks like (a mountain). | There’s a lot of (sand) in a (desert). | * A (jungle) is (a tropical forest). | (An island) is (smaller) than (an ocean). * What did you do (in the holidays)? | What did you see / eat and drink? * Where did (Emma) go on holiday? * Let’s (try this path). | I don’t like (bats). |Don’t worry. | We’re very sorry. | You can help us. |(Four actors) didn’t (come) (this morning). | I’m not good at (acting). | You’re a (great actor). * The park is (beautiful). | There are (mountains, volcanoes and rainforests). | You can only (visit gorillas with a guide). | (Father gorillas) are called (silverbacks). | * It was the most (exciting) day of my life. |
| **Very frequent written vocabulary (reception):**   * mountain, volcano, desert, cave, forest, jungle, waterfall, river, island, lake | discover, tropical * went, saw, had, drank, swam, caught, ate * encourage, get out, path, director * bilby, armadillo lizard, rafflesia, parrotfl ower, baseball plant, rainforest * silverback, guide * erupt, crater, lava, rock, ash, active   Recycled vocabulary:   * wonderful, climb, see, dangerous, walk, hot, sand, explore, under, ground, trees, hear, noise, swim, long, big * activities at home * see statues/animals / a cave |swim in a lake, climb a mountain, have a picnic, drink coffee, go on a boat trip, catch a fish, take photos, visit a museum * country, tablet, cave, try, bat, actor * desert * landscape features, family, gorilla * before, after, hot, inside, fly,stop, plants |
| **Graphic patterns and spelling conventions:**   * + Identify the spelling of vocabulary for natural features in a landscape. |

**UNIT 5 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 natural features in a landscape. * Complete and write sentences to practise the new structures of the unit. * Ask and answer about their last holiday. * Write a text about a place they have visited. | B4.EC.1.  B4.EC.2.  B4.EC.3.  B4.EC.4.  B4.EC.5.  B4.EC.6.  B4.EC.7. | B4.LS.1.  B4.LS.2.  B4.LS.3. | CLC.11.  CLC.12.  CLC.13.  CLC.14.  MCST.3.  MCST.5.  MCST.7.  MCST.8.  MCST.10.  MCST.11.  DC.1.  DC.3.  SCC.1.  SCC.2.  SCC.3.  SCC.4.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  LL.4.  SIE.1.  SIE.2.  SIE.3. |
| **Sociocultural and sociolinguistic aspects:**   * Value the importance of encouraging your friends. * Value the importance of respecting and protecting nature. * Interest in learning about tourist destinations around the world. |
| **Communicative functions:**   * Greetings and introductions, apologising, thanking, invitations. * Descriptions of people, activities, places, objects, habits, plans. * Narration of past and recent events. * Asking for and offering help, information, instructions, objects, opinions, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * My family went to Iceland. | Where did you go? * Did you/he/she (see these statues)? Yes, I/he/she did. / No, I/he/she didn’t.   Recycled language:   * You can (climb the highest mountain). | A (volcano) looks like (a mountain). | There’s a lot of (sand) in a (desert). | * A (jungle) is (a tropical forest). | (An island) is (smaller) than (an ocean). * What did you do (in the holidays)? | What did you see / eat and drink? * Where did (Emma) go on holiday? * Let’s (try this path). | I don’t like (bats). |Don’t worry. | We’re very sorry. | You can help us. |(Four actors) didn’t (come) (this morning). | I’m not good at (acting). | You’re a (great actor). * The park is (beautiful). | There are (mountains, volcanoes and rainforests). | You can only (visit gorillas with a guide). | (Father gorillas) are called (silverbacks). | * It was the most (exciting) day of my life. |
| **Very frequent written vocabulary (production):**   * mountain, volcano, desert, cave, forest, jungle, waterfall, river, island, lake | discover, tropical * went, saw, had, drank, swam, caught, ate * encourage, get out, path, director * bilby, armadillo lizard, rafflesia, parrotfl ower, baseball plant, rainforest * silverback, guide * erupt, crater, lava, rock, ash, active   Recycled vocabulary:   * wonderful, climb, see, dangerous, walk, hot, sand, explore, under, ground, trees, hear, noise, swim, long, big * activities at home * see statues/animals / a cave |swim in a lake, climb a mountain, have a picnic, drink coffee, go on a boat trip, catch a fish, take photos, visit a museum * country, tablet, cave, try, bat, actor * desert * landscape features, family, gorilla * before, after, hot, inside, fly,stop, plants |
| **Graphic patterns and spelling conventions:**   * Write vocabulary for natural features in a landscape. |

**UNIT 5 PROGRAMME OF CLASSROOM ACTIVITIES**

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| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 1: Presentation and practice of vocabulary** | | | | | | |
| **Objectives:**   * Learn and talk about natural features in a landscape.   **Materials:**   * CD 2 * Optional: Word cards (TB107), An *Our world quiz* (TB116) | | | | | | |
| **Activities** | **Skills/ Blocks[[24]](#footnote-24)** | **Interaction[[25]](#footnote-25)** | **Competences[[26]](#footnote-26)** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Oral activity to introduce the topic of the lesson. | 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** |  |  |
| **Pupil’s Book**, p. 60, Act. 1. *Listen. and look*(CD2.32) | OC | Ind / LG | CLC / SCC / MCST |
| **Pupil’s Book**, p. 60, Act. 2. *Listen and repeat. Then match.* (CD2.33) | OC / OE | Ind / LG | CLC / SCC / MCST |
| **Pupil’s Book**, p. 60, Act. 3. *Listen and say true or false. Then practise with a friend.* (CD2.34) | OE / OC | P / LG | CLC / SCC / SIE |
| **Pupil’s Book**, p. 60 Act 4*.Which of these things would you like to see? Ask and answer.* | OE / OC | LG | CLC / SCC / SIE |
| **Activity Book**, p. 48, Act. 1. *Read and circle the correct words.* | WE / RC | Ind | CLC / SIE |
| **Activity Book**, p. 48, Act. 2**.** *Write the sentences.* | WE / RC | Ind | SIE / MCST / CLC |
| ***My picture dictionary* ➔***p. 89: Write the new words.* | WE / RC | Ind | SIE / MCST / CLC |
| *Ending the lesson*. Oral activity to review the contents of the lesson. | OC / OE | LG / P | CLC / SCC / SIE |

**UNIT 5 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 2: Presentation and practice of grammar 1** | | | | | | |
| **Objectives:**   * Talk about what they did on holiday. * Practise stressing the strongest words in a sentence.   **Materials:**   * CD 2 * Optional: holiday photos or postcards from your or your pupils’ last holidays | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Oral activity to introduce the contents of the lesson. | 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*. Introduce the past tense of some irregular verbs. | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 61, Act. 5. *Read and listen****.***(CD2.35) | OC / RC | Ind / LG | CLC / SIE |
| **Pupil’s Book**, p. 61, Act. 6. *Read and correct the sentences* | RC / OE | Ind / LG | CLC / SIE |
| **Pupil’s Book**, p. 61, Act. 7. *Think about your holiday last summer. Then ask and answer.* | WE / OE | P / LG | CLC / SIE |
| **Pupil’s Book**, p. 61, Act. 8 *Which words sound the strongest? Listen and repeat.* (CD2.36) (CD2.37) | OC / OE | Ind / LG | CLC / SIE / LL |
| **Activity Book**, p. 49, Act. 3. *Read Dave’s and Amber’s holiday lists. Correct the mistakes in the sentences.* | RC | Ind | CLC / SIE |
| **Activity Book**, p. 49, Act. 4*. Look at activity 3. Read and complete the answers.* | RC / WE | Ind | CLC / SIE |
| **Activity Book**, p. 49, Act. 5 *Answer the questions about you.* | RC / WE | Ind | CLC / SIE |
| *Ending the lesson*. Oral activity to review the past tense of irregular verbs. | OC / OE / WE | LG | CLC / SCC / SIE |

**UNIT 5 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 3: Presentation and practice of grammar 2** | | | | | | |
| **Objectives:**   * Ask and answer about activities people did on holiday.   **Materials:**   * CD 2; Word cards (TB107) * Optional: a drinks carton, a crisp packet, a ticket to the cinema, a bus or train ticket and a postcard or similar for the *Rubbish detectives* game | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play *What’s missing?* | OC / OE / RC | LG | CLC / SIE | **Extra activities:** *Teacher’s Book* p. 116-117  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation*. Introduce *Did you/he/she (see these statues)? Yes, I/he/she did. / No, I/he/she didn’t.* | OC / OE | LG | CLC/ SIE |
| **Pupil’s Book**, p. 62, Act. 9. *Where did Emma go on holiday? Listen and choose.* (CD2.38) | OC / OE | LG | CLC / CAE |
| **Pupil’s Book**, p. 62, Act. 10. *Listen again and practise.* (CD2.38) | CO / EO | LG | CLC / SIE |
| **Pupil’s Book**, p. 62, Act. 11 *Look at Alex’s holiday scrapbook. Then ask and answer.* | RC / OE / OC | LG / P | CLC / SIE / SCC |
| **Pupil’s Book**, p. 62, Act. 12 *Go to page 103. Listen and repeat the chant.* | OC /OE | LG | CLC / SIE / SCC |
| **Activity Book**, p. 50, Act. 6. *Complete the questions and answers.* | WE / RC | Ind | CLC / SIE |
| **Activity Book**, p. 50, Act. 7. *Complete the questions and answers about you.* | RC / WE | Ind | CLC |
| *Ending the lesson*. Play the *Yes / No* game. | OE / OC | LG | CLC / SIE / SCC |

**UNIT 5 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 4: Story and Value** | | | | | | |
| **Objectives:**   * Consolidate language with a story- * Discuss the value of encouraging your friends.   **Materials:**   * CD 2 * Optional: Word cards (TB107) | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Remind pupils of the story from the previous unit. | OC / OE | LG | CLC / SIE / SCC | **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. 63. Act. 13, *Read and listen.* (CD2.40) | OC / RC | LG | CLC / SIE / SCC |
| **Pupil’s Book**, p. 63, *Value. Encourage your friends.* | OC / RC | LG | CLC / SIE / SCC |
| **Activity Book**, p. 51, Act. 8 *Read the story again. Then put the words in order and number.* | RC | Ind | CLC / SIE / SCC |
| **Activity Book**, .p.51, Act. 9. *Read and circle the correcth words* | RC | Ind | CLC |
| **Activity Book,** p. 51, Act 10*, Write the sentences. Then tick the one that show the value: encourage your friends.* | OE / WE | Ind | CLC / SCC |
| *Ending the lesson*. Oral activity to review the contents of the lesson. | OC / OE | Ind | CLC / SIE |

**UNIT 5 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 5: Listening and speaking** | | | | | | |
| **Objectives:**   * Practise the skills of listening and speaking, with reading in the Activity Book.   **Materials:**   * CD 2 * Optional: pictures of unusual plants and animals downloaded from the internet or cut out from magazines | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play the *Drawing game.* | 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** |  |  |
| **Pupil’s Book**, p. 64, *What is the most interesting animal you can think of?* | OC / OE | LG | CLC |
| **Pupil’s Book**, p. 64, Act. 14.*Where can you find them? Listen and say rainforest or desert.* (CD2.41) | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 64, Act. 15. *Listen again and choose the words****.***(CD2.41) | OC / RC | LG | CLC / SIE |
| **Pupil’s Book**, p. 64, Act. 16. *Identify animals and plants.* (CD2.42) | WE / OC / OE | LG / P | CLC / SIE |
| **Activity Book**, p. 52, Act. 11 *Read the holiday reviews. Change the underlined words to say what happened. Then match.* | RC | Ind | CLC / SIE |
| **Activity Book**, p. 52, Act. 12. *Look at activity 11. Answer the questions.* | RC / WE | Ind | CLC / SIE |
| **Activity Book**, p. 52, Act. 13. *How to describe things.* | RC | Ind | CLC / SIE |
| *Ending the lesson*. Play a game of *True or false?* | OC / OE | LG | CLC / SCC |

