**INTEGRATED SYLLABUS**

***GUESS WHAT!* 6**

**Primary Education**

**Foreign language: English**

**Year 6**

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

**ÍNDICE DE CONTENIDOS**

**CONTENTS**

**1.** [**School and department information**](#Información_escuela)

**2.** [**Methodology**](#Metodología)

2.1. Theoretical justification

2.2. Methodology in the project *Guess What! 6*

2.3. Social values

2.4. CLIL (Content and Language Integrated Learning)

2.5. Information and Communication Technology (ICT)

**3.** [**Objectives of the stage**](#Objetivos)

**4.** [**Key competences**](#Competencias)

4.1. Key competences in the curriculum for Primary Education

4.2. Contribution of *Guess What!* to the acquisition of competences

4.3. Descriptors of key competences

4.4. Methodology for competence-based learning and teaching in the classroom

**5.** [**Contents, evaluation criteria and learning standards**](#Contenidos_criterios_estándares)

**6.** [**Assessment**](#Evaluación)

6.1. Teaching-learning assessment

6.2. Evaluation criteria and learning standards

6.3. Assessment in G*uess What!*

6.4. Assessment tools in G*uess What!*

**7**[**. Specific needs for support**](#Necesidades_específicas)

**8.** [**Teaching syllabus and programme of classroom activities**](#Programación)

**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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Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**2.** **METHODOLOGY**

**2.1. THEORETICAL JUSTIFICATION**

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

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

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

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

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

**Foreign language**

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

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

**Methodological guidelines**

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

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

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

**2.2. METHODOLOGY IN THE PROJECT *GUESS WHAT! 6***

*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 6, 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 computer game for a competition.

**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 spread in every unit. In *Guess What!* Level 6, the motivating skills topics include camping in different and exotic locations, gingerbread art, communication through the ages and recycling flip-flops into animal sculptures.

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 by practising in stress and intonation as well as some common weak forms.

**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. Pupils begin working towards Movers in *Guess What!* Level 5 and they complete the syllabus by the end of *Guess What!* Level 6.

***GUESS WHAT!* LEVEL 6 COMPONENTS**

**Pupil’s Book**

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

* An opening Seasons and weather unit which re-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.
* Skills work on listening, speaking, reading and writing.
* 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. 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 6, 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 6 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 highly engaging double-page 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 with colourful photos. These are accompanied by a lively dialogue on the Audio CD featuring the *Guess What!* characters. Pupils listen and repeat the vocabulary as well as reading the vocabulary labels on the page. They 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 and a range of 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 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 a blog about a Saturday club or a magazine article about life in the past.

* 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 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 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 TB122 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, a bar chart, a flow chart, estimating and measuring.

* 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 playing in the school orchestra, experiencing a power cut and going to a sleepover in a museum. 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 6 include the following:

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| **Unit** | **Values in *Guess What! 6*** |
| Seasons and weather | Value the importance of asking friends for help. |
| 1 | Value the importance of being resourceful. |
| 2 | Value the importance of working together. |
| 3 | Value the importance of eating healthy food. |
| 4 | Value the importance of persevering. |
| 5 | Value the importance of protecting friends. |
| 6 | Value the importance of reusing and recycling. |
| 7 | Value the importance of thinking logically. |
| 8 | Value the importance of sharing success with friends. |

**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.

In *Guess What! 6* we can find the following CLIL topics:

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| **Unit** | **CLIL in *Guess What! 6*** |
| Seasons and weather | Art: how to interpret shadows in landscape paintings |
| 1 | Maths: estimating and measuring |
| 2 | Physical education: skills needed for different physical activities |
| 3 | Natural science: the importance of drinking water |
| 4 | Music: instruments, high and low notes |
| 5 | History: the role of primary sources in studying history |
| 6 | Natural science: the process of recycling glass bottles |
| 7 | Natural science: astronomy, differences between planets in the solar system |
| 8 | Natural science: how fireworks work |

**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 sixth 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 linguistic structures.  **KC.2.** Identify the gist and specific information from a short situation from repeated visualisations of the oral text.  **KC.3.** Recognise aural items such as accent, rhythm and correct intonation in familiar contexts. |
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| **BLOCK 2: PRODUCTION OF ORAL TEXTS (EXPRESSION AND INTERACTION)** | | |
| **CONTENTS:**  Production strategies in oral texts  Planning, carrying out and checking oral texts through the use of linguistic, paralinguistic and paratextual procedures.  Sociocultural and sociolinguistic aspects  Social conventions, 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.** Achieve the basic communicative function of the text (e.g. congratulating, an information exchange or an offer) using a limited selection of their most common examples as well as basic discursive patterns (e.g. starting and closing a conversation, or the points of a schematic description).  **B2.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.  **B2.EC.6.** 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.7.** 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.EC.8.** Make themselves understood in short, simple speeches, although hesitations, repetitions or pauses to reorganise, correct or reformulate what they want to say may occur. Interact in a very simple way, using very basic techniques, both linguistic and non-verbal (e.g. gestures and physical contact) to start, maintain or close a short conversation.  **B2.EC.9.** 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. | **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 hobbies and interest and 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 and give their opinion using simple structures).  **B2.LS.2.** Manages to participate well in everyday situations (e.g. order and ask the price of a product in a shop).  **B2.LS.3.** 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, meet friends, or give instructions (e.g. about how to get somewhere with the help of a map).  **B2.LS.4.** Takes part in a role-play interview, e.g. at the doctor’s, naming parts of the body to indicate what hurts. | **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**. 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.2.** Know and apply the most appropriate basic strategies for understanding the general sense, specific information and the main points of the text.  **B3.EC.3.** 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.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 instructions, directions, and basic information on notes, signs and posters in the streets, shops, public transport, cinemas, museums, schools, and other public services and places.  **B3.LS.2.** 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.3.** Understands short and simple correspondence (SMS, 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.4.** Understands the main points of short news and youth magazine articles which are about familiar topics or subjects that interest them (sports, musical groups, computer games).  **B3.LS.5.** Understands the main ideas of short, well structures stories and identifies the main characters, providing that main plots points are based on images and actions (adapted readers, comics, etc.) | **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**. 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.2**. 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.3.** 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.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.** Completes a short form or document with their personal information (e.g. to register in social network sites, to open an email account, etc.)  **B4.LS.2.** Writes short and simple correspondence (messages, notes, postcards, emails, chats, or SMS) in which they thank someone, congratulate someone, invite someone, give instructions, or talk about themselves and their immediate environment (family, friends, hobbies, daily activities, objects, places) and asks questions related to these topics. | **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 since *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!* 6.

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

**SEASONS AND WEATHER UNIT**

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| **Unit objectives** |
| In this unit pupils will be able to:   * Revise and extend vocabulary related to weather and the seasons. * Practise using the past simple to talk about holidays and weather. * Practise using rising intonation in questions. * Learn to use *when* to link clauses in the past simple. * Consolidate language with a story. * Discuss the value of asking friends for help. * Practise the skills of listening and speaking, with reading in the Activity Book. * Practise making plans. * Practise the skills of reading and speaking, with extended writing in the Activity Book. * Learn how to interpret shadows in paintings. * Interpret the shadows in a landscape painting of their choice. * 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 and a map of Europe; your own holiday photos; 20 handmade cards with these infinitives and irregular past forms: *go, see, drink, eat, catch, have, do, be, meet, find, went, saw, drank, ate, caught, had, did, was, met, found*; a light source (e.g. an anglepoise lamp), items to cast shadows (e.g. a ball, toy animals) * Optional: internet access / reference materials about weather around the world; a bag / box; pictures of landscape paintings with shadows |
| **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) |

**SEASONS AND WEATHER 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 weather and the seasons. * Listen to a dialogue about weather and the seasons. * Listen to a recording about a school trip to a desert. * Listen to a chant focusing on pronunciation. * Listen to information about a trip and what the weather was like. * Identifiy new language of the unit. * Identify rising intonation in questions. * Listen to a story to consolidate language. * Listen to a text about shadows in paintings. * Watch a video about shadows in paintings. | B1.EC.1.  B1.EC.2.  B1.EC.3.  B1.EC.4.  B1.EC.5.  B1.EC.6.  B1.EC.7. | B1.LS.2.  B1.LS.3.  B1.LS.4.  B1.LS.5.  B1.LS.6.  B1.LS.7. | 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.  LL2.  LL.3.  LL.4.  SIE.1.  SIE.2.  SIE.3. |
| **Sociocultural and sociolingistic aspects:**   * Interest in learning the names of the seasons. * Reflection on the importance of asking friends for help when they need it. * Interest in learning how to interpret shadows in landscape paintings. |
| **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 was the weather like? It was (hot and sunny). Was there (a storm)? Yes, there was./No, there wasn’t. There weren’t any (storms). * Sentences with when * They were born …   Recycled language:   * What’s the weather like (today)? It’s (hot and sunny). * colder, the hottest/coldest … * Where did (you/Josh) go? What did (you/Josh) do? Did the children enjoy their holidays? Yes, they did./No, they didn’t. * There was … * I’ve got …, I want to …, Can you help me? Of course, Let’s go/stay, * I’m from (Beijing) in (China). (Luca) likes (ski)ing. Where would you like to go? I’d like to go to … * Past simple |
| **Very frequent oral vocabulary (reception):**   * autumn, drought, flood, monsoon,spring, storm, summer, thunder and lightning, winter |dry, season, usual, lose (their leaves), change colour * (the) summer holidays, India, Bali, stay (stayed), beach, go bodyboarding * Verbs: met, got, was born, moved, came, found * scary/scariest, memory, That sounds (great)!, Wait and see, lovely, arrive(d), How awful! leave, Poor you! Puppy * den, surprise, get (= arrive),enter a competition, How exciting! island * Switzerland, pick (fruit), summer camp * school trip, sand dunes, one hundred metres high * shadow, light, above, side, sky, low(er), on the (left/right)   Recycled vocabulary:   * weather, windy, snowy, cloudy, foggy, rainy, sunny, hot, cold, warm * seasons and weather, names of countries, went, visited, played**,** * was, wet, went, ate, * Oh dear!, computer game * superlatives (biggest, hottest), dry, * beautiful, first, second, grow, go hiking * sun, season, cloudy, * painting, artist |
| **Sound, accent, rhythm and intonation patterns:**   * Identify rising intonation in questions. |

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

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| **CONTENTS** | **EVALUATION CRITERIA[[4]](#footnote-4)** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Production strategies in oral texts:**   * Practise vocabulary for weather and the seasons. * Practise a dialogue about where they went on holiday and what the weather was like. * Practise using the past simple to talk about weather and holidays. * Practise a chant focusing on pronunciation. * Act out a dialogue with *when*. * Improve intonation in questions. * Practise language of the unit by plannning a trip with a friend. * Practise vocabulary for landscape paintings. * Ask and answer about landscape paintings. | 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 sociolingistic aspects:**   * Interest in learning the names of the seasons. * Reflection on the importance of asking friends for help when they need it. * Interest in learning how to interpret shadows in landscape paintings. |
| **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 was the weather like? It was (hot and sunny). Was there (a storm)? Yes, there was./No, there wasn’t. There weren’t any (storms). * Sentences with when * They were born …   Recycled language:   * What’s the weather like (today)? It’s (hot and sunny). * colder, the hottest/coldest … * Where did (you/Josh) go? What did (you/Josh) do? Did the children enjoy their holidays? Yes, they did./No, they didn’t. * There was … * I’ve got …, I want to …, Can you help me? Of course, Let’s go/stay, * I’m from (Beijing) in (China). (Luca) likes (ski)ing. Where would you like to go? I’d like to go to … * Past simple |
| **Very frequent oral vocabulary (production):**   * autumn, drought, flood, monsoon,spring, storm, summer, thunder and lightning, winter |dry, season, usual, lose (their leaves), change colour * (the) summer holidays, India, Bali, stay (stayed), beach, go bodyboarding * Verbs: met, got, was born, moved, came, found * scary/scariest, memory, That sounds (great)!, Wait and see, lovely, arrive(d), How awful! leave, Poor you! Puppy * den, surprise, get (= arrive),enter a competition, How exciting! island * Switzerland, pick (fruit), summer camp * school trip, sand dunes, one hundred metres high * shadow, light, above, side, sky, low(er), on the (left/right)   Recycled vocabulary:   * weather, windy, snowy, cloudy, foggy, rainy, sunny, hot, cold, warm * seasons and weather, names of countries, went, visited, played**,** * was, wet, went, ate, * Oh dear!, computer game * superlatives (biggest, hottest), dry, * beautiful, first, second, grow, go hiking * sun, season, cloudy, * painting, artist |
| **Sound, accent, rhythm and intonation patterns:**   * Practise using rising intonation in questions. |

**SEASONS AND WEATHER UNIT BLOCK 3: COMPREHENSION OF WRITTEN TEXTS**

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| **CONTENTS** | **EVALUATION CRITERIA[[5]](#footnote-5)** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Comprehension strategies in written texts:**   * Read vocabulary for weather and the seasons. * Read information about where some pupils went on holiday. * Identify the written form of new grammar points. * Read a story to consolidate language. * Read a text about a trip to a desert. * Identify vocabulary for landscape paintings. | 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.  B3.LS.5. | 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.  LL3.  LL4.  SIE.1.  SIE.2.  SIE.3. |
| **Sociocultural and sociolingistic aspects:**   * Interest in learning the names of the seasons. * Reflection on the importance of asking friends for help when they need it. * Interest in learning how to interpret shadows in landscape paintings. |
| **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 was the weather like? It was (hot and sunny). Was there (a storm)? Yes, there was./No, there wasn’t. There weren’t any (storms). * Sentences with when * They were born …   Recycled language:   * What’s the weather like (today)? It’s (hot and sunny). * colder, the hottest/coldest … * Where did (you/Josh) go? What did (you/Josh) do? Did the children enjoy their holidays? Yes, they did./No, they didn’t. * There was … * I’ve got …, I want to …, Can you help me? Of course, Let’s go/stay, * I’m from (Beijing) in (China). (Luca) likes (ski)ing. Where would you like to go? I’d like to go to … * Past simple |
| **Very frequent written vocabulary (reception):**   * autumn, drought, flood, monsoon,spring, storm, summer, thunder and lightning, winter |dry, season, usual, lose (their leaves), change colour * (the) summer holidays, India, Bali, stay (stayed), beach, go bodyboarding * Verbs: met, got, was born, moved, came, found * scary/scariest, memory, That sounds (great)!, Wait and see, lovely, arrive(d), How awful! leave, Poor you! Puppy * den, surprise, get (= arrive),enter a competition, How exciting! island * Switzerland, pick (fruit), summer camp * school trip, sand dunes, one hundred metres high * shadow, light, above, side, sky, low(er), on the (left/right)   Recycled vocabulary:   * weather, windy, snowy, cloudy, foggy, rainy, sunny, hot, cold, warm * seasons and weather, names of countries, went, visited, played**,** * was, wet, went, ate, * Oh dear!, computer game * superlatives (biggest, hottest), dry, * beautiful, first, second, grow, go hiking * sun, season, cloudy, * painting, artist |
| **Graphic patterns and spelling conventions:**   * Identify the spelling of vocabulary for weather and the seasons. |

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

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| **CONTENTS** | **EVALUATION CRITERIA[[6]](#footnote-6)** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Production strategies in written texts:**   * Practise writing vocabulary for weather and the seasons. * Complete and write sentences to practise new grammar structures of the unit. * Ask and answer about a school trip. * Write a text describing weather in a painting. | 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.LO2. | 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.  LL1.  LL2.  LL3.  LL4.  SIE.1.  SIE.2.  SIE.3. |
| **Sociocultural and sociolingistic aspects:**   * Interest in learning the names of the seasons. * Reflection on the importance of asking friends for help when they need it. * Interest in learning how to interpret shadows in landscape paintings. |
| **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 was the weather like? It was (hot and sunny). Was there (a storm)? Yes, there was./No, there wasn’t. There weren’t any (storms). * Sentences with when * They were born …   Recycled language:   * What’s the weather like (today)? It’s (hot and sunny). * colder, the hottest/coldest … * Where did (you/Josh) go? What did (you/Josh) do? Did the children enjoy their holidays? Yes, they did./No, they didn’t. * There was … * I’ve got …, I want to …, Can you help me? Of course, Let’s go/stay, * I’m from (Beijing) in (China). (Luca) likes (ski)ing. Where would you like to go? I’d like to go to … * Past simple |
| **Very frequent written vocabulary (production):**   * autumn, drought, flood, monsoon,spring, storm, summer, thunder and lightning, winter |dry, season, usual, lose (their leaves), change colour * (the) summer holidays, India, Bali, stay (stayed), beach, go bodyboarding * Verbs: met, got, was born, moved, came, found * scary/scariest, memory, That sounds (great)!, Wait and see, lovely, arrive(d), How awful! leave, Poor you! Puppy * den, surprise, get (= arrive),enter a competition, How exciting! island * Switzerland, pick (fruit), summer camp * school trip, sand dunes, one hundred metres high * shadow, light, above, side, sky, low(er), on the (left/right)   Recycled vocabulary:   * weather, windy, snowy, cloudy, foggy, rainy, sunny, hot, cold, warm * seasons and weather, names of countries, went, visited, played**,** * was, wet, went, ate, * Oh dear!, computer game * superlatives (biggest, hottest), dry, * beautiful, first, second, grow, go hiking * sun, season, cloudy, * painting, artist |
| **Graphic patterns and spelling conventions:**   * Practise writing vocabulary for weather and the seasons. |

**SEASONS AND WEATHER PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 1: Presentation and practice of vocabulary** | | | | | | |
| **Objectives:**   * Revise and extend vocabulary related to weather and the seasons.   **Materials:**   * CD 1; Word cards (TB102) | | | | | | |
| **Activities** | **Skills/ Blocks[[7]](#footnote-7)** | **Interaction[[8]](#footnote-8)** | **Competences[[9]](#footnote-9)** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer. Play Two minute.s* | OC /OE /WE | 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 say* yes *or* no*. Then ask and answer****.*** *(*CD1.04) | OC / OE | P / LG | CLC |
| **Pupil’s Book**, p. 6, Act. 4. *Is the weather today usual for the season?**Ask and answer.* | OE | Ind / LG | CLC / SCC / SIE |
| **Activity Book**, p.4, Act. 1. *Read and complete the sentences* | WE / RC | Ind | CLC / SIE |
| **Activity Book**, p.4, Act. 2. *Circle the odd one out.* | RC | Ind | CLC / SIE |
| **Activity Book**, p.4, Act. 3. *Read and write the words. Then number the pictures.* | RC / WE | Ind | CLC/ SIE |
| ***My picture dictionary* ➔** *Go to page 84: Write the new words.* | WE | Ind | CLC |
| *Ending the lesson*. Play *Anagrams.* | OC / OE | LG | CLC / SCC / SIE |

**SEASONS AND WEATHER PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 2: Presentation and practice of grammar 1** | | | | | | |
| **Objectives:**   * Practise using the past simple to talk about holidays and weather. * Practise using rising intonation in questions.   **Materials:**   * CD 1; your own summer holiday photos * Optional: holiday statements for *Find someone who …* | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Oral activity to revise vocabulary for weather. | 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.* Oral activity with photos to practise the past simple. | OC / OE | LG | CLC / SIE / SCC |
| **Pupil’s Book**, p. 7, Act. 5. *Read and listen. Then match* (CD1.05) | OC / RC | LG | CLC / SIE |
| **Pupil’s Book**, p. 7, Act. 6. *Match the questions and answer* | OC / OE | P / LG | CLC/ SIE |
| **Pupil’s Book**, p. 7, Act. 7. *Ask and answer.* | RC / OC / OE | LG / P | CLC / SIE |
| **Pupil’s Book**, p. 7, Act. 8. *Does the end of the question go up or down? Listen and repeat*. (CD1.06, CD1.07) | RC / OC / OE | LG / Ind | CLC / SIE |
| **Activity Book,** p. 5, Act. 4. *Read and circle the correct words.* | RC | Ind | CLC / SIE / LL |
| **Activity Book,** p. 5, Act. 5**.** *Complete the questions and answers.* | RC / WE | Ind | CLC / SIE /MCST |
| **Activity Book,** p. 5, Act. 6*Look at activity 5. Write questions.* | RC / WE | Ind | CLC / SIE / MCST |
| *Ending the lesson*. Oral activity to practise asking questions in the past. | OC / OE | LG / P | CLC / SCC / SIE |

**SEASONS AND WEATHER PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 3: Presentation and practice of grammar 2** | | | | | | |
| **Objectives:**   * Learn to use *when* to link clauses in the past simple.   **Materials:**   * CD 1, 20 handmade cards with these infinitives and irregular past forms: *go,* *see, drink, eat,catch, have, do, be, meet, find, went, saw, drank, ate,caught, had, did, was, met, found* | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Oral activity with cards. | 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*. Introduce *when* to link clauses in the past simple. | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 8, Act. 9 *What are they talking about? Listen and choose.* (CD1.07) | OC / OE | LG | CLC / CAE |
| **Pupil’s Book**, p. 8, Act. 10. *Listen again and practise.* (CD1.08) | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 8, Act.11. *Read and match. Then make sentences that are true for you.* | OC / OE / RC | Ind / P | CLC / SIE |
| **Pupil’s Book**, p. 8, Act. 12 *Go to page 102. Listen and repeat the chant.* | OC / OE | LG | CLC / SIE |
| **Activity Book**, p. 6, Act. 7 *Join the two sentences using “when”.* | RC / WE | Ind | CLC / SIE |
| **Activity Book**, p. 6, Act. 8**.** *Put the words in order.* | RC / WE | Ind | CLC |
| **Activity Book**, p. 6, Act. 9**.** *Complete the sentences about you.* | RC / WE | Ind | CLC |
| *Ending the lesson*. Oral activity to revise the past. | OE / OC | LG | CLC / SIE / SCC |

**SEASONS AND WEATHER PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 4: Story and Value** | | | | | | |
| **Objectives:**   * Consolidate language with a story. * Discuss the value of asking friends for help   **Materials:**   * CD 1; your own holiday photos | | | | | | |
| **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 / SIE / SCC | **Extra activities:** *Teacher’s Book* p. 111  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Introduction.* Introduce the story and the characters. | OC / OE | LG | CLC / SIE / SCC |
| **Pupil’s Book,** p. 9Act. 13. *Read and listen* (CD1.10) | OC / RC | LG/ Ind | CLC / SIE |
| **Pupil’s Book**, *Value* p. 9, *Ask your friends for help.* | OC / RC | LG / P | CLC / SIE |
| **Activity Book**, p. 7, Act. 10 *Read the story again. Circle the correct words and then number.* | RC | Ind | CLC / SIE |
| **Activity Book**, .p.7, Act. 11. *Read and match the questions and answers.* | RC | Ind | CLC |
| **Activity Book,** p. 7, Act 12*, What can you do to show the value: ask your friends for help?* | RC / WE | Ind / P | CLC |
| *Ending the lesson*. Play *Who said it?* | OC / OE | LG | CLC / SIE |

**SEASONS AND WEATHER 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. * Practise making plans.   **Materials:**   * CD 1; a world map and a map of Europe * Optional: internet access / reference materials about weather around the world | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Oral activity with maps. | 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, *Let’s start! What’s your favourite season? Why?* | OC / OE | LG | CLC |
| **Pupil’s Book**, p. 10, Act. 14. *Who’s speaking? Listen and say the names*. (CD1.11) | OC | LG | CLC / SCC / SIE |
| **Pupil’s Book**, p. 10, Act. 15. *Listen again and complete the sentences* | OC / RC / WE | LG / Ind | CLC / SCC |
| **Pupil’s Book**, p. 10, Act. 16. *Plan a trip with a friend .*(CD1.12) | OC / OE / WE | LG / P/ Ind | CLC / SCC |
| **Activity Book**, p.8, Act. 13. *Read Tom’s article in the Pineville school newsletter. Complete with the past tense of the words in the box.* | RC | Ind | CLC / MCST / SIE |
| **Activity Book**, p. 8, Act. 13. *Read and write true or false.* | RC / WE | Ind | CLC / MCST / SIE |
| *Ending the lesson*. Activity to review the past tense. | WE / OC | LG / P | CLC |

**SEASONS AND WEATHER 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 * Optional: Word cards (TB102); a bag / box | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Revise vocabulary from previous lessons. | OC / OE | LG | CLC | **Extra activities:** *Teacher’s Book* p. 112  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| **Pupil’s Book**, p.11, *Look below! Where did Joe go on his school trip?* | 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 say true or false.* | RC | LG | CLC / SIE |
| **Pupil’s Book**, p. 11 *Your turn! Think about a class trip.* | OC / WE / OE | LG | CLC / SIE |
| **Activity Book**, p.9, Act. 16 *Make notes about a weather event in your town.* | RC / WE | P /Ind | SIE |
| **Activity Book**, p. 9, Act. 17. *Write an article about a weather event in your town.* | OC / WE | Ind / P | CLC / SIE |
| *Ending the lesson.* Practise the contents of the lesson. | OC / OE | LG | CLC |

**SEASONS AND WEATHER PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 7: CLIL – *ART*** | | | | | | |
| **Objectives:**   * Learn how to interpret shadows in paintings.   **Materials:**   * CD 1 * CD 1; DVD; a light source (e.g. an anglepoise lamp), items to cast shadows (e.g. a ball, toy animals) * Optional: four or five pictures of landscape paintings with shadows | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Oral activity with shadows. | 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. 13, Act. 1 *Listen and repeat,* (CD1.14) | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 13, Act.2 Video 00 (p.122 TB). *Watch the video.* | OC | LG | CLC |
| **Pupil’s Book**, p. 13, Act. 3 *Read and listen.* (CD1.15) | RC / OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 13, Act. 4 *Answer the questions.* | OE / RC | LG / P | CLC |
| **Pupil’s Book**, p. 13, Act. 5 *Which season would you like to paint?* | OE / RC | LG | CLC |
| **Activity Book**, p. 10, Act. 1.*Read and match.* | RC | Ind | CLC / SIE |
| **Activity Book**, p. 10, Act. 2. *Circle the shadow in the two drawings. Then answer the questions.* | RC / OE | Ind | CLC / SIE / LL |
| **Activity Book**, p. 10, Act. 3. *In your notebook, draw and write about the things you can see outside and their shadows.* | RC / WE | Ind | CLC / SIE /LL |
| *Ending the lesson*. Play *The last word.* | RC | LG | CCL / SCC |

