**INTEGRATED SYLLABUS**

***GUESS WHAT!* *1***

**Primary Education**

**Foreign language: English**

**Year 1**

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

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

* **School information**

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

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* **Groups**

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

* **Students’ profile**

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Geographical profile (city areas, outskirts, rural areas)

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Number of students with specific needs

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* **Criteria for grouping students**

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* **General needs**

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* **Specific needs for each group**

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

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

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* **Class timetables**

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**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! 1***

*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 1, pupils follow Olivia, David and Tina through a magic portal in a treehouse, where they have exciting adventures with their funny robot friend, iPal.

**Comprehensive development of the four language skills**

Pupils need to be skilled in reading, listening, speaking and writing in order to use language effectively. As pupils will be learning to read and write in their own language, *Guess What!* Level 1 focuses on listening and speaking skills, but also provides a gradual introduction to the written word in English. Pupils will progress steadily from understanding and matching, to tracing and then writing words and completing sentences by the end of Level 1.

Speaking skills

Speaking skills are further developed in functional language and pronunciation activities. In the *Talk time* feature, pupils learn and practise a simple and useful functional dialogue, such as saying thank you, or asking for things politely. Then pupils will enjoy practising their pronunciation with the amusing *Animal sounds* feature!

**Thinking skills**

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

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

The language syllabus in *Guess What!* is well-paced and achievable, with plenty of recycling built in throughout the course. *Guess What!* supports pupils aiming to take

the Cambridge English: Young Learners (YLE) tests. *Guess What!* Level 1 covers part of the Starters syllabus.

***GUESS WHAT!* LEVEL 1 COMPONENTS**

**Pupil’s Book**

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

* A *Hello!* unit which introduces the *Guess What!* characters and teaches numbers and colours.
* Eight further teaching units, each presenting new language within a topic of interest to pupils of this age.
* Four review spreads, designed to be used after every two main teaching units.

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

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

**Activity Book with Online Resources**

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

* Nine units and four reviews, following the same easy-to-use single-lesson format as the Pupil’s Book.
* Puzzles, matching and task-based activities providing reading and writing practice at word level, with completion of sentences by the end of Level 1.
* An Evaluation providing a record of learning for each unit.
* A full-colour Picture dictionary.
* A puzzle page feature.
* Regular Think and About Me activities.
* An access code to the *Online Resources*, which include games and extra grammar, vocabulary and writing activities for every unit. Pupil’s online work can be tracked and reviewed by the teacher. Teachers can register for free at [www.cambridgelms.org/primary](http://www.cambridgelms.org/primary).

**Audio CDs**

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

**Teacher’s Book with DVD**

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

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

**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 1 and 2. You can dip in and choose the material at different times, depending on the specific needs of your class. For *Guess What!* Level 1, the CD-ROM provides 53 pages of additional material, as follows:

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

**Presentation Plus**

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

**Flashcards**

There are 95 flashcards to accompany *Guess What!* Level 1. They illustrate the key vocabulary from the main teaching units. Ideas for using the flashcards in class are included in the main teaching notes and in the Games bank.

**The Cambridge Teacher**

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

**TOUR OF A UNIT**

*Guess What!* Level 1 has nine teaching units, each divided into eight lessons along with an introduction to the topic. In addition, there are four review spreads of two lessons each. As well as offering further practice, the Activity Book provides a Picture dictionary and Evaluations. There are further additional resources on the Teacher’s Resource and Tests CD-ROM.

**Unit introduction**

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

**Lesson 1: presentation of vocabulary**

New vocabulary is presented in the context of a colourful illustration featuring the *Guess What!* characters. This is accompanied by a short and lively dialogue on the Audio CD. Pupils will listen and repeat the vocabulary, and from Unit 3 also read the vocabulary labels on the page. Pupils then listen and identify the new vocabulary in contextual sentences.

* The flashcards and word cards can also be used to present new words and revise them in a variety of games.
* The Activity Book provides further vocabulary recognition activities, including matching, tracing and writing.