**UNIT 5 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 6: Reading and writing** | | | | | | |
| **Objectives:**   * Practise the skills of reading and writing.   **Materials:**   * CD 2 | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play a game of *Yes/No.* | 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** |  |  |
| **Pupil’s Book**, p.65*, What did Billy do on holiday?* | OC / OE | LG | CLC / SCC |
| **Pupil’s Book**, p.65, Act. 17.*Read and listen****.***(CD2.43) | OC / RC | LG | CLC / SCC |
| **Pupil’s Book**, p. 65 Act. 18.*Read again and answer the questions* | RC / WE | LG / P | CLC / SIE |
| **Pupil’s Book**, p.65*, Think of your favourite holiday.* | OC / OE / WE | LG / P | CLC |
| **Activity Book**, p.53, Act. 14 *Make notes about a place you visited. Use words to describe things.* | WE / RC | Ind | SIE / SCC |
| **Activity Book**, p. 53, Act. 15**.** *Write a review of the place you visited. Draw a picture.* | WE | Ind | CLC / SIE / LL |
| *Ending the lesson* Oral activity to review the contents of the lesson. | OC / OE | LG / P | CLC |

**UNIT 5 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 7: CLIL – *GEOGRAPHY*** | | | | | | |
| **Objectives:**   * Learn about what happens when a volcano erupts.   **Materials:**   * CD 2 * Optional: DVD; a world map or globe; red sticky dots; a list of active volcanoes; dictionaries | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Oral activity to introduce the contents of the lesson. | 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. 66, Act. 1, *What happens when a volcano erupts?* | OC / OE | LG | CLC / MCST |
| **Pupil’s Book**, p. 67, Act.1, *Listen and repeat* (CD2.44) | OC / OE | LG | CLC / MCST / SIE |
| **Pupil’s Book**, p. 67, Act.2 Video 5 (p.124TB). *Watch the video.* | OC | LG | CLC / MCST |
| **Pupil’s Book**, p. 67, Act. 3 *Read and listen.* | OC / RC | LG | CLC / MCST / SIE |
| **Pupil’s Book**, p. 67, Act. 4 *Answer the questions.* | RC / WE | LG / P | CLC / MCST / SIE |
| **Pupil’s Book**, p. 67, Act. 5 *Which volcano would you like to see?* | OE / RC | LG | CLC / MCST |
| **Activity Book**, p. 54 Act. 1*Look and complete the picture with the words in the box.* | RC | Ind | CLC / MCST / SIE |
| **Activity Book**, p. 54, Act. 2. *Read and match the words to their meanings..* | RC | Ind | CLC / MCST / SIE / LL |
| **Activity Book**, p. 54, Act. 3. *Read and complete the sentences. Then number.* | RC | Ind | CLC / MCST / SIE / LL |
| *Ending the lesson*. Play *Starting letters.* | OC | LG | CLC / MCST / SCC |

**UNIT 5 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 8: CLIL project and evaluation** | | | | | | |
| **Objectives:**   * Find out about a volcano in their continent and write about it. * Review the contents of the unit. * Complete the evaluation in the Activity Book*.*   **Materials:**   * Reference books or access to class computers for pupils to research volcanoes (alternatively, pupils’ pictures and information brought in from home); paper, glue and drawing materials | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| Warmer. Oral activity to review the contents of the unit. | OC / OE | 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* |  |
| **Pupil’s Book**, p. 67, Act. 6. *Find out about a volcano in your continent. Write a fact file about it.* | OC / OE / RC | LG | CLC / MCST / SCC |
| **Activity Book**, p.55, *Evaluation.* Act. 1. *Complete the questions and answers.* | RC / WE | Ind | LL / SIE |
| **Activity Book**, p. 55, *Evaluation.* Act. 2,*Look at activity 1. Anwser the questions* | RC / WE | Ind | LL / SIE |
| **Activity Book**, p. 55, *Evaluation*. Act. 3. *Complete the sentences about this unit.* | WE | Ind | CLC / LL / SIE |
| *Ending the lesson*. Pupils choose their favorite activity from the unit and do it again. |  | Ind | CLC / LL / SIE |

**UNIT 6: HELPING AT HOME**

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| **Unit objectives** |
| In this unit pupils will be able to:   * Learn and talk about jobs round the house. * Talk about jobs they have to do round the house. * Practise different pronunciations of *s* at the end of words. * Ask and answer about how they have to help in class. * Consolidate language with a story. * Discuss the value of helping other people. * Practise the skills of listening and speaking, with reading in the Activity Book. * Practise the skills of reading and writing, with extended writing in the Activity Book. * Learn about life in a castle in the past. * Find out about a castle in their country and make a poster about it. * Review the contents of the unit. * Complete the evaluation in the Activity Book. |
| **Materials** |
| * Pupil’s Book y Activity Book * DVD / Presentation Plus * CD 3 * Word cards (TB108) * Slips of paper and a bag or box for activity 7; a key * Reference books or access to class computers for pupils to research castles (alternatively, pupils’ pictures and information brought in from home); paper, glue and drawing materials) * Optional: instructions for the *Action treasure hunt;* slips of paper for *Find a partner;* pictures of the inside of castles |
| **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 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 vocabulary for jobs round the house. * Listen to a dialogue about jobs round the house. * Listen to a recording about jobs some pupils have to do round the house. * Listen to a chant focusing on pronunciation. * Listen to a recording about where some families live. * Identify forms to express obligation. * Focus on different pronunciations of *s* at the end of words. * Listen to a story to consolidate language of the unit. * Listen to a text about how a girl that lives on a farm helps at home. * Identify vocabulary for castles in the past. * Watch a video about castles in the past. | B1.EC.1.  B1.EC.2.  B1.EC.3.  B1.EC.4.  B1.EC.5.  B1.EC.6.  B1.EC.7. | B1.LS.1.  B1.LS.2.  B1.LS.3.  B1.LS.4.  B1.LS.5. | CLC.1.  CLC.2.  CLC.3.  MCST.5.  MCST.7.  MCST.8.  MCST.11.  DC.1.  DC.3.  SCC.1.  SCC.2.  SCC.3.  SCC.4.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  LL.4.  SIE.1.  SIE.2.  SIE.3. |
| **Sociocultural and sociolinguistic aspects:**   * Value the importance of helping at home. * Reflection on the importance of helping other pupils in class and other people in general. * Interest in learning about life in a castle in the past. * Reflection on different types of home where families live (a farm, a boat, etc.). |
| **Communicative functions:**   * Greetings and introductions, apologising, thanking, invitations. * Descriptions of people, activities, places, objects, habits, plans. * Asking for and offering help, information, instructions, objects, opinions, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * have to / don’t have to (water the plants). | He/She has to / doesn’t have to (tidy his/her room). | Do you / Does he/she have to (clean the bathroom)? Yes, I do. / No, I don’t. Yes, he/she does. / No, he/she doesn’t. * What do you / does Nick have to do (today)? I have to / He/She has to (collect the books). | Who has to (feed the fish) (on Tuesday)? I do. / Emma does. * What’s wrong?   Recycled language:   * What do you do to help at home? I (tidy my bedroom). | How often do you (cook dinner)? Every day / Sometimes / Never. | Do you (sweep the floor)? Yes, I do. / No, I don’t. | What’s he/she doing? He’s/She’s (putting the rubbish out). * What about you? * The King) wants to (visit). |We have to (finish the palace).|We can help. * What does (your home) look like? | It’s (big). It’s got (three bedrooms). | This family have to keep their house clean and tidy. | It’s called (the transparent house). | Who has to (clean the windows)? | Would you like to live in (a house without windows)? | How about (living at a hotel)? * I (get up) at (six o’clock). | I have to / don’t have to (collect the eggs). | This morning I found six eggs. | Life on a farm is (hard work). |
| **Very frequent oral vocabulary (reception):**   * tidy my bedroom, make my bed, * cook dinner, lay the table, dry the dishes, sweep the floor, clean the bathroom, wash my clothes, put the rubbish out, water the plants * classroom rota * Ancient Egypt, fl ows through, King, palace, key * transparent, Japan, houseboat,manor * cowshed * castle, tower, candle, fire, wall, round   Recycled vocabulary:   * jobs round the house * Please, thank you, Well done * water the plants, collect the books, clean the board, tidy the tables, feed the fish | days of the week, time expressions * cave, hotel, rooms in a house * daily routine, time, farm animals * past, people, live, water, square, see, far away, inside, hall, family, wooden, table, talk, listen to music, kitchen, cook, eat, bread, fruit, vegetables * castle, fire, wooden tables, hall, candles |
| **Sound, accent, rhythm and intonation patterns:**   * Identify different pronunciations of *s* at the end of words. |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Production strategies in oral texts:**   * Practise vocabulary for jobs round the house. * Practise a dialogue with a partner about the jobs they have to do round the house. * Talk about the jobs they have to do round the house. * Practise a chant focusing on pronunciation. * Act out a dialogue about jobs round the house. * Identify and practise different pronunciations of *s* at the end of words. * Listen to a story to consolidate language. * Ask and answer about their ideal home. * Talk about the importance of helping others. * Practise vocabulary for castles in the past. * Ask and answer about life in a castle in the past. | 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.5.  MCST.7.  MCST.8.  MCST.11.  DC.1.  DC.3.  SCC.1.  SCC.2.  SCC.3.  SCC.4.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  LL.4.  SIE.1.  SIE.2.  SIE.3. |
| **Sociocultural and sociolinguistic aspects:**   * Value the importance of helping at home. * Reflection on the importance of helping other pupils in class and other people in general. * Interest in learning about life in a castle in the past. * Reflection on different types of home where families live (a farm, a boat, etc.). |
| **Communicative functions:**   * Greetings and introductions, apologising, thanking, invitations. * Descriptions of people, activities, places, objects, habits, plans. * Asking for and offering help, information, instructions, objects, opinions, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * have to / don’t have to (water the plants). | He/She has to / doesn’t have to (tidy his/her room). | Do you / Does he/she have to (clean the bathroom)? Yes, I do. / No, I don’t. Yes, he/she does. / No, he/she doesn’t. * What do you / does Nick have to do (today)? I have to / He/She has to (collect the books). | Who has to (feed the fish) (on Tuesday)? I do. / Emma does. * What’s wrong?   Recycled language:   * What do you do to help at home? I (tidy my bedroom). | How often do you (cook dinner)? Every day / Sometimes / Never. | Do you (sweep the floor)? Yes, I do. / No, I don’t. | What’s he/she doing? He’s/She’s (putting the rubbish out). * What about you? * The King) wants to (visit). |We have to (finish the palace).|We can help. * What does (your home) look like? | It’s (big). It’s got (three bedrooms). | This family have to keep their house clean and tidy. | It’s called (the transparent house). | Who has to (clean the windows)? | Would you like to live in (a house without windows)? | How about (living at a hotel)? * I (get up) at (six o’clock). | I have to / don’t have to (collect the eggs). | This morning I found six eggs. | Life on a farm is (hard work). |
| **Very frequent oral vocabulary (production):**   * tidy my bedroom, make my bed, * cook dinner, lay the table, dry the dishes, sweep the floor, clean the bathroom, wash my clothes, put the rubbish out, water the plants * classroom rota * Ancient Egypt, fl ows through, King, palace, key * transparent, Japan, houseboat,manor * cowshed * castle, tower, candle, fire, wall, round   Recycled vocabulary:   * jobs round the house * Please, thank you, Well done * water the plants, collect the books, clean the board, tidy the tables, feed the fish | days of the week, time expressions * cave, hotel, rooms in a house * daily routine, time, farm animals * past, people, live, water, square, see, far away, inside, hall, family, wooden, table, talk, listen to music, kitchen, cook, eat, bread, fruit, vegetables * castle, fire, wooden tables, hall, candles |
| **Sound, accent, rhythm and intonation patterns:**   * Practise different pronunciations of *s* at the end of words. |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Comprehension strategies in written texts:**   * Read vocabulary for jobs round the house. * Read sentences about jobs round the house. * Identify ways of expressing obligation. * Read a story to consolidate language. * Read a text about life in a castle in the past. * Identify vocabulary for castles in the past. * Find out about an old castle in their country. | 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.8.  CLC.9.  CLC.10.  MCST.5.  MCST.7.  MCST.8.  MCST.11.  DC.1.  DC.3.  SCC.1.  SCC.2.  SCC.3.  SCC.4.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  LL.4.  SIE.1.  SIE.2.  SIE.3. |
| **Sociocultural and sociolinguistic aspects:**   * Value the importance of helping at home. * Reflection on the importance of helping other pupils in class and other people in general. * Interest in learning about life in a castle in the past. * Reflection on different types of home where families live (a farm, a boat, etc.). |
| **Communicative functions:**   * Greetings and introductions, apologising, thanking, invitations. * Descriptions of people, activities, places, objects, habits, plans. * Asking for and offering help, information, instructions, objects, opinions, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * have to / don’t have to (water the plants). | He/She has to / doesn’t have to (tidy his/her room). | Do you / Does he/she have to (clean the bathroom)? Yes, I do. / No, I don’t. Yes, he/she does. / No, he/she doesn’t. * What do you / does Nick have to do (today)? I have to / He/She has to (collect the books). | Who has to (feed the fish) (on Tuesday)? I do. / Emma does. * What’s wrong?   Recycled language:   * What do you do to help at home? I (tidy my bedroom). | How often do you (cook dinner)? Every day / Sometimes / Never. | Do you (sweep the floor)? Yes, I do. / No, I don’t. | What’s he/she doing? He’s/She’s (putting the rubbish out). * What about you? * The King) wants to (visit). |We have to (finish the palace).|We can help. * What does (your home) look like? | It’s (big). It’s got (three bedrooms). | This family have to keep their house clean and tidy. | It’s called (the transparent house). | Who has to (clean the windows)? | Would you like to live in (a house without windows)? | How about (living at a hotel)? * I (get up) at (six o’clock). | I have to / don’t have to (collect the eggs). | This morning I found six eggs. | Life on a farm is (hard work). |
| **Very frequent written vocabulary (reception):**   * tidy my bedroom, make my bed, * cook dinner, lay the table, dry the dishes, sweep the floor, clean the bathroom, wash my clothes, put the rubbish out, water the plants * classroom rota * Ancient Egypt, fl ows through, King, palace, key * transparent, Japan, houseboat,manor * cowshed * castle, tower, candle, fire, wall, round   Recycled vocabulary:   * jobs round the house * Please, thank you, Well done * water the plants, collect the books, clean the board, tidy the tables, feed the fish | days of the week, time expressions * cave, hotel, rooms in a house * daily routine, time, farm animals * past, people, live, water, square, see, far away, inside, hall, family, wooden, table, talk, listen to music, kitchen, cook, eat, bread, fruit, vegetables * castle, fire, wooden tables, hall, candles |
| **Graphic patterns and spelling conventions:**   * Identify the spelling of words for jobs round the house and life in a castle. |