**SEASONS AND WEATHER PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 8: CLIL project and evaluation** | | | | | | |
| **Objectives:**   * Interpret the shadows in a landscape painting of their choice. * Review the contents of the unit. * Complete the evaluation in the Activity Book.   **Materials:**   * Optional: pictures of landscape paintings with shadows | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| Warmer. Play *Drawing game.* | OC / OE / RC | LG | CLC / 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. *Paint a picture that shows a season. Write about it and say where the sun and shadows are.* | OC / OE / RC | LG | CLC / SCC |
| **Activity Book**, p. 11, *Evaluation*. Act. 1. *Look at Lisa’s diary.**Then read and circle the correct words.* | WE / RC | Ind | CLC / SIE / LL |
| **Activity Book**, p. 11, *Evaluation.* Act. 2. *Look at activity 1. Answer the questions.* | OE / OC / RC / WE | Ind | LL / SIE |
| **Activity Book**, p. 11, *Evaluation.* Act. 3. *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: CAMPING**

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| --- |
| **Unit objectives** |
| In this unit pupils will be able to:   * Learn vocabulary related to camping. * Practise using the infinitive after key words (*want, forget*, etc.). * Practise repeating sentences with the correct word stress. * Learn to report requests using *ask* *(someone) to do (something).* * Consolidate language with a story. * Discuss the value of being resourceful. * Practise the skills of listening and speaking, with reading in the Activity Book. * Learn and practise making suggestions and plans. * Practise the skills of reading and writing. * Learn to estimate measurements (e.g. length, weight, volume). * Practise pronouncing numbers and units of measurement. * Complete a project estimating length and weight. * 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) * Real items from the lesson; a bag / box; word cards for outdoor sports from *Guess What!* 5 (if available); internet access * Optional: internet access; photos of wild / endangered animals in different countries; DVD or measuring tapes / wall charts fo measuring height, kitchen weighing scales, a litre jug (with millilitres marked), a metre rule or 30 cm rule for each pair of pupils |
| **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: COMPREHENSIO OF ORAL TEXTS**

|  |  |  |  |
| --- | --- | --- | --- |
| **CONTENTS** | **EVALUATION CRITERIA[[10]](#footnote-10)** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Comprehension strategies in oral texts:**   * Identify vocabulary for camping. * Listen to a dialogue between two boys preparing camping equipment. * Listen to an audio about a girl that went camping with her family. * Listen to a chant focusing on pronunciation. * Identify the pronunciation of numbers and units of measurement. * Listen to a story to consolidate language of the unit. * Listen to a text about camping in Antarctica. * Identify vocabulary for units of measurement. * Listen to a text about estimating measurements. * Watch a video about units of measurement. | B1.EC.1.  B1.EC.2.  B1.EC.3.  B1.EC.4.  B1.EC.5.  B1.EC.6.  B1.EC.7. | B1.LS.2.  B1.LS.3.  B1.LS.4.  B1.LS.5.  B1.LS.6.  B1.LS.7. | CLC.1.  CLC.2.  CLC.3.  MCST.2.  MCST.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. |
| **Sociolcultural and sociolinguistic aspects:**   * Interest in going camping and socialising. * Reflection on the importance of being resourceful. * Interest in learning about measurements. |
| **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:**   * What about …? * Verbs followed by the infinitive: want to (sleep), forget to (take), try to (make), need to (make), start to (rain) * ask (someone) to (do) (something), put up (the tent), pass (someone) (something), turn off, What do we have to do? * show (you/us) the way, * Where do you want to go? * What about …? What shall we take? Who shall we go with? Why don’t we …? * How long/heavy is …? How much … is there? * It’s/ The (tent) is about (450)cm long. The (tent) is more than (4m) long but less than 5m long.   Recycled language:   * Have you got …? Yes, I have. I’ve got … | We need * Past tense: had (to), wanted, went, was, were, needed, started * Can you …? Can I …? * It looks like …, Do you want to …? You/We must …; We haven’t got (tents). We can … * Shall we (go camping)? We don’t need to take * Past simple * How tall are you? |
| **Very frequent oral vocabulary (reception):**   * strange, forget (forgot), try * (tried), make a fire, get (got) wet, fi rewood, still * get dark, resourceful * national park, shower, views * describe, experience, emperor * penguin, ship, make a sound, film (v), woke up, bored (by * numbers 100–1,000, * estimate (v),measure, measurement, * kilogram, gram, litre, millilitre, * numbers 1-100   Recycled vocabulary:   * blanket, bowl, cup, map, plate, rucksack, sleeping bag, tent, torch, water bottle * camping vocabulary, wash,cook, look for, carry, find, help, dinner, Of course * island, noise, find, paper, clever, ants, help, try (to), lost, put, tablet, * good idea * outdoor sports, wake up, sleep, watch, dolphin, at night * Antarctica, ice, make films, last/next, cold, warm, get dark, quiet, at night, You can hear …, noisy, near, exciting, have breakfast * metre, centimetre, a bit, heavier * numbers 1-100 |
| **Sound, accent, rhythm and intonation patterns:**   * Identify the pronunciation of numbers and units of measurement. |

**UNIT 1 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 camping. * Practise a dialogue about camping equipment. * Practise using infinitive after key verbs. * Learn to make suggestions and plans. * Practise a chant focusing pronunciation. * Listen to a story to consolidate language of the unit. * Learn to report requests using *ask (someone) to do (something).* * Answer questions about going camping. * Repeat sentences with the correct word stress. * Practise vocabulary for units of measurement. * Answer questions about estimating measuremenst. | 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.2.  MCST.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. |
| **Sociolcultural and sociolinguistic aspects:**   * Interest in going camping and socialising. * Reflection on the importance of being resourceful. * Interest in learning about measurements. |
| **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:**   * What about …? * Verbs followed by the infinitive: want to (sleep), forget to (take), try to (make), need to (make), start to (rain) * ask (someone) to (do) (something), put up (the tent), pass (someone) (something), turn off, What do we have to do? * show (you/us) the way, * Where do you want to go? * What about …? What shall we take? Who shall we go with? Why don’t we …? * How long/heavy is …? How much … is there? * It’s/ The (tent) is about (450)cm long. The (tent) is more than (4m) long but less than 5m long.   Recycled language:   * Have you got …? Yes, I have. I’ve got … | We need * Past tense: had (to), wanted, went, was, were, needed, started * Can you …? Can I …? * It looks like …, Do you want to …? You/We must …; We haven’t got (tents). We can … * Shall we (go camping)? We don’t need to take * Past simple * How tall are you? |
| **Very frequent oral vocabulary (production):**   * strange, forget (forgot), try * (tried), make a fire, get (got) wet, fi rewood, still * get dark, resourceful * national park, shower, views * describe, experience, emperor * penguin, ship, make a sound, film (v), woke up, bored (by * numbers 100–1,000, * estimate (v),measure, measurement, * kilogram, gram, litre, millilitre, * numbers 1-100   Recycled vocabulary:   * blanket, bowl, cup, map, plate, rucksack, sleeping bag, tent, torch, water bottle * camping vocabulary, wash,cook, look for, carry, find, help, dinner, Of course * island, noise, find, paper, clever, ants, help, try (to), lost, put, tablet, * good idea * outdoor sports, wake up, sleep, watch, dolphin, at night * Antarctica, ice, make films, last/next, cold, warm, get dark, quiet, at night, You can hear …, noisy, near, exciting, have breakfast * metre, centimetre, a bit, heavier * numbers 1-100 |
| **Sound, accent, rhythm and intonation patterns:**   * Practise the pronunciation of numbers and units of measurement. * Practise repeating sentences with the correct word stress. |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Comprehension strategies in written texts:**   * Read vocabulary for camping. * Read sentences with key verbs followed by the infinitive. * Read a short text about camping. * Read a story to consolidate language. * Read a text about camping in Antarctica. * Read a text about estimating measurements. * Find out about length and weight. | 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.  B3.LS.5. | CLC.8.  CLC.9.  CLC.10.  MCST.2.  MCST.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. |
| **Sociolcultural and sociolinguistic aspects:**   * Interest in going camping and socialising. * Reflection on the importance of being resourceful. * Interest in learning about measurements. |
| **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:**   * What about …? * Verbs followed by the infinitive: want to (sleep), forget to (take), try to (make), need to (make), start to (rain) * ask (someone) to (do) (something), put up (the tent), pass (someone) (something), turn off, What do we have to do? * show (you/us) the way, * Where do you want to go? * What about …? What shall we take? Who shall we go with? Why don’t we …? * How long/heavy is …? How much … is there? * It’s/ The (tent) is about (450)cm long. The (tent) is more than (4m) long but less than 5m long.   Recycled language:   * Have you got …? Yes, I have. I’ve got … | We need * Past tense: had (to), wanted, went, was, were, needed, started * Can you …? Can I …? * It looks like …, Do you want to …? You/We must …; We haven’t got (tents). We can … * Shall we (go camping)? We don’t need to take * Past simple * How tall are you? |
| **Very frequent written vocabulary (reception):**   * strange, forget (forgot), try * (tried), make a fire, get (got) wet, fi rewood, still * get dark, resourceful * national park, shower, views * describe, experience, emperor * penguin, ship, make a sound, film (v), woke up, bored (by * numbers 100–1,000, * estimate (v), measure, measurement, * kilogram, gram, litre, millilitre, * numbers 1-100   Recycled vocabulary:   * blanket, bowl, cup, map, plate, rucksack, sleeping bag, tent, torch, water bottle * camping vocabulary, wash, cook, look for, carry, find, help, dinner, Of course * island, noise, find, paper, clever, ants, help, try (to), lost, put, tablet, * good idea * outdoor sports, wake up, sleep, watch, dolphin, at night * Antarctica, ice, make films, last/next, cold, warm, get dark, quiet, at night, You can hear …, noisy, near, exciting, have breakfast * metre, centimetre, a bit, heavier * numbers 1-100 |
| **Graphic patterns and spelling conventions:**   * Identify the spelling of vocabulary for camping, numbers and units of measurement. |

**UNIT 1 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 camping. * Complete and write sentences and questions with infinitive after key verbs. * Ask and answer about units of measurement. * Practise making suggestions and plans. * Write a text about camping to make films about animals. * Complete a project estimating length and weight. | B4.EC.1.  B4.EC.2.  B4.EC.3.  B4.EC.4.  B4.EC.5.  B4.EC.6.  B4.EC.7. | B4.LS.2. | CLC.11.  CLC.12.  CLC.13.  CLC.14.  MCST.2.  MCST.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. |
| **Sociolcultural and sociolinguistic aspects:**   * Interest in going camping and socialising. * Reflection on the importance of being resourceful. * Interest in learning about measurements. |
| **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:**   * What about …? * Verbs followed by the infinitive: want to (sleep), forget to (take), try to (make), need to (make), start to (rain) * ask (someone) to (do) (something), put up (the tent), pass (someone) (something), turn off, What do we have to do? * show (you/us) the way, * Where do you want to go? * What about …? What shall we take? Who shall we go with? Why don’t we …? * How long/heavy is …? How much … is there? * It’s/ The (tent) is about (450)cm long. The (tent) is more than (4m) long but less than 5m long.   Recycled language:   * Have you got …? Yes, I have. I’ve got … | We need * Past tense: had (to), wanted, went, was, were, needed, started * Can you …? Can I …? * It looks like …, Do you want to …? You/We must …; We haven’t got (tents). We can … * Shall we (go camping)? We don’t need to take * Past simple * How tall are you? |
| **Very frequent written vocabulary (production):**   * strange, forget (forgot), try * (tried), make a fire, get (got) wet, fi rewood, still * get dark, resourceful * national park, shower, views * describe, experience, emperor * penguin, ship, make a sound, film (v), woke up, bored (by * numbers 100–1,000, * estimate (v),measure, measurement, * kilogram, gram, litre, millilitre, * numbers 1-100   Recycled vocabulary:   * blanket, bowl, cup, map, plate, rucksack, sleeping bag, tent, torch, water bottle * camping vocabulary, wash,cook, look for, carry, find, help, dinner, Of course * island, noise, find, paper, clever, ants, help, try (to), lost, put, tablet, * good idea * outdoor sports, wake up, sleep, watch, dolphin, at night * Antarctica, ice, make films, last/next, cold, warm, get dark, quiet, at night, You can hear …, noisy, near, exciting, have breakfast * metre, centimetre, a bit, heavier * numbers 1-100 |
| **Graphic patterns and spelling conventions:**   * Practise writing vocabulary for camping, numbers and units of measurement. |

**UNIT 1 PROGRAMME OF CLASSROOM ACTIVITIES**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 1: Presentation and practice of vocabulary** | | | | | | |
| **Objectives:**   * Learn vocabulary related to camping.   **Materials:**   * CD 1 * Optional: real items from the lesson (e.g. a large rucksack, blanket, torch, water bottle, bowl, plate, cup and map) or word cards (TB103); sentences for *Reading race* | | | | | | |
| **Activities** | **Skills/ Blocks[[11]](#footnote-11)** | **Interaction[[12]](#footnote-12)** | **Competences[[13]](#footnote-13)** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Introduce vocabulary of the lesson. | OC / OE | LG | CLC | **Extra activities:** *Teacher’s Book* p. 112  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| **Pupil’s Book**, p. 16, Act. 1. *Listen. and look*(CD1.16) | OC | Ind / LG | CLC |
| **Pupil’s Book**, p. 16, Act. 2. *Listen and repeat. Then match.* (CD1.17) | OC / OE | Ind / LG | CLC |
| **Pupil’s Book**, p. 16, Act. 3.*Listen and guess the words. Then practise with a friend.* (CD1.18) | OE / OC | P / LG | CLC / SCC / SIE |
| **Pupil’s Book**, p. 16, *Act 4. What do you need when you go camping? Ask and answer.* | OE / OC | P / LG | CLC / CSC / SIEE |
| **Activity Book**, p. 12, Act. 1. *Read and write true or false.* | WE / RC | Ind | CLC / SIE |
| **Activity Book**, p. 12, Act. 2. *Read and write the words.* | WE / RC | Ind | CLC / SIE |
| **Activity Book**, p. 12, Act. 3. *Which camping things have you got? Complete the sentences.* | WE / RC | Ind | SIE / CLC |
| ***My picture dictionary* ➔** *p. 85: Write the new words.* | WE / RC | Ind | SIE / CLC |
| *Ending the lesson*. Play the *Yes / No* game. | 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:**   * Practise using the infinitive after key verbs (*want, forget*, etc.). * Practise repeating sentences with the correct word stress.   **Materials:**   * CD 1; real items used for camping or word cards (TB103) | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Revise vocabulary from the previous lesson. | 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.*Read, complete and order the sentences.* | RC / WE | Ind / LG | CLC / SIE |
| **Pupil’s Book**, p. 17, Act. 7. *Make true and false sentences about yourself. Then talk to a friend.* | RC / OE | P / LG | CLC / SIE |
| **Pupil’s Book**, p. 17, Act. 8 *Which words sound the strongest? Listen and repeat.* (CD1.20, CD.21) | OC / OE | Ind / LG | CLC / SIE / LL |
| **Activity Book**, p. 17, Act. 4.*Read and complete the sentences. Use the words in brackets.* | RC | Ind | CLC / SIE |
| **Activity Book**, p. 17, Act. 5. *Put the words in order.* | RC / WE | Ind | CLC / SIE |
| **Activity Book**, p. 17, Act. 6.*Complete the sentences about you. Use the words in the box.* | RC / WE | Ind | CLC / SIE |
| *Ending the lesson*. Play *What’s missing?* | 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:**   * Learn to report requests using *ask (someone) to do (something).*   **Materials:**   * CD 1; a bag / box | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play a mime game. | OC / OE | LG | CLC / SIE | **Extra activities:** *Teacher’s Book* p. 112  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation*. Introduce language of the lesson. | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 18, Act. 9.*What does Pedro have to do? Listen and choose.* (CD1.22) | OC / OE | LG | CLC / CAE |
| **Pupil’s Book**, p. 18, Act. 10. *Listen again and practise.* (CD1.22) | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 18, Act. 11. *Whisper an instruction to a friend. Then mime*  *and guess.* | OC / OE | LG / P | CLC / SIE / SCC |
| **Pupil’s Book**, p. 18, Act. 12 *Go to page 102. Listen and repeat the chant.* (CD1.23) | OC / OE | LG | CLC / SIE / SCC |
| **Activity Book**, p. 14, Act. 7.*Look at the table. Then answer the questions.* | WE / RC | Ind | CLC / SIE |
| **Activity Book**, p. 14, Act. 7. *Look at activity 7. Write the questions.* | RC / WE | Ind | CLC |
| *Ending the lesson*. Play *Messages.* | OE / OC | LG | CLC / SIE / SCC |

**UNIT 1 PROGRAMME OF CLASSROOM ACTIVITIES**

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| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 4: Story and Value** | | | | | | |
| **Objectives:**   * Consolidate language of the unit. * Discuss the value of being resourceful.   **Materials:**   * CD 1 | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play *Definitions.* | 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** |  |  |
| *Introduction.* Remind pupils of the story from the previous lesson. | OC / OE | LG | CLC / SIE / SCC |
| **Pupil’s Book,** p. 19. Act. 13, *Read and listen.* (CD1.24) | OC / RC | LG | CLC / SIE |
| **Pupil’s Book**, p. 19, *Value Be resourceful.* | OC / RC / OE | GC | CLC / SIE |
| **Activity Book**, p. 15, Act. 9 *Read the story again. Correct the mistakes and then number.* | RC / WE | Ind | CLC / SIE |
| **Activity Book**, .p.15, Act. 10. *Read and circle the correct words.* | RC / WE | Ind | CLC |
| **Activity Book,** p. 15, Act 11*What can you do to show the value: be resourceful?* | RC / WE | Ind | CLC / SCC |
| *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, and reading in the Activity Book. * Learn and practise making suggestions and plans.   **Materials:**   * CD 1; word cards for outdoor sports from *Guess What!* 5 (if available) * Optional: internet access | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Review the outdoor sports from *Guess What!* 5. | OC / OE | LG | CLC / SCC | **Extra activities:** *Teacher’s Book* p. 112-113  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| **Pupil’s Book**, p. 20, *Let’s start! Do you like camping? Why or why not?* | OC / OE | LG | CLC |
| **Pupil’s Book**, p. 20, Act. 14.*Where do Rosie and Tilly want to go camping? Listen and say the letter. (*CD1.25) | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 20, Act. 15. *Listen again and answer the questions.* (CD1.25) | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 20, Act. 16. *Plan a camping trip with a friend.* (CD1.26) | OC / OE | LG / P | CLC / SIE |
| **Activity Book**, p. 16, Act. 12. *Read and complete the story. Use the words in brackets.* | RC / WE | Ind | CLC / SIE |
| **Activity Book**, p. 16, Act. 13. *Look at activity 12. Answer the questions.* | RC / WE | Ind | CLC / SIE |
| **Activity Book**, p. 16, Act. 14. *Identifying verbs.* | RC | Ind | CLC / SIE |
| *Ending the lesson*. Play *Sentence chain* game. | 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; a world map * Optional: four or five photos of wild / endangered animals in different countries (e.g. a tiger in a swamp in Asia, a golden eagle on a cliff in North America, a mountain gorilla in Rwanda, a jaguar in a rainforest in Brazil) | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play *Last one standing.* | OC / OE | LG | CLC | **Extra activities:** *Teacher’s Book* p.113  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| **Pupil’s Book**, p.21*, Look below! What does Ben Taylor do?* | OC / OE | LG | CLC |
| **Pupil’s Book**, p.21, Act. 17.*Read and listen*(CD1.27) | OC / RC | LG / P | CLC / SCC |
| **Pupil’s Book**, p. 21 Act. 18.*Read again and correct the sentences* | RC | LG | CLC / SIE |
| **Pupil’s Book**, p.21*, Your turn! Imagine you make films about animals.* | OC / OE | LG / P | CLC |
| **Activity Book**, p.17, Act. 15 *Imagine a story about someone being resourceful. Make notes about what**he/she did.* | WE | Ind | SIE / SCC |
| **Activity Book**, p. 17, Act. 16 *Write a story about someone being resourceful.* | WE | Ind | CLC / SIE / LL |
| *Ending the lesson* Oral activity to review the contents of the lesson. | OC / OE / RC | LG / P | CLC |

**UNIT 1 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 7: CLIL – *MATHS*** | | | | | | |
| **Objectives:**   * Learn to estimate measurements (e.g. length, weight, volume). * Practise pronouncing numbers and units of measurement.   **Materials:**   * CD 1 * Optional: DVD; a board pen for each team of pupils; DVD or measuring tapes / wall charts for measuring height, kitchen weighing scales, a litre jug (with millilitres marked), a metre rule or 30 cm rule for each pair of pupils | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Oral activity to practise pronouncing numbers. | 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 we estimate measurements?* | OC / OE | LG | CLC / MCST |
| **Pupil’s Book**, p. 23, Act. 1 *Listen and repeat,* (CD1.28) | OC / OE | LG | CLC / MCST / SIE |
| **Pupil’s Book**, p. 23, Act.2 Video 01 (p.123 TB). *Watch the video.* | OC | LG | CLC / MCST |
| **Pupil’s Book**, p. 23, Act. 3 *Read and listen*(CD1.29) | OC / RC | LG | CLC / 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 *Which is more difficult to estimate – how tall or how heavy your friends are?* | OE / RC | LG | CLC / MCST |
| **Activity Book**, p. 18, Act. 1.*Match the pictures with the questions. Then match the questions and answers.* | RC | Ind | CLC / MCST / SIE |
| **Activity Book**, p. 18, Act. 2. *Match the pictures with the questions. Then match the questions and answers.* | RC / WE | Ind | CLC / MCST / SIE / LL |
| **Activity Book**, p. 18, Act. 3. *Estimate which numbers the arrows are pointing to on these lines.* | OE / WE | 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:**   * Complete a project estimating length and weight. * Review the contents of the unit. * Complete the evaluation in the Activity Book.   **Materials:**   * 1 litre or 500 millilitre measuring jug, measuring tapes (one for each pair of pupils), accurate kitchen scales, everyday items (e.g. a banana, a basketball) * Optional: internet access | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| Warmer. Revise units of measurement. | 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, *Find five objects. Estimate and then measure how long and how heavy each one is.* | OC / OE / RC | LG / P | CLC / MCST / SCC |
| **Activity Book**, p. 19, *Evaluation.* Act. 1. *Look at Mr Wood’s To do list. Complete the Venn diagram.* | RC / WE | Ind | LL / SIE |
| **Activity Book**, p. 19, *Evaluation.* Act. 2. *Look at activity 1. Write the sentences.* | 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: TALENT SHOW**

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| **Unit objectives** |
| In this unit pupils will be able to:   * Learn to talk about activities. * Practise saying what they are good at. * Practise using *better, worse, the best* and *the worst* to compare abilities. * Look at the way changing word stress alters the meaning of a sentence. * Practise asking questions with *better / worse / the best / the worst at ... -ing*. * Consolidate language with a story. * Discuss the value of working together. * Practise the skills of listening and speaking, with reading in the Activity Book. * Practise planning a show. * Practise the skills of reading and writing, with extended writing in the Activity Book. * Learn about the skills needed for different physical activities. * Make a table and write about the qualities needed in a sport. * 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) * Instructions for *Action treasure hunt* * A bag / box * Optional: simple props to represent the map and the compass for acting out; a short English poem (e.g. *Please Mrs Butler* by Allan Ahlberg or *The Schoolkids’ Rap* by John Foster) with a simple rhyme scheme; photos of sports or (if available) flashcards from *Guess What!* 4 or internet access |
| **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[[14]](#footnote-14)** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Comprehension strategies in oral texts:**   * Identify vocabulary for physical activities. * Identify *better, worse, the best* and *the worse* to compare abilities. * Listen to a recording about some pupils’ abilities. * Listen to a chant focusing on pronunciation. * Focus on pronunciation of words looking at the way changing word stress alters the meaning of a sentence. * Listen to a story to consolidate language of the unit. * Listen to a recording about street entertainment shows. * Listen to a text about the skills needed for different physical activities. * Identify vocabulary for physical activities. * Watch a video about the skills needed for different physical activities. | B1.EC.1.  B1.EC.2.  B1.EC.3.  B1.EC.4.  B1.EC.5.  B1.EC.6.  B1.EC.7. | B1.LS.2.  B1.LS.3.  B1.LS.4.  B1.LS.5.  B1.LS.6.  B1.LS.7. | CLC.1.  CLC.2.  CLC.3.  MCST.2.  MCST.3.  MCST.5.  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:**   * Interest in knowing and respecting the abilities of others. * Interest in learning about different entertainment shows. * Reflection on the importance of working together. * Interest in learning about the skills needed for different physical activities. * Value the importance of physical activities. |
| **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:**   * He/She/(Name) is better/worse at (street dancing)than (Name). He/She/(Name) is the best/worst at (street dancing). * Who’s better/the best/worse/the worst at (making sculptures)? I am./You are./(Name/ Your sister) is. * Which way do we go? land (v) * Why doesn’t he/she …? * What can I be good at? Am I good at anything? * Don’t be silly   Recycled language:   * Who’s good at (reading poetry)? What are you good at? I’m (not very) good at (juggling). | I/You/She/(Name) can (juggle). * What did you do? * We need to …, Let’s … * (not very) good at …, Can you (juggle)? I can’t (juggle), worse/better at (dancing) than me, the best at (dancing) * They/We’ve got, My (sister)’s good/great at (cooking), town, My mum is the best singer. My (dad) is the best at (cooking). You’re the best at (writing poetry). I feel quitehappy * What do we need? Can you (run) fast? Are you good at (rock climbing)? You must (have strong arms). You need (balance). |
| **Very frequent oral vocabulary (reception):**   * do acrobatics, do cartwheels, do tricks, juggle, make sculptures, paint portraits, play instruments, read poetry, street dance, tell jokes * riddle * footprints, clue, item, slow down, paddle (v), * street entertainment, acrobat, * 3D, giant, puppet, (living) statue, moved, real, leave (some money), yet, decide, * rhyme, everyone but me, clown, barbecue, * housework, family, adjectives of personal description, competition, win, winner, time, talent * physical activities, speed, strength, balance, stamina, fall down, marathon, muscles, without, take a break * important   Recycled vocabulary:   * activities, family, sandcastle, portrait, sculpture, beach, competition, weekend, Look, Cool! crocodile, sorry * follow, canoe, north, south, east, west, best, big, compass, in front, map, left, be careful, hippo, Well done * verbs (run, swim, skate, ride your bike, climb), sports/activities, * find out,different * physical activities, speed, strength, balance, stamina |
| **Sound, accent, rhythm, and intonation patterns:**   * Identify the pronunciation of words looking at the way changing word stress alters the meaning of a sentence. |