Note: In the Hello! Unit, Lesson 1 introduces the new character names rather than a vocabulary set. New vocabulary (Colours) is presented in Lesson 4, so pupils also

complete the Picture dictionary activity in the Activity Book at that point.

**Lesson 2: practice of vocabulary**

Pupils practice the new vocabulary further with an engaging chant, followed by an activity which encourages them to use a particular thinking skill, such as spotting differences, working out sequences and finding mistakes.

* Both activities practise vocabulary while also recycling language from previous units.
* The Activity Book provides further practice including a sticker feature. Pupils are also directed to the Picture dictionary at the end of this lesson.
* There is an additional vocabulary worksheet available in the Teacher’s Resource and Tests CD-ROM.

**Lesson 3: presentation and practice of grammar 1**

The two grammar points of the unit are presented either with a lively song which also reuses the unit vocabulary, or in a short dialogue usually illustrated by photos of children using English in real and engaging contexts. The position of the song or contextual dialogue varies between Lesson 3 and Lesson 4.

The activities on the page follow a clear and enjoyable path from presentation, through practice to production. Pupils are supported through their learning with example speech bubbles on the page and the new grammar point is summarised at the bottom of the page for the teacher.

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

**Lesson 4: presentation and practice of grammar 2**

The second new grammar point is presented either with a song or a short contextual dialogue (depending on the format used in Lesson 3).

There is clear progression from this context to active production. Pupils are supported through their learning with example speech bubbles on the page and the new grammar point is summarised at the bottom of the page for the teacher.

* The Activity Book provides a variety of consolidation activities and puzzles, which support early reading and writing. There is also an About Me activity which encourages pupils to use the new grammar to talk about the unit topic.
* There is an additional grammar worksheet available in the Teacher’s Resource and Tests CD-ROM.

**Lesson 5: story and value**

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

* The Activity Book provides story sequencing and comprehension activities.

**Lesson 6: *Talk time* and *Animal Sounds***

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

* The Activity Book provides a values activity and additional pronunciation practice.

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

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

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

**Lesson 8: CLIL project and evaluation**

Pupils work together to do a simple project activity linked to the CLIL topic. The project types vary from unit to unit and include drawings, craft activities, a food poster, picture sums and a research project about animals.

Pupils then complete an evaluation in the Activity Book.

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

Language is consolidated through vocabulary puzzles and a task-based listening based on real children.

There is also a full-page board game with clearly marked linguistic aims.

**2.3. SOCIAL VALUES**

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

The social values covered in *Guess What!* Level 1 include the following:

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| **Unit** | **Values in *Guess What!* Level 1** |
| Hello | Value the importance of being curious. |
| 1 | Value the importance of making friends. |
| 2 | Value the importance of being polite and saying thank you. |
| 3 | Value the fact of loving your family. |
| 4 | Value the importance of looking after things. |
| 5 | Value the importance of being clean. |
| 6 | Value the importance of being patient. |
| 7 | Value the importance of helping your friends. |
| 8 | Value the importance of respecting animals. |

**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 1 and 2 are popular CLIL subjects of Art, Geography, Maths, 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 order to integrate content and language meaningfully, each CLIL subject is supported with a short, dynamic video. Pupils can therefore watch and listen to highly contextualised, supportive CLIL input chosen from the real world outside the classroom. This innovative approach provides a language-rich experience and develops pupils’ listening skills while they process subject content. The video and book activities also develop pupils’ thinking processes by helping them to:

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

What is new and different about CLIL in *Guess What!* is that pupils build on their knowledge of subject concepts presented in the videos as they work through each level of the course. An example is the science topic of plants. In Level 1, pupils find out which foods come from plants then in Level 2, they discover that materials for clothes are made from plants. In subsequent levels, pupils find out about parts of plants we can eat, explore how we can use plants for shelter, food, fabric and medicine and also how plants play a role in underwater food chains.