**UNIT 6 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 jobs round the house. * Complete and write sentences to practise the new structures of the unit. * Ask and answer about jobs round the house. * Write a text about jobs they have to round the house. * Write a text about a typical day. * Make a poster about a castle 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.1.  B4.LS.2.  B4.LS.3. | CLC.11.  CLC.12.  CLC.13.  CLC.14.  MCST.5.  MCST.7.  MCST.8.  MCST.11.  DC.1.  DC.3.  SCC.1.  SCC.2.  SCC.3.  SCC.4.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  LL.4.  SIE.1.  SIE.2.  SIE.3. |
| **Sociocultural and sociolinguistic aspects:**   * Value the importance of helping at home. * Reflection on the importance of helping other pupils in class and other people in general. * Interest in learning about life in a castle in the past. * Reflection on different types of home where families live (a farm, a boat, etc.). |
| **Communicative functions:**   * Greetings and introductions, apologising, thanking, invitations. * Descriptions of people, activities, places, objects, habits, plans. * Asking for and offering help, information, instructions, objects, opinions, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * have to / don’t have to (water the plants). | He/She has to / doesn’t have to (tidy his/her room). | Do you / Does he/she have to (clean the bathroom)? Yes, I do. / No, I don’t. Yes, he/she does. / No, he/she doesn’t. * What do you / does Nick have to do (today)? I have to / He/She has to (collect the books). | Who has to (feed the fish) (on Tuesday)? I do. / Emma does. * What’s wrong?   Recycled language:   * What do you do to help at home? I (tidy my bedroom). | How often do you (cook dinner)? Every day / Sometimes / Never. | Do you (sweep the floor)? Yes, I do. / No, I don’t. | What’s he/she doing? He’s/She’s (putting the rubbish out). * What about you? * The King) wants to (visit). |We have to (finish the palace).|We can help. * What does (your home) look like? | It’s (big). It’s got (three bedrooms). | This family have to keep their house clean and tidy. | It’s called (the transparent house). | Who has to (clean the windows)? | Would you like to live in (a house without windows)? | How about (living at a hotel)? * I (get up) at (six o’clock). | I have to / don’t have to (collect the eggs). | This morning I found six eggs. | Life on a farm is (hard work). |
| **Very frequent oral vocabulary (reception):**   * tidy my bedroom, make my bed, * cook dinner, lay the table, dry the dishes, sweep the floor, clean the bathroom, wash my clothes, put the rubbish out, water the plants * classroom rota * Ancient Egypt, fl ows through, King, palace, key * transparent, Japan, houseboat,manor * cowshed * castle, tower, candle, fire, wall, round   Recycled vocabulary:   * jobs round the house * Please, thank you, Well done * water the plants, collect the books, clean the board, tidy the tables, feed the fish | days of the week, time expressions * cave, hotel, rooms in a house * daily routine, time, farm animals * past, people, live, water, square, see, far away, inside, hall, family, wooden, table, talk, listen to music, kitchen, cook, eat, bread, fruit, vegetables * castle, fire, wooden tables, hall, candles |
| **Graphic patterns and spelling conventions:**   * Write the spelling of different pronunciations of *s* at the end of words. |

**UNIT 6 PROGRAMME OF CLASSROOM ACTIVITIES**

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| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 1: Presentation and practice of vocabulary** | | | | | | |
| **Objectives:**   * Learn and talk about jobs round the house.   **Materials:**   * CD 3 | | | | | | |
| **Activities** | **Skills/ Blocks[[28]](#footnote-28)** | **Interaction[[29]](#footnote-29)** | **Competences[[30]](#footnote-30)** | **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. 117  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| **Pupil’s Book**, p. 70, Act. 1. *Listen. and look*(CD3.02) | OC | Ind / LG | CLC / SCC |
| **Pupil’s Book**, p. 70, Act. 2. *Listen and repeat. Then match.* (CD3.03) | OC / OE | Ind / LG | CLC / SCC |
| **Pupil’s Book**, p. 70, Act. 3. *Listen and guess the answers. Then practise with a friend.*(C3.04) | OE / OC | P / LG | CLC / SCC / SIE |
| **Pupil’s Book**, p. 70 Act 4*. How often do you help at home? Ask and answer.* | OE / OC | LG | CLC / SCC / SIE |
| **Activity Book**, p. 56, Act. 1. *Read and complete the sentences.* | WE / RC | Ind | CLC / SIE |
| **Activity Book**, p. 56 Act. 2**.** *Complete the table.* | WE / RC | Ind | SIE / CLC |
| **Activity Book**, p. 56 Act. 3. *Circle the odd ones out.* | RC | Ind | SIE / CLC |
| ***My picture dictionary* ➔***p. 90: Write the new words.* | WE / RC | Ind | SIE / MCST / CLC |
| *Ending the lesson*. Play *Bingo.* | OC / OE | LG / P | CLC / SCC / SIE |

**UNIT 6 PROGRAMME OF CLASSROOM ACTIVITIES**

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| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 2: Presentation and practice of grammar 1** | | | | | | |
| **Objectives:**   * Talk about jobs they have to round the house. * Practise different pronunciations of *s* at the end of words.   **Materials:**   * CD 3; Word cards (TB108); slips of paper and a bag or box for activity 7 | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play *Act and guess.* | OC / OE | LG | CLC / SIE | **Extra activities:** *Teacher’s Book* p. 117  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation*. Introduce *I have to …/ He has to …* | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 71, Act. 5. *Read and listen. Then read and say the names.* (CD3.05) | OC / RC | Ind / LG | CLC / SIE |
| **Pupil’s Book**, p. 71, Act. 6. *Read and answer the questions.* | RC / OE | Ind / LG | CLC / SIE |
| **Pupil’s Book**, p. 71, Act. 7. *Write an instruction for a friend. Then mime and guess.* | WE / OE | P / LG | CLC / SIE |
| **Pupil’s Book**, p. 71, Act. 8 *Can you hear the different endings? Listen and repeat.* (CD3.06) (CD3.07) | OC / OE | Ind / LG | CLC / SIE / LL |
| **Activity Book**, p. 57, Act. 4. *Read and circle the correct words.* | RC | Ind | CLC / SIE |
| **Activity Book**, p. 57, Act. 5*. Look at activity 4. Write the questions andanswers.* | RC / WE | Ind | CLC / SIE |
| *Ending the lesson*. Play *Elimination*. | OC / OE / WE | LG | CLC / SCC / SIE |

**UNIT 6 PROGRAMME OF CLASSROOM ACTIVITIES**

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| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 3: Presentation and practice of grammar 2** | | | | | | |
| **Objectives:**   * Ask and answer about how they have to help in class.   **Materials:**   * CD 3; Word cards (TB108) * Optional: instructions for the *Action treasure hunt* | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play *Pass the word cards.* | OC / OE / RC | LG | CLC / SIE | **Extra activities:** *Teacher’s Book* p. 117  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation*. Introduce *What do you /does Nick have to do (today)?* | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 72, Act. 9. *What does Pedro like doing? Listen and choose.* (CD3.08) | OC / OE | LG | CLC / CAE |
| **Pupil’s Book**, p. 72, Act. 10. *Listen again and practise.* (CD3.08) | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 72, Act. 11 *Look at the classroom rota. Then ask and answer.* | RC / OE / OC | LG / P | CLC / SIE / SCC |
| **Pupil’s Book**, p. 72, Act. 12 *Go to page 103. Listen and repeat the chant.* | OC / OE | LG | CLC / SIE / SCC |
| **Activity Book**, p. 58, Act. 6. *Put the words in order. Then match with the correct answers.* | WE / RC | Ind | CLC / SIE |
| **Activity Book**, p. 58, Act. 7. *Look at activity 6. Write the names in the table.* | RC / WE | Ind | CLC |
| **Activity Book**, p. 58, Act. 8. *Complete the questions and answers about you.* | RC / WE | Ind | CLC |
| *Ending the lesson*. Oral activity to review the contents of the lesson. | OE / OC | LG | CLC / SIE / SCC |