**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 vocabulary for physical activities. * Practise using *better, worse, the best* and *the worse* to compare abilities. * Talk about physical activities. * Practise a chant focusing on pronunciation. * Act out a dialogue about making comparisons. * Prepare and practise a dialogue about their talents. * Practise the pronunciation of past tense endings. * Practise the correct pronunciation of words looking at the way changing word stress alters the meaning of a sentence. * Listen to a story to consolidate language of the unit. * Discuss the importance of working together. * Ask and answer about some street entertainment shows. * Talk about how to plan a show. * Practise vocabulary for sports and abilities. | 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.2.  MCST.3.  MCST.5.  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:**   * Interest in knowing and respecting the abilities of others. * Interest in learning about different entertainment shows. * Reflection on the importance of working together. * Interest in learning about the skills needed for different physical activities. * Value the importance of physical activities. |
| **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:**   * He/She/(Name) is better/worse at (street dancing)than (Name). He/She/(Name) is the best/worst at (street dancing). * Who’s better/the best/worse/the worst at (making sculptures)? I am./You are./(Name/ Your sister) is. * Which way do we go? land (v) * Why doesn’t he/she …? * What can I be good at? Am I good at anything? * Don’t be silly   Recycled language:   * Who’s good at (reading poetry)? What are you good at? I’m (not very) good at (juggling). | I/You/She/(Name) can (juggle). * What did you do? * We need to …, Let’s … * (not very) good at …, Can you (juggle)? I can’t (juggle), worse/better at (dancing) than me, the best at (dancing) * They/We’ve got, My (sister)’s good/great at (cooking), town, My mum is the best singer. My (dad) is the best at (cooking). You’re the best at (writing poetry). I feel quitehappy * What do we need? Can you (run) fast? Are you good at (rock climbing)? You must (have strong arms). You need (balance). |
| **Very frequent oral vocabulary (production):**   * do acrobatics, do cartwheels, do tricks, juggle, make sculptures, paint portraits, play instruments, read poetry, street dance, tell jokes * riddle * footprints, clue, item, slow down, paddle (v), * street entertainment, acrobat, * 3D, giant, puppet, (living) statue, moved, real, leave (some money), yet, decide, * rhyme, everyone but me, clown, barbecue, * housework, family, adjectives of personal description, competition, win, winner, time, talent * physical activities, speed, strength, balance, stamina, fall down, marathon, muscles, without, take a break * important   Recycled vocabulary:   * activities, family, sandcastle, portrait, sculpture, beach, competition, weekend, Look, Cool! crocodile, sorry * follow, canoe, north, south, east, west, best, big, compass, in front, map, left, be careful, hippo, Well done * verbs (run, swim, skate, ride your bike, climb), sports/activities, * find out,different * physical activities, speed, strength, balance, stamina |
| **Sound, accent, rhythm, and intonation patterns:**   * Practise the pronunciation of words looking at the way changing word stress alters the meaning of a sentence. |

**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 physical activities. * Read sentences with *worse, the best* and *the worse* to compare abilities. * Identify superlatives. * Read a text about a young girl’s talent. * Read a story to consolidate language. * Read a text about the skills needed for different physical activities. * Identify vocabulary for sports and abilities. | 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.  B3.LS.5. | CLC.8.  CLC.9.  CLC.10.  MCST.2.  MCST.3.  MCST.5.  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:**   * Interest in knowing and respecting the abilities of others. * Interest in learning about different entertainment shows. * Reflection on the importance of working together. * Interest in learning about the skills needed for different physical activities. * Value the importance of physical activities. |
| **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:**   * He/She/(Name) is better/worse at (street dancing)than (Name). He/She/(Name) is the best/worst at (street dancing). * Who’s better/the best/worse/the worst at (making sculptures)? I am./You are./(Name/ Your sister) is. * Which way do we go? land (v) * Why doesn’t he/she …? * What can I be good at? Am I good at anything? * Don’t be silly   Recycled language:   * Who’s good at (reading poetry)? What are you good at? I’m (not very) good at (juggling). | I/You/She/(Name) can (juggle). * What did you do? * We need to …, Let’s … * (not very) good at …, Can you (juggle)? I can’t (juggle), worse/better at (dancing) than me, the best at (dancing) * They/We’ve got, My (sister)’s good/great at (cooking), town, My mum is the best singer. My (dad) is the best at (cooking). You’re the best at (writing poetry). I feel quitehappy * What do we need? Can you (run) fast? Are you good at (rock climbing)? You must (have strong arms). You need (balance). |
| **Very frequent written vocabulary (reception):**   * do acrobatics, do cartwheels, do tricks, juggle, make sculptures, paint portraits, play instruments, read poetry, street dance, tell jokes * riddle * footprints, clue, item, slow down, paddle (v), * street entertainment, acrobat, * 3D, giant, puppet, (living) statue, moved, real, leave (some money), yet, decide, * rhyme, everyone but me, clown, barbecue, * housework, family, adjectives of personal description, competition, win, winner, time, talent * physical activities, speed, strength, balance, stamina, fall down, marathon, muscles, without, take a break * important   Recycled vocabulary:   * activities, family, sandcastle, portrait, sculpture, beach, competition, weekend, Look, Cool! crocodile, sorry * follow, canoe, north, south, east, west, best, big, compass, in front, map, left, be careful, hippo, Well done * verbs (run, swim, skate, ride your bike, climb), sports/activities, * find out,different * physical activities, speed, strength, balance, stamina |
| **Graphic patterns and spelling conventions:**   * Identify the spelling of vocabulary for actions and sports. |

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

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| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Production strategies in written texts:**   * Practise writing vocabulary for physical activities. * Write vocabulary for talents. * Complete and write sentences to practise the new structures of the unit. * Ask questions using *better/worse/the best/the worst at … -ing.* * Write information about the skills needed for practising board sports. | B4.EC1.  B4.EC.2.  B4.EC.3.  B4.EC.4.  B4.EC.5.  B4.EC.6.  B4.EC.7. | B4.LS.2. | CLC.11.  CLC.12.  CLC.13.  CLC.14.  MCST.2.  MCST.3.  MCST.5.  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:**   * Interest in knowing and respecting the abilities of others. * Interest in learning about different entertainment shows. * Reflection on the importance of working together. * Interest in learning about the skills needed for different physical activities. * Value the importance of physical activities. |
| **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:**   * He/She/(Name) is better/worse at (street dancing)than (Name). He/She/(Name) is the best/worst at (street dancing). * Who’s better/the best/worse/the worst at (making sculptures)? I am./You are./(Name/ Your sister) is. * Which way do we go? land (v) * Why doesn’t he/she …? * What can I be good at? Am I good at anything? * Don’t be silly   Recycled language:   * Who’s good at (reading poetry)? What are you good at? I’m (not very) good at (juggling). | I/You/She/(Name) can (juggle). * What did you do? * We need to …, Let’s … * (not very) good at …, Can you (juggle)? I can’t (juggle), worse/better at (dancing) than me, the best at (dancing) * They/We’ve got, My (sister)’s good/great at (cooking), town, My mum is the best singer. My (dad) is the best at (cooking). You’re the best at (writing poetry). I feel quitehappy * What do we need? Can you (run) fast? Are you good at (rock climbing)? You must (have strong arms). You need (balance). |
| **Very frequent written vocabulary (production):**   * do acrobatics, do cartwheels, do tricks, juggle, make sculptures, paint portraits, play instruments, read poetry, street dance, tell jokes * riddle * footprints, clue, item, slow down, paddle (v), * street entertainment, acrobat, * 3D, giant, puppet, (living) statue, moved, real, leave (some money), yet, decide, * rhyme, everyone but me, clown, barbecue, * housework, family, adjectives of personal description, competition, win, winner, time, talent * physical activities, speed, strength, balance, stamina, fall down, marathon, muscles, without, take a break * important   Recycled vocabulary:   * activities, family, sandcastle, portrait, sculpture, beach, competition, weekend, Look, Cool! crocodile, sorry * follow, canoe, north, south, east, west, best, big, compass, in front, map, left, be careful, hippo, Well done * verbs (run, swim, skate, ride your bike, climb), sports/activities, * find out,different * physical activities, speed, strength, balance, stamina |
| **Graphic patterns and spelling conventions:**   * Practise writing vocabulary for actions and sports. |

**UNIT 2 PROGRAMME OF CLASSROOM ACTIVITIES**

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| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 1: Presentation and practice of vocabulary** | | | | | | |
| **Objectives:**   * Learn to talk about activities. * Practise saying what they are good at.   **Materials:**   * CD 1; Word cards (TB104); a music CD * Optional: statements for *Find someone who…* | | | | | | |
| **Activities** | **Skills/ Blocks[[15]](#footnote-15)** | **Interaction[[16]](#footnote-16)** | **Competences[[17]](#footnote-17)** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Introduce the contents of the lesson. | OC / OE | LG | CLC / SCC | **Extra activities:** *Teacher’s Book* p. 113  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| **Pupil’s Book**, p. 26, Act. 1. *Listen. and look*(CD1.30) | OC | Ind / LG | CLC / SCC |
| **Pupil’s Book**, p. 26, Act. 2. *Listen and repeat. Then match.* (CD1.31) | OC / OE | Ind / LG | CLC / SCC |
| **Pupil’s Book**, p. 26, Act. 3. *Listen and answer the questions. Then ask and answer.* (CD1.32) | OE / OC | P / LG | CLC / SCC / SIE |
| **Pupil’s Book**, p. 26, *Act 4.**What are you good at? Ask and answer.* | OE / OC | P / LG | CLC / SCC / SIE |
| **Activity Book**, p. 20, Act. 1. *Write the words. Then number the pictures.* | WE / RC | Ind | CLC / SIE |
| **Activity Book**, p. 20, Act. 2**.***Complete the table. Use the words in the box.* | WE / RC | Ind | SIE / MCST / CLC |
| ***My picture dictionary* ➔** *p. 86: Write the new words.* | WE / RC | Ind | SIE / MCST / CLC |
| *Ending the lesson*. Play *Pass the actions.* | 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:**   * Practise using *better, worse, the best* and *the worse* to compare abilities. * Look at the way changing word stress alters the meaning of a sentence.   **Materials:**   * CD 1 | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play *Copycat.* | 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 contents of the lesson. | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 27, Act. 5. *Read, listen**and look* (CD1.33) | OC / RC | Ind / LG | CLC / SIE |
| **Pupil’s Book**, p. 27, Act. 6.*Read and say the names. Then make more sentences.* | RC / OE | Ind / LG | CLC / SIE |
| **Pupil’s Book**, p. 26, Act. 7. *Complete the riddle about a friend. Then ask the class to guess.* | RC / OE | P / LG | CLC / SIE |
| **Pupil’s Book**, p. 17, Act. 8 *Which word sounds the strongest? Listen and repeat.* (CD1.34, CD1.35)) | OC / OE | Ind / LG | CLC / SIE / LL |
| **Activity Book**, p. 21, Act. 4.*Look and complete the sentences.* | RC | Ind | CLC / SIE |
| **Activity Book**, p. 21, Act. 5. *Look at activity 4. Write the sentences.* | RC / WE | Ind | CLC / SIE |
| **Activity Book**, p. 21, Act. 6.*Complete the table about you and a friend. Then write sentences.* | RC / WE | Ind | CLC / SIE |
| *Ending the lesson*. Make sentences about animal abilities using *better*, *worse, the best* and *the worse.* | 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:**   * Ask questions with *better/worse/the best/the worst at … -ing.*   **Materials:**   * CD 1; instructions for *Action treasure hunt*; word cards (TB104) | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play *Action treasure hunt*. | OC / OE | LG | CLC / SIE | **Extra activities:** *Teacher’s Book* p. 113  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation*. Oral activity to ask questions with language of the unit. | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 28, Act. 9.*What did Alex make at the beach? Listen and choose.* (CD1.36) | OC / OE | LG | CLC / CAE |
| **Pupil’s Book**, p. 28, Act. 10. *Listen again and practise.* (CD1.36) | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 28, Act. 11. *Choose the words. Then ask and answer.* | RC / OE | LG / P | CLC / SIE |
| **Pupil’s Book**, p. 28, Act. 12 *Go to page 102. Listen and repeat the chant****.***(CD1:37) | OC / OE | LG | CLC / SIE |
| **Activity Book**, p. 22, Act. 7. *Look and answer the questions.* | WE / RC | Ind | CLC / SIE |
| **Activity Book**, p. 22, Act. 8. *Look at activity 7 and write the questions. Use the words in brackets.* | RC / WE | Ind | CLC |
| **Activity Book**, p. 22, Act. 9.*Read and complete.* | RC / WE | Ind | CLC |
| *Ending the lesson*. Play *Pass the word cards.* | 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 working together.   **Materials:**   * CD 1 * Optional: simple props to represent the map and the compass for acting out | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Make sentences comparing abilities. | OC / OE | LG | CLC / SIE / SCC | **Extra activities:** *Teacher’s Book* p. 113-114  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Introduction.* Remind pupils of the story from the previous unit. | OC / OE | LG | CLC / SIE |
| **Pupil’s Book,** p. 29. Act. 13, *Read and listen.* (CD1.38) | OC / RC | LG | CLC / SIE / SCC |
| **Pupil’s Book**, p. 29, *Value. Work together.* | OC / RC | LG | CLC / SIE / SCC |
| **Activity Book**, p. 23, Act. 10 *Read the story again. Circle the correct words and then number.* | RC / WE | Ind | CLC / SIE |
| **Activity Book**, .p.23, Act. 11. *Read and correct the sentences.* | RC / WE | Ind | CLC |
| **Activity Book,** p. 15, Act 12*, Write about two ways you showed the value: work together.* | OE / WE | Ind | CLC / SCC |
| *Ending the lesson*. Play *I can see.* | 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. * Practise planning a show.   **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 | **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. 30, *Let’s start! What type of street entertainment can you see in your country?* | OC / OE | LG | CLC |
| **Pupil’s Book**, p. 30, Act. 14.*Which entertainers do Lia and Juan see? Listen and say the letters. (*CD1.39) | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 30, Act. 15. *Listen again and match.* | OC / RC | LG | CLC / SIE |
| **Pupil’s Book**, p. 30, Act. 16. *Plan a street entertainment show with your friends****.***(CD1.40) | OC / OE | LG | CLC / SIE |
| **Activity Book**, p. 24, Act. 13. *Read Emily’s email. Circle the correct words.* | RC | Ind | CLC / SIE |
| **Activity Book**, p. 16, Act. 14. *Look at activity 13. Read and written true or false.* | RC / WE | Ind | CLC / SIE |
| **Activity Book**, p. 16, Act. 15 *Complete the table. Use the words in the box.* | RC / WE | Ind | CLC / SIE |
| **Activity Book**, p. 16, Act. 16. *Identifying adjectives.* | RC / WE | Ind | CLC / SIE |
| *Ending the lesson*. Play *Bluff.* | 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 short English poem (e.g. *Please Mrs Butler* by Allan Ahlberg or *The Schoolkids’ Rap* by John Foster) with a simple rhyme scheme | | | | | | |
| **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 | **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.31*, Look below! What type of competition did Paola enter?* | OC / OE | LG | CLC / SCC |
| **Pupil’s Book**, p.31, Act. 17.*Read and listen****.***(CD1.41) | OC / RC | LG / P | CLC / SCC |
| **Pupil’s Book**, p. 31 Act. 18. *Read again and answer the questions.* | RC | LG | CLC / SIE |
| **Pupil’s Book**, p.31*, Your turn! Think about your family.* | OC / OE / WE | LG | CLC |
| **Activity Book**, p.25, Act. 17 *Make notes about you and a friend.* | RC / WE | Ind | SIE / SCC |
| **Activity Book**, p. 25, Act. 18. *Write an email about you and your friend.* | WE | Ind | CLC / SIE / LL |
| *Ending the lesson.* Play *Definitions.* | OC / OE | LG / P | CLC |

**UNIT 2 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 7: CLIL – *PHYSICAL EDUCATION*** | | | | | | |
| **Objectives:**   * Learn about the skills needed for different physical activities.   **Materials:**   * CD 1; DVD * Optional: photos of sports or (if available) flashcards from *Guess What! 4* or internet access | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play *Two minutes.* | 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, *What abilities do we need for physical activities?* | OC / OE | LG | CLC / MCST |
| **Pupil’s Book**, p. 33, Act. 1 *Listen and repeat,* (CD1.42) | OC / OE | LG | CLC / MCST / SIE |
| **Pupil’s Book**, p. 33, Act.2 Video 02 (p.123TB). *Watch the video.* | OC | LG | CLC / MCST |
| **Pupil’s Book**, p. 33, Act. 3 *Read and listen*(CD1.43) | 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 *What would you like to have – better speed, strength, balance or stamina?* | OE / RC | LG | CLC / MCST |
| **Activity Book**, p. 26, Act. 1*Read and circle the correct words.* | RC | Ind | CLC / MCST / SIE |
| **Activity Book**, p. 26, Act. 2. *Write sentences about what we need for these physical activities.* | RC / WE | Ind | CLC / MCST / SIE / LL |
| **Activity Book**, p. 26, Act. 3. *Think of three physical activities you do. For each activity, write what you need: speed, strength, stamina or balance.* | RC / WE | Ind | CLC / MCST / SIE / LL |
| *Ending the lesson*. Play *Act it out.* | OC | LG | CLC / MCST / SCC |

**UNIT 2 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 8: CLIL project and evaluation** | | | | | | |
| **Objectives:**   * Make a table and write about the qualities needed in a sport. * Review the contents of the unit. * Complete the evaluation in the Activity Book.   **Materials:**   * Internet access | | | | | | |
| **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 five popular physical activities in your country. Which abilities are the most important? Make a table and then write about them.* | OC / OE / RC | LG | CLC / MCST / SCC |
| **Activity Book**, p. 27, *Evaluation.* Act. 1. *Look and complete the sentences.* | RC / WE | Ind | LL / SIE |
| **Activity Book**, p. 27, *Evaluation.* Act. 2. *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 3: INTERNATIONAL FOOD**

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| **Unit objectives** |
| In this unit pupils will be able to:   * Learn vocabulary for international dishes. * Talk about likes and dislikes and make suggestions. * Practise using *want(ed) (someone) to do (something)*. * Learn to use the infinitive to express purpose in the past. * Practise repeating sentences with the correct word stress * Consolidate language with a story. * Discuss the value of eating healthily. * 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 the importance of drinking water. * Do a survey and make a bar chart. * 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) * Actions written on slips of paper (e.g. *Touch your head. Find a red pen. Sit on your chair*), repeated so that each team of pupils will get the same phrases; some real sweets/biscuits which are made in the pupils’ region/country (or a photo) * Optional: bilingual dictionaries and internet access; an English version (printed or recorded) of the traditional story *The Gingerbread Man* to read/play to your class; two drinking glasses and two pieces of paper towel for each pair/small group of pupils |
| **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[[18]](#footnote-18)** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Comprehension strategies in oral texts:**   * Identify vocabulary for dishes from around the world. * Listen to a dialogue between two pupils that have bought ingredients to make a paella. * Listen to a recording about a boy learning to cook international food. * Listen to chant focusing on pronunciation. * Listen to a recording about how to make a dish. * Listen to a story to consolidate language. * Listen to a text about a young gingerbread artist. * Identify vocabulary for healthy food. * Listen to a text about the importance of drinking water. * Watch a video about the importance of drinking water. | B1.EC.1.  B1.EC.2.  B1.EC.3.  B1.EC.4.  B1.EC.5.  B1.EC.6.  B1.EC.7. | B1.LS.2.  B1.LS.3.  B1.LS.4.  B1.LS.5.  B1.LS.6.  B1.LO7. | CLC.1.  CLC.2.  CLC.3.  MCST.2.  MCST.3.  MCST.5.  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 eating healthily. * Interest in learning about dishes from different countries. |
| **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:**   * Why don’t you try (fish and chips)? * (My family/He/She/They/Youwant(s) me/you/him/her/them to (cook dinner) * infinitive of purpose: * It’s time (for …), It smells (delicious). * What does it look like? Who is it for?   Recycled language:   * I’d like to (try sushi). * Where were you (this morning)? * went, had, didn’t have * What was that? I think it’s a …, * We can/can’t …, We need …, Where were you? I went to …, find … * past tense * You need… * I want to be …, , I like/love …ing |
| **Very frequent oral vocabulary (reception):**   * curry, dumplings, fish and chips, kebabs, noodles, paella, rice and beans, stew, sushi, tacos,Japan, Thailand, India, Greece, Peru, Russian, Greek, spicy * learn (to do something), buy * bought, do karate * nest, tasty, treat, someone else, must be (deduction), another, omelette, yeti, left (past of leave) * cook (n), paste, ingredient, Wait and see, add, sweet (adj), for (ten minutes), chef, tablespoon, butter, mix, baking dish, pour, mixture, bake, degrees, top, golden brown, serve * ambition, Norway, gingerbread, cut, puzzle, pieces, oven, put together, decorate, design * humans, blood, brain, skin, * perspiration, nearly everything, move around, digest, (70)%, a day, lose (water), through, glass (of water) * data   Recycled vocabulary:   * food and drink, countries * family, cook dinner, every (day/night), sometimes, usually, yesterday evening, tidy (my room) * places in town * look for, clue, cook, (don’t) want (someone) to, eat, egg, I’m hungry * vegetables, peas, Good idea, run! safe, map, compass, onion, make * food and drink, food groups, meals, competition, winner * artist, biscuit, shape, art, different, shape * parts of the body, plants, animals, need, live, body, stomach, food, help, think, better, do sport, hot, put, drink, eat, tired, have a headache |
| **Sound, accent, rhythm and intonation patterns:**   * Identify the correct word stress in sentences. |

**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 in oral texts:**   * Practise vocabulary for international dishes. * Act out a dialogue about dishes from around the world. * Practise using *want(ed) (someone) to do (something)*. * Talk about the importance of eating healthily. * Practise a chant focusing on pronunciation. * Talk about what dishes they would like to try. * Practise using the infinitive to express purpose in the past. * Identify and practise the correct word stress in some words. * Listen to a story to consolidate language of the unit. * Answer about the importance of drinking water. * Practise vocabulary for eating healthily. * Answer survey questions. | 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.2.  MCST.3.  MCST.5.  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 eating healthily. * Interest in learning about dishes from different countries. |
| **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:**   * Why don’t you try (fish and chips)? * (My family/He/She/They/Youwant(s) me/you/him/her/them to (cook dinner) * infinitive of purpose: * It’s time (for …), It smells (delicious). * What does it look like? Who is it for?   Recycled language:   * I’d like to (try sushi). * Where were you (this morning)? * went, had, didn’t have * What was that? I think it’s a …, * We can/can’t …, We need …, Where were you? I went to …, find … * past tense * You need… * I want to be …, , I like/love …ing |
| **Very frequent oral vocabulary (production):**   * curry, dumplings, fish and chips, kebabs, noodles, paella, rice and beans, stew, sushi, tacos,Japan, Thailand, India, Greece, Peru, Russian, Greek, spicy * learn (to do something), buy * bought, do karate * nest, tasty, treat, someone else, must be (deduction), another, omelette, yeti, left (past of leave) * cook (n), paste, ingredient, Wait and see, add, sweet (adj), for (ten minutes), chef, tablespoon, butter, mix, baking dish, pour, mixture, bake, degrees, top, golden brown, serve * ambition, Norway, gingerbread, cut, puzzle, pieces, oven, put together, decorate, design * humans, blood, brain, skin, * perspiration, nearly everything, move around, digest, (70)%, a day, lose (water), through, glass (of water) * data   Recycled vocabulary:   * food and drink, countries * family, cook dinner, every (day/night), sometimes, usually, yesterday evening, tidy (my room) * places in town * look for, clue, cook, (don’t) want (someone) to, eat, egg, I’m hungry * vegetables, peas, Good idea, run! safe, map, compass, onion, make * food and drink, food groups, meals, competition, winner * artist, biscuit, shape, art, different, shape * parts of the body, plants, animals, need, live, body, stomach, food, help, think, better, do sport, hot, put, drink, eat, tired, have a headache |
| **Sound, accent, rhythm and intonation patterns:**   * Practise the correct word stress in sentences. |