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

In *Guess What! 1* we can find the following CLIL topics:

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| **Unit** | **CLIL in *Guess What! 1*** |
| Hello | Natural science: primary and secondary colours |
| 1 | Natural science: learn about materials things are made of |
| 2 | Natural science: electricity, electric toys |
| 3 | Geography: the continents |
| 4 | Maths: shapes |
| 5 | Natural science: the five senses |
| 6 | Natural science: what food comes from plants and animals |
| 7 | Maths: learn about numbers and number bonds up to ten |
| 8 | Natural science: how animals move |

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**4. KEY COMPETENCES**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

* **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 first and second year 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  CLC.2. Identify the main theme of an oral text and some specific details with visual aid.  CLC.3. Recognise aural items such as accent, rhythm and correct intonation in familiar contexts.  **Speaking**  CLC.4. Recite or sing a very simple song with correct pronunciation and intonation.  CLC.5. Answer the questions orally using simple vocabulary and structures.  CLC.6. Take part as a group conversations and spoken interaction which arises spontaneously.  **Reading**  CLC.7. Understand the gist of simple signs and posters.  CLC.8. Understand very simple sentences about familiar subjects with previously taught words.  **Writing**  CLC.9. Reproduce very simple words and structures using previously taught models. |
| **Mathematical competence and basic competences in science and technology** |
| CMST.1. Recognise and use numbers 1-10.  CMST.2. Interpret and recognise different spatial dimensions.  CMST.3. Follow rhythmic sequences and simple series.  CMST.4. Solve puzzles and crosswords.  CMST.5. Assemble objects and take them apart planning each action.  CMST.6. Identify and differentiate objects and resources in the immediate surroundings.  CMST.7. Move comfortably in space and time.  CMST.8. Respect nature and animals in the surroundings.  CMST.9. Be familiar with and follow healthy living practices. |

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| **Digital competence** |
| DC.1. Use ICT to reinforce and support learning English.  DC.2. Give short presentations in English using various formats and digital tools.  DC.3. Locate basic information on digital sources and formats. |
| **Social and civic competences** |
| SCC.1. Take part in class games in a collaborative, friendly way.  SCC.2. Use basic polite language: please, thank you.  SCC.3. Understand and value the use of English for communicating with other people. |
| **Cultural awareness and expression** |
| CAE.1. Make simple artwork following a model or spontaneously.  CAE.2. Take an active part in the games, dances, songs and artistic activities in the classroom.  CAE.3. Show interest in and respect for the culture of English-speaking countries. |
| **Learning to learn** |
| LL.1. Show interest in carrying out the individual activities which the teacher supervises.  LL.2. Accept the teacher’s instructions and express doubts.  LL.3. Use basic comprehension and expression strategies to help carry out tasks. |
| **Sense of initiative and entrepreneurship** |
| SIE.1. Participate using your own criteria and take part in group activities without forgetting your own interests.  SIE.2. Identify and recognise your own mistakes and try to correct them. |