**UNIT 6 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 4: Story and Value** | | | | | | |
| **Objectives:**   * Consolidate language with a story. * Discuss the value of helping other people.   **Materials:**   * CD 3; Word cards (TB108); a key | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play *Choose and answer.* | 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** |  |  |
| *Presentation.* Remind pupils of the story from the previous unit. | OC / OE | LG | CLC / SIE / SCC |
| **Pupil’s Book,** p. 73. Act. 13, *Read and listen.* (CD3.10) | OC / RC | LG | CLC / SIE / SCC |
| **Pupil’s Book**, p. 73, *Value. Help other people* | OC / RC | LG | CLC / SIE / SCC |
| **Activity Book**, p. 59, Act. 9. *Look, read and write true or false.* | RC | Ind | CLC / SIE / SCC |
| **Activity Book**, .p.59, Act. 10. *Read the story again. Match and then number.* | RC | Ind | CLC |
| **Activity Book,** p. 59, Act 11*, What can you do to show the value: help other people?* | OE / WE | Ind / LG | CLC / SCC |
| *Ending the lesson*. Play *Find the key.* | OC / OE | Ind | CLC / SIE |

**UNIT 6 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 5: Listening and speaking** | | | | | | |
| **Objectives:**   * Practise the skills of speaking and listening, with reading in the Activity Book.   **Materials:**   * CD 3 | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Oral activity to introduce language of the lesson. | 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** |  |  |
| **Pupil’s Book**, p. 74, *What does your home look like?* | OC / OE | LG | CLC |
| **Pupil’s Book**, p. 74, Act. 14. *Where do these families live? Listen and say the letters****.***(CD3.11) | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 74, Act. 15. *Listen again and say true or false* (CD3.11) | OC / RC | LG | CLC / SIE |
| **Pupil’s Book**, p. 74, Act. 16. *Design your own home.*(CD3.12) | WE / OC / OE | LG / P | CLC / SIE |
| **Activity Book**, p. 60, Act. 12 *Read and complete the postcards with have to or don’t have to.* | RC / WE | Ind | CLC / SIE |
| **Activity Book**, p. 60, Act. 13. *Look at activity 12. Answer the questions.* | RC / WE | Ind | CLC / SIE |
| **Activity Book**, p. 60 Act. 14.*How to use apostrophes* | RC | Ind | CLC / SIE |
| *Ending the lesson*. Play *Describe and guess.* | OC / OE | LG | CLC / SCC |

**UNIT 6 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 6: Reading and writing** | | | | | | |
| **Objectives:**   * Practise the skills of reading and writing.   **Materials:**   * CD 3 * Optional: slips of paper for *Find a partner* | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Oral activity to revise times. | 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** |  |  |
| **Pupil’s Book**, p.75***,*** *What does Sasha do to help at home?* | OC / OE | LG | CLC / SCC |
| **Pupil’s Book**, p.75, Act. 17.*Read and listen****.***(CD3.13) | OC / RC | LG | CLC / SCC |
| **Pupil’s Book**, p. 75 Act. 18. *Read again and say the missing words.* | RC / WE | LG / P | CLC / SIE |
| **Pupil’s Book**, p.65*, Think about your day.* | OC / OE / WE | LG | CLC |
| **Activity Book**, p.61, Act. 15 *Circle at home or at school. Make notes about things you have to / don’t have to do.* | WE / RC | Ind | SIE / SCC |
| **Activity Book**, p. 61, Act. 16**.** *Write a postcard to a friend about what you have to / don’t have to do.* | WE | Ind | CLC / SIE / LL |
| *Ending the lesson* Play the *Times semaphore.* | OC / OE | LG / P | CLC |

**UNIT 6 PROGRAMME OF CLASSROOM ACTIVITIES**

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| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 7: CLIL – *HISTORY*** | | | | | | |
| **Objectives:**   * Learn about life in a castle in the past.   **Materials:**   * CD 3 * Optional: DVD; pictures of the inside of castles | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Oral activity to remind pupils of the story. | 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. 76, *What were castle homes like?* | OC / OE | LG | CLC / MCST |
| **Pupil’s Book**, p. 77, Act.1, *Listen and repeat* (CD3.14) | OC / OE | LG | CLC / MCST / SIE |
| **Pupil’s Book**, p. 77, Act.2 Video 06 (p.125TB). *Watch the video.* | OC | LG | CLC / MCST |
| **Pupil’s Book**, p. 77, Act. 3 *Read and listen.*(CD3.15) | OC / RC | LG | CLC / MCST / SIE |
| **Pupil’s Book**, p. 77, Act. 4 *Answer the questions.* | RC / WE | LG /P | CLC / MCST / SIE |
| **Pupil’s Book**, p. 77, Act. 5 *Would you like to live in an old castle****?*** | OE / RC | LG | CLC / MCST |
| **Activity Book**, p. 62 Act. 1 *Look and complete the picture with the words*  *in the box.* | RC | Ind | CLC / MCST / SIE |
| **Activity Book**, p. 62, Act. 2. *Read and complete.* | RC / WE | Ind | CLC / MCST / SIE / LL |
| **Activity Book**, p. 62, Act. 3. *Imagine you go to a castle in the Middle Ages and meet a child there. Write three questions for the child about life in the castle.* | RC | Ind | CLC / MCST / SIE / LL |
| *Ending the lesson*. Play *Correct my mistakes.* | OC | LG | CLC / MCST / SCC |

**UNIT 6 PROGRAMME OF CLASSROOM ACTIVITIES**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 8: CLIL project and evaluation** | | | | | | |
| **Objectives:**   * Find out about a castle in their country and make a poster about it. * Review the contents of the unit. * Complete the evaluation in the Activity Book.   **Materials:**   * Reference books or access to class computers for pupils to research castles (alternatively, pupils’ pictures and information brought in from home); paper, glue and drawing materials | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| Warmer. Play a game of *True or false?* | OC / OE | LG | CLC / MCST / SCC | **Extra activities:** *Teacher’s Book* p. 118  **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. 6. *Find out about a castle in your country. Make a poster about it.* | OC / OE / RC | LG | CLC / MCST / SCC |
| **Activity Book**, p.63, *Evaluation.* Act. 1. *Look and write what they**have to**do.* | RC / WE | Ind | LL / SIE |
| **Activity Book**, p. 63, *Evaluation.* Act. 2. *Put the words in order. Then look at activity 1 and match.* | RC / WE | Ind | LL / SIE |
| **Activity Book**, p. 63, *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 7: FEELINGS**

|  |
| --- |
| **Unit objectives** |
| In this unit pupils will be able to:   * Learn and talk about vocabulary for feelings. * Talk about the reasons people are feeling a certain way. * Practise falling intonantion at the end of sentences. * Ask and answer about why they are feeling a certain way. * Consolidate language with a story. * Discuss the value of respecting nature. * Practise the skills of listening and speaking, with reading in the Activity Book. * Practise the skills of reading and writing, with extended writing in the Activity Book. * Learn about how animals communicate. * Find out about how animals communicate and make a table of the information they find. * Review the contents of the unit. * Complete the evaluation in the Activity Book. |
| **Materials** |
| * Pupil’s Book and Activity Book * DVD / Presentation Plus * CD 3 * Word cards (TB109) * Reference books or access to class computers for pupils to research how animals communicate (alternatively, pupils’ pictures and information brought in from home); paper, writing and drawing materials * Optional: slips of paper and a bag or box for the *Act it out* game; pictures of an Annatto plant – from a reference book or downloaded from the internet; a collection of children’s books or graded readers; a book of fairy tales or traditonal stories; a ball or soft object |
| **Mixed-abiliity resources** |
| * Reinforcement and Extension activities. Teacher’s Book p. 118-119 * 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**

|  |  |  |  |
| --- | --- | --- | --- |
| **CONTENTS** | **EVALUATION CRITERIA[[31]](#footnote-31)** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Comprehension strategies in oral texts:**   * Identify vocabulary for feelings. * Listen to a dialogue between two pupils talking about how they are feeling. * Listen to a recording between some pupils talking about their favourite books. * Listent to a chant focusing on pronunciation. * Listen to the story of *Jack and the Beanstalk*. * Identify falling intonation at the end of sentences. * Listen to a story to consolidate language. * Listen to a text about animal communication. * Identify vocabulary for animal communication. * Watch a video about how animals communicate. | B1.EC.1.  B1.EC.2.  B1.EC.3.  B1.EC.4.  B1.EC.5.  B1.EC.6.  B1.EC.7. | B1.LS.1.  B1.LS.2.  B1.LO3.  B1.LS.4.  B1.LS.5. | CLC.1.  CLC.2.  CLC.3.  MCST.5.  MCST.7.  MCST.8.  MCST.9.  MCST.10.  MCST.11.  DC.1.  DC.3.  SCC.1.  SCC.2.  SCC.3.  SCC.4.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  LL.4.  SIE.1.  SIE.2.  SIE.3. |
| **Sociocultural and sociolinguistic aspects:**   * Reflection on their own feelings and respect for the feelings of others. * Interest in and respect for the kind of stories other people like reading. * Interest in learning about how animals communicate. * Value the importance of protecting animals. |
| **Communicative functions:**   * Greetings and introductions, apologising, thanking, invitations. * Expressing ability, likes, preferences, opinions, agreement or disagreement, feelings, plans. * Descriptions of people, activities, places, objects, habits, plans. * Asking for and offering help, information, instructions, objects, opinions, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * I’m/He’s/She’s/They’re (crying) because I’m/he’s/she’s/they’re (scared). * Why are you (tired)? (I’m tired) because (it was my sister’s birthday). * Who’s scared of (sharks)? * Why is (Capu) (so) excited? Because (it’s his home). | Let’s (follow Capu). | What’s the matter? I think it was a snake! | Don’t worry! | We’ll help you. | Can you (show/help) us?   Recycled language:   * Let’s practise (acting)! | You’re/He’s/She’s (tired). | Show me (tired). | Can you look (tired)? | Are you (tired)? Yes, I am. / No, I’m not. * What is your favourite book? | It’s (Stay out of the Basement). | I like (funny) stories because (I like feeling happy). |Who’s your favourite author? My favourite author is (Francesca Simon). | What kind of stories does he/she write? He/She writes (funny) stories. * (Jack’s mother) was (often worried) because (they didn’t have any money). | Jack had to (go to market). | Jack (climbed) the beanstalk. | Jack was (scared) but (the giant) was (friendly). | He gave (Jack) a (magic hen). |
| **Very frequent oral vocabulary (reception):**   * angry, tired, surprised, excited, bored, interested, scared, worried, hungry, thirsty * stay up late * Annatto plant, medicine * author, podcast * beanstalk, giant, gold * communicate, growl, flap, hiss, purr, change colour   Recycled vocabulary:   * feelings, cry, eat, smiling, happy, sad, funny, spider, bird * birthday, yesterday, watch a fi lm, want to, go to bed, shark, juice, read * grow, rainforest, South America, snake * feelings, village, money, market, sell, cow, buy, beans, magic, castle, hen, eggs * animals, actions, parts of the body, feelings |
| **Sound, accent, rhythm and intonation patterns:**   * Identify falling intonation at the end of sentences. |