**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 international dishes. * Identify the use of *want(ed) (someone) to do (something).* * Identify the infinitive to express purpose in the past. * Read a story to consolidate language. * Read a text about a young gingerbread artist. * Read a text about the importance of drinking water. * Identify vocabulary for healthy food. | 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.  B3.LS.5. | CLC.8.  CLC.9.  CLC.10.  MCST.2.  MCST.3.  MCST.5.  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 eating healthily. * Interest in learning about dishes from different countries. |
| **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:**   * Why don’t you try (fish and chips)? * (My family/He/She/They/Youwant(s) me/you/him/her/them to (cook dinner) * infinitive of purpose: * It’s time (for …), It smells (delicious). * What does it look like? Who is it for?   Recycled language:   * I’d like to (try sushi). * Where were you (this morning)? * went, had, didn’t have * What was that? I think it’s a …, * We can/can’t …, We need …, Where were you? I went to …, find … * past tense * You need… * I want to be …, , I like/love …ing |
| **Very frequent written vocabulary (reception):**   * curry, dumplings, fish and chips, kebabs, noodles, paella, rice and beans, stew, sushi, tacos,Japan, Thailand, India, Greece, Peru, Russian, Greek, spicy * learn (to do something), buy * bought, do karate * nest, tasty, treat, someone else, must be (deduction), another, omelette, yeti, left (past of leave) * cook (n), paste, ingredient, Wait and see, add, sweet (adj), for (ten minutes), chef, tablespoon, butter, mix, baking dish, pour, mixture, bake, degrees, top, golden brown, serve * ambition, Norway, gingerbread, cut, puzzle, pieces, oven, put together, decorate, design * humans, blood, brain, skin, * perspiration, nearly everything, move around, digest, (70)%, a day, lose (water), through, glass (of water) * data   Recycled vocabulary:   * food and drink, countries * family, cook dinner, every (day/night), sometimes, usually, yesterday evening, tidy (my room) * places in town * look for, clue, cook, (don’t) want (someone) to, eat, egg, I’m hungry * vegetables, peas, Good idea, run! safe, map, compass, onion, make * food and drink, food groups, meals, competition, winner * artist, biscuit, shape, art, different, shape * parts of the body, plants, animals, need, live, body, stomach, food, help, think, better, do sport, hot, put, drink, eat, tired, have a headache |
| **Graphic patterns and spelling conventions:**   * Identify the spelling of vocabulary for international dishes and healthy food. |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Production strategies in written texts:**   * Practise writing vocabulary for dishes from around the world. * Complete and write sentences to practise using *want(ed) (someone) to do (something)*. * Learn to use the infinitive to express purpose in the past. * Write a food blog and include a recipe. * Write about gingerbread art. * Do a survey and make a bar chart. | B4.EC.1.  B4.EC.2.  B4.EC.3.  B4.EC.4.  B4.EC.5.  B4.EC.6.  B4.EC.7. | B4.LS.2. | CLC.11.  CLC.12.  CLC.13.  CLC.14.  MCST.2.  MCST.3.  MCST.5.  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 eating healthily. * Interest in learning about dishes from different countries. |
| **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:**   * Why don’t you try (fish and chips)? * (My family/He/She/They/Youwant(s) me/you/him/her/them to (cook dinner) * infinitive of purpose: * It’s time (for …), It smells (delicious). * What does it look like? Who is it for?   Recycled language:   * I’d like to (try sushi). * Where were you (this morning)? * went, had, didn’t have * What was that? I think it’s a …, * We can/can’t …, We need …, Where were you? I went to …, find … * past tense * You need… * I want to be …, , I like/love …ing |
| **Very frequent written vocabulary (production):**   * curry, dumplings, fish and chips, kebabs, noodles, paella, rice and beans, stew, sushi, tacos,Japan, Thailand, India, Greece, Peru, Russian, Greek, spicy * learn (to do something), buy * bought, do karate * nest, tasty, treat, someone else, must be (deduction), another, omelette, yeti, left (past of leave) * cook (n), paste, ingredient, Wait and see, add, sweet (adj), for (ten minutes), chef, tablespoon, butter, mix, baking dish, pour, mixture, bake, degrees, top, golden brown, serve * ambition, Norway, gingerbread, cut, puzzle, pieces, oven, put together, decorate, design * humans, blood, brain, skin, * perspiration, nearly everything, move around, digest, (70)%, a day, lose (water), through, glass (of water) * data   Recycled vocabulary:   * food and drink, countries * family, cook dinner, every (day/night), sometimes, usually, yesterday evening, tidy (my room) * places in town * look for, clue, cook, (don’t) want (someone) to, eat, egg, I’m hungry * vegetables, peas, Good idea, run! safe, map, compass, onion, make * food and drink, food groups, meals, competition, winner * artist, biscuit, shape, art, different, shape * parts of the body, plants, animals, need, live, body, stomach, food, help, think, better, do sport, hot, put, drink, eat, tired, have a headache |
| **Graphic patterns and spelling conventions:**   * Practise writing vocabulary for international dishes and healthy food. |

**UNIT 3 PROGRAMME OF CLASSROOM ACTIVITIES**

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| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 1: Presentation and practice of vocabulary** | | | | | | |
| **Objectives:**   * Learn vocabulary for international dishes.   **Materials:**   * CD 1 * Optional: word cards (TB105) or bilingual dictionaries and internet access | | | | | | |
| **Activities** | **Skills/ Blocks[[19]](#footnote-19)** | **Interaction[[20]](#footnote-20)** | **Competences[[21]](#footnote-21)** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Introduce the topic of international food. | OC / OE | LG | CLC / SCC | **Extra activities:** *Teacher’s Book* p. 114  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| **Pupil’s Book**, p. 38, Act. 1. *Listen. and look*(CD1.45) | OC | Ind / LG | CLC / SCC |
| **Pupil’s Book**, p. 38, Act. 2. *Listen and repeat. Then match.* (CD1.46) | OC / OE | Ind / LG | CLC / SCC |
| **Pupil’s Book**, p. 38, Act. 3.*Listen and suggest dishes. Then practise with a friend.* (CD2.47) | OE / OC | P / LG | CLC / SCC / SIE |
| **Pupil’s Book**, p. 38, *Act 4.**Which of these dishes would you like to try? Ask and answer.* | OE / OC | P / LG | CLC / SCC / SIE |
| **Activity Book**, p. 30, Act. 1.*Complete the words. Then tick ✓ the correct ingredients.* | WE / RC | Ind | CLC / SIE |
| **Activity Book**, p. 30, Act. 2**.***Read and write the words.* | WE / RC | Ind | SIE / MCST / CLC |
| **Activity Book**, p. 30, Act. 3**.** *Which food is your country famous for? Name two.* | WE | Ind | SIE / MCST/ CLC |
| ***My picture dictionary* ➔** *p. 87: Write the new words.* | WE / RC | Ind | SIE / MCST/ CLC |
| *Ending the lesson*. Play *Definitions.* | 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:**   * Practise using *want(ed) (someone) to do (something).*   **Materials:**   * CD 1; actions written on slips of paper (e.g. *Touch your head. Find a red pen. Sit on your chair*), repeated so that each team of pupils will get the same phrases | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Review vocabulary from the previous lesson. | OC / OE | LG | CLC / SIE | **Extra activities:** *Teacher’s Book* p. 114-115  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation*. Movement activity with new language. | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 39, Act. 5. *Read and listen****.***(CD1.48) | OC / RC | Ind / LG | CLC / SIE |
| **Pupil’s Book**, p. 39, Act. 6. *Read and match. Then choose the words.* | RC / OE | Ind / LG | CLC / SIE |
| **Pupil’s Book**, p. 39, Act. 7. *Think of three things you want people to do after school.* | WE / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 39, Act. 8. *Go to page* 1*02. Listen and repeat the chant.* (CD1.49) | OC / OE | Ind / LG | CLC / SIE /LL |
| **Activity Book**, p. 31, Act. 4. *Write sentences.* | WE | Ind | CLC / SIE |
| **Activity Book**, p. 31, Act. 5. *Read and correct the sentences.* | RC / WE | Ind | CLC / SIE |
| **Activity Book**, p. 31, Act. 6.*What do your mum and dad want you to do? Write two things* | RC / WE | Ind | CLC / SIE |
| *Ending the lesson*. Play a version of *Whisper down the line.* | 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:**   * Learn to use the infinitive to express purpose in the past. * Practise repeating sentences with the correct word stress.   **Materials:**   * CD 1 | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play *Bingo.* | 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*. Activity to introduce the contents of the lesson. | OC / OE | LG / P | CLC / SIE |
| **Pupil’s Book**, p. 40, Act. 9.*What did Carla make? Listen and choose.* (CD1.50) | OC / OE | LG | CLC / CAE |
| **Pupil’s Book**, p. 40, Act. 10. *Listen again and practise.* (CD2.50) | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 40, Act. 11. *Choose and make sentences. How many true sentences can you make?* | RC/ OE / OC | LG | CLC / SIE / SCC |
| **Pupil’s Book**, p. 40, Act. 12 *Which words sound the strongest? Listen and repeat.* (CD1.51,CD1.52) | OC / OE | LG | CLC / SIE / SCC |
| **Activity Book**, p. 32, Act. 7.*Read and complete the sentences. Use the words in brackets.* | WE / RC | Ind | CLC / SIE |
| **Activity Book**, p. 32, Act. 8. *Look and write sentences.* | RC / WE | Ind | CLC |
| **Activity Book**, p. 32, Act. 9.*Look at activity 8. Answer the questions.* | RC / WE | Ind | CLC |
| *Ending the lesson*. Play *Sentence chain game.* | 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 importance of eating healthily.   **Materials:**   * CD 1 | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play *So I did.* | 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** |  |  |
| *Introduction.* Remind pupils of the story from the previous unit. | OC / OE | LG | CLC / SIE / SCC |
| **Pupil’s Book,** p. 41. Act. 13, *Read and listen.* (CD1.53) | OC / RC | LG | CLC / SIE / SCC |
| **Pupil’s Book**, p. 41, *Value. Eat healthy food.* | OC / RC / WE | LG | CLC / SIE / SCC |
| **Activity Book**, p. 33, Act. 10 *Read the story again. Match and then number.* | RC | Ind | CLC / SIE / SCC |
| **Activity Book**, .p.33, Act. 11. *Answer the questions.* | RC / WE | Ind | CLC |
| **Activity Book,** p. 33, Act 12*, Think of four types of food you usually eat to show the value: eat healthy food.* | OE / WE | Ind | CLC / SCC |
| *Ending the lesson*. Play *The last word.* | 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 1; Word cards (TB105) | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Review vocabulary for food and play *Odd one out.* | 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. 42, *Let’s start! Can you cook? Would you like to enter a cooking competition?* | OC / OE | LG | CLC |
| **Pupil’s Book**, p. 42, Act. 14. *How does Jake make his dish? Listen and order the pictures****.*** *(*CD1.54) | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 30, Act. 15. *Listen again and say the missing words.* (CD1.54) | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 30, Act. 16. *Plan a cooking competition with your friends.* (CD1.55) | WE / OC / OE | LG | CLC / SIE |
| **Activity Book**, p. 34, Act. 13 *Read Steph’s food blog. Then number the photos.* | RC | Ind | CLC / SIE |
| **Activity Book**, p. 34, Act. 14. *Look at activity 13. Answer the questions.* | RC / WE | Ind | CLC / SIE |
| **Activity Book**, p. 34, Act. 15. *How to give instructions.* | RC | Ind | CLC / SIE |
| *Ending the lesson*. Play *Simon Says.* | 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 1; some real sweets / biscuits which are made in the pupils’ region/country (or a photo) * Optional: an English version (printed or recorded) of the traditional story *The Gingerbread Man* to read/ play to your class ( | | | | | | |
| **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 | **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*, Look below! What does Talia like making?* | OC / OE | LG | CLC / SCC |
| **Pupil’s Book**, p.43, Act. 17.*Read and listen****.***(CD1.56) | 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*,**Your turn! Design some gingerbread art.* | OC / OE / WE | LG | CLC |
| **Activity Book**, p.35, Act. 16 *Make notes about a recipe you like. Write the ingredients you need and then number the ingredients in the order you use them.* | WE | Ind | SIE / SCC |
| **Activity Book**, p. 35, Act. 17**.** *Write a food blog and include a recipe.* | WE | Ind | CLC / SIE / LL |
| *Ending the lesson.* Play *Ten lives.* | OC / OE | LG / P | CLC |

**UNIT 3 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 7: CLIL - *SCIENCE*** | | | | | | |
| **Objectives:**   * Learn about the importance of drinking water.   **Materials:**   * CD 1; DVD or two drinking glasses and two pieces of paper towel for each pair/small group of pupils | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play *Two minutes.* | 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, *Why is it important to drink water?* | OC / OE | LG | CLC / MCST |
| **Pupil’s Book**, p. 45, Act. 1 *Listen and repeat,* (CD1.57) | OC / OE | LG | CLC / MCST / SIE |
| **Pupil’s Book**, p. 45, Act.2 Video 03 (p.124TB). *Watch the video.* | OC | LG | CLC / MCST |
| **Pupil’s Book**, p. 45, Act. 3 *Read and listen*(CD1.58) | 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 *When do you think you must drink more water?* | OE / RC | LG | CLC / MCST |
| **Activity Book**, p. 36, Act. 1*Read and circle the correct words.* | RC | Ind | CLC / MCST / SIE |
| **Activity Book**, p. 36, Act. 2. *Look at the bar chart and line graph. Answer the questions.* | RC / WE | Ind | CLC / MCST / SIE / LL |
| **Activity Book**, p. 36, Act. 3. *Look at activity 2. Write questions and ask a friend.* | RC / WE | Ind | CLC / MCST/ SIE / LL |
| *Ending the lesson*. Play *Anagrams.* | OC | LG | CLC / MCST / SCC |

**UNIT 3 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 8: CLIL project and evaluation** | | | | | | |
| **Objectives:**   * Do a survey and make a bar chart. * Review the contents of the unit. * Complete the evaluation in the Activity Book. | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Read a text to review the contents of the unit. | 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 how many glasses of water you and someone in your family drink each day for a week. Make a bar chart.* | OC / OE / RC | LG | CLC / MCST / SCC |
| **Activity Book**, p. 37, *Evaluation.* Act. 1. *Read and match.* | RC | Ind | LL / SIE |
| **Activity Book**, p. 37, *Evaluation.* Act*.* 2. *Read and circle the correct answers.* | RC | Ind | LL / SIE |
| **Activity Book**, p. 37 *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: MUSIC**

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| **Unit objectives** |
| In this unit pupils will be able to:   * Learn vocabulary for musical instruments. * Use adverbs to describe the way people do things. * Practise using rising and falling intonation. * Compare the way people do things (using adverbs). * Consolidate language with a story. * Discuss the value of persevering. * Practise the skills of listening and speaking, with reading in the Activity Book. * Talk about which instruments they would like to play. * Practise the skills of reading and writing, with extended writing in the Activity Book. * Learn how string instruments produce high and low notes. * Research and write about an instrument. * 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) * Four or five music CDs / sound clips of different types (rock, pop, classical, folk, jazz); one or more real traditional instruments from the pupils’ country (or photos), if possible including string instruments; reference books or internet access * Optional: a bag / box; photos of three or four pairs of famous people who have the same profession, e.g. two football players, two actors, two guitar players ; simple props to represent the map, the compass and the ocarina for acting out; music clips of different singers with high or low voices, e.g. a soprano or a tenor singing an aria, a jazz singer with a low voice, a folk song with high harmonies; handmade cards with adverbs: *slowly, quickly, beautifully, carefully, well, badly, quietly, loudly* |
| **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[[22]](#footnote-22)** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Comprehension strategies in oral texts:**   * Identify vocabulary for musical instruments. * Listen to a dialogue about types of music. * Listen to a recording about traditional instruments from different countries. * Listen to chant focusing on pronunciation. * Focus on the pronunciation of adverbs. * Listen to a story to consolidate language of the unit. * Listen to a text about musical instruments made from vegetables. * Listen to a text about notes produced by string instruments. * Identify vocabulary for string instruments. * Watch a video about string instruments. | B1.EC.1.  B1.EC.2.  B1.EC.3.  B1.EC.4.  B1.EC.5.  B1.EC.6.  B1.EC.7. | B1.LS.2.  B1.LS.3.  B1.LS.4.  B1.LS.5.  B1.LS.6.  B1.LS.7. | CLC.1.  CLC.2.  CLC.3.  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 musical instruments from around the world. * Reflection on the importance of persevering. * Interest in researching about musical instruments. |
| **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:**   * Who else (would like to …)? * (Name) sings more beautifully than I do. I play the guitar better than he/she does. * Who sings more beautifully – you or (Name)? (I do./My friend does.) * How does … play the guitar?   Recycled language:   * want to be, * What can you play? I can play the (violin). I want to learn the (keyboard). I’d like/love to play the (electric guitar) * superlatives: the oldest, the youngest, the best * present continuous * What are you doing? Cool! I’m learning to play …, sometimes, Are you good at (singing)? Not really. * We don’t want (the yeti) to hear us * He’s got …, You have to …, What’s happening? * Which instrument would you like to play? I’d like to play the … How do you play the …? You play it like a … * What are (these instruments) made of? |
| **Very frequent oral vocabulary (reception):**   * clarinet, cymbals, drums, electric guitar, flute, keyboard, saxophone, trombone, trumpet, violin, orchestra * adverbs: well, badly, beautifully, slowly, quickly, loudly, quietly * daughter, son * band, practice, laugh * present (n), carefully, tune, to the end, ocarina, copy, That doesn’t sound right. Persevere * traditional, erhu, vuvuzela, * bouzouki, bagpipes, bongos, over one thousand * (years old), still, horn, blow, South Africa, national, * Scotland, pipe, at the same time, come out, the 1900s * what else, Austria, make (something) from …, fresh, It takes (about three hours) …, invent, unused, unusual, beginning, middle, * end (in the end) * high (sound), low (sound), vibrate, * tight(er), thick, thin, pitch, way, make a (low/high) sound   Recycled vocabulary:   * Guitar, quiet * musical instruments, * adjectives (slow, quick, etc.) * adverbs, better, worse * sing, play, read, speak, eat * adverbs, fourth, clue, listen, new, friend, play, yeti, map, compass, more quickly * adverbs of frequency, instrument, looks like, string, orchestra, loudly, easy/difficult (to play), press * sound (n), vegetables, every day, orchestra, make, concert, all over the world, market, buy, love/enjoy *…ing*, bowl, soup, cook (n), delicious, help (someone) to do (something) * sound (n), string, hear, quickly, short(er), fast(er), slowly, quickly |
| **Sound, accent, rhythm and intonation patterns:**   * Identify the pronunciation of adverbs and of vocabulary for musical instruments. * Identify the intonation of questions and answers. |

**UNIT 4 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 musical instruments. * Practise a dialogue about band practice. * Talk about which instruments they would like to play. * Practise a chant focusing on pronunciation. * Practise the intonation of questions and answers. * Prepare and practise a dialogue about some abilities. * Identify and practise the pronunciation of adverbs. * Listen to a story to consolidate language of the unit. * Practise vocabulary for string instruments. * Answer questions about string instruments. | 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.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 musical instruments from around the world. * Reflection on the importance of persevering. * Interest in researching about musical instruments. |
| **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:**   * Who else (would like to …)? * (Name) sings more beautifully than I do. I play the guitar better than he/she does. * Who sings more beautifully – you or (Name)? (I do./My friend does.) * How does … play the guitar?   Recycled language:   * want to be, * What can you play? I can play the (violin). I want to learn the (keyboard). I’d like/love to play the (electric guitar) * superlatives: the oldest, the youngest, the best * present continuous * What are you doing? Cool! I’m learning to play …, sometimes, Are you good at (singing)? Not really. * We don’t want (the yeti) to hear us * He’s got …, You have to …, What’s happening? * Which instrument would you like to play? I’d like to play the … How do you play the …? You play it like a … * What are (these instruments) made of? |
| **Very frequent oral vocabulary (production):**   * clarinet, cymbals, drums, electric guitar, flute, keyboard, saxophone, trombone, trumpet, violin, orchestra * adverbs: well, badly, beautifully, slowly, quickly, loudly, quietly * daughter, son * band, practice, laugh * present (n), carefully, tune, to the end, ocarina, copy, That doesn’t sound right. Persevere * traditional, erhu, vuvuzela, * bouzouki, bagpipes, bongos, over one thousand * (years old), still, horn, blow, South Africa, national, * Scotland, pipe, at the same time, come out, the 1900s * what else, Austria, make (something) from …, fresh, It takes (about three hours) …, invent, unused, unusual, beginning, middle, * end (in the end) * high (sound), low (sound), vibrate, * tight(er), thick, thin, pitch, way, make a (low/high) sound   Recycled vocabulary:   * Guitar, quiet * musical instruments, * adjectives (slow, quick, etc.) * adverbs, better, worse * sing, play, read, speak, eat * adverbs, fourth, clue, listen, new, friend, play, yeti, map, compass, more quickly * adverbs of frequency, instrument, looks like, string, orchestra, loudly, easy/difficult (to play), press * sound (n), vegetables, every day, orchestra, make, concert, all over the world, market, buy, love/enjoy *…ing*, bowl, soup, cook (n), delicious, help (someone) to do (something) * sound (n), string, hear, quickly, short(er), fast(er), slowly, quickly |
| **Sound, accent, rhythm and intonation patterns:**   * Practise the pronunciation of adverbs and of vocabulary for musical instruments. * Practise the intonation of questions and answers. |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Comprehension strategies in written texts:**   * Read vocabulary for musical instruments. * Read sentences with adverbs. * Read a story to consolidate language. * Read a text about musical instruments made from vegetables. * Identify vocabulary for string instruments. | 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.  B3.LS.5. | CLC.8.  CLC.9.  CLC.10.  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 musical instruments from around the world. * Reflection on the importance of persevering. * Interest in researching about musical instruments. |
| **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:**   * Who else (would like to …)? * (Name) sings more beautifully than I do. I play the guitar better than he/she does. * Who sings more beautifully – you or (Name)? (I do./My friend does.) * How does … play the guitar?   Recycled language:   * want to be, * What can you play? I can play the (violin). I want to learn the (keyboard). I’d like/love to play the (electric guitar) * superlatives: the oldest, the youngest, the best * present continuous * What are you doing? Cool! I’m learning to play …, sometimes, Are you good at (singing)? Not really. * We don’t want (the yeti) to hear us * He’s got …, You have to …, What’s happening? * Which instrument would you like to play? I’d like to play the … How do you play the …? You play it like a … * What are (these instruments) made of? |
| **Very frequent written vocabulary (reception):**   * clarinet, cymbals, drums, electric guitar, flute, keyboard, saxophone, trombone, trumpet, violin, orchestra * adverbs: well, badly, beautifully, slowly, quickly, loudly, quietly * daughter, son * band, practice, laugh * present (n), carefully, tune, to the end, ocarina, copy, That doesn’t sound right. Persevere * traditional, erhu, vuvuzela, * bouzouki, bagpipes, bongos, over one thousand * (years old), still, horn, blow, South Africa, national, * Scotland, pipe, at the same time, come out, the 1900s * what else, Austria, make (something) from …, fresh, It takes (about three hours) …, invent, unused, unusual, beginning, middle, * end (in the end) * high (sound), low (sound), vibrate, * tight(er), thick, thin, pitch, way, make a (low/high) sound   Recycled vocabulary:   * Guitar, quiet * musical instruments, * adjectives (slow, quick, etc.) * adverbs, better, worse * sing, play, read, speak, eat * adverbs, fourth, clue, listen, new, friend, play, yeti, map, compass, more quickly * adverbs of frequency, instrument, looks like, string, orchestra, loudly, easy/difficult (to play), press * sound (n), vegetables, every day, orchestra, make, concert, all over the world, market, buy, love/enjoy *…ing*, bowl, soup, cook (n), delicious, help (someone) to do (something) * sound (n), string, hear, quickly, short(er), fast(er), slowly, quickly |
| **Graphic patterns and spelling conventions:**   * + Identify the spelling of adverbs and of vocabulary for musical instruments. |

**UNIT 4 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 musical instruments. * Complete and write sentences to practise adverbs. * Ask and answer about musical instruments. * Write an interview about someone who solved a problem with a friend’s help. * Write about an instrument they design. * Write a text about a musical instrument. | B4.EC.1.  B4.EC.2.  B4.EC.3.  B4.EC.4.  B4.EC.5.  B4.EC.6.  B4.EC.7. | B4.LS.2. | CLC.11.  CLC.12.  CLC.13.  CLC.14.  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 musical instruments from around the world. * Reflection on the importance of persevering. * Interest in researching about musical instruments. |
| **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:**   * Who else (would like to …)? * (Name) sings more beautifully than I do. I play the guitar better than he/she does. * Who sings more beautifully – you or (Name)? (I do./My friend does.) * How does … play the guitar?   Recycled language:   * want to be, * What can you play? I can play the (violin). I want to learn the (keyboard). I’d like/love to play the (electric guitar) * superlatives: the oldest, the youngest, the best * present continuous * What are you doing? Cool! I’m learning to play …, sometimes, Are you good at (singing)? Not really. * We don’t want (the yeti) to hear us * He’s got …, You have to …, What’s happening? * Which instrument would you like to play? I’d like to play the … How do you play the …? You play it like a … * What are (these instruments) made of? |
| **Very frequent written vocabulary (production):**   * clarinet, cymbals, drums, electric guitar, flute, keyboard, saxophone, trombone, trumpet, violin, orchestra * adverbs: well, badly, beautifully, slowly, quickly, loudly, quietly * daughter, son * band, practice, laugh * present (n), carefully, tune, to the end, ocarina, copy, That doesn’t sound right. Persevere * traditional, erhu, vuvuzela, * bouzouki, bagpipes, bongos, over one thousand * (years old), still, horn, blow, South Africa, national, * Scotland, pipe, at the same time, come out, the 1900s * what else, Austria, make (something) from …, fresh, It takes (about three hours) …, invent, unused, unusual, beginning, middle, * end (in the end) * high (sound), low (sound), vibrate, * tight(er), thick, thin, pitch, way, make a (low/high) sound   Recycled vocabulary:   * Guitar, quiet * musical instruments, * adjectives (slow, quick, etc.) * adverbs, better, worse * sing, play, read, speak, eat * adverbs, fourth, clue, listen, new, friend, play, yeti, map, compass, more quickly * adverbs of frequency, instrument, looks like, string, orchestra, loudly, easy/difficult (to play), press * sound (n), vegetables, every day, orchestra, make, concert, all over the world, market, buy, love/enjoy *…ing*, bowl, soup, cook (n), delicious, help (someone) to do (something) * sound (n), string, hear, quickly, short(er), fast(er), slowly, quickly |
| **Graphic patterns and spelling conventions:**   * Practise writing adverbs and vocabulary for musical instruments. |