**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 first 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 cues and inference, testing and reformulating hypotheses.  Sociocultural and sociolinguistic aspects  Social conventions, rules of courtesy; non-verbal language.  Communicative functions   * Greetings and introductions. * Expressing agreement or disagreement. * Descriptions of people and objects. * Asking for and offering information, help, objects, permission. * Establishing and maintaining communication.   Syntactic-discursive contents   * Expression of logical relationships: conjunction (and). * Affirmation: affirmative sentences; Yes (+ tag ). * Exclamation: e.g. I love salad! * Negation (negative sentences with not), No (+ negative tag)). * Question words (What, how many ...). * Expression of time: present (present simple); future (going to). * Expression of aspect: punctual (simple tenses). * Expression of modality: ability (can); obligation (have (got) to, imperative); permission (can). * Expression of existence (there is / are); entity (nouns and pronouns , articles, demonstratives ); quality ( (very +) Adj .). * Expressing quantity (singular / plural; cardinal numerals up to two digits; ordinal numerals up to one digit. Quantity: many, some, more Degree: very). * Expression of space (prepositions and adverbs of location, position) Here, there, on, in, under. * Expression of time divisions (e. g. summer). * Expression of manner (Adv. of manner, e.g. slowly, well).   Very frequent oral vocabulary (reception)  Related to: personal identification, gender, body parts; clothing; family and friends; the school and class; pets and other animals; everyday activities; the house, rooms and objects; play; the weather; 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 and specific cultural and social linguistic elements related to everyday life (habits, schedules, activities, celebrations) 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 and a limited selection of vocabulary and expressions, in very short, simple oral texts with a high proportion of simple structures and very high frequency vocabulary, which is clearly and slowly expressed and transmitted either orally or through the use of technical resources. The oral texts are on topics related to their own experiences, needs and interests in predictable everyday contexts and have visual support provided, the opportunity to listening again and clear contextual information.  **B1.EC.4.** Distinguish the main communicative function of a text (e.g. a request for information, a command, or an offer), as well as basic discursive patterns (e.g. starting and ending a conversation, or the points of a schematic narration).  **B1.EC.5.** Recognise a limited selection of high frequency oral vocabulary related to everyday situations and familiar and specific topics to do with their experiences, needs and interests.  **B1.EC.6.** 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 main points of messages and instructions given by the teacher in familiar classroom activities.  **B1.LS.2.** Participates in daily routines (day of week, month, weather, etc.) and understands the associated vocabulary.  **B1.LS.3.** Understands the essential information in very simple and short conversations in which they participate about familiar topics such as themselves, the family, class, their pets, basic descriptions of objects. These conversations are supported by non-verbal language to aid their comprehension.  **B1.LS.4.** Understands the basic forms of social relationships (greetings, introductions, acknowledgments, apologies).  **B1.LS.5.** Understands the teachers’ questions about their personal information (name, age), their body, objects, pets and animals, their family and has a general understanding about the topics taught in class.  **B1.LS.6.** Distinguishes the beginning and end of a conversation. | **KC.1.** Understand simple oral messages and instructions and recognise familiar words.  **KC.2.** Identify the main theme of an oral text and some specific details with visual aid.  **KC.3.** Recognise aural items such as accent, rhythm and correct intonation in familiar contexts. |
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| **BLOCK 2: PRODUCTION OF ORAL TEXTS (EXPRESSION AND INTERACTION)** | | |
| **CONTENTS:**  Production strategies in oral texts  Planning, carrying out and checking oral texts through the use of linguistic, paralinguistic and paratextual procedures.  Sociocultural and sociolinguistic aspects  Social conventions, rules of courtesy; non-verbal language.  Communicative functions   * Greetings and introductions. * Expressing agreement or disagreement. * Descriptions of people and objects. * Asking for and offering information, help, objects, permission. * Establishing and maintaining communication.   Syntactic-discursive contents   * Expression of logical relationships: conjunction (and). * Affirmation: affirmative sentences; Yes (+ tag ). * Exclamation: e.g. I love salad! * Negation (negative sentences with not), No (+ negative tag)). * Question words (What, how many ...). * Expression of time: present (present simple); future (going to). * Expression of aspect: punctual (simple tenses). * Expression of modality: ability (can); obligation (have (got) to, imperative); permission (can). * Expression of existence (there is / are); entity (nouns and pronouns , articles, demonstratives ); quality ( (very +) Adj .). * Expressing quantity (singular / plural; cardinal numerals up to two digits; ordinal numerals up to one digit. Quantity: many, some, more Degree: very). * Expression of space (prepositions and adverbs of location, position) Here, there, on, in, under. * Expression of time divisions (e. g. summer). * Expression of manner (Adv. of manner, e.g. slowly, well).   