**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 vocabulary for feelings. * Act out a dialogue between two pupils talking about how they are feeling. * Discuss their favourite author. * Practise a chant focusing on pronunciation. * Prepare and practise a dialogue about how they are feeling. * Practise falling intonation at the end of sentences. * Ask and answer about how some children are feeling. * Talk about the importance of respecting nature. * Practise vocabulary for animal communication. * Ask and answer about how animals communicate. | 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.5.  MCST.7.  MCST.8.  MCST.9.  MCST.10.  MCST.11.  DC.1.  DC.3.  SCC.1.  SCC.2.  SCC.3.  SCC.4.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  LL.4.  SIE.1.  SIE.2.  SIE.3. |
| **Sociocultural and sociolinguistic aspects:**   * Reflection on their own feelings and respect for the feelings of others. * Interest in and respect for the kind of stories other people like reading. * Interest in learning about how animals communicate. * Value the importance of protecting animals. |
| **Communicative functions:**   * Greetings and introductions, apologising, thanking, invitations. * Expressing ability, likes, preferences, opinions, agreement or disagreement, feelings, plans. * Descriptions of people, activities, places, objects, habits, plans. * Asking for and offering help, information, instructions, objects, opinions, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * I’m/He’s/She’s/They’re (crying) because I’m/he’s/she’s/they’re (scared). * Why are you (tired)? (I’m tired) because (it was my sister’s birthday). * Who’s scared of (sharks)? * Why is (Capu) (so) excited? Because (it’s his home). | Let’s (follow Capu). | What’s the matter? I think it was a snake! | Don’t worry! | We’ll help you. | Can you (show/help) us?   Recycled language:   * Let’s practise (acting)! | You’re/He’s/She’s (tired). | Show me (tired). | Can you look (tired)? | Are you (tired)? Yes, I am. / No, I’m not. * What is your favourite book? | It’s (Stay out of the Basement). | I like (funny) stories because (I like feeling happy). |Who’s your favourite author? My favourite author is (Francesca Simon). | What kind of stories does he/she write? He/She writes (funny) stories. * (Jack’s mother) was (often worried) because (they didn’t have any money). | Jack had to (go to market). | Jack (climbed) the beanstalk. | Jack was (scared) but (the giant) was (friendly). | He gave (Jack) a (magic hen). |
| **Very frequent oral vocabulary (production):**   * angry, tired, surprised, excited, bored, interested, scared, worried, hungry, thirsty * stay up late * Annatto plant, medicine * author, podcast * beanstalk, giant, gold * communicate, growl, flap, hiss, purr, change colour   Recycled vocabulary:   * feelings, cry, eat, smiling, happy, sad, funny, spider, bird * birthday, yesterday, watch a fi lm, want to, go to bed, shark, juice, read * grow, rainforest, South America, snake * feelings, village, money, market, sell, cow, buy, beans, magic, castle, hen, eggs * animals, actions, parts of the body, feelings |
| **Sound, accent, rhythm and intonation patterns:**   * Practise falling intonation at the end of sentences. |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Comprehension strategies in written texts:**   * Read vocabulary for feelings. * Read sentences describing how someone is feeling and why. * Identify ways of expressing feelings, emotions and sensations. * Read a story to consolidate language. * Read the story of *Jack and the Beanstalk.* * Identify vocabulary for animal communication. * Find out about how animals communicate. | 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.8.  CLC.9.  CLC.10.  MCST.5.  MCST.7.  MCST.8.  MCST.9.  MCST.10.  MCST.11.  DC.1.  DC.3.  SCC.1.  SCC.2.  SCC.3.  SCC.4.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  LL.4.  SIE.1.  SIE.2.  SIE.3. |
| **Sociocultural and sociolinguistic aspects:**   * Reflection on their own feelings and respect for the feelings of others. * Interest in and respect for the kind of stories other people like reading. * Interest in learning about how animals communicate. * Value the importance of protecting animals. |
| **Communicative functions:**   * Greetings and introductions, apologising, thanking, invitations. * Expressing ability, likes, preferences, opinions, agreement or disagreement, feelings, plans. * Descriptions of people, activities, places, objects, habits, plans. * Asking for and offering help, information, instructions, objects, opinions, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * I’m/He’s/She’s/They’re (crying) because I’m/he’s/she’s/they’re (scared). * Why are you (tired)? (I’m tired) because (it was my sister’s birthday). * Who’s scared of (sharks)? * Why is (Capu) (so) excited? Because (it’s his home). | Let’s (follow Capu). | What’s the matter? I think it was a snake! | Don’t worry! | We’ll help you. | Can you (show/help) us?   Recycled language:   * Let’s practise (acting)! | You’re/He’s/She’s (tired). | Show me (tired). | Can you look (tired)? | Are you (tired)? Yes, I am. / No, I’m not. * What is your favourite book? | It’s (Stay out of the Basement). | I like (funny) stories because (I like feeling happy). |Who’s your favourite author? My favourite author is (Francesca Simon). | What kind of stories does he/she write? He/She writes (funny) stories. * (Jack’s mother) was (often worried) because (they didn’t have any money). | Jack had to (go to market). | Jack (climbed) the beanstalk. | Jack was (scared) but (the giant) was (friendly). | He gave (Jack) a (magic hen). |
| **Very frequent written vocabulary (reception):**   * angry, tired, surprised, excited, bored, interested, scared, worried, hungry, thirsty * stay up late * Annatto plant, medicine * author, podcast * beanstalk, giant, gold * communicate, growl, flap, hiss, purr, change colour   Recycled vocabulary:   * feelings, cry, eat, smiling, happy, sad, funny, spider, bird * birthday, yesterday, watch a fi lm, want to, go to bed, shark, juice, read * grow, rainforest, South America, snake * feelings, village, money, market, sell, cow, buy, beans, magic, castle, hen, eggs * animals, actions, parts of the body, feelings |
| **Graphic patterns and spelling conventions:**   * Identify the spelling of vocabulary for feelings, emotions and sensations. |

**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 feelings, emotions and sensations. * Complete and write sentences to practise the new structures of the unit. * Ask and answer about how they are feeling and why. * Write a text about a story they like. * Make a table of the information they find about animal communication. | B4.EC.1.  B4.EC.2.  B4.EC.3.  B4.CE.4.  B4.EC.5.  B4.EC.6.  B4.EC.7. | B4.LS.1.  B4.LS.2.  B4.LS.3. | CLC.11.  CLC.12.  CLC.13.  CLC.14.  MCST.5.  MCST.7.  MCST.8.  MCST.9.  MCST.10.  MCST.11.  DC.1.  DC.3.  SCC.1.  SCC.2.  SCC.3.  SCC.4.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  LL.4.  SIE.1.  SIE.2.  SIE.3. |
| **Sociocultural and sociolinguistic aspects:**   * Reflection on their own feelings and respect for the feelings of others. * Interest in and respect for the kind of stories other people like reading. * Interest in learning about how animals communicate. * Value the importance of protecting animals. |
| **Communicative functions:**   * Greetings and introductions, apologising, thanking, invitations. * Expressing ability, likes, preferences, opinions, agreement or disagreement, feelings, plans. * Descriptions of people, activities, places, objects, habits, plans. * Asking for and offering help, information, instructions, objects, opinions, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * I’m/He’s/She’s/They’re (crying) because I’m/he’s/she’s/they’re (scared). * Why are you (tired)? (I’m tired) because (it was my sister’s birthday). * Who’s scared of (sharks)? * Why is (Capu) (so) excited? Because (it’s his home). | Let’s (follow Capu). | What’s the matter? I think it was a snake! | Don’t worry! | We’ll help you. | Can you (show/help) us?   Recycled language:   * Let’s practise (acting)! | You’re/He’s/She’s (tired). | Show me (tired). | Can you look (tired)? | Are you (tired)? Yes, I am. / No, I’m not. * What is your favourite book? | It’s (Stay out of the Basement). | I like (funny) stories because (I like feeling happy). |Who’s your favourite author? My favourite author is (Francesca Simon). | What kind of stories does he/she write? He/She writes (funny) stories. * (Jack’s mother) was (often worried) because (they didn’t have any money). | Jack had to (go to market). | Jack (climbed) the beanstalk. | Jack was (scared) but (the giant) was (friendly). | He gave (Jack) a (magic hen). |
| **Very frequent written vocabulary (production):**   * angry, tired, surprised, excited, bored, interested, scared, worried, hungry, thirsty * stay up late * Annatto plant, medicine * author, podcast * beanstalk, giant, gold * communicate, growl, flap, hiss, purr, change colour   Recycled vocabulary:   * feelings, cry, eat, smiling, happy, sad, funny, spider, bird * birthday, yesterday, watch a fi lm, want to, go to bed, shark, juice, read * grow, rainforest, South America, snake * feelings, village, money, market, sell, cow, buy, beans, magic, castle, hen, eggs * animals, actions, parts of the body, feelings |
| **Graphic patterns and spelling conventions:**   * Practise writing vocabulary for feelings, emotions and sensations. |

**UNIT 7 PROGRAMME OF CLASSROOM ACTIVITIES**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 1: Presentation and practice of vocabulary** | | | | | | |
| **Objectives:**   * Learn and talk about vocabulary for feelings.   **Materials:**   * CD 3 * Optional: Word cards (TB109) | | | | | | |
| **Activities** | **Skills/ Blocks[[32]](#footnote-32)** | **Interaction[[33]](#footnote-33)** | **Competences[[34]](#footnote-34)** | **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. 118  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| **Pupil’s Book**, p. 82, Act. 1. *Listen. and look*(CD3.17) | OC | Ind / LG | CLC / SCC |
| **Pupil’s Book**, p. 82, Act. 2. *Listen and repeat. Then match.* (CD3.18) | OC / OE | Ind / LG | CLC / SCC |
| **Pupil’s Book**, p. 82, Act. 3. *Listen and say true or false. Then practise with a friend****.***(C3.19) | OE / OC | P / LG | CLC / SCC / SIE |
| **Pupil’s Book**, p. 82 Act 4*. Mime a feeling. Ask and answer.* | OE / OC | LG / P | CLC / SCC / SIE |
| **Activity Book**, p. 66, Act. 1. *Read and complete the sentences. Use the words in the box.* | WE / RC | Ind | CLC / SIE |
| **Activity Book**, p. 66 Act. 2**.** *Look at activity 1. Complete the table about you.* | WE / RC | Ind | SIE / CLC |
| ***My picture dictionary* ➔***p. 91: Write the new words.* | WE / RC | Ind | SIE / MCST / CLC |
| *Ending the lesson*. Play the *Mirror game.* | OC / OE | LG / P | CLC / SCC / SIE |

**UNIT 7 PROGRAMME OF CLASSROOM ACTIVITIES**

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| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 2: Presentation and practice of grammar 1** | | | | | | |
| **Objectives:**   * Talk about the reasons people are feeling a certain way. * Practise falling intonation at the end of sentences.   **Materials:**   * CD 3 | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play the *Adjective game.* | 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*. Introduce *I’m/He’s/She’s/They’re (crying) because I’m/he’s/she’s/they’re (scared).* | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 83, Act. 5. *Read, listen and find. Then say the names. (*CD3.20) | OC / RC / OE | Ind / LG | CLC / SIE |
| **Pupil’s Book**, p. 83, Act. 6. *Read and match* | RC | Ind / LG | CLC / SIE |
| **Pupil’s Book**, p. 83, Act. 7. *Make sentences with a friend.* | WE / OE | P / LG | CLC / SIE |
| **Pupil’s Book**, p. 83, Act. 8 *Does the end of the sentence go up or down? Listen and repeat.* (CD3.21) (CD3.22) | OC / OE | LG | CLC / SIE / LL |
| **Activity Book**, p. 67, Act. 3. *Write sentences with because.* | WE | Ind | CLC / SIE |
| **Activity Book**, p. 67, Act. 4*. Look and write sentences with because.* | RC / WE | Ind | CLC / SIE |
| *Ending the lesson*. Play a *Sentence chain* game. | OC / OE / WE | LG | CLC / SCC / SIE |