**UNIT 4 PROGRAMME OF CLASROOM ACTIVITIES**

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| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 1: Presentation and practice of vocabulary** | | | | | | |
| **Objectives:**   * Learn vocabulary for musical instruments.   **Materials:**   * CD 2; four or five music CDs/sound clips of different types (rock, pop, classical, folk, jazz) * Optional: word cards (TB106) | | | | | | |
| **Activities** | **Skills/ Blocks[[23]](#footnote-23)** | **Interaction[[24]](#footnote-24)** | **Competences[[25]](#footnote-25)** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Oral activity with music. | OC / OE | LG | CLC / SCC | **Extra activities:** *Teacher’s Book* p. 115-116  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| **Pupil’s Book**, p. 48, Act. 1. *Listen. and look*(CD2.02) | OC | Ind / LG | CLC / SCC |
| **Pupil’s Book**, p. 48, Act. 2. *Listen and repeat. Then match.* (CD2.03) | OC / OE | Ind / LG | CLC / SCC |
| **Pupil’s Book**, p. 48, Act. 3.*Listen and guess the instruments. Then mime and guess.* (CD2.19) | OE / OC | P / LG | CLC / SCC / SIE |
| **Pupil’s Book**, p. 48, Act 4*.**Which instruments would you like to learn? Ask and answer.* | OE / OC | P | CLC / SCC / SIE |
| **Activity Book**, p. 38, Act. 1. *Look and write the words.* | WE / RC | Ind | CLC / SIE |
| **Activity Book**, p. 38, Act. 2**.***Circle the odd one out.* | RC | Ind | SIE / MCST / CLC |
| **Activity Book**, p. 38, Act. 3. *What’s your favourite and least favourite instrument?* | RC / WE | Ind | SIE / MCST / CLC |
| ***My picture dictionary* ➔** *p. 88: Write the new words.* | WE / RC | Ind | SIE / MCST / CLC |
| *Ending the lesson*. Play *Drawing game.* | OC / OE | LG / P | CLC / SCC / SIE |

**UNIT 4 PROGRAMME OF CLASROOM ACTIVITIES**

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| **Lesson 2: Presentation and practice of grammar 1** | | | | | | |
| **Objectives:**   * Use adverbs to describe the way people do things. * Practise using rising and falling intonation.   **Materials:**   * CD 2; Word cards (TB106) * Optional: a bag / box | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Revise vocabulary for musical instruments. | 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 contents of the lesson. | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 49, Act. 5. *Read, listen and say the names.* (CD2.05) | OC / RC | Ind / LG | CLC / SIE |
| **Pupil’s Book**, p. 49, Act. 6. *Read and say true or false.* | RC / OE | Ind / LG | CLC / SIE |
| **Pupil’s Book**, p. 49, Act. 7. *Listen and choose the words.* (CD2.06) | WE / OE | P / LG | CLC / SIE |
| **Pupil’s Book**, p. 49, Act. 8 *Does the end of the question and the answer go up or down? Listen and repeat****.***(CD2.07 , CD2.08) | OC / OE | Ind / LG | CLC / SIE / LL |
| **Activity Book**, p. 39, Act. 4. *Complete the table.* | RC | Ind | CLC / SIE |
| **Activity Book**, p. 39, Act. 5. *Look and write sentences. Use the words in brackets.* | RC / WE | Ind | CLC / SIE |
| **Activity Book**, p. 39, Act. 6 *Complete the sentences about you****.*** | RC / WE | Ind | CLC / SIE |
| *Ending the lesson*. Make sentences with adverbs. | OC / OE / WE | LG | CLC / SCC / SIE |

**UNIT 4 PROGRAMME OF CLASROOM ACTIVITIES**

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| **Lesson 3: Presentation and practice of grammar 2** | | | | | | |
| **Objectives:**   * Compare the way people do things (using adverbs).   **Materials:**   * CD 2; music CD * Optional: photos of three or four pairs of famous people who have the same profession, e.g. two football players, two actors, two guitar players | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Review adverbs. | OC / OE / RC | LG | CLC / SIE | **Extra activities:** *Teacher’s Book* p. 116  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation*. Introduce the contents of the lesson. | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 50, Act. 9.*How does Emma play the electric guitar? Listen and choose.* (CD2.09) | OC / OE | LG | CLC / CAE |
| **Pupil’s Book**, p. 50, Act. 10. *Listen again and practise.* ((CD2.09) | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 50, Act. 11. *Answer the questions with a friend. Then tell the class.* | RC / OE / OC | LG / P | CLC/ SIE / SCC |
| **Pupil’s Book**, p. 50, Act. 12 *Go to page 102. Listen and repeat the chant****.***(CD2.09) | OC / OE | LG | CLC / SIE / SCC |
| **Activity Book**, p. 40, Act. 7.*Read and complete the sentences. Use the words in brackets.* | WE / RC | Ind | CLC / SIE |
| **Activity Book**, p. 40, Act. 8. *Look at activity 7. Write the questions.* | RC / WE | Ind | CLC |
| **Activity Book**, p. 40, Act. 9. *Complete the sentences about you****.*** | RC / WE | Ind | CLC |
| *Ending the lesson*. Make comparisons using adverbs. | OE / OC | LG | CLC / SIE / SCC |

**UNIT 4 PROGRAMME OF CLASROOM ACTIVITIES**

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| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 4: Story and Value** | | | | | | |
| **Objectives:**   * Consolidate language with a story. * Discuss the importance of persevering.   **Materials:**   * CD 2 * Optional: simple props to represent the map, the compass and the ocarina for acting out | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Remind pupils of the story from previous units. | OC / OE | LG | CLC / SIE / SCC | **Extra activities:** *Teacher’s Book* p. 116  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Introduction.* Remind pupils of the story from the previous unit. | OC / OE | LG | CLC / SIE / SCC |
| **Pupil’s Book,** p. 51. Act. 13, *Read and listen.* (CD2.11) | OC / RC | LG | CLC / SIE / SCC |
| **Pupil’s Book**, p. 41, *Value. Persevere.* | OC / RC | LG | CLC / SIE / SCC |
| **Activity Book**, p. 41, Act. 10 *Read the story again. Circle the correct words and then number.* | RC | Ind | CLC / SIE / SCC |
| **Activity Book**, .p.41, Act. 11. *Read and complete. Use the words in the box.* | RC | Ind | CLC |
| **Activity Book,** p. 41, Act 12*, What can you do to show the value: persevere?* | OE / WE | Ind | CLC / SCC |
| *Ending the lesson*. Play *Who said it?* | OC / OE | Ind | CLC / SIE |

**UNIT 4 PROGRAMME OF CLASROOM ACTIVITIES**

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| **Lesson 5: Listening and speaking** | | | | | | |
| **Objectives:**   * Practise the skills of listening and speaking, with reading in the Activity Book. * Talk about which instruments they would like to play.   **Materials:**   * CD 2; Word cards (TB106); one or more real traditional instruments from the pupils’ country (or photos); a bag/box | | | | | | |
| **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. 116  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| **Pupil’s Book**, p. 52, *Let’s start! What traditional instruments do you have in your country?* | OC / OE | LG | CLC |
| **Pupil’s Book**, p. 52, Act. 14. *Listen and match the instruments with the countries. (*CD2.12) | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 52, Act. 15. *Listen again and choose the words.* (CD2.12) | OC / RC | LG | CLC / SIE |
| **Pupil’s Book**, p. 52, Act. 16. *Decide which instrument you would like to play.* (CD2.13) | WE / OC / OE | LG / P | CLC / SIE |
| **Activity Book**, p. 42, Act. 13 *Read Devon’s interview. Complete with the correct form of the words in brackets.* | RC / WE | Ind | CLC / SIE |
| **Activity Book**, p. 42, Act. 14. *Look at activity 13. Read and write true or false.* | RC / WE | Ind | CLC / SIE |
| **Activity Book**, p. 42, Act. 15. *How to use adverbs.* | RC | Ind | CLC / SIE |
| *Ending the lesson*. Play *Act it out.* | OC / OE | LG | CLC / SCC |

**UNIT 4 PROGRAMME OF CLASROOM ACTIVITIES**

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| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 6: Reading and writing** | | | | | | |
| **Objectives:**   * Practise the skills of reading and writing.   **Materials:**   * CD 2; Word cards (TB106) | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Practise the use, spelling and pronunciation of adverbs. | OC / OE / RC | 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*, Look below! What are these instruments made from?* | OC / OE | LG | CLC / SCC |
| **Pupil’s Book**, p.53, Act. 17.*Read and listen****.***(CD2.14) | OC / RC | LG | CLC / SCC |
| **Pupil’s Book**, p. 53 Act. 18.*Read again and correct the sentences****.*** | RC / OE | LG / Ind | CLC / SIE |
| **Pupil’s Book**, p.53*, Your turn! Design an unusual instrument.* | OC / OE | LG | CLC |
| **Activity Book**, p.43, Act. 16 *Make notes about someone who had a problem and a friend who helped****.*** | WE / RC | Ind | SIE / SCC |
| **Activity Book**, p. 43, Act. 15**.** *Write an interview about someone who solved a problem with a friend’s help.* | WE | Ind | CLC / SIE / LL |
| *Ending the lesson.* Play *Starting letters.* | OC / OE | LG / P | CLC |

**UNIT 4 PROGRAMME OF CLASROOM ACTIVITIES**

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| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 7: CLIL - *MUSIC*** | | | | | | |
| **Objectives:**   * Learn how string instruments produce high and low notes.   **Materials:**   * CD 2; DVD; Word cards (TB106); one or more real instruments, if possible including string instruments * Optional: music clips of different singers with high or low voices, e.g. a soprano or a tenor singing an aria, a jazz singer with a low voice, a folk song with high harmonies | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play *Elimination.* | 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 string instruments make high and low sounds?* | OC / OE | LG | CLC / MCST |
| **Pupil’s Book**, p. 55, Act. 1 *Listen and repeat,* (CD2.15) | OC / OE | LG | CLC / MCST / SIE |
| **Pupil’s Book**, p. 55, Act.2 Video 04 (p.124TB). *Watch the video.* | OC | LG | CLC / MCST |
| **Pupil’s Book**, p. 55, Act. 3 *Read and listen.* (CD2.16) | OC / RC | LG | CLC / MCST / SIE |
| **Pupil’s Book**, p. 55, Act. 4 *Answer the questions.* | RC / WE | LG | CLC / MCST / SIE |
| **Pupil’s Book**, p. 55, Act. 5 *What sounds do you hear every day? Do they have a high or a low pitch?* | OE / RC | LG | CLC / MCST |
| **Activity Book**, p. 44, Act. 1*Complete the sentences. Use the words in the box.* | RC / WE | Ind | CLC / MCST / SIE |
| **Activity Book**, p. 44, Act. 2. *Look and answer the questions.* | RC / WE | Ind | CLC / MCST / SIE / LL |
| *Ending the lesson*. Activity to review the contents of the lesson. | OC | LG/ P | CLC / MCST / SCC |

**UNIT 4 PROGRAMME OF CLASROOM ACTIVITIES**

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| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 8: CLIL project and evaluation** | | | | | | |
| **Objectives:**   * Research and write about an instrument. * Review the contents of the unit. * Complete the evaluation in the Activity Book.   **Materials:**   * Reference books or internet access * Optional: handmade cards with adverbs: *slowly, quickly, beautifully, carefully, well, badly, quietly, loudly* | | | | | | |
| **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. 55, Act. 6. *Find out about an instrument. Draw it and describe how it makes sounds. How can you change the pitch?* | OC / OE / RC | LG | CLC / MCST / SCC |
| **Activity Book**, p.45, *Evaluation.* Act. 1. *Read and complete. Use the correct form of the words in the boxes.* | RC / WE | Ind | LL / SIE |
| **Activity Book**, p. 45, *Evaluation.* Act. 2, *Look at activity 1. Answer the questions.* | RC / WE | Ind | LL / SIE |
| **Activity Book**, p. 45 *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: NOW AND THEN**

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| --- |
| **Unit objectives** |
| In this unit pupils will be able to:   * Learn vocabulary for information technology. * Talk about what people could and couldn’t do in the past. * Practise sentence stress. * Ask and answer about what people could do in the past. * Consolidate language with a story. * Discuss the value of protecting your friends. * Practise the skills of listening and speaking, with reading in the Activity Book. * Talk about which forms of communication they use. * Practise the skills of reading and writing, with extended writing in the Activity Book. * Learn about the role of primary sources in studying history. * Research and write about an object in a museum. * 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) * A handwritten letter and a printout of an email; a photo of a chess game (or a real chess set); a bag / box; 10 home-made cards with a year on each one chosen from BCE to 2000 and beyond; real objects from this unit ; DVD or photos of old objects / primary sources from your pupils’ country / region (from museum leaflets or websites) * Optional: an old portrait-style photo of a person and a picture of a painted portrait (from books or the internet); a projector and computer with internet access |
| **Mixed-ability resources** |
| * Reinforcement and Extension activities. Teacher’s Book p. 117-118 * Online Resources * Access to more materials on the Cambridge Teacher: [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es) |
| **Assessment resources** |
| * Unit tests: End-of-unit test, Teacher’s Resource File and Tests CD-ROM. * Self-evaluation: Activity Book, Evaluation. * Access to more materials on the Cambridge Teacher: [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es) |

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

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| --- | --- | --- | --- |
| **CONTENTS** | **EVALUATION CRITERIA[[26]](#footnote-26)** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Comprehension strategies in oral texts:**   * Identify vocabulary for information technology. * Listen to a dialogue about what people could and couldn’t do in the past. * Listen to a recording about life in 1980. * Listen to a chant focusing on pronunciation. * Identify ways to express what people could and couldn’t do in the past. * Identify the stress in different sentences. * Listen to a story to consolidate language of the unit. * Listen to a recording about the history of communication. * Listen to a text about virtual learning. * Identify vocabulary for primary sources. * Watch a video about primary sources. | B1.EC.1.  B1.EC.2.  B1.EC.3.  B1.EC.4.  B1.EC.5.  B1.EC.6.  B1.EC.7. | B1.LS.2.  B1.LS.3.  B1.LS.4.  B1.LS.5.  B1.LS.6.  B1.LS.7. | CLC.1.  CLC.2.  CLC.3.  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 forms of communication in the past and in the present. * Reflection on the importance of protecting your friends. * Interest in learning about the role of primary sources in studying history. |
| **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:**   * ask (someone) to do (something) * Could/Could’nt/What could…? * Past tense, was born * Could you (play online games) when you were (young/seven)? Yes, I could./No, I couldn’t. |I’m not good with (computers), I’m not that old * Which forms of communication do you use? Which do you use the most?/(talk) to each other * What did people use (this tool) for? How did people play (this board game)?   Recycled language:   * present continuous, past simple, Can you …? No, I can’t. * There weren’t any …, of course * We need to … * Had to * (more) quickly * Her name is …, She lives in …, China, online, Can you ….? talk, Where does she work? café, need, computer, Do you like …? * What is (this jewellery) made of? |
| **Very frequent oral vocabulary (reception):**   * dictionary, e-book, email, encyclopedia, letter, magazine, newspaper, online game, text message, website | information, (something) up * Chess, black and white * pick (something) up, * take (something) with you, journey, protect * communicate, timeline, BCE, * smoke signals, the World Wide Web, telegram, Ancient China, tower, signal danger, call for help, in the post, messenger, take (time) – They took a long time, across long distances, invented * virtual learning, Chinese, real, * download, check, video chat tool * conversation classes * primary source, tools, statue, jewellery, board game, history book, writer * Ancient Egypt, Egyptian * hoops, sticks   Recycled vocabulary:   * Information tecnology * Hobbies and skills * mountains, climb, fifth clue, send, give news, be careful, dangerous, thank you, Are you OK? * follow, yeti, cave, Don’t sit down, snake, address * learn, study, have lessons, teacher, at home, ask (questions), of course,fun, Spain, materials * object, museum, primary source, tool, statue, jewellery, board game |
| **Sound, accent, rhythm and intonation patterns:**   * Identify the intonation of sentences focusing on the strongest words. * Identify the pronunciation of years. |

**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 information technology. * Practise a dialogue about what people could and couldn’t do in the past. * Talk about the importance of protecting your friends. * Practise a chant focusing on pronunciation. * Answer questions about the history of communication. * Talk about which forms of communication they use. * Practise sentence stress. * Talk about what people could and couldn’t do in the past. * Answer questions about primary sources. * Practise vocabulary for primary sources. | 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.  CLC6.  CLC.7.  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 forms of communication in the past and in the present. * Reflection on the importance of protecting your friends. * Interest in learning about the role of primary sources in studying history. |
| **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:**   * ask (someone) to do (something) * Could/Could’nt/What could…? * Past tense, was born * Could you (play online games) when you were (young/seven)? Yes, I could./No, I couldn’t. |I’m not good with (computers), I’m not that old * Which forms of communication do you use? Which do you use the most?/(talk) to each other * What did people use (this tool) for? How did people play (this board game)?   Recycled language:   * present continuous, past simple, Can you …? No, I can’t. * There weren’t any …, of course * We need to … * Had to * (more) quickly * Her name is …, She lives in …, China, online, Can you ….? talk, Where does she work? café, need, computer, Do you like …? * What is (this jewellery) made of? |
| **Very frequent oral vocabulary (production):**   * dictionary, e-book, email, encyclopedia, letter, magazine, newspaper, online game, text message, website | information, (something) up * Chess, black and white * pick (something) up, * take (something) with you, journey, protect * communicate, timeline, BCE, * smoke signals, the World Wide Web, telegram, Ancient China, tower, signal danger, call for help, in the post, messenger, take (time) – They took a long time, across long distances, invented * virtual learning, Chinese, real, * download, check, video chat tool * conversation classes * primary source, tools, statue, jewellery, board game, history book, writer * Ancient Egypt, Egyptian * hoops, sticks   Recycled vocabulary:   * Information tecnology * Hobbies and skills * mountains, climb, fifth clue, send, give news, be careful, dangerous, thank you, Are you OK? * follow, yeti, cave, Don’t sit down, snake, address * learn, study, have lessons, teacher, at home, ask (questions), of course,fun, Spain, materials * object, museum, primary source, tool, statue, jewellery, board game |
| **Sound, accent, rhythm and intonation patterns:**   * Practise the intonation of sentences focusing on the strongest words. * Practise the pronunciation of years. |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Comprehension strategies in written texts:**   * Read vocabulary for information technology. * Read a text about life in 1980. * Read sentences about what people could and couldn’t do in the past. * Read about how to use *or.* * Identify ways of expressing what people could and couldn’t do in the past. * Read a story to consolidate language. * Read a text about the role of primary sources in studying history. * Identify vocabulary for primary sources in studying history. | B3.EC.1.  B3.EC.2.  B3.EC.3.  B3.EC4.  B3.EC.5.  B3.EC.6.  B3.EC.7. | B3.LS.1.  B3.LS.2.  B3.LS.3.  B3.LS.4.  B3.LS.5. | CLC.8.  CLC.9.  CLC.10.  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 forms of communication in the past and in the present. * Reflection on the importance of protecting your friends. * Interest in learning about the role of primary sources in studying history. |
| **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:**   * ask (someone) to do (something) * Could/Could’nt/What could…? * Past tense, was born * Could you (play online games) when you were (young/seven)? Yes, I could./No, I couldn’t. |I’m not good with (computers), I’m not that old * Which forms of communication do you use? Which do you use the most?/(talk) to each other * What did people use (this tool) for? How did people play (this board game)?   Recycled language:   * present continuous, past simple, Can you …? No, I can’t. * There weren’t any …, of course * We need to … * Had to * (more) quickly * Her name is …, She lives in …, China, online, Can you ….? talk, Where does she work? café, need, computer, Do you like …? * What is (this jewellery) made of? |
| **Very frequent written vocabulary (reception):**   * dictionary, e-book, email, encyclopedia, letter, magazine, newspaper, online game, text message, website | information, (something) up * Chess, black and white * pick (something) up, * take (something) with you, journey, protect * communicate, timeline, BCE, * smoke signals, the World Wide Web, telegram, Ancient China, tower, signal danger, call for help, in the post, messenger, take (time) – They took a long time, across long distances, invented * virtual learning, Chinese, real, * download, check, video chat tool * conversation classes * primary source, tools, statue, jewellery, board game, history book, writer * Ancient Egypt, Egyptian * hoops, sticks   Recycled vocabulary:   * Information tecnology * Hobbies and skills * mountains, climb, fifth clue, send, give news, be careful, dangerous, thank you, Are you OK? * follow, yeti, cave, Don’t sit down, snake, address * learn, study, have lessons, teacher, at home, ask (questions), of course,fun, Spain, materials * object, museum, primary source, tool, statue, jewellery, board game |
| **Graphic patterns and spelling conventions:**   * + Identify the spelling of vocabulary related to the past and to information technology. |

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

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| --- | --- | --- | --- |
| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Production strategies in written texts:**   * Practise writing vocabulary for information technology. * Complete and write sentences about what people could and couldn’t do in the past. * Write a text about which forms of communication they use. * Write an essay about the good and the bad things about a type of technology. * Ask and answer about primary sources. * Make an information sheet about a primary source. | B4.EC.1.  B4.EC.2.  B4.EC.3.  B4.EC.4.  B4.EC.5.  B4.EC.6.  B4.EC.7. | B4.LS.2. | CLC.11.  CLC.12.  CLC.13.  CLC.14.  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 forms of communication in the past and in the present. * Reflection on the importance of protecting your friends. * Interest in learning about the role of primary sources in studying history. |
| **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:**   * ask (someone) to do (something) * Could/Could’nt/What could…? * Past tense, was born * Could you (play online games) when you were (young/seven)? Yes, I could./No, I couldn’t. |I’m not good with (computers), I’m not that old * Which forms of communication do you use? Which do you use the most?/(talk) to each other * What did people use (this tool) for? How did people play (this board game)?   Recycled language:   * present continuous, past simple, Can you …? No, I can’t. * There weren’t any …, of course * We need to … * Had to * (more) quickly * Her name is …, She lives in …, China, online, Can you ….? talk, Where does she work? café, need, computer, Do you like …? * What is (this jewellery) made of? |
| **Very frequent written vocabulary (production):**   * dictionary, e-book, email, encyclopedia, letter, magazine, newspaper, online game, text message, website | information, (something) up * Chess, black and white * pick (something) up, * take (something) with you, journey, protect * communicate, timeline, BCE, * smoke signals, the World Wide Web, telegram, Ancient China, tower, signal danger, call for help, in the post, messenger, take (time) – They took a long time, across long distances, invented * virtual learning, Chinese, real, * download, check, video chat tool * conversation classes * primary source, tools, statue, jewellery, board game, history book, writer * Ancient Egypt, Egyptian * hoops, sticks   Recycled vocabulary:   * Information tecnology * Hobbies and skills * mountains, climb, fifth clue, send, give news, be careful, dangerous, thank you, Are you OK? * follow, yeti, cave, Don’t sit down, snake, address * learn, study, have lessons, teacher, at home, ask (questions), of course,fun, Spain, materials * object, museum, primary source, tool, statue, jewellery, board game |
| **Graphic patterns and spelling conventions:**   * + Practise writing vocabulary related to the past and to information technology. |