Very frequent oral vocabulary (production)  Related to: personal identification, gender, body parts; clothing; family and friends; the school and class; pets and other animals; everyday activities; the house, rooms and objects; play; the weather; 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.** Know basic and specific cultural and sociolinguistic elements, 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 (for example, 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).  **B2.EC.4.** Produce very short, simple oral texts, either monologues or dialogues, using, for example, memorised expressions or gestures to support what they want to express.  **B2.EC.5.** Participate in a basic way in very short and simple conversations requiring an exchange of information on familiar topics, mostly using expressions and simple high frequency isolated sentences, repetition and speaking partner’s cooperation being essential in order to maintain the conversation.  **B2.EC.6.** Know and use a limited selection of very frequent oral vocabulary 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. | **B2.LS.1.** Imitates and repeats the expressions used by the teacher in class.  **B2.LS.2.** Gives short and simple presentations, that have been previously prepared and rehearsed, about everyday topic or subjects in which they are interested (introducing themselves or other people; giving basic information about themselves) using simple structures.  **B2.LS.3.** Respects rules that govern oral interaction.  **B2.LS.4.** Responds appropriately in communicative situations (greetings, very simple questions about themselves, requesting or offering objects, etc.).  **B2.LS.5.** Knows and uses expressions related to family or cultural celebrations.  **B2.LS.6.** Participates in face -to-face conversations in which social contact is established (hello and goodbye, introducing themselves). | **KC.4.** Recite or sing a very simple song with correct pronunciation and intonation.  **KC.5.** Answer the questions orally using simple vocabulary and structures.  **KC.6.** 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 cues and inference, testing and reformulating hypotheses.  Sociocultural and sociolinguistic aspects  Social conventions, rules of courtesy; non-verbal language.  Communicative functions   * Greetings and introductions. * Expressing agreement or disagreement. * Descriptions of people and objects. * Asking for and offering information, help, objects, permission. * Establishing and maintaining communication.   Syntactic-discursive contents   * Expression of logical relationships: conjunction (and). * Affirmation: affirmative sentences; Yes (+ tag ). * Exclamation: e.g. I love salad! * Negation (negative sentences with not), No (+ negative tag)). * Question words (What, how many ...). * Expression of time: present (present simple); future (going to). * Expression of aspect: punctual (simple tenses). * Expression of modality: ability (can); obligation (have (got) to, imperative); permission (can). * Expression of existence (there is / are); entity (nouns and pronouns , articles, demonstratives ); quality ( (very +) Adj .). * Expressing quantity (singular / plural; cardinal numerals up to two digits; ordinal numerals up to one digit. Quantity: many, some, more Degree: very). * Expression of space (prepositions and adverbs of location, position) Here, there, on, in, under. * Expression of time divisions (e. g. summer). * Expression of manner (Adv. of manner, e.g. slowly, well).   Very frequent written vocabulary (reception)  Related to: personal identification, gender, body parts; clothing; family and friends; the school and class; pets and other animals; everyday activities; the house, rooms and objects; play; the weather; Information and Communication Technology.  Graphic patterns and spelling conventions | | |
| **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **DESCRIPTORS OF KEY COMPETENCES** |
| **B3.EC.1.** Know and apply the most appropriate basic strategies for understanding the general sense, specific information and the main points of the text.  **B3.EC.2.** Identify basic and specific cultural and social linguistic elements related to everyday life and apply the knowledge to a proper understanding of the text.  **B3.EC.3.** Identify the topic and understand the general sense, the main ideas and specific information in very short and simple texts, either in digital form or on paper, with a high proportion of simple structures and high frequency vocabulary, about familiar or everyday topics, as long as they can reread the text, clarify what they didn’t understand and count on visual and contextual support.  **B3.EC.4.** Recognise frequently used symbols (e.g. ☺, @, £, etc.) and identify the general communicative meanings and intentions related to them.  **B3.EC.5.** 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.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. | **B3.LS.1.** Locates familiar words in visual material used for routines (a calendar, expressions about the weather) or in the classroom books (title, page, etc.).  **B3.LS.2.** Uses a picture dictionary.  **B3.LS.3.** Connects correctly spelt words with the appropriate image.  **B3.LS.4.** Uses Information and Communication Technology (ICT) in order to start reading. | **KC.7.** Understand the gist of simple signs and posters.  **KC.8.** Understand very simple sentences about familiar subjects with previously taught words. |
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| **BLOCK 4: PRODUCTION OF