**UNIT 7 PROGRAMME OF CLASSROOM ACTIVITIES**

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| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 3: Presentation and practice of grammar 2** | | | | | | |
| **Objectives:**   * Ask and answer about why they are feeling a certain way.   **Materials:**   * CD 3; Word cards (TB109) * Optional: slips of paper and a bag or box for the *Act it out* game | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play *Act and guess.* | 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*. Introduce *Why are you (tired)?* | OC / OE | LG | CLC/ SIE |
| **Pupil’s Book**, p. 84, Act. 9. *Who’s scared of sharks? Listen and choose.* (CD3.23) | OC / OE | LG | CLC / CAE |
| **Pupil’s Book**, p. 84, Act. 10. *Listen again and practise.* (CD3.23) | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 84, Act. 11 *Read and match. Then ask how your friends are feeling and why.* | RC / OE / OC | LG / P | CLC / SIE / SCC |
| **Pupil’s Book**, p.84, Act.12 *Go to page 103. Listen and repeat the chant.* | OC / OE | LG | CLC / SIE / SCC |
| **Activity Book**, p. 68, Act. 5. *Read and circle the correct words.* | RC | Ind | CLC / SIE |
| **Activity Book**, p. 68, Act. 6. *Put the words in order. Then complete the questions.* | RC / WE | Ind | CLC |
| **Activity Book**, p. 68, Act. 7. *Ask and answer with a friend. Use the words in the box and your own ideas.* | OC / OE | P | CLC |
| *Ending the lesson*. Oral activity to review the contents of the lesson. | OE / OC | LG | CLC / SIE / SCC |

**UNIT 7 PROGRAMME OF CLASSROOM ACTIVITIES**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 4: Story and Value** | | | | | | |
| **Objectives:**   * Consolidate language of the story. * Discuss the importance of respecting nature.   **Materials:**   * CD 3 * Optional: pictures of an Annatto plant – from a reference book or downloaded from the Internet | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play *Definitions.* | 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** |  |  |
| *Presentation.* Remind pupils of the story from the previous unit. | OC / OE | LG | CLC / SIE / SCC |
| **Pupil’s Book,** p. 85 Act. 13, *Read and listen.* (CD3.25) | OC / RC | LG | CLC / SIE / SCC |
| **Pupil’s Book**, p. 85, *Value. Respect nature.* | OC / RC | LG | CLC / SIE / SCC |
| **Activity Book**, p. 69, Act. 8 *Read the story again and complete the sentences with the words in the box. Then number.* | RC | Ind | CLC / SIE / SCC |
| **Activity Book**, .p.69, Act. 9. *Read and circle the correct words.* | RC | Ind | CLC |
| **Activity Book,** p. 69, Act 10*, Read and circle the words that show the value: respect nature.* | OE / WE | Ind | CLC / SCC |
| *Ending the lesson*. Oral activity about the story. | OC / OE | LG | CLC / SIE |

**UNIT 7 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 5: Listening and speaking** | | | | | | |
| **Objectives:**   * Practise the skills of listening and speaking, with reading in the Activity Book.   **Materials:**   * CD 3 * Optional: a collection of children’s books or graded readers | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Oral activity to introduce language of the lesson. | 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** |  |  |
| **Pupil’s Book**, p. 86, *What is your favourite book and why?* | OC / OE | LG | CLC |
| **Pupil’s Book**, p. 86, Act. 14. *Listen and match****.***(CD3.26) | OC / OE | LG / Ind | CLC / SIE |
| **Pupil’s Book**, p. 86, Act. 15. *Listen again and choose the words.* (CD3.26) | OC / RC | LG | CLC / SIE |
| **Pupil’s Book**, p. 86, Act. 16. *Discuss your favourite author*(CD3.27) | WE / OC / OE | LG / P | CLC / SIE |
| **Activity Book**, p. 70, Act. 11. *Read Milt’s diary. Then use the underlined words to write sentences with* because*.* | RC / WE | Ind | CLC / SIE |
| **Activity Book**, p. 70, Act. 12. *Look at activity 11. Answer the questions.* | RC / WE | Ind | CLC / SIE |
| **Activity Book**, p. 70 Act. 13. *How to talk about yesterday.* | RC | Ind | CLC / SIE |
| *Ending the lesson*. Have a class vote to find out the most popular author. | OC / OE | LG | CLC / SCC |

**UNIT 7 PROGRAMME OF CLASSROOM ACTIVITIES**

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| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 6: Reading and writing** | | | | | | |
| **Objectives:**   * Practise the skills of reading and writing, with extended writing in the Activity Book.   **Materials:**   * CD 3 * Optional: a book of fairy tales or traditional stories | | | | | | |
| **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 / CAE | **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.87. *What is Jack climbing?* | OC / OE | LG | CLC / SCC |
| **Pupil’s Book**, p.87, Act. 17. *Read and listen.* (CD3.28) | OC / RC | LG | CLC / SCC |
| **Pupil’s Book**, p.86, Act. 18. *Read again and answer the questions.* | RC | LG / P | CLC / SIE |
| **Pupil’s Book**, p.86. Think of a story you know*.* | OC / OE | LG / P | CLC / CAE |
| **Activity Book**, p.71, Act. 14. *Think about your weekend or a holiday. Make notes about two things you did and your feelings.* | WE | Ind | SIE / SCC |
| **Activity Book**, p.71, Act. 15. *Write two diary pages about your weekend or holiday.* | WE | Ind | CLC / SIE / LL |
| *Ending the lesson* Tell a fairy tale or traditional story line by line. | OC / OE | LG | CLC / SCC / CAE |

**UNIT 7 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 7: CLIL – *SCIENCE*** | | | | | | |
| **Objectives:**   * Learn about how animals communicate.   **Materials:**   * CD 3 * Optional: DVD; slips of paper and a bag | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Oral activity to revise vocabulary for animals. | OC / OE | LG | CLC / SCC / MCST | **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. 88, *How do animals communicate?* | OC / OE | LG | CLC / MCST |
| **Pupil’s Book**, p. 89, Act.1, *Listen and repeat* (CD3.29) | OC / OE | LG | CLC / MCST / SIE |
| **Pupil’s Book**, p. 89, Act.2 Video 07 (p.125-126TB). *Watch the video.* | OC | LG | CLC / MCST |
| **Pupil’s Book**, p. 89, Act. 3 *Read and listen.* (CD3.30) | OC / RC | LG | CLC / MCST / SIE |
| **Pupil’s Book**, p. 89, Act. 4 *Answer the questions.* | RC / WE | LG /P | CLC / MCST / SIE |
| **Pupil’s Book**, p. 89, Act. 5 *How do you communicate your feelings to your family?* | OE / RC | LG | CLC / MCST |
| **Activity Book**, p. 72 Act. 1 *Match the animals with how they communicate and their feelings.* | RC | Ind | CLC / MCST / SIE |
| **Activity Book**, p. 72, Act. 2. *Look at activity 1. Write sentences about how animals communicate their feelings.* | WE | Ind | CLC / MCST / SIE / LL |
| **Activity Book**, p. 72, Act. 3. *Complete the table with the words in the box.* | RC / WE | Ind | CLC / MCST / SIE / LL |
| *Ending the lesson*. Play *Guess What?* | OC | LG | CLC / MCST / SCC |

**UNIT 7 PROGRAMME OF CLASSROOM ACTIVITIES**

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| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 8: CLIL project and evaluation** | | | | | | |
| **Objectives:**   * Find out about how animals communicate and make a table of the information they find. * Review the contents of the unit. * Complete the evaluation in the Activity Book.   **Materials:**   * Reference books or access to class computers for pupils to research how animals communicate (alternatively, pupils’ pictures and information brought in from home); paper, writing and drawing materials * Optional: a ball or soft object | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Miming activity with vocabulary from the previous lesson. | OC / OE | 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* |  |
| **Pupil’s Book**, p. 89. Act. 6. *Find out how animals communicate. Make a table with information about it.* | OC / OE | Ind / LG | CLC / MCST / SIE |
| **Activity Book**, p. 73. Evaluation. Act. 1. *Complete the questions and put the words in order. Then match.* | RC / OC / OE | Ind | CLC / SIE |
| **Activity Book**, p. 73. Evaluation. Act. 2. *Look at activity 1. Write a different reason for how the children feel.* | RC / WE | Ind | LL / SIE |
| **Activity Book**, p. 73. 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 8: OUTDOOR SPORTS**

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| **Unit objectives** |
| In this unit pupils will be able to:   * Learn and talk about outdoor sports and activities. * Talk about outdoor sports they did last weekend. * Ask and answer about when they did activities in the past. * Practise using falling intonation at the end of standard questions (using *when, what*, *where, who, why* and *which*). * Consolidate language with a story. * Discuss the value of being safe. * Practise the skills of listening and speaking, with reading in the Activity Book. * Practise the skills of reading and writing, with extended writing in the Activity Book. * Learn about what makes our bodies move. * Find out about body parts they use in sports and make a leaflet. * Review the contents of the unit. * Complete the evaluation in the Activity Book. |
| **Materials** |
| * Pupil’s Book and Activity Book * DVD / Presentation Plus * CD 3 * Word cards (TB110) * Access to class computers for pupils to prepare a digital presentation; paper, writing and drawing materials * Optional: slips of paper and a box or bag for the messages game; photos or equipment for a hobby of yours*;* instructions for the *Find someone who …* activity;recording equipment; pictures of underwater hockey and dog surfing downloaded from the internet; questions on slips of paper and a bag; slips of paper and a bag for the *Act it out* game;handmade questionnaire worksheet |
| **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 8 BLOCK 1: COMPREHENSION OF ORAL TEXTS**