**UNIT 5 PROGRAMME OF CLASSROOM ACTIVITIES**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 1: Presentation and practice of vocabulary** | | | | | | |
| **Objectives:**   * Learn vocabulary for information technology.   **Materials:**   * CD 2; Word cards (TB107); a handwritten letter and a printout of an email. | | | | | | |
| **Activities** | **Skills/ Blocks[[27]](#footnote-27)** | **Interaction[[28]](#footnote-28)** | **Competences[[29]](#footnote-29)** | **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. 117  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| **Pupil’s Book**, p. 60, Act. 1. *Listen. and look*(CD2.18) | OC | Ind / LG | CLC / SCC / MCST |
| **Pupil’s Book**, p. 60, Act. 2. *Listen and repeat. Then match.* (CD2.19) | OC / OE | Ind / LG | CLC / SCC / MCST |
| **Pupil’s Book**, p. 60, Act. 3.*Listen and guess the words. Then practise with a friend****.***(CD2.20) | OE / OC | P / LG | CLC / SCC / SIE |
| **Pupil’s Book**, p. 60 Act 4*.**What information technology do you use? Ask and answer.* | OE / OC | LG / P | CLC / SCC / SIE |
| **Activity Book**, p. 48, Act. 1. *Read and complete the sentences.* | WE / RC | Ind | CLC / SIE |
| **Activity Book**, p. 48, Act. 2**.***Look and write the words in the table.* | WE / RC | Ind | SIE / MCST / CLC |
| **Activity Book**, p. 48, Act. 3. *How often do you use the things in activities 1 and 2?* | WE / RC | Ind | SIEE / MCST / CLC |
| ***My picture dictionary* ➔** *p. 89: Write the new words.* | WE / RC | Ind | SIE / MCST / CLC |
| *Ending the lesson*. Play *Memory 1 to 10.* | 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 people could and couldn’t do in the past. * Practise sentence stress.   **Materials:**   * CD 2; Word cards (TB107); an old portrait-style photo of a person and a picture of a painted portrait (from books or the internet) | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play *Pass the word cards.* | 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*. Review the pronunciation of numbers and introduce the contents of the lesson. | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 61, Act. 5. *Read and listen****.***(CD2.21) | OC / RC | Ind / LG | CLC / SIE |
| **Pupil’s Book**, p. 61, Act. 6. *What could people do before 1980? Read and choose.* | RC / OE | Ind / LG | CLC / SIE |
| **Pupil’s Book**, p. 61, Act. 7. *Read and find the mistakes in Sally’s To do list.* | WE / OE | P / LG | CLC / SIE |
| **Pupil’s Book**, p. 61, Act. 8 *Which words sound the strongest? Listen and repeat.* (CD2.22) (CD2.23) | OC / OE | Ind / LG | CLC / SIE / LL |
| **Activity Book**, p. 49, Act. 4. *Look and complete the sentences with could or couldn’t.* | RC / WE | Ind | CLC / SIE |
| **Activity Book**, p. 49, Act. 5*. Look at activity 4. Write sentences about Mary.* | RC / WE | Ind | CLC / SIE |
| **Activity Book**, p. 49, Act. 5 *Put the words in order.* | CLC / WE | Ind | CLC / SIE |
| *Ending the lesson*. Oral activity to review the contents of the lesson. | 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 what people could do in the past.   **Materials:**   * CD 2; Word cards (TB107); a photo of a chess game (or a real chess set) * Optional: handmade cards with verbs from the lesson (*play, use, cook, swim, read, write, send, play, speak*)or statements using *could/couldn’t* for *Find someone* | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play *Bluff*. | 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 the contents of the lesson. | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 62, Act. 9.*What is Alex doing? Listen and choose.* (CD2.24) | OC / OE | LG | CLC / CAE |
| **Pupil’s Book**, p. 62, Act. 10. *Listen again and practise.* (CD2.24) | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 62, Act. 11 *Make questions. 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. 7.*Look and answer the questions.* | WE / RC | Ind | CLC/ SIE |
| **Activity Book**, p. 50, Act. 8.*Write the questions and complete the answers.* | WE / RC | Ind | CLC / SIE |
| **Activity Book**, p. 50, Act. 7. *Write questions and answers about you.* | RC / WE | Ind | CLC |
| *Ending the lesson*. Play *Last man standing.* | 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 protecting your friends.   **Materials:**   * CD 2 , a bag / box | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play *Sentences in a bag.* | 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** |  |  |
| *Introduction.* Remind pupils of the story from the previous unit. | OC / OE | LG | CLC / SIE / SCC |
| **Pupil’s Book,** p. 63. Act. 13, *Read and listen.* (CD2.26) | OC / RC | LG | CLC / SIE / SCC |
| **Pupil’s Book**, p. 63, *Value. Protect your friends.* | OC / RC | LG | CLC / SIE / SCC |
| **Activity Book**, p. 51, Act. 10 *Read the story again. Match and then number.* | RC | Ind | CLC / SIE / SCC |
| **Activity Book**, .p.51, Act. 11. *Read and complete. Use the words in the box.* | RC | Ind | CLC |
| **Activity Book,** p. 51, Act 12*, What can you do to show the value: protect your friends?* | OE / WE | Ind | CLC / SCC |
| *Ending the lesson*. Play *True or false?* | 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. * Talk about which forms of communication they use.   **Materials:**   * CD 2 | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play *Two minutes.* | 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. 64, *Let’s start! How do you communicate with your friends?* | OC / OE | LG | CLC |
| **Pupil’s Book**, p. 64, Act. 14.*When were these forms of communication invented? Listen and match.* (CD2.27) | OC | LG / Ind | CLC / SIE |
| **Pupil’s Book**, p. 64, Act. 15. *Listen again and answer the questions.* (CD2.27) | OC / RC | LG / Ind | CLC / SIE |
| **Pupil’s Book**, p. 64, Act. 16.*Talk about forms of communication with a friend.* (CD2.28) | OC / OE | LG / P | CLC / SIE |
| **Activity Book**, p. 52, Act. 13 *Read Robert’s essay. Then look at the pictures and circle* | RC | Ind | CLC / SIE |
| **Activity Book**, p. 52, Act. 12. *Look at activity 13. Complete the sentences* | RC / WE | Ind | CLC / SIE |
| **Activity Book**, p. 52, Act. 13. *How to use or* | RC | Ind | CLC / SIE |
| *Ending the lesson*. Oral activity to review the contents of the lesson. | 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; 10 handmade cards with a year on each one chosen from BCE to 2000 and beyond | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play *Stand in order.* | 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.65*, Look below! Where does Kim work?* | OC / OE | LG | CLC / SCC |
| **Pupil’s Book**, p.65, Act. 17.*Read and listen****.***(CD2.29) | OC / RC | LG / Ind | CLC / SCC |
| **Pupil’s Book**, p. 65 Act. 18.*Read again and complete the sentences* | RC / WE | LG / Ind | CLC / SIE |
| **Pupil’s Book**, p.65*, Your turn! Think about technology you have in your school.* | OC / OE / WE | LG / P | CLC |
| **Activity Book**, p.53, Act. 14 *Make notes about a type of technology. Complete the table about the good and the bad things about it.* | WE / RC | Ind | SIE / SCC |
| **Activity Book**, p. 53, Act. 15**.** *Write an essay about the good and bad things about a type of technology.* | WE | Ind | CLC / SIE / LL |
| *Ending the lesson.* Play *Correct my mistakes.* | OC / OE | LG / P | CLC |

**UNIT 5 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 7: CLIL - *HISTORY*** | | | | | | |
| **Objectives:**   * Learn about the role of primary sources in studying history.   **Materials:**   * CD 2; real objects from this unit, DVD or photos of old objects / primary sources from your pupils’ country/region (from museum leaflets or websites) * Optional: DVD; a projector and a computer with internet access | | | | | | |
| **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. 118  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| **Pupil’s Book**, p. 66, *What do primary sources tell us about life in the past?* | OC / OE | LG | CLC / MCST |
| **Pupil’s Book**, p. 67, Act.1, *Listen and repeat* (CD2.30) | OC / OE | LG | CLC / MCST / SIE/ |
| **Pupil’s Book**, p. 67, Act.2 Video 5 (p.125TB). *Watch the video.* | OC | LG | CLC / MCST |
| **Pupil’s Book**, p. 67, Act. 3 *Read and listen.* (CD2.31) | OC / RC | LG / Ind | CLC / MCST / SIE/ |
| **Pupil’s Book**, p. 67, Act. 4 *Answer the questions.* | RC / WE | LG /Ind | CLC / MCST / SIE |
| **Pupil’s Book**, p. 67, Act. 5 *What questions would you like to ask about the primary sources on page 66?* | OE / RC | LG / P | CLC / MCST |
| **Activity Book**, p. 54 Act. 1*Look and write the words under the pictures. Then tick ✓ the primary sources from Ancient Egypt.* | RC | Ind | CLC / MCST / SIE |
| **Activity Book**, p. 54, Act. 2. *Look at activity 1. Read and write the letters.* | RC | Ind | CLC / MCST / SIE / LL |
| **Activity Book**, p. 54, Act. 3. *Imagine you see the primary sources from activity 1 in a museum. Choose two and write a question you can ask about each one.* | RC / WE | Ind | CLC / MCST / SIE / LL |
| *Ending the lesson*. Play *Spelling* game. | OC | LG | CLC / MCST / SCC |

**UNIT 5 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 8: CLIL project and evaluation** | | | | | | |
| **Objectives:**   * Research and write about an object in a museum. * Review the contents of the unit. * Complete the evaluation in the Activity Book*.*   **Materials:**   * Reference books or internet access. * Optional: information about and photos of objects from a local/ national museum which pupils can represent with models (e.g. pieces of jewellery, coins, small statues, tools or toys), materials for modelling and white card | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| Warmer. Play the *Yes or No game.* | 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. 67, Act. 6. *Find out about a primary source that tells us about life in the past. Make an information sheet about it.* | OC / OE / RC | LG | CLC / MCST / SCC |
| **Activity Book**, p.55, *Evaluation.* Act. 1. *Read and complete with could or couldn’t.* | 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 favourite activity from the unit and do it again. |  | Ind | CLC / LL / SIE |

**UNIT 6: THE ENVIRONMENT**

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| **Unit objectives** |
| In this unit pupils will be able to:   * Learn vocabulary for energy sources and materials. * Talk about what we should and shouldn’t do to help the environment. * Practise recognising and producing the sound /ə/. * Ask and answer about what we should do to be more eco-friendly. * Consolidate language with a story. * Discuss the values of reusing and recycling. * Practise the skills of listening and speaking, with reading in the Activity Book. * Design and eco-friendly home. * Practise the skills of reading and writing, with further extended writing practice in the Activity Book. * Learn about the process of recycling glass bottles. * Research and write about a recycling process. * 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 (TB108), a world map * Photos of environmental damage / damaging behaviour; photos of environmental problems; a bag / box; five handmade cards with the phrases *save energy, reduce waste, save forests, save water, save paper*; photos of a house (with a garden and a garage) and a block of flats; handmade word cards (or from previous levels) with wild animals, including *elephant, giraffe, lion, rhino, dolphin, shark and turtle*; objects made of different materials; reference books or internet access; pictures of road and street signs from your pupils’ country or from the UK and materials for making a sign * Optional: simple props to represent the map, the compass and the rope for acting out |
| **Mixed-ability 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 6 BLOCK 1: COMPREHENSION OF ORAL TEXTS**

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| **CONTENTS** | **EVALUATION CRITERIA[[30]](#footnote-30)** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Comprehension strategies in oral texts:**   * Identify vocabulary for energy sources and materials. * Listen to information about we should and shouldn’t do to help the environment. * Listen to a dialogue about Environment Day at school. * Listen to a recording about eco-friendly homes. * Identify *should* and *shouldn’t*. * Listen to a chant focusing on pronunciation. * Listen to a text about toys and sculptures made from old flip-flops. * Focus on the pronunciation of the sound /ə/. * Listen to a story to consolidate language of the unit. * Listen to a text about the process of recycling glass bottles. * Identify vocabulary for reusing and recycling. * Watch a video about the process of recycling glass bottles. | B1.EC.1.  B1.EC.2.  B1.EC.3.  B1.EC.4.  B1.EC.5.  B1.EC.6.  B1.EC.7. | B1.LS.2.  B1.LS.3.  B1.LS.4.  B1.LS.5.  B1.LS.6.  B1.LS.7. | CLC.1.  CLC.2.  CLC.3.  MCST.2.  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 reusing and recycling. * Reflection on what we should do to help the environment. * Interest in learning about the process of recycling glass bottles. |
| **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:**   * Should/should’nt * What should we do (to reduce waste)?   Recycled language:   * We should/shouldn’t … * What is it/are they made from? They’re made from … * Would you like ...? What does it look like? * it’s better for the environment |
| **Very frequent oral vocabulary (reception):**   * aluminium, cardboard, electricity,   gas, solar power, water, wind power | environment, wind farm, turn off, have a bath, rainwater, throw, recycle, recycling (n), careful, how much, have a shower  suggestion box, instead of   * reduce, waste (energy), save, on both sides, plant (trees), eco-friendly * hurt, rescue, rope, trap, short cut * leave, eagle, stuck, bridge, broken, fix, cross (v) * eco-home, vertical, air, keep (something) cool/warm, land (n), cheap, expensive, solar panels, special features * balcony, forest, roof, grass, wind farm, save, countryside, energy * recycling bin, machine, sand, * furnace, melt, recycling centre, sort(by colour), break (into pieces), become, change (shape), enough, to power (a TV) * flow chart   Recycled vocabulary:   * recycle, recycling (n), careful,   how much, have a shower   * energy and materials, Let’s …, help, the environment, use, a lot of, throw away, rubbish, have a shower/bath, turn off, at night, go by car, walk, cycle * want to, make, environment, collect, rainwater, reuse, rubbish, forests, turn off * sixth, clue, strongest, bird,   help, find, map, east, straight ahead, Come on, rubbish, Let’s …, take (something), with you, Well done, follow, across, mountains, reuse, Good idea, carefully   * balcony, forest, roof, grass, wind farm, save, countryside * wild animals, Africa, make, beautiful, toy, sculpture, animals, find, thousand, beach, ocean, dangerous, collect, clean, plastic, sell, zoo, all over the world, give, job, people * old, glass, bottle, lorry, mix, special, oven, hot, liquid, make, new, send, factories, use, energy,save * find out |
| **Sound, accent, rhythm and intonation patterns:**   * Identify the pronunciation of the sound /ə/. |

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

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| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Production strategies in oral texts:**   * Practise vocabulary for energy sources and the environment. * Practise a dialogue about Environment Day at school. * Talk about what we should and shouldn’t do to help the environment. * Practise a chant focusing on pronunciation. * Practise using *should/should’nt.* * Practise the pronunciation of words with the sound /ə/. * Listen to a story to consolidate language of the unit. * Discuss reusing and recycling. * Answer questions about recycling glass bottles. * Design an eco-friendly home. * Answer questions about the process of recycling glass bottles. | B2.EC1.  B2.EC2.  B2.EC3.  B2.EC4.  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.2.  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 reusing and recycling. * Reflection on what we should do to help the environment. * Interest in learning about the process of recycling glass bottles. |
| **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:**   * Should/should’nt * What should we do (to reduce waste)?   Recycled language:   * We should/shouldn’t … * What is it/are they made from? They’re made from … * Would you like ...? What does it look like? * it’s better for the environment |
| **Very frequent oral vocabulary (production):**   * aluminium, cardboard, electricity,   gas, solar power, water, wind power | environment, wind farm, turn off, have a bath, rainwater, throw, recycle, recycling (n), careful, how much, have a shower  suggestion box, instead of   * reduce, waste (energy), save, on both sides, plant (trees), eco-friendly * hurt, rescue, rope, trap, short cut * leave, eagle, stuck, bridge, broken, fix, cross (v) * eco-home, vertical, air, keep (something) cool/warm, land (n), cheap, expensive, solar panels, special features * balcony, forest, roof, grass, wind farm, save, countryside, energy * recycling bin, machine, sand, * furnace, melt, recycling centre, sort(by colour), break (into pieces), become, change (shape), enough, to power (a TV) * flow chart   Recycled vocabulary:   * recycle, recycling (n), careful,   how much, have a shower   * energy and materials, Let’s …, help, the environment, use, a lot of, throw away, rubbish, have a shower/bath, turn off, at night, go by car, walk, cycle * want to, make, environment, collect, rainwater, reuse, rubbish, forests, turn off * sixth, clue, strongest, bird,   help, find, map, east, straight ahead, Come on, rubbish, Let’s …, take (something), with you, Well done, follow, across, mountains, reuse, Good idea, carefully   * balcony, forest, roof, grass, wind farm, save, countryside * wild animals, Africa, make, beautiful, toy, sculpture, animals, find, thousand, beach, ocean, dangerous, collect, clean, plastic, sell, zoo, all over the world, give, job, people * old, glass, bottle, lorry, mix, special, oven, hot, liquid, make, new, send, factories, use, energy,save * find out |
| **Sound, accent, rhythm and intonation patterns:**   * Practise the pronunciation of the sound /ə/. |

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

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| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Comprehension strategies in written texts:**   * Read vocabulary for energy sources and materials. * Read a story to consolidate language. * Identify the spelling and use of *should / shouldn’t*. * Read a text about toys and sculptures made from old flip-flops. * Identify vocabulary for reusing and recycling. * Research the process of recycling. | 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.  B3.LS.5. | CLC.8.  CLC.9.  CLC.10.  MCST.2.  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 reusing and recycling. * Reflection on what we should do to help the environment. * Interest in learning about the process of recycling glass bottles. |
| **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:**   * Should/should’nt * What should we do (to reduce waste)?   Recycled language:   * We should/shouldn’t … * What is it/are they made from? They’re made from … * Would you like ...? What does it look like? * it’s better for the environment |
| **Very frequent written vocabulary (reception):**   * aluminium, cardboard, electricity,   gas, solar power, water, wind power | environment, wind farm, turn off, have a bath, rainwater, throw, recycle, recycling (n), careful, how much, have a shower  suggestion box, instead of   * reduce, waste (energy), save, on both sides, plant (trees), eco-friendly * hurt, rescue, rope, trap, short cut * leave, eagle, stuck, bridge, broken, fix, cross (v) * eco-home, vertical, air, keep (something) cool/warm, land (n), cheap, expensive, solar panels, special features * balcony, forest, roof, grass, wind farm, save, countryside, energy * recycling bin, machine, sand, * furnace, melt, recycling centre, sort(by colour), break (into pieces), become, change (shape), enough, to power (a TV) * flow chart   Recycled vocabulary:   * recycle, recycling (n), careful,   how much, have a shower   * energy and materials, Let’s …, help, the environment, use, a lot of, throw away, rubbish, have a shower/bath, turn off, at night, go by car, walk, cycle * want to, make, environment, collect, rainwater, reuse, rubbish, forests, turn off * sixth, clue, strongest, bird,   help, find, map, east, straight ahead, Come on, rubbish, Let’s …, take (something), with you, Well done, follow, across, mountains, reuse, Good idea, carefully   * balcony, forest, roof, grass, wind farm, save, countryside * wild animals, Africa, make, beautiful, toy, sculpture, animals, find, thousand, beach, ocean, dangerous, collect, clean, plastic, sell, zoo, all over the world, give, job, people * old, glass, bottle, lorry, mix, special, oven, hot, liquid, make, new, send, factories, use, energy,save * find out |
| **Graphic patterns and spelling conventions:**   * Identify the spelling of words related to energy sources, materials and the environment. |

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

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| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Production strategies in written texts:**   * Practise writing vocabulary for energy sources and materials. * Complete and write sentences to practise the new structures of the unit. * Ask and answer about what we should do to be more eco-friendly. * Write about a piece of recycled art. * Write a blog about reusing things to make something new. * Make a flow chart about recycling. | B4.EC.1.  B4.EC.2.  B4.EC.3.  B4.EC.4.  B4.EC.5.  B4.EC.6.  B4.EC.7. | B4.LS.2. | CLC.11.  CLC.12.  CLC.13.  CLC.14.  MCST.2.  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 reusing and recycling. * Reflection on what we should do to help the environment. * Interest in learning about the process of recycling glass bottles. |
| **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:**   * Should/should’nt * What should we do (to reduce waste)?   Recycled language:   * We should/shouldn’t … * What is it/are they made from? They’re made from … * Would you like ...? What does it look like? * it’s better for the environment |
| **Very frequent written vocabulary (production):**   * aluminium, cardboard, electricity,   gas, solar power, water, wind power | environment, wind farm, turn off, have a bath, rainwater, throw, recycle, recycling (n), careful, how much, have a shower  suggestion box, instead of   * reduce, waste (energy), save, on both sides, plant (trees), eco-friendly * hurt, rescue, rope, trap, short cut * leave, eagle, stuck, bridge, broken, fix, cross (v) * eco-home, vertical, air, keep (something) cool/warm, land (n), cheap, expensive, solar panels, special features * balcony, forest, roof, grass, wind farm, save, countryside, energy * recycling bin, machine, sand, * furnace, melt, recycling centre, sort(by colour), break (into pieces), become, change (shape), enough, to power (a TV) * flow chart   Recycled vocabulary:   * recycle, recycling (n), careful,   how much, have a shower   * energy and materials, Let’s …, help, the environment, use, a lot of, throw away, rubbish, have a shower/bath, turn off, at night, go by car, walk, cycle * want to, make, environment, collect, rainwater, reuse, rubbish, forests, turn off * sixth, clue, strongest, bird,   help, find, map, east, straight ahead, Come on, rubbish, Let’s …, take (something), with you, Well done, follow, across, mountains, reuse, Good idea, carefully   * balcony, forest, roof, grass, wind farm, save, countryside * wild animals, Africa, make, beautiful, toy, sculpture, animals, find, thousand, beach, ocean, dangerous, collect, clean, plastic, sell, zoo, all over the world, give, job, people * old, glass, bottle, lorry, mix, special, oven, hot, liquid, make, new, send, factories, use, energy,save * find out |
| **Graphic patterns and spelling conventions:**   * Practise writing words related to energy sources, materials and the environment. |

**UNIT 6 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 1: Presentation and practice of vocabulary** | | | | | | |
| **Objectives:**   * Learn vocabulary for energy sources and materials.   **Materials:**   * CD 2; Word cards (TB108) | | | | | | |
| **Activities** | **Skills/ Blocks[[31]](#footnote-31)** | **Interaction[[32]](#footnote-32)** | **Competences[[33]](#footnote-33)** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Oral activity to review materials. | 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. 70, Act. 1. *Listen. and look*(CD2.32) | OC | Ind / LG | CLC / SCC / MCST |
| **Pupil’s Book**, p. 70, Act. 2. *Listen and repeat. Then match.* (CD2.33) | OC / OE | Ind / LG | CLC / SCC / MCST |
| **Pupil’s Book**, p. 70, Act. 3 *Listen and say* good *or* bad for the environment*. Then practise…* (CD2.34) | OE / OC | P / LG | CLC / SCC / SIE / MCST |
| **Pupil’s Book**, p. 70 Act 4*.**What do you do for the environment at home? Ask and answer.* | OE / OC | LG / P | CLC / SCC / SIE / MCST |
| **Activity Book**, p. 56, Act. 1. *Read and write the words. Then number the pictures.* | WE / RC | Ind | CLC / SIE/ MCST |
| **Activity Book**, p. 56 Act. 2**.***Read and correct the underlined words.* | WE / RC | Ind | SIE / CLC |
| **Activity Book**, p. 56 Act. 3. *What do you use that’s made of plastic?*  *What do you use that’s made of aluminium?* | RC | Ind | SIE / CLC / MCST |
| ***My picture dictionary* ➔** *p. 90: Write the new words.* | WE / RC | Ind | SIE / MCST / CLC |
| *Ending the lesson*. Play *Anagrams.* | 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 what we should and shouldn’t do to help the environment. * Practise recognising and producing the sound /ə/.   **Materials:**   * CD 2; Word cards (TB108); photos of environmental damage / damaging behaviour, e.g. rubbish next to a road / in a street, plastic and other materials in a bin or on a tip (not being recycled), a polar bear on an ice floe, someone wasting water, someone using lots of electrical devices at the same time (wastefully) | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play *Elimination.* | OC / OE | LG | CLC / SIE | **Extra activities:** *Teacher’s Book* p. 118  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation*. Introduce the topic of the lesson. | OC / OE | LG | CLC / SIE / SCC / MCST |
| **Pupil’s Book**, p. 71, Act. 5. *Read and listen.* (CD2.35) | OC / RC | Ind / LG | CLC / SIE / MCST / SCC |
| **Pupil’s Book**, p. 71, Act. 6. *Read and say should or shouldn’t.* | RC / OE | Ind / LG | CLC / SIE / MCST / SCC |
| **Pupil’s Book**, p. 71, Act. 7. *Think of more ideas to help the environment****.*** | WE / OE | P / LG | CLC / SIE / MCST / SCC |
| **Pupil’s Book**, p. 71, Act. 8 *How do we say the green parts of these words? Listen and repeat****.***(CD2.36) (CD2.37) | OC / OE | Ind / LG | CLC / SIE / MCST / SCC |
| **Activity Book**, p. 57, Act. 4. *Read and complete the interview with should or shouldn’t.* | RC | Ind | CLC / SIE / MCST / SCC |
| **Activity Book**, p. 57, Act. 5*. Read and write true or false.* | RC / WE | Ind | CLC / SIE / MCST / SCC |
| **Activity Book**, p. 57, Act.6 *Which of Kevin’s ideas do you think are the most important? Name two.* | RC / WE | Ind | CLC / SIE / MCST / SCC |
| *Ending the lesson*. Play *Sentence chain game.* | 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 what we should do to be more eco-friendly.   **Materials:**   * CD 2; photos of environmental problems (e.g. a flooded village, chimneys polluting the air, rubbish near a water source); a bag / box; five handmade cards with the phrases: *save energy, reduce waste, save forests, save water, save paper* | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Oral activity to review vocabulary. | OC / OE / RC | LG | CLC / SCC / MCST | **Extra activities:** *Teacher’s Book* p. 118-119  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation*. Introduce the topic of the lesson. | OC / OE | LG | CLC / SCC / MCST |
| **Pupil’s Book**, p. 72, Act. 9.*What do they want to make more eco-friendly? Listen and choose.* (CD2.38) | OC / OE | LG | CLC / SCC / MCST |
| **Pupil’s Book**, p. 72, Act. 10. *Listen again and practise.* (CD2.38) | OC / OE | LG / P | CLC / SCC / MCST |
| **Pupil’s Book**, p. 72, Act. 11 *Match the questions and answers. Then ask and answer.* | RC / OE / OC | LG / P | CLC / SCC / MCST |
| **Pupil’s Book**, p. 72, Act. 12 *Go to page 103. Listen and repeat the chant. (*CD2.39) | OC / OE | LG | CLC |
| **Activity Book**, p. 58, Act. 7.*Answer the questions. Then tick (✓) the correct picture.* | WE / RC | Ind | CLC / SCC / MCST |
| **Activity Book**, p. 58, Act. 8.*Complete the questions. Then circle the correct answers.* | RC / WE | Ind | CLC / SCC / MCST |
| *Ending the lesson*. *Play Sentences in a bag.* | 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 values of reusing and recycling.   **Materials:**   * CD 2 * Optional: simple props to represent the map, the compass and the rope for acting out | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play a version of *Noughts and crosses*. | OC / OE | LG | CLC / SIE / SCC / MCST | **Extra activities:** *Teacher’s Book* p. 119  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Introduction.* Remind pupils of the sotry from the previous lesson. | OC / OE | LG | CLC / SIE / SCC / MCST |
| **Pupil’s Book,** p. 73. Act. 13, *Read and listen.* (CD2.40) | OC / RC | LG / Ind | CLC / SIE / SCC / MCST |
| **Pupil’s Book**, p. 73, *Value. Reuse and recycle.* | OC / RC | LG | CLC / SIE / SCC / MCST |
| **Activity Book**, p. 59, Act. 9 *Read the story again. Correct the sentences and then number.* | RC | Ind / LG | CLC / SIE / SCC / MCST |
| **Activity Book**, .p.59, Act. 10. *Read and match the questions and answers.* | RC | Ind | CLC / SIE / SCC / MCST |
| **Activity Book,** p. 59, Act 11*, What can you do to show the value: reuse and recycle?* | OE / WE | Ind / LG | CLC / SIE / SCC / MCST |
| *Ending the lesson*. Play *The last word.* | OC / OE | Ind | CLC / SIE / SCC / MCST |

**UNIT 6 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. * Design an eco-friendly home.   **Materials:**   * CD 2; photos of a house (with a garden and a garage) and a block of flats | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Oral activity to review vocabulary for homes. | OC / OE | LG / P | 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. 74, *Let’s start! Do you live in an eco-friendly home?* | OC / OE | LG | CLC / SCC / MCST |
| **Pupil’s Book**, p. 74, Act. 14. *Which eco-home do the Smith family want to visit? Listen and say the letter.* (CD2.41) | OC / OE | LG | CLC / SCC / MCST |
| **Pupil’s Book**, p. 74, Act. 15. *Listen again and and correct the sentences.* (CD2.41) | OC / RC | LG / Ind | CLC / SCC / MCST |
| **Pupil’s Book**, p. 74, Act. 16.*Design an eco-friendly home with a friend****.***(CD2.42) | WE / OC / OE | LG / Ind | CLC / SCC / MCST |
| **Activity Book**, p. 60, Act. 12 *Read Kerry’s blog. Write the words under the pictures.* | RC / WE | Ind | CLC / SCC / MCST |
| **Activity Book**, p. 60, Act. 13. *Look at activity 12. Put the sentences in order.* | RC / WE | Ind | CLC / SCC / MCST |
| **Activity Book**, p. 60 Act. 14. *Understanding antonyms.* | RC | Ind | CLC / SCC / MCST |
| *Ending the lesson.* Play *Drawing game.* | RC | Ind | CLC / SCC / MCST |

**UNIT 6 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 6: Reading and writing** | | | | | | |
| **Objectives:**   * Practise the skills of reading and writing.   **Materials:**   * CD2 , handmade word cards with wild animals, including *elephant, giraffe, lion, rhino, dolphin, shark* and *turtle* (or a selection of word cards from *Guess What!* 1 Unit 8 and/or *Guess What!* 4 Unit 4); a world map; sentences for *Reading race* | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play *Act and guess.* | 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.75***,*** *Look below! What is this animal made from?* | OC / OE | LG | CLC / SCC |
| **Pupil’s Book**, p.75, Act. 17.*Read and listen****.***(CD2.43) | OC / RC | LG | CLC / SCC |
| **Pupil’s Book**, p. 75 Act. 18. *Read again and answer the questions* | RC / WE | LG / P | CLC / SIE |
| **Pupil’s Book**, p.75*, Your turn! Design a piece of recycled art.* | OC / OE / WE | LG | CLC |
| **Activity Book**, p.61, Act. 15 *Make notes about something you can make by reusing old things.* | WE / RC | Ind | SIE / SCC |
| **Activity Book**, p. 61, Act. 16**.** *Write a blog about reusing things to make something new.* | WE | Ind | CLC / SIE / LL / SCC |
| *Ending the lesson.* Play *Reading race.* | OC / OE | LG / P | CLC |

**UNIT 6 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 7: CLIL - *SCIENCE*** | | | | | | |
| **Objectives:**   * Learn about the process of recycling glass bottles.   **Materials:**   * CD 2; DVD; objects made of different materials (e.g. an aluminium drinks can, a small glass bottle, a small plastic water bottle, a metal fork, a wooden spoon, a paper plate or a small envelope, a rubber ball, a small cardboard box) | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play *Describe and guess.* | 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 happens to our old glass bottles?* | OC / OE | LG | CLC / MCST / SCC |
| **Pupil’s Book**, p. 77, Act.1, *Listen and repeat* (CD2.44) | OC / OE | LG | CLC / MCST / SIE / SCC |
| **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.* (CD2.45) | OC / RC | LG / Ind | CLC / MCST / SIE / SCC |
| **Pupil’s Book**, p. 77, Act. 4 *Answer the questions.* | RC / WE | LG/ Ind | CLC / MCST / SIE / SCC |
| **Pupil’s Book**, p. 77, Act. 5 *Which objects would you like to make from recycled glass?* | OE / RC | LG | CLC / MCST |
| **Activity Book**, p. 62 Act. 1*Look and write the words under the pictures****.*** | RC | Ind | CLC / MCST / SIE |
| **Activity Book**, p. 62, Act. 2. *Put the sentences in order.* | RC / WE | Ind | CLC / MCST / SIE / LL |
| **Activity Book**, p. 62, Act. 3. *How much glass, plastic, aluminium and paper do you recycle each week? Make a bar chart.* | RC | Ind | CLC / MCST / SIE / LL / SCC |
| *Ending the lesson*. Activity to review the contents of the lesson. | OC | LG | CLC / MCST / SCC |

**UNIT 6 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 8: CLIL project and evaluation** | | | | | | |
| **Objectives:**   * Research and write about a recycling process. * Review the contents of the unit. * Complete the evaluation in the Activity Book.   **Materials:**   * Reference books or internet access; word cards (TB108) or pictures of road andn street signs from your pupils’ country or from the UK and materials for making a sign | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Review the process of recycling glass bottles. | 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. 77, Act. 6. *Find out about how people recycle paper, plastic or aluminium. Make a flow chart.* | OC / OE / RC | LG | CLC / MCST / SCC |
| **Activity Book**, p.63, *Evaluation.* Act. 1. *Read and complete. Use the words in the box.* | RC / WE | Ind | LL / SIE |
| **Activity Book**, p. 63, *Evaluation.* Act. 2, *Read activity 1. Answer the questions.* | 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: SPACE**

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| **Unit objectives** |
| In this unit pupils will be able to:   * Learn vocabulary about space travel. * Talk about future plans using *going to*. * Practise recognising and producing the sound /ə/ in sentences with *going to*. * Ask and answer about future plans with *going to*. * Consolidate language with a story. * Discuss the value of thinking logically. * Practise the skills of listening and speaking, with reading in the Activity Book. * Talk about travelling in space. * Practise the skills of reading and writing, with further extended writing practice in the Activity Book. * Learn about the solar system. * Research and write a fact file about a planet. * 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) * A clip from a film set in space; two board pens; handmade cards with hobbies / sports/ everyday tasks on them (e.g. *make a cake, go scuba diving, go rock climbing, rollerskate, ride a horse, have a shower*); photos of astronauts in zero gravity; copies of the space puzzle (TB120); photos of astronauts; * a colour photo of Mars and two or three other planets (e.g. Saturn, Earth, Neptune); a cartoon picture of an alien; a yellow T-shirt/hat; handmade cards with labelled pictures of the sun and the eight planets (or just the word *Sun* and the planet names); a large ball (e.g. a basketball) and a small ball (e.g. a table tennis ball) * Optional: a bag / box |
| **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 7 BLOCK 1: COMPREHENSION OF ORAL TEXTS**

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| **CONTENTS** | **EVALUATION CRITERIA[[34]](#footnote-34)** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Comprehension strategies in oral texts:**   * Identify vocabulary about space travel. * Listen to a dialogue about a space camp. * Listen to a recording about a space trip. * Listen to a chant focusing on pronunciation. * Listen to information about astronaut training. * Identify the sound /ə/. * Listen to a story to consolidate language of the unit. * Listen to a text about life in Mars. * Identify vocabulary for astronomy. * Listen to a text about the planets in the solar system. * Watch a video about the solar system. | B1.EC.1.  B1.EC.2.  B1.EC.3.  B1.EC.4.  B1.EC.5.  B1.EC.6.  B1.EC.7. | B1.LS.2.  B1.LS.3.  B1.LS.4.  B1.LS.5.  B1.LS.6.  B1.LS.7. | CLC.1.  CLC.2.  CLC.3.  MCST.3.  MCST.5.  MCST.11.  DC.1.  CD3.  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 astronomy and space travel. * Value the importance of thinking logically. |
| **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:**   * They’re going to travel. They aren’t going to see their families. You’re going to (be an astronaut). Yes, I am./No, I’m not. I’m going to * What are you going to do? Are you going to (travel in a spacecraft)? es, we are./No, we aren’t * it starts with (w) * How do you feel about …?   Recycled language:   * What do you want to be …? older, I want to be …, She’s wearing …, I’d like to …, Which planets would you like to see? I’d love to …, Would you like to …? * Going to * We need to …, I don’t understand * Would you like to …? Yes, I would./No, I wouldn’t * Present continuous * Comparatives and superlatives |
| **Very frequent oral vocabulary (reception):**   * astronaut, Earth, Mars, planets, space laboratory, space station, spacecraft, spacesuit, stars, the moon, travel, scientific experiments * work for, NASA, ready, mission, for six months/a long time, normal * space camp, Don’t be silly. simulator, zero gravity, go on a moon walk * brightest, final, wheel, password, * enter, finished), logically * train (v), training, scientist, languages, Russian, back down to Earth, float, aircraft, strange, feeling (n), practise, similar (to), move around, fit (adj), exercise (v) * possible, rocky, discover, search,   sign (of life), curiosity, rover, land(v), robotic, explore   * soil, sample, laser, information, once * solar system, orbit, reflect, * Mercury, Jupiter, (all the other planets) put together, Venus, reflect   Recycled vocabulary:   * space, fix, outside * next week, stay, for (five nights), * map, lost city, remember, under, tree, round, blue, come on, guess, game * need, want to be, must, simulator, look (= seem), ill * robot, life, cold, dry, scientists, NASA, send (back), use, special, camera, tools, collect, break, arm, study, water * solar system, orbit, reflect, Mercury, Jupiter, (all the other planets) put together, Venus, reflect |
| **Sound, accent, rhythm and intonation patterns:**   * Identify the pronunciation of the sound /ə/ in sentences with *going to.* |

**UNIT 7 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 space travel. * Act out a dialogue about a space camp. * Discuss the value of thinking logically. * Talk about space travel. * Practise the pronunciation of the sound /ə/. * Talk about whether they would like to be an astronaut. * Ask and answer about future plans with *going to*. * Talk about future plans using *going to*. * Practise vocabulary for astronomy. * Answer questions about the solar system. | 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.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 astronomy and space travel. * Value the importance of thinking logically. |
| **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:**   * They’re going to travel. They aren’t going to see their families. You’re going to (be an astronaut). Yes, I am./No, I’m not. I’m going to * What are you going to do? Are you going to (travel in a spacecraft)? es, we are./No, we aren’t * it starts with (w) * How do you feel about …?   Recycled language:   * What do you want to be …? older, I want to be …, She’s wearing …, I’d like to …, Which planets would you like to see? I’d love to …, Would you like to …? * Going to * We need to …, I don’t understand * Would you like to …? Yes, I would./No, I wouldn’t * Present continuous * Comparatives and superlatives |
| **Very frequent oral vocabulary (production):**   * astronaut, Earth, Mars, planets, space laboratory, space station, spacecraft, spacesuit, stars, the moon, travel, scientific experiments * work for, NASA, ready, mission, for six months/a long time, normal * space camp, Don’t be silly. simulator, zero gravity, go on a moon walk * brightest, final, wheel, password, * enter, finished), logically * train (v), training, scientist, languages, Russian, back down to Earth, float, aircraft, strange, feeling (n), practise, similar (to), move around, fit (adj), exercise (v) * possible, rocky, discover, search,   sign (of life), curiosity, rover, land(v), robotic, explore   * soil, sample, laser, information, once * solar system, orbit, reflect, * Mercury, Jupiter, (all the other planets) put together, Venus, reflect   Recycled vocabulary:   * space, fix, outside * next week, stay, for (five nights), * map, lost city, remember, under, tree, round, blue, come on, guess, game * need, want to be, must, simulator, look (= seem), ill * robot, life, cold, dry, scientists, NASA, send (back), use, special, camera, tools, collect, break, arm, study, water * solar system, orbit, reflect, Mercury, Jupiter, (all the other planets) put together, Venus, reflect |
| **Sound, accent, rhythm and intonation patterns:**   * Practise the pronunciation of the sound /ə/ in sentences with *going to.* |

**UNIT 7 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 space travel. * Read sentences about future plans with *going to*. * Identify the spelling of the sound /ə/. * Read a story to consolidate language. * Read information about a space trip. * Read a text about astronaut training. * Read a text about life in Mars. * Read a text about the solar system. * Identify vocabulary for astronomy. * Research a planet. | 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.  B3.LS.5. | CLC.8.  CLC.9.  CLC.10.  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 astronomy and space travel. * Value the importance of thinking logically. |
| **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:**   * They’re going to travel. They aren’t going to see their families. You’re going to (be an astronaut). Yes, I am./No, I’m not. I’m going to * What are you going to do? Are you going to (travel in a spacecraft)? es, we are./No, we aren’t * it starts with (w) * How do you feel about …?   Recycled language:   * What do you want to be …? older, I want to be …, She’s wearing …, I’d like to …, Which planets would you like to see? I’d love to …, Would you like to …? * Going to * We need to …, I don’t understand * Would you like to …? Yes, I would./No, I wouldn’t * Present continuous * Comparatives and superlatives |
| **Very frequent written vocabulary (reception):**   * astronaut, Earth, Mars, planets, space laboratory, space station, spacecraft, spacesuit, stars, the moon, travel, scientific experiments * work for, NASA, ready, mission, for six months/a long time, normal * space camp, Don’t be silly. simulator, zero gravity, go on a moon walk * brightest, final, wheel, password, * enter, finished), logically * train (v), training, scientist, languages, Russian, back down to Earth, float, aircraft, strange, feeling (n), practise, similar (to), move around, fit (adj), exercise (v) * possible, rocky, discover, search,   sign (of life), curiosity, rover, land(v), robotic, explore   * soil, sample, laser, information, once * solar system, orbit, reflect, * Mercury, Jupiter, (all the other planets) put together, Venus, reflect   Recycled vocabulary:   * space, fix, outside * next week, stay, for (five nights), * map, lost city, remember, under, tree, round, blue, come on, guess, game * need, want to be, must, simulator, look (= seem), ill * robot, life, cold, dry, scientists, NASA, send (back), use, special, camera, tools, collect, break, arm, study, water * solar system, orbit, reflect, Mercury, Jupiter, (all the other planets) put together, Venus, reflect |
| **Graphic patterns and spelling conventions:**   * Identify the spelling of vocabulary for space travel and astronomy. |

**UNIT 7 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 space travel and astronomy. * Complete and write sentences about future plans with *going to*. * Ask and answer about future plans using *going to*. * Write a comic story about a trip to space. * Write a text about a space robot. * Make a fact file about a planet. | B4.EC.1.  B4.EC.2.  B4.EC.3.  B4.EC.4.  B4.EC.5.  B4.EC.6.  B4.EC.7. | B4.LS.2. | CLC.11.  CLC.12.  CLC.13.  CLC.14.  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 astronomy and space travel. * Value the importance of thinking logically. |
| **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:**   * They’re going to travel. They aren’t going to see their families. You’re going to (be an astronaut). Yes, I am./No, I’m not. I’m going to * What are you going to do? Are you going to (travel in a spacecraft)? es, we are./No, we aren’t * it starts with (w) * How do you feel about …?   Recycled language:   * What do you want to be …? older, I want to be …, She’s wearing …, I’d like to …, Which planets would you like to see? I’d love to …, Would you like to …? * Going to * We need to …, I don’t understand * Would you like to …? Yes, I would./No, I wouldn’t * Present continuous * Comparatives and superlatives |
| **Very frequent written vocabulary (production):**   * astronaut, Earth, Mars, planets, space laboratory, space station, spacecraft, spacesuit, stars, the moon, travel, scientific experiments * work for, NASA, ready, mission, for six months/a long time, normal * space camp, Don’t be silly. simulator, zero gravity, go on a moon walk * brightest, final, wheel, password, * enter, finished), logically * train (v), training, scientist, languages, Russian, back down to Earth, float, aircraft, strange, feeling (n), practise, similar (to), move around, fit (adj), exercise (v) * possible, rocky, discover, search,   sign (of life), curiosity, rover, land(v), robotic, explore   * soil, sample, laser, information, once * solar system, orbit, reflect, * Mercury, Jupiter, (all the other planets) put together, Venus, reflect   Recycled vocabulary:   * space, fix, outside * next week, stay, for (five nights), * map, lost city, remember, under, tree, round, blue, come on, guess, game * need, want to be, must, simulator, look (= seem), ill * robot, life, cold, dry, scientists, NASA, send (back), use, special, camera, tools, collect, break, arm, study, water * solar system, orbit, reflect, Mercury, Jupiter, (all the other planets) put together, Venus, reflect |
| **Graphic patterns and spelling conventions:**   * Practise writing vocabulary for space travel and astronomy. |

**UNIT 7 PROGRAMME OF CLASSROOM ACTIVITIES**

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| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 1: Presentation and practice of vocabulary** | | | | | | |
| **Objectives:**   * Learn vocabulary about space travel.   **Materials:**   * CD 3 , a clip from a film set in space | | | | | | |
| **Activities** | **Skills/ Blocks[[35]](#footnote-35)** | **Interaction[[36]](#footnote-36)** | **Competences[[37]](#footnote-37)** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Oral activity to introduce the topic of the lesson with a clip from a film. | OC / OE | LG | CLC / CSC / CMCT | **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. 82, Act. 1. *Listen. and look*(CD3.02) | OC | Ind / LG | CLC / SCC / MCST |
| **Pupil’s Book**, p. 82, Act. 2. *Listen and look.* (CD3.02) | OC / OE | Ind / LG | CLC / SCC / MCST |
| **Pupil’s Book**, p. 82, Act. 3.*Listen and guess the words. Then practise with a friend.* (C3.04) | OE / OC | P / LG | CLC / SCC / SIE |
| **Pupil’s Book**, p. 82 Act 4*.**Would you like to be an astronaut? Ask and answer.* | OE / OC | LG / P | CLC / SCC / SIE |
| **Activity Book**, p. 66, Act. 1. *Read and write the words. Then number the pictures.* | WE / RC | Ind | CLC / SIE |
| **Activity Book**, p. 66 Act. 2**.***Circle the odd one out.* | WE / RC | Ind | SIE / CLC |
| **Activity Book**, p. 66 Act. 3**.** *What did you see in the sky last night? What didn’t you see?* | WE / RC | Ind | SIE / CLC |
| ***My picture dictionary* ➔** *p. 91: Write the new words.* | WE / RC | Ind | SIE / MCST / CLC |
| *Ending the lesson*. Play *Bingo.* | 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 future plans using *going to.* * Practise recognising and producing the sound /ə/ in sentences with *going to.*   **Materiale:**   * CD 3; Word cards (TB109); two board pens | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play *Circle it!* | OC / OE | LG | CLC / SIE | **Extra activities:** *Teacher’s Book* p. 120  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation*. Introduce *I’m going to.* | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 83, Act. 5. *Read and listes. (*CD3.05) | OC / RC / OE | Ind / LG | CLC / SIE |
| **Pupil’s Book**, p. 83, Act. 6. *Read and say true or false.* | RC | Ind / LG | CLC / SIE |
| **Pupil’s Book**, p. 83, Act. 7. *Make sentences about a friend. Then check.* | WE / OE | P / LG | CLC / SIE |
| **Pupil’s Book**, p. 83, Act. 8 *How do we say going to in these sentences? Listen and repeat.* (CD3.06) (CD3.07) | OC / OE | LG | CLC / SIE / LL |
| **Activity Book**, p. 67, Act. 4. *Look at Andy and Amy’s calendar for next week. Complete the sentences.* | WE | Ind | CLC / SIE |
| **Activity Book**, p. 67, Act. 5*. Look at activity 4. Write the sentences.* | RC / WE | Ind | CLC / SIE |
| **Activity Book**, p. 67, Act. 6*. Write two things you’re going to do tomorrow and two things you aren’t going to do.* | RC / WE | Ind | CLC / SIE |
| *Ending the lesson*. Play *Last one standing.* | 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 future plans with *going to*   **Materials:**   * CD 3; handmade cards with hobbies / sports / everyday tasks on them (e.g. *make a cake, go scuba diving, go rock climbing, rollerskate, ride a horse, have a shower*); photos of astronauts in zero gravity | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Miming activity to review *going to.* | 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*. Introduce the topic of the lesson. | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 84, Act. 9. *What are they talking about? Listen and choose.* (CD3.08) | OC / OE | LG / Ind | CLC / CAE |
| **Pupil’s Book**, p. 84, Act. 10. *Listen and practise.* (CD3.08) | OC / OE | LG / Ind | CLC / SIE |
| **Pupil’s Book**, p. 84, Act. 11 *Imagine you are at space camp. Choose three activities you are going to do and compare with your friends.* | RC / OE / OC | LG | CLC / SIE / SCC |
| **Pupil’s Book**, p.84, Act.12 *Go to page 103. Listen and repeat the chant.* (CD3.09) | OC / OE | LG | CLC / SIE / SCC |
| **Activity Book**, p. 68, Act. 7.*Put the words in order. Then circle the correct answers.* | RC | Ind | CLC / SIE |
| **Activity Book**, p. 68, Act. 8. *Look and answer the questions.* | RC / WE | Ind | CLC |
| **Activity Book**, p. 68, Act. 9. *What are you going to do this weekend?* | WE | Ind | 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**

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| **Lesson 4: Story and Value** | | | | | | |
| **Objectives:**   * Consolidate language with a story. * Discuss the value of thinking logically.   **Materials:**   * CD 3; instructions for *Action treasure hunt* (e.g. *tidy your room, cook dinner, play on the computer, listen to music, eat a sandwich, wash the car, play table tennis, go climbing*); copies of the space puzzle (TB120) | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play *Action treasure hunt.* | 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. 85 Act. 13, *Read and listen.* (CD3.10) | OC / RC | LG / Ind | CLC / SIE / SCC |
| **Pupil’s Book**, p. 85, *Value. Think logically.* | OC / RC | LG | CLC / SIE / SCC |
| **Activity Book**, p. 69, Act. 10 *Read the story again. Circle the correct words and then number.* | RC | Ind | CLC / SIE / SCC |
| **Activity Book**, .p.69, Act. 11. *Circle the mistakes and write the correct words.* | RC | Ind | CLC |
| **Activity Book,** p. 69, Act 12*, When do you show the value: think logically?* | OE / WE | Ind | CLC / SCC |
| *Ending the lesson*. Play *I can see.* | 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. * Talk about travelling in space.   **Materials:**   * CD 3; photos of astronauts | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Oral activity with photos of astronauts. | 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. 86, *Let’s start! What training do you think astronauts need?* | OC / OE | LG | CLC / MCST |
| **Pupil’s Book**, p. 86, Act. 14.*What training do astronauts need? Listen and say the letters.* (CD3.11) | OC / OE | LG / Ind | CLC / SIE / MCST |
| **Pupil’s Book**, p. 86, Act. 15.*Listen again and choose the words.* (CD3.11) | OC / RC | LG | CLC / SIE / MCST |
| **Pupil’s Book**, p. 86, Act. 16.*Talk about space travel with a friend.* (CD3.27) | WE / OC / OE | LG / P | CLC / SIE |
| **Activity Book**, p. 70, Act. 11. *Read David’s comic story. Circle the correct words.* | RC / WE | Ind | CLC / SIE |
| **Activity Book**, p. 70, Act. 12. *Look at activity 13. Answer the questions.* | RC / WE | Ind | CLC / SIE |
| **Activity Book**, p. 70 Act. 13. *Identifying words which are both verbs and nouns.* | RC | Ind | CLC / SIE |
| *Ending the lesson*. Play a version of *The last word.* | 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.   **Materials:**   * CD 3; a colour photo of Mars and two or three other planets (e.g. Saturn, Earth, Neptune); a cartoon picture of an alien * Optional: a bag / box | | | | | | |
| **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.87***,*** *Look below! What is this robot doing?* | OC / OE | LG | CLC / SCC |
| **Pupil’s Book**, p.87, Act. 17.*Read and listen****.***(CD3.13) | OC / RC | LG | CLC / SCC |
| **Pupil’s Book**, p. 87 Act. 18. *Read again and answer the questions* | RC / WE | Ind/ P | CLC / SIE |
| **Pupil’s Book**, p.87*, Your turn! Design a space robot.* | OC / OE / WE | LG / Ind | CLC |
| **Activity Book**, p.71, Act. 16. *Imagine you’re going to travel to space. Make notes about your trip.* | WE / RC | Ind | SIE / SCC |
| **Activity Book**, p. 71, Act. 17**.** *Write a comic story about your trip to space. Draw pictures.* | WE | Ind | CLC / SIE / LL |
| *Ending the lesson.* Oral activity with a picture of an alien. | OC / OE | LG / P | CLC |

**UNIT 7 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 7: CLIL - *SCIENCE*** | | | | | | |
| **Objectives:**   * Learn about the solar system.   **Materials:**   * CD3; DVD or a yellow T-shirt/hat; handmade cards with labelled pictures of the sun and the eight planets (or just the word *Sun* and the planet names); a large ball (e.g. a basketball) and a small ball (e.g. a table tennis ball) | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Oral activity to revise vocabulary for planets. | OC / OE | LG | CLC / SCC / MCST | **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. 88, *How are the planets different?* | OC / OE | LG | CLC / MCST |
| **Pupil’s Book**, p. 89, Act.1, *Listen and repeat* (CD3.14) | OC / OE | LG | CLC / MCST / SIE |
| **Pupil’s Book**, p. 89, Act.2 Video 07 (p.126TB). *Watch the video.* | OC | LG | CLC / MCST |
| **Pupil’s Book**, p. 89, Act. 3 *Read and listen.* (CD3.15) | OC / RC | LG/ Ind | 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 *Which planet would you like to learn more about?* | OE / RC | LG / Ind | CLC / MCST |
| **Activity Book**, p. 72 Act. 1*Look and complete the words.* | RC | Ind | CLC / MCST / SIE |
| **Activity Book**, p. 72, Act. 2. *Read and write the words from activity**1.* | WE | Ind | CLC / MCST / SIE / LL |
| **Activity Book**, p. 72, Act. 3. *Write sentences about our solar system. Use the words in the box.* | RC / WE | Ind | CLC / MCST / SIE / LL |
| *Ending the lesson*. Activity to revise the names of the planets. | OC | LG / P | CLC / MCST / SCC |