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| --- | --- | --- | --- |
| **CONTENTS** | **EVALUATION CRITERIA[[35]](#footnote-35)** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Comprehension strategies in oral texts:**   * Identify vocabulary for outdoor sports and activities. * Listen to a recording about windsurfing. * Listen to recording about outdoor sports and activities. * Listen to a chant focusing on pronunciation. * Listen to recording to revise vocabulary from the course. * Listen to a dialogue about outdoor sports and activities some pupils did in the past. * Listen to a story to consolidate language of the unit. * Listen to a text about unusual leisure activities. * Identify vocabulary for parts of the body we use while moving. * Watch a video about parts of the body. | B1.EC.1.  B1.EC.2.  B1.EC.3.  B1.EC.4.  B1.EC.5.  B1.EC.6.  B1.EC.7. | B1.LS.1.  B1.LS.2.  B1.LS.3.  B1.LS.4.  B1.LS.5. | CLC.1.  CLC.2.  CLC.3.  MCST.3.  MCST.9.  MCST.11.  DC.1.  DC.3.  SCC.1.  SCC.2.  SCC.3.  SCC.4.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  LL.4.  SIE.1.  SIE.2.  SIE.3. |
| **Sociocultural and sociolinguistic aspects:**   * Reflection on the importance of staying active. * Interest in and respect for the interests of others. * Interest in learning about unusual sports. * Interest in learning contents of other areas of the curriculum in English. |
| **Communicative functions:**   * Greetings and introductions, apologising, thanking, invitations. * Expressing ability, likes, preferences, opinions, agreement or disagreement, feelings, plans. * Descriptions of people, activities, places, objects, habits, plans. * Narration of past and recent events. * Asking for and offering help, information, instructions, objects, opinions, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * I/He/She went (go-karting with my friends) on (Saturday). | Did you/Sally/Mike (go hiking)? * When did you go (windsurfing)? * Where can we find something to fly? | Hold on tight. | How did you find out the answers? It’s a long story.   Recycled language:   * Which of these activities do you like doing? | Do you like (hiking)? Yes, I do. / No, I don’t. / Not really. | Would you like to try (rockclimbing)? Yes, I would. / No, I wouldn’t. | (Canoeing) is easier than (rowing). | What about (snorkelling)? |I like/love (bodyboarding). | Is he (bodyboarding)? Yes, he is. / No, he isn’t. * It was (my birthday). | I (visited my cousins). | Yes, I/he/she did. / No, I/he/she didn’t. | What did (Sam) do (on Saturday)? * Did you (go skiing) last year? Yes, I did. / No, I didn’t. | I (went skiing) in March. * There’s a (helicopter). |How do we get there? | There’s (the library). | Do you have to (go home)? Yes, I do. | It was fun. * Can I ask you some questions? | Have you got a hobby? Yes, I have. | I like (going windsurfi ng). | When did you last (go windsurfing)? I went on (Saturday). | I (go to a club) every (Saturday). | Is (windsurfi ng) dangerous? | Do you (go windsurfing on the sea)? No, but I’d like to. | You must (have lessons). * Do you like/enjoy (trampolining)? | (Bossaball) is like (volleyball). |There are two teams. | Can you (swim underwater)? |What/How about (playing hockey)? | OK. Good idea. | (Underwater hockey) started in (1954). |It’s called (Octopush). | (Dog surfing competitions) are popular in (the United States). |
| **Very frequent oral vocabulary (reception):**   * hiking, rock-climbing, trampolining, go-karting, rowing, canoeing, bodyboarding, windsurfing, snorkelling, scuba diving * last year * cycling, bone, muscles, knee, elbow, joint, bend, stretch, are connected to   Recycled vocabulary:   * outdoor sports, days of the week * sports and activities, months of the year * helicopter, rock-climbing, helmet, rope, town, library * bossaball, hockey puck, dog surfing * parts of the body, run, jump, move around, use, meet, long, short, sports, strong |
| **Sound, accent, rhythm and intonation patterns:**   * Identify falling intonation at the end of standard questions (using *when, what, where, who, why* and *which*). |

**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 vocabulary for outdoor sports and activities. * Talk about the importance of being safe when doing activities. * Practise a chant focusing on pronunciation. * Act out a dialogue about activities in the past. * Prepare and practise a dialogue about what they did last weekend. * Listen to a story to consolidate language of the unit. * Ask questions about parts of the body we use while moving. * Talk about a new sports club they plan to join. * Practise vocabulary for parts of the body. | 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.9.  MCST.11.  DC.1.  DC.3.  SCC.1.  SCC.2.  SCC.3.  SCC.4.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  LL.4.  SIE.1.  SIE.2.  SIE.3. |
| **Sociocultural and sociolinguistic aspects:**   * Reflection on the importance of staying active. * Interest in and respect for the interests of others. * Interest in learning about unusual sports. * Interest in learning contents of other areas of the curriculum in English. |
| **Communicative functions:**   * Greetings and introductions, apologising, thanking, invitations. * Expressing ability, likes, preferences, opinions, agreement or disagreement, feelings, plans. * Descriptions of people, activities, places, objects, habits, plans. * Narration of past and recent events. * Asking for and offering help, information, instructions, objects, opinions, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * I/He/She went (go-karting with my friends) on (Saturday). | Did you/Sally/Mike (go hiking)? * When did you go (windsurfing)? * Where can we find something to fly? | Hold on tight. | How did you fi nd out the answers? It’s a long story.   Recycled language:   * Which of these activities do you like doing? | Do you like (hiking)? Yes, I do. / No, I don’t. / Not really. | Would you like to try (rockclimbing)? Yes, I would. / No, I wouldn’t. | (Canoeing) is easier than (rowing). | What about (snorkelling)? |I like/love (bodyboarding). | Is he (bodyboarding)? Yes, he is. / No, he isn’t. * It was (my birthday). | I (visited my cousins). | Yes, I/he/she did. / No, I/he/she didn’t. | What did (Sam) do (on Saturday)? * Did you (go skiing) last year? Yes, I did. / No, I didn’t. | I (went skiing) in March. * There’s a (helicopter). |How do we get there? | There’s (the library). | Do you have to (go home)? Yes, I do. | It was fun. * Can I ask you some questions? | Have you got a hobby? Yes, I have. | I like (going windsurfing). | When did you last (go windsurfing)? I went on (Saturday). | I (go to a club) every (Saturday). | Is (windsurfi ng) dangerous? | Do you (go windsurfi ng on the sea)? No, but I’d like to. | You must (have lessons). * Do you like/enjoy (trampolining)? | (Bossaball) is like (volleyball). |There are two teams. | Can you (swim underwater)? |What/How about (playing hockey)? | OK. Good idea. | (Underwater hockey) started in (1954). |It’s called (Octopush). | (Dog surfing competitions) are popular in (the United States). |
| **Very frequent oral vocabulary (production):**   * hiking, rock-climbing, trampolining, go-karting, rowing, canoeing, bodyboarding, windsurfing, snorkelling, scuba diving * last year * cycling, bone, muscles, knee, elbow, joint, bend, stretch, are connected to   Recycled vocabulary:   * outdoor sports, days of the week * sports and activities, months of the year * helicopter, rock-climbing, helmet, rope, town, library * bossaball, hockey puck, dog surfing * parts of the body, run, jump, move around, use, meet, long, short, sports, strong |
| **Sound, accent, rhythm and intonation patterns:**   * Practise falling intonation at the end of standard questions (using *when, what, where, who, why* and *which*). |

**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 outdoor sports and activities. * Read a text about parts of the body we use while moving. * Read information about outdoor activities some people do. * Read a story to consolidate language. * Read a text about unusual sports. * Identify vocabulary for parts of the body. | 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.8.  CLC.9.  CLC.10.  MCST.3.  MCST.9.  MCST.11.  DC.1.  DC.3.  SCC.1.  SCC.2.  SCC.3.  SCC.4.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  LL.4.  SIE.1.  SIE.2.  SIE.3. |
| **Sociocultural and sociolinguistic aspects:**   * Reflection on the importance of staying active. * Interest in and respect for the interests of others. * Interest in learning about unusual sports. * Interest in learning contents of other areas of the curriculum in English. |
| **Communicative functions:**   * Greetings and introductions, apologising, thanking, invitations. * Expressing ability, likes, preferences, opinions, agreement or disagreement, feelings, plans. * Descriptions of people, activities, places, objects, habits, plans. * Narration of past and recent events. * Asking for and offering help, information, instructions, objects, opinions, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * I/He/She went (go-karting with my friends) on (Saturday). | Did you/Sally/Mike (go hiking)? * When did you go (windsurfing)? * Where can we find something to fly? | Hold on tight. | How did you find out the answers? It’s a long story.   Recycled language:   * Which of these activities do you like doing? | Do you like (hiking)? Yes, I do. / No, I don’t. / Not really. | Would you like to try (rockclimbing)? Yes, I would. / No, I wouldn’t. | (Canoeing)is easier than (rowing). | What about (snorkelling)? |I like/love (bodyboarding). | Is he (bodyboarding)? Yes, he is. / No, he isn’t. * It was (my birthday). | I (visited my cousins). | Yes, I/he/she did. / No, I/he/she didn’t. | What did (Sam) do (on Saturday)? * Did you (go skiing) last year? Yes, I did. / No, I didn’t. | I (went skiing) in March. * There’s a (helicopter). |How do we get there? | There’s (the library). | Do you have to (go home)? Yes, I do. | It was fun. * Can I ask you some questions? | Have you got a hobby? Yes, I have. | I like (going windsurfi ng). | When did you last (go windsurfing)? I went on (Saturday). | I (go to a club) every (Saturday). | Is (windsurfi ng) dangerous? | Do you (go windsurfi ng on the sea)? No, but I’d like to. | You must (have lessons). * Do you like/enjoy (trampolining)? | (Bossaball) is like (volleyball). |There are two teams. | Can you (swim underwater)? |What/How about (playing hockey)? | OK. Good idea. | (Underwater hockey) started in (1954). |It’s called (Octopush). | (Dog surfing competitions) are popular in (the United States). |
| **Very frequent written vocabulary (production):**   * hiking, rock-climbing, trampolining, go-karting, rowing, canoeing, bodyboarding, windsurfing, snorkelling, scuba diving * last year * cycling, bone, muscles, knee, elbow, joint, bend, stretch, are connected to   Recycled vocabulary:   * outdoor sports, days of the week * sports and activities, months of the year * helicopter, rock-climbing, helmet, rope, town, library * bossaball, hockey puck, dog surfing * parts of the body, run, jump, move around, use, meet, long, short, sports, strong |
| **Graphic patterns and spelling conventions:**   * + Identify the spelling of vocabulary for outdoor sports and parts of the body. |

**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 outdoor sports and parts of the body. * Complete and write sentences to practise the new structures of the unit and revise the ones studied throughout the course. * Ask and answer about the past. * Write a text about an interesting experience. * Make a leaflet about parts of body they use in three outdoor sports they like. | B4.EC.1.  B4.EC.2.  B4.EC.3.  B4.EC.4.  B4.EC.5.  B4.EC.6.  B4.EC.7. | B4.LS.1.  B4.LS.2.  B4.LS.3. | CLC.11.  CLC.12.  CLC.13.  CLC.14.  MCST.3.  MCST.9.  MCST.11.  DC.1.  DC.3.  SCC.1.  SCC.2.  SCC.3.  SCC.4.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  LL.4.  SIE.1.  SIE.2.  SIE.3. |
| **Sociocultural and sociolinguistic aspects:**   * Reflection on the importance of staying active. * Interest in and respect for the interests of others. * Interest in learning about unusual sports. * Interest in learning contents of other areas of the curriculum in English. |
| **Communicative functions:**   * Greetings and introductions, apologising, thanking, invitations. * Expressing ability, likes, preferences, opinions, agreement or disagreement, feelings, plans. * Descriptions of people, activities, places, objects, habits, plans. * Narration of past and recent events. * Asking for and offering help, information, instructions, objects, opinions, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * I/He/She went (go-karting with my friends) on (Saturday). | Did you/Sally/Mike (go hiking)? * When did you go (windsurfing)? * Where can we fi nd something to fly? | Hold on tight. | How did you find out the answers? It’s a long story.   Recycled language:   * Which of these activities do you like doing? | Do you like (hiking)? Yes, I do. / No, I don’t. / Not really. | Would you like to try (rockclimbing)? Yes, I would. / No, I wouldn’t. | (Canoeing) is easier than (rowing). | What about (snorkelling)? |I like/love (bodyboarding). | Is he (bodyboarding)? Yes, he is. / No, he isn’t. * It was (my birthday). | I (visited my cousins). | Yes, I/he/she did. / No, I/he/she didn’t. | What did (Sam) do (on Saturday)? * Did you (go skiing) last year? Yes, I did. / No, I didn’t. | I (went skiing) in March. * There’s a (helicopter). |How do we get there? | There’s (the library). | Do you have to (go home)? Yes, I do. | It was fun. * Can I ask you some questions? | Have you got a hobby? Yes, I have. | I like (going windsurfi ng). | When did you last (go windsurfing)? I went on (Saturday). | I (go to a club) every (Saturday). | Is (windsurfi ng) dangerous? | Do you (go windsurfi ng on the sea)? No, but I’d like to. | You must (have lessons). * Do you like/enjoy (trampolining)? | (Bossaball) is like (volleyball). |There are two teams. | Can you (swim underwater)? |What/How about (playing hockey)? | OK. Good idea. | (Underwater hockey) started in (1954). |It’s called (Octopush). | (Dog surfing competitions) are popular in (the United States). |
| **Very frequent written vocabulary (production):**   * hiking, rock-climbing, trampolining, go-karting, rowing, canoeing, bodyboarding, windsurfing, snorkelling, scuba diving * last year * cycling, bone, muscles, knee, elbow, joint, bend, stretch, are connected to   Recycled vocabulary:   * outdoor sports, days of the week * sports and activities, months of the year * helicopter, rock-climbing, helmet, rope, town, library * bossaball, hockey puck, dog surfing * parts of the body, run, jump, move around, use, meet, long, short, sports, strong |
| **Graphic patterns and spelling conventions:**   * Practise writing vocabulary for outdoor sports and parts of the body. |

**UNIT 8 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 1: Presentation and practice of vocabulary** | | | | | | |
| **Objectives:**   * Learn and talk about outdoor sports and activities.   **Materials:**   * CD 3, Word cards (TB110) * Optional: slips of paper and a bag or box for the messages game | | | | | | |
| **Activities** | **Skills/ Blocks[[36]](#footnote-36)** | **Interaction[[37]](#footnote-37)** | **Competences[[38]](#footnote-38)** | **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. 119  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| **Pupil’s Book**, p. 92, Act. 1. *Listen. and look*(CD3.31) | OC | Ind / LG | CLC / SCC |
| **Pupil’s Book**, p. 92, Act. 2. *Listen and repeat. Then match.* (CD3.32) | OC / OE | Ind / LG | CLC / SCC |
| **Pupil’s Book**, p. 92, Act. 3. *Listen and answer the questions. Then practise with a friend.* (C3.33) | OE / OC | P / LG | CLC / SCC / SIE |
| **Pupil’s Book**, p. 92 Act 4*What activities would you like to do? Ask and answer.* | OE / OC | LG / P | CLC / SCC / SIE |
| **Activity Book**, p. 74, Act. 1. *Read and circle the correct words.* | RC | Ind | CLC / SIE |
| **Activity Book**, p. 74 Act. 2**.** *Complete the sentences. Use the words from activity 1 and your own ideas.* | WE | Ind | SIE / CLC |
| ***My picture dictionary* ➔***p. 92: Write the new words.* | WE / RC | Ind | SIE / MCST / CLC |
| *Ending the lesson*. Play *Choose and answer.* | OC / OE | LG / P | CLC / SCC / SIE |

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| **Lesson 2: Presentation and practice of grammar 1** | | | | | | |
| **Objectives:**   * Talk about outdoor sports they did last weekend.   **Materials:**   * CD 3 | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play *What`s missing?* | 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*. Introduce *II’m/He’s/She’s/They’re (crying) because I’m/he’s/she’s/they’re (scared).* | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 93, Act. 5. *Read, listen. (*CD3.34) | OC / RC / OE | Ind / LG | CLC / SIE |
| **Pupil’s Book**, p. 93, Act. 6. *Match the questions and answers.* | RC | Ind / LG | CLC/ SIE |
| **Pupil’s Book**, p. 93, Act. 7. *Ask and answer.* | WE / OE | P / LG | CLC / SIE |
| **Pupil’s Book**, p. 83, Act. 8. *Go to page 103. Listen and repeat the chant.* | OC / OE | LG | CLC / SIE / LL |
| **Activity Book**, p. 75, Act. 3. *Look and write the sentences.* | WE | Ind | CLC / SIE |
| **Activity Book**, p. 75, Act. 4*. Look at activity 3. Complete the questions and write the answers.* | RC / WE | Ind | CLC / SIE |
| **Activity Book**, p. 75, Act. 5. *Answer the questions about you.* | WE | Ind | CLC / SIE |
| *Ending the lesson*. Play a game of *Elimination.* | OC / OE / WE | LG | CLC / SCC / SIE |

**UNIT 8 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 3: Presentation and practice of grammar 2** | | | | | | |
| **Objectives:**   * Ask and answer about when they did activities in the past. * Practise using falling intonation at the end of standard questions (using *when, what, where, who, why* and *which*).   **Materials:**   * CD 3; Word cards (TB110) | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play *Pass the word cards.* | OC / OE / RC | 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*. Play a game of *Stand up and sit down.* | OC / OE | LG | CLC/ SIE |
| **Pupil’s Book**, p. 94, Act. 9. *What are they talking about? Listen and choose.* (CD3.36) | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 94, Act. 10. *Listen again and practise****.***(CD3.36) | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 94, Act. 11 *Choose four activities you did last year. Then talk to a friend.* | RC / OE / OC | LG / P | CLC / SIE / SCC |
| **Pupil’s Book**, p. 94, Act. 12 *Does the end of the question go up or down? Listen and repeat.* (CD3.37) (CD3.38) | OC / OE | LG | CLC / SIE / SCC |
| **Activity Book**, p. 76, Act. 6. *Read and write the questions and answers.* | RC / WE | Ind | CLC / SIE |
| **Activity Book**, p. 76, Act. 7. *Read and complete the questions and answers.* | RC / WE | Ind | CLC |
| *Ending the lesson*. Play *Guess the answers.* | OE / OC | LG | CLC / SIE / SCC |

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| **Lesson 4: Story and Value** | | | | | | |
| **Objectives:**   * Consolidate language with a unit. * Discuss the value of being safe.   **Materials:**   * CD 3 | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play a game of *Ten lives.* | OC / OE | LG | CLC / SIE / SCC | **Extra activities:** *Teacher’s Book* p. 120  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation.* Remind pupils of the story from the previous unit. | OC / OE | LG | CLC / SIE / SCC |
| **Pupil’s Book,** p. 95 Act. 13, *Read and listen.* (CD3.39) | OC / RC | LG | CLC / SIE / SCC |
| **Pupil’s Book**, p. 95, *Value. Be safe.* | OC / RC | LG | CLC / SIE / SCC |
| **Activity Book**, p. 77, Act. 8 *Read the story again. Match and number.* | RC | Ind | CLC / SIE / SCC |
| **Activity Book**, .p.77, Act. 9. *Use the words in the box to write answers.* | RC | Ind | CLC |
| **Activity Book,** p. 77, Act 10*, Find and write sentences that show the value: be safe.* | OE / WE | Ind | CLC / SCC |
| *Ending the lesson*. Oral activity about the story. | OC / OE | LG | CLC / SIE |

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| **Lesson 5: Listening and speaking** | | | | | | |
| **Objectives:**   * Practise the skills of listening and speaking, with reading in the Activity Book.   **Materials:**   * CD 3 * Optional: photos or equipment for a hobby of yours; instructions for the *Find someone who …* activity; recording equipment | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Oral activity to introduce language of the lesson. | 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** |  |  |
| **Pupil’s Book**, p. 96, *What new hobby would you like to try?* | OC / OE | LG | CLC |
| **Pupil’s Book**, p. 96, Act. 14 *Which is Malia’s club? Listen and choose a picture.* (CD3.40) | OC / OE | LG / Ind | CLC / SIE |
| **Pupil’s Book**, p. 96, Act. 15. *Listen again and say true or false* (CD3.40) | OC / RC | LG | CLC / SIE |
| **Pupil’s Book**, p. 96, Act. 16. *Plan to join a new sports club.*) | WE / OC / OE | LG / P | CLC / SIE |
| **Activity Book**, p. 78, Act. 11. *Look, read and complete Tony’s story. Use the words in the box.* | RC / WE | Ind | CLC / SIE |
| **Activity Book**, p. 78, Act. 12. *Look at activity 11. Answer the questions.* | RC / WE | Ind | CLC / SIE |
| **Activity Book**, p. 78 Act. 13. *How to use so, very and really.* | RC | Ind | CLC / SIE |
| *Ending the lesson*. Play *Starting letters.* | OC / OE | LG | CLC / SCC |

**UNIT 8 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 6: Reading and writing** | | | | | | |
| **Objectives:**   * Practise the skills of reading and writing.   **Materials:**   * CD 3 * Optional: pictures of underwater hockey and dog surfing downloaded from the internet; questions on slips of paper and a bag | | | | | | |
| **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. 120  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| **Pupil’s Book**, p.97*, Why is this game of volleyball different?* | OC / OE | LG | CLC / SCC |
| **Pupil’s Book**, p.97, Act. 17.*Read and listen****.***(CD3.42) | OC / RC | LG | CLC / SCC |
| **Pupil’s Book**, p. 97 Act. 18.*Read again and say the missing words.* | RC / WE | Ind / LG | CLC / SIE |
| **Pupil’s Book**, p.97*, Think of an unusual sport.* | OC / OE / WE | LG | CLC |
| **Activity Book**, p.79, Act. 14 *Think of a time you were excited or interested. Make notes about it.* | WE / RC | Ind | SIE / SCC |
| **Activity Book**, p. 79, Act. 15**.** *Write a story about the time you were excited or interested.* | WE | Ind | CLC / SIE / LL |
| *Ending the lesson* Play *Correct my mistakes.* | OC / OE | LG | CLC |

**UNIT 8 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 7: CLIL – *SPORT*** | | | | | | |
| **Objectives:**   * Learn about what makes our bodies move.   **Materials:**   * CD 3 * Optional: DVD; slips of paper and a bag for the *Act it out* game; handmade questionnaire worksheet | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play a game of *Simon Says.* | OC / OE | LG | CLC / SCC / MCST | **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. 98, *What makes our bodies move?* | OC / OE | LG | CLC / MCST |
| **Pupil’s Book**, p. 98, Act.1, *Listen and repeat* (CD3.43) | OC / OE | LG | CLC / MCST / SIE |
| **Pupil’s Book**, p. 98, Act.2 Video 08 (p.126TB). *Watch the video.* | OC | LG | CLC / MCST |
| **Pupil’s Book**, p. 98, Act. 3 *Read and listen.*(CD3.44) | OC / RC | LG | CLC / MCST / SIE |
| **Pupil’s Book**, p. 98, Act. 4 *Answer the questions.* | RC / WE | LG / P | CLC / MCST / SIE |
| **Pupil’s Book**, p. 98, Act. 5 *Which parts of your body are the strongest and the weakest?* | OE / RC | LG | CLC / MCST |
| **Activity Book**, p. 80 Act. 1 *Read and circle the correct answers.* | RC | Ind | CLC / MCST / SIE |
| **Activity Book**, p. 80, Act. 2. *Read and write true or false.* | RC | Ind | CLC / MCST / SIE / LL |
| **Activity Book**, p. 80, Act. 3. *Look and think. Which bones, muscles and joints must be strong?* | RC / WE | Ind | CLC / MCST / SIE / LL |
| *Ending the lesson*. Play the *Mirror game.* | OC | LG | CLC / MCST / SCC |

**UNIT 8 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 8: CLIL project and evaluation** | | | | | | |
| **Objectives:**   * Find out about body parts they use in sports and make a leaflet. * Review the contents of the unit. * Complete the evaluation in the Activity Book.   **Materials:**   * Access to class computers for pupils to prepare a digital presentation; paper, writing and drawing materials | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| Warmer. Oral activity to revise language of the unit. | OC / OE | 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. 99, Act. 6. *Choose three sports you enjoy. Make a leaflet showing the parts of the body you use for each sport.* | OC / OE / RC | LG | CLC / MCST / SCC |
| **Activity Book**, p.73, *Evaluation.* Act. 1. *Read and complete. Use the words in the box.* | RC / WE | Ind | LL / SIE |
| **Activity Book**, p. 73, *Evaluation.* Act. 2,*Look at activity 1. Put the words in order. Then match to the answers.* | RC / WE | Ind | LL / SIE |
| **Activity Book**, p. 73, *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 |

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)