**UNIT 7 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 8: CLIL project and evaluation** | | | | | | |
| **Objectives:**   * Research and write a fact file about a planet. * Review the contents of the unit. * Complete the evaluation in the Activity Book*.*   **Materials:**   * Reference books or internet access * Optional: word cards (TB109) | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| Warmer. Activity to revise the solar system. | 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. 89, Act. 6. *Find out about a planet in our solar system. Write a fact file about it.* | OC / OE / RC | LG | CLC / MCST / SCC |
| **Activity Book**, p.73, *Evaluation.* Act. 1. *Look at the timeline. Write sentences.* | RC / WE | Ind | LL / SIE |
| **Activity Book**, p. 73, *Evaluation.* Act. 2, *Look at activity 1. Answer the questions.* | 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 8: CELEBRATIONS**

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| **Unit objectives** |
| In this unit pupils will be able to:   * Learn vocabulary for celebrations. * Join clauses with *where, which* and *who*. * Ask and answer questions with *where, which* and *who*. * Practise sentence stress and intonation in questions and answers. * Consolidate language with a story. * Discuss the value of sharing success with friends. * Practise the skills of listening and speaking, with reading in the Activity Book. * Talk about acting out a story in groups. * Practise the skills of reading and writing, with extended writing practice in the Activity Book. * Learn about fireworks. * Draw a diagram of a firework and explain how it works. * 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) * Pictures (or flashcards from earlier levels of *Guess What!*) of places, jobs and objects; a copy of *Alice in Wonderland* and / or pictures; four board pens; reference books or internet access * Optional: a clip from a film version of *Alice in Wonderland* |
| **Mixed-ability resource** |
| * Reinforcement and Extension activities. Teacher’s Book p. 120-121 * Online Resources * Access to more materials on the Cambridge Teacher: [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es) |
| **Assessment resources** |
| * Unit tests: End-of-unit test, Teacher’s Resource File and Tests CD-ROM. * Self-evaluation: Activity Book, Evaluation. * Access to more materials on the Cambridge Teacher: [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es) |

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

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| **CONTENTS** | **EVALUATION CRITERIA[[38]](#footnote-38)** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Comprehension strategies in oral texts:**   * Identify vocabulary for celebrations. * Listen to a recording about a carnival. * Listen to a recording about a girl who dances the story of *Alice in Wonderland*. * Identify clauses with *where, which* and *who* in questions. * Listen to a chant focusing on pronunciation. * Listen to recordings to revise language from the course. * Listen to a dialogue about a funfair in Madrid. * Listen to a story to consolidate language. * Listen to a text about fireworks. * Listen to a text about a celebration in the Netherlands. * Identify vocabulary for fireworks. * Watch a video about how fireworks work. | B1.EC.1.  B1.EC.2.  B1.EC.3.  B1.EC.4.  B1.EC.5.  B1.EC.6.  B1.EC.7. | B1.LS.2.  B1.LS.3.  B1.LS.4.  B1.LS.5.  B1.LS.6.  B1.LS.7. | CLC.1.  CLC.2.  CLC.3.  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:**   * Reflection on the importance of sharing success with friends. * Respect for and interest in learning about celebrations around the world. * Interest in learning how fireworks work. |
| **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, which, who * Questions with Where, which, who * happy to see (someone) * How do you feel about …*-ing*?, How interesting, main, play (a character), I’ll be …, Who do you want to be? * build something out of (wire),take place * How do fireworks work?   Recycled language:   * Superlatives * I like/love …-*ing,* Do you want to …? Do you have …? He/She looks like a (clown). * Going to * Past simple * I’d love to. Shall (we) …? |
| **Very frequent oral vocabulary (reception):**   * clown, costume, dancer, dragon, fireworks, float (n), funfair, mask, musician, pirate * dress up, backwards * success, play (n), drama, perform, props * the Netherlands, work of art, wire, papiermâché, during, decorate, hard work * work (= function) gunpowder, fuse, explode, metal salt, light (a fuse), burn, lithium, copper, sodium   Recycled vocabulary:   * good at, next year, exciting * town, friend, live, street, cousin, sweets, drum, people, girl, boy, celebrations * ride (n), scary, jokes, dressed up * I know, welcome, Well done, yeti, city, have a party, street, name, envelope, Here we are, number, door, open, den, look, still, letter, game, finished, enter the competition, the best, friend, help, win * Show, act out * materials, fantastic, flower, September, famous, made of, animal, people, buildings, motorbike, astronaut, make, every year, (enter a) competition, village, most, help, younger, build, cardboard, older, grow, thousand, for (time), summer, before, everyone, enjoy, work together, make friends, have fun, win * colours, inside, someone, gas, push, up, air, make a sound, loud, different kinds, lots of |
| **Sound, accent, rhythm and intonation patterns:**   * Identify intonation in questions and answers. |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Production strategies in oral texts:**   * Practise vocabulary about celebrations. * Talk about the importance of sharing success with friends. * Practise a chant focusing on pronunciation. * Act out a dialogue about a funfair in Madrid. * Make sentences and ask questions with *where, which* and *who*. * Act out a story. * Listen to a story to consolidate language of the unit. * Ask and answer questions with *where, which* and *who*. * Answer questions about a celebration in the Netherlands. * Talk about fireworks. * Practise vocabulary about fireworks. | 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.  CMCT5.  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 sharing success with friends. * Respect for and interest in learning about celebrations around the world. * Interest in learning how fireworks work. |
| **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, which, who * Questions with Where, which, who * happy to see (someone) * How do you feel about …*-ing*?, How interesting, main, play (a character), I’ll be …, Who do you want to be? * build something out of (wire),take place * How do fireworks work?   Recycled language:   * Superlatives * I like/love …-*ing,* Do you want to …? Do you have …? He/She looks like a (clown). * Going to * Past simple * I’d love to. Shall (we) …? |
| **Very frequent oral vocabulary (production):**   * clown, costume, dancer, dragon, fireworks, float (n), funfair, mask, musician, pirate * dress up, backwards * success, play (n), drama, perform, props * the Netherlands, work of art, wire, papiermâché, during, decorate, hard work * work (= function) gunpowder, fuse, explode, metal salt, light (a fuse), burn, lithium, copper, sodium   Recycled vocabulary:   * good at, next year, exciting * town, friend, live, street, cousin, sweets, drum, people, girl, boy, celebrations * ride (n), scary, jokes, dressed up * I know, welcome, Well done, yeti, city, have a party, street, name, envelope, Here we are, number, door, open, den, look, still, letter, game, finished, enter the competition, the best, friend, help, win * Show, act out * materials, fantastic, flower, September, famous, made of, animal, people, buildings, motorbike, astronaut, make, every year, (enter a) competition, village, most, help, younger, build, cardboard, older, grow, thousand, for (time), summer, before, everyone, enjoy, work together, make friends, have fun, win * colours, inside, someone, gas, push, up, air, make a sound, loud, different kinds, lots of |
| **Sound, accent, rhythm and intonation patterns:**   * Practise intonation in questions and answers. |

**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 about celebrations. * Read a dialogue about a funfair in Madrid. * Read a text about a celebration in the Netherlands. * Read information about a carnival. * Read a story to consolidate language. * Read how to use *but*. * Read a text about fireworks. * Identify vocabulary about fireworks. * Find out about a type of firework. | 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.  B3.LS.5. | CLC.8.  CLC.9.  CLC.10.  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:**   * Reflection on the importance of sharing success with friends. * Respect for and interest in learning about celebrations around the world. * Interest in learning how fireworks work. |
| **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, which, who * Questions with Where, which, who * happy to see (someone) * How do you feel about …*-ing*?, How interesting, main, play (a character), I’ll be …, Who do you want to be? * build something out of (wire),take place * How do fireworks work?   Recycled language:   * Superlatives * I like/love …-*ing,* Do you want to …? Do you have …? He/She looks like a (clown). * Going to * Past simple * I’d love to. Shall (we) …? |
| **Very frequent written vocabulary (reception):**   * clown, costume, dancer, dragon, fireworks, float (n), funfair, mask, musician, pirate * dress up, backwards * success, play (n), drama, perform, props * the Netherlands, work of art, wire, papiermâché, during, decorate, hard work * work (= function) gunpowder, fuse, explode, metal salt, light (a fuse), burn, lithium, copper, sodium   Recycled vocabulary:   * good at, next year, exciting * town, friend, live, street, cousin, sweets, drum, people, girl, boy, celebrations * ride (n), scary, jokes, dressed up * I know, welcome, Well done, yeti, city, have a party, street, name, envelope, Here we are, number, door, open, den, look, still, letter, game, finished, enter the competition, the best, friend, help, win * Show, act out * materials, fantastic, flower, September, famous, made of, animal, people, buildings, motorbike, astronaut, make, every year, (enter a) competition, village, most, help, younger, build, cardboard, older, grow, thousand, for (time), summer, before, everyone, enjoy, work together, make friends, have fun, win * colours, inside, someone, gas, push, up, air, make a sound, loud, different kinds, lots of |
| **Graphic patterns and spelling conventions:**   * Identify the spelling of vocabulary about celebrations. |

**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 about celebrations. * Complete sentences to practise using *where, which* and *who*. * Write an email about a celebration or a visit to a theme park, funfair or carnival. * Ask and answer questions with *where, which* and *who.* * Write about an occasion when they shared success with their friends. * Design a float for a celebration in the Netherlands. * Draw a diagram of a firework and explain how it works. | B4.EC.1.  B4.EC.2.  B4.EC.3.  B4.EC.4.  B4.EC.5.  B4.EC.6.  B4.EC.7. | B4.LS.2. | CLC.11.  CLC.12.  CLC.13.  CLC.14.  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:**   * Reflection on the importance of sharing success with friends. * Respect for and interest in learning about celebrations around the world. * Interest in learning how fireworks work. |
| **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, which, who * Questions with Where, which, who * happy to see (someone) * How do you feel about …*-ing*?, How interesting, main, play (a character), I’ll be …, Who do you want to be? * build something out of (wire),take place * How do fireworks work?   Recycled language:   * Superlatives * I like/love …-*ing,* Do you want to …? Do you have …? He/She looks like a (clown). * Going to * Past simple * I’d love to. Shall (we) …? |
| **Very frequent written vocabulary (production):**   * clown, costume, dancer, dragon, fireworks, float (n), funfair, mask, musician, pirate * dress up, backwards * success, play (n), drama, perform, props * the Netherlands, work of art, wire, papiermâché, during, decorate, hard work * work (= function) gunpowder, fuse, explode, metal salt, light (a fuse), burn, lithium, copper, sodium   Recycled vocabulary:   * good at, next year, exciting * town, friend, live, street, cousin, sweets, drum, people, girl, boy, celebrations * ride (n), scary, jokes, dressed up * I know, welcome, Well done, yeti, city, have a party, street, name, envelope, Here we are, number, door, open, den, look, still, letter, game, finished, enter the competition, the best, friend, help, win * Show, act out * materials, fantastic, flower, September, famous, made of, animal, people, buildings, motorbike, astronaut, make, every year, (enter a) competition, village, most, help, younger, build, cardboard, older, grow, thousand, for (time), summer, before, everyone, enjoy, work together, make friends, have fun, win * colours, inside, someone, gas, push, up, air, make a sound, loud, different kinds, lots of |
| **Graphic patterns and spelling conventions:**   * Practise writing vocabulary about celebrations. |

**UNIT 8 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 1: Presentation and practice of vocabulary** | | | | | | |
| **Objectives:**   * Learn vocabulary about celebrations.   **Materials:**   * CD 3; statements for *Find someone who* or sentences for *Reading race* and word cards | | | | | | |
| **Activities** | **Skills/ Blocks[[39]](#footnote-39)** | **Interaction[[40]](#footnote-40)** | **Competences[[41]](#footnote-41)** | **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. 92, Act. 1. *Listen. and look*(CD3.16) | OC | Ind / LG | CLC / SCC |
| **Pupil’s Book**, p. 92, Act. 2. *Listen and repeat. Then match.* (CD3.17) | OC / OE | Ind / LG | CLC / SCC |
| **Pupil’s Book**, p. 92, Act. 3. *Listen and say yes or no. Then ask and answer****.***(C3.18) | OE / OC | P / LG | CLC / SCC / SIE |
| **Pupil’s Book**, p. 92 Act 4 *What’s your favourite celebration? Ask and answer.* | OE / OC | LG / P | CLC / SCC / SIE |
| **Activity Book**, p. 74, Act. 1. *Look and complete the sentences.* | RC | Ind | CLC / SIE |
| **Activity Book**, p. 74 Act. 2**.***Read and complete the sentences.* | WE | Ind | SIE / CLC |
| ***My picture dictionary* ➔** *p. 92: Write the new words.* | WE / CL | Ind | SIE / MCST/ CLC |
| *Ending the lesson*. Play *Anagrams.* | OC / OE | LG / P | CLC / SCC / SIE |

**UNIT 8 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 2: Presentation and practice of grammar 1** | | | | | | |
| **Objectives:**   * Join clauses with *where, which* and *who*.   **Materials:**   * CD 3 * Optional: word cards (TB110) or pictures of things, people and / or places | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Oral activity to revise celebrations. | OC / OE | LG | CLC / SIE | **Extra activities:** *Teacher’s Book* p. 120-121  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation*. Introduce *where, which* and *who*. | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 93, Act. 5. *Read, listen. (*CD3.19) | OC / RC / OE | Ind / LG | CLC / SIE |
| **Pupil’s Book**, p. 93, Act. 6. *Read and match to make sentences about the photos. Then say the photo number.* | RC / OE | Ind / LG | CLC / SIE |
| **Pupil’s Book**, p. 93, Act. 7. *Choose and make sentences. Then ask a friend to guess.* | WE / OE | P / Ind | 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. *Choose and make sentences. Then ask a friend to guess.* | WE | Ind | CLC/ SIE |
| **Activity Book**, p. 75, Act. 4*. Put the words in order.* | RC / WE | Ind | CLC / SIE |
| **Activity Book**, p. 75, Act. 5.*Join the two sentences using who, which or where.* | WE | Ind | CLC / SIE |
| *Ending the lesson*. Play *Correct my mistakes.* | 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 questions with *where, which* and *who*. * Practise sentence stress and intonation in questions and answers.   **Materials:**   * CD 3; pictures (or flashcards from earlier levels of *Guess What!*) of places, jobs and objects | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Oral activity with relative clauses. | OC / OE / RC | LG | CLC / SIE | **Extra activities:** *Teacher’s Book* p. 121  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| **Pupil’s Book**, p. 94, Act. 9. *Where did Alex have his birthday? Listen and choose.* (CD3.21) | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 94, Act. 10. *Listen again and practise****.***(CD3.21) | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 94, Act. 11 *Read about Carla’s birthday party and say the missing words. Then choose a photo and ask and answer.* | RC / OE / OC | LG | CLC / SIE / SCC |
| **Pupil’s Book**, p. 94, Act. 12 *Which words sound the strongest? Does the end of the question and the answer go up or down? Listen and repeat.* (CD3.22) (CD3.23) | OC / OE | LG | CLC / SIE / SCC |
| **Activity Book**, p. 76, Act. 6.*Look and complete the questions and**answers.* | RC / WE | Ind | CLC / SIE |
| **Activity Book**, p. 76, Act. 7. *Write questions and answers.* | RC / WE | Ind | CLC |
| *Ending the lesson*. Oral activity to review the contents of the lesson. | OE / OC | LG | CLC / SIE / SCC |

**UNIT 8 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 4: Story and Value** | | | | | | |
| **Objectives:**   * Consolidate language with a story. * Discuss the value of sharing success with friends.   **Materials:**   * CD 3 * Optional: copies of the sentences on page TB121 for ordering | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play *Last one standing.* | OC / OE | LG | CLC / SIE / SCC | **Extra activities:** *Teacher’s Book* p. 121  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *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.* (CD3.24) | OC / RC | LG | CLC / SIE / SCC |
| **Pupil’s Book**, p. 95, *Value. Share success with your friends.* | OC / RC | LG | CLC / SIE / SCC |
| **Activity Book**, p. 77, Act. 8 *Read the story again. Circle the correct words and then number.* | RC | Ind | CLC / SIE / SCC |
| **Activity Book**, .p.77, Act. 9. *Read and complete. Use the words in the box.* | RC | Ind | CLC |
| **Activity Book,** p. 77, Act 10*, Write about two times when you showed the value: share success with your friends.* | WE | Ind | CLC / SCC |
| *Ending the lesson*. Play *The last word.* | OC / OE | LG | CLC / SIE |

**UNIT 8 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. * Act out a story in groups.   **Materials:**   * CD 3; a copy of *Alice in Wonderland* and / or pictures * Optional: a clip from a film version based on *Alice in Wonderland* | | | | | | |
| **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. 121  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| **Pupil’s Book**, p. 96, *Let’s start! Do you like watching dance shows or plays? Why or why not?* | OC / OE | LG | CLC |
| **Pupil’s Book**, p. 96, Act. 14 *Which child is Sonia? Listen and say the letter****.***(CD3.25) | OC / OE | LG / Ind | CLC / SIE |
| **Pupil’s Book**, p. 96, Act. 15.*Listen again and say true or fals* (CD3.25) | OC / RC | LG | CLC / SIE |
| **Pupil’s Book**, p. 96, Act. 16.*Choose a story to act out with your friends.* | OC / OE | LG | CLC / SIE |
| **Activity Book**, p. 78, Act. 11. *Read Tara’s email. Then number the pictures.* | RC | Ind | CLC / SIE |
| **Activity Book**, p. 78, Act. 12. *Look at activity 11. Circle the mistakes. Then write the sentences correctly.* | RC / WE | Ind | CLC / SIE |
| **Activity Book**, p. 78 Act. 13. *How to use but.* | RC | Ind | CLC / SIE |
| *Ending the lesson*. Oral activity about *Alice in Wonderland.* | 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; Word cards (TB110) | | | | | | |
| **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. 121  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| **Pupil’s Book**, p.97*, Look below! What is this float made from?* | OC / OE | LG | CLC / SCC |
| **Pupil’s Book**, p.97, Act. 17.*Read and listen****.***(CD3.27) | OC / RC | LG / Ind | CLC / SCC |
| **Pupil’s Book**, p. 97 Act. 18. *Read again and correct the sentences.* | RC / WE | Ind / LG | CLC / SIE |
| **Pupil’s Book**, p.97*, Your turn! Design a float.* | OC / OE / WE | LG | CLC |
| **Activity Book**, p.79, Act. 14 *Make notes about a celebration or a visit to a theme park, a funfair or a carnival on the chart.* | WE / RC | Ind | SIE / SCC |
| **Activity Book**, p. 79, Act. 15**.** *Write an email about a celebration or a visit to a theme park, funfair or carnival.* | WE | Ind | CLC / SIE / LL |
| *Ending the lesson* Activity to review language from the unit. | RC / WE | LG | CLC |

**UNIT 8 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 7: CLIL - *SCIENCE*** | | | | | | |
| **Objectives:**   * Learn about fireworks.   **Materials:**   * CD 3; DVD; four board pens | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play *Whisper down the line.* | OC / OE | LG | CLC / SCC / MCST | **Extra activities:** *Teacher’s Book* p. 121  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| **Pupil’s Book**, p. 98, *How do fireworks work?* | OC / OE | LG | CLC / MCST |
| **Pupil’s Book**, p. 99, Act.1, *Listen and repeat* (CD3.28) | OC / OE | LG | CLC / MCST / SIE |
| **Pupil’s Book**, p. 99, Act.2 Video 08 (p.127TB). *Watch the video.* | OC | LG | CLC / MCST |
| **Pupil’s Book**, p. 99, Act. 3 *Read and listen.* (CD3.29) | 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 *When was the last time you saw fireworks? What were they like?* | OE / RC | LG | CLC / MCST |
| **Activity Book**, p. 80 Act. 1*Look and write the words from the box.* | RC | Ind | CLC / MCST / SIE |
| **Activity Book**, p. 80, Act. 2. *Read and complete the sentences. Use the words in the box.* | RC | Ind | CLC / MCST / SIE / LL |
| **Activity Book**, p. 80, Act. 3. *Plan a celebration.* | WE | Ind | CLC / MCST / SIE / LL |
| *Ending the lesson*. Review vocabulary of the lesson. | OC | LG | CLC / MCST / SCC |

**UNIT 8 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 8: CLIL project and evaluation** | | | | | | |
| **Objectives:**   * Draw a diagram of a firework and explain how it works. * Review the contents of the unit. * Complete the evaluation in the Activity Book*.*   **Materials:**   * Reference books or internet access | | | | | | |
| **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 / MCST / SCC | **Extra activities:** *Teacher’s Book* p. 121  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** | **Assessment reources:**   * End-of-unit test: *Teacher’s Resource File* and *Tests CD-ROM.* * The Cambridge Teacher   [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Self-evaluation:**  Evaluation. *Activity Book* |  |
| **Pupil’s Book**, p. 99, Act. 6. *Find out about your favourite type of firework. Draw a diagram and explain how it works.* | OC / OE / RC | LG | CLC / MCST / SCC |
| **Activity Book**, p.81, *Evaluation.* Act. 1. *Read and complete.* | RC | Ind | LL / SIE |
| **Activity Book**, p. 73, *Evaluation.* Act. 2, *Look at activity 1. Answer the questions.* | RC / WE | Ind | LL / SIE |
| **Activity Book**, p. 81, *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 outcomes and Descriptors of key competences in section 5. [↑](#footnote-ref-3)
4. See list of Evaluation criteria, Learning outcomes and Descriptors of key competences in section 5. [↑](#footnote-ref-4)
5. See list of Evaluation criteria, Learning outcomes and Descriptors of key competences in section 5. [↑](#footnote-ref-5)
6. See list of Evaluation criteria, Learning outcomes and Descriptors of key competences in section 5. [↑](#footnote-ref-6)
7. **Skills/Blocks:** OC-Oral Comprehension; OE-Oral Expression; RC-Reading Comprehension; WE-Written Expression [↑](#footnote-ref-7)
8. **Interaction:** Ind-Individual; P-In Pairs; LG-Large Group (whole class) [↑](#footnote-ref-8)
9. **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-9)
10. See list of Evaluation criteria, Learning outcomes and Descriptors of key competences in section 5. [↑](#footnote-ref-10)
11. **Skills/Blocks:** OC-Oral Comprehension; OE-Oral Expression; RC-Reading Comprehension; WE-Written Expression [↑](#footnote-ref-11)
12. **Interaction:** Ind-Individual; P-In Pairs; LG-Large Group (whole class) [↑](#footnote-ref-12)
13. **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-13)
14. See list of Evaluation criteria, Learning outcomes and Descriptors of key competences in section 5. [↑](#footnote-ref-14)
15. **Skills/Blocks:** OC-Oral Comprehension; OE-Oral Expression; RC-Reading Comprehension; WE-Written Expression [↑](#footnote-ref-15)
16. **Interaction:** Ind-Individual; P-In Pairs; LG-Large Group (whole class) [↑](#footnote-ref-16)
17. **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-17)
18. See list of Evaluation criteria, Learning outcomes and Descriptors of key competences in section 5. [↑](#footnote-ref-18)
19. **Skills/Blocks:** OC-Oral Comprehension; OE-Oral Expression; RC-Reading Comprehension; WE-Written Expression [↑](#footnote-ref-19)
20. **Interaction:** Ind-Individual; P-In Pairs; LG-Large Group (whole class) [↑](#footnote-ref-20)
21. **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-21)
22. See list of Evaluation criteria, Learning outcomes and Descriptors of key competences in section 5. [↑](#footnote-ref-22)
23. **Skills/Blocks:** OC-Oral Comprehension; OE-Oral Expression; RC-Reading Comprehension; WE-Written Expression [↑](#footnote-ref-23)
24. **Interaction:** Ind-Individual; P-In Pairs; LG-Large Group (whole class) [↑](#footnote-ref-24)
25. **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-25)
26. See list of Evaluation criteria, Learning outcomes and Descriptors of key competences in section 5. [↑](#footnote-ref-26)
27. **Skills/Blocks:** OC-Oral Comprehension; OE-Oral Expression; RC-Reading Comprehension; WE-Written Expression [↑](#footnote-ref-27)
28. **Interaction:** Ind-Individual; P-In Pairs; LG-Large Group (whole class) [↑](#footnote-ref-28)
29. **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-29)
30. See list of Evaluation criteria, Learning outcomes and Descriptors of key competences in section 5. [↑](#footnote-ref-30)
31. **Skills/Blocks:** OC-Oral Comprehension; OE-Oral Expression; RC-Reading Comprehension; WE-Written Expression [↑](#footnote-ref-31)
32. **Interaction:** Ind-Individual; P-In Pairs; LG-Large Group (whole class) [↑](#footnote-ref-32)
33. **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-33)
34. See list of Evaluation criteria, Learning outcomes and Descriptors of key competences in section 5. [↑](#footnote-ref-34)
35. **Skills/Blocks:** OC-Oral Comprehension; OE-Oral Expression; RC-Reading Comprehension; WE-Written Expression [↑](#footnote-ref-35)
36. **Interaction:** Ind-Individual; P-In Pairs; LG-Large Group (whole class) [↑](#footnote-ref-36)
37. **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-37)
38. See list of Evaluation criteria, Learning outcomes and Descriptors of key competences in section 5. [↑](#footnote-ref-38)
39. **Skills/Blocks:** OC-Oral Comprehension; OE-Oral Expression; RC-Reading Comprehension; WE-Written Expression [↑](#footnote-ref-39)
40. **Interaction:** Ind-Individual; P-In Pairs; LG-Large Group (whole class) [↑](#footnote-ref-40)
41. **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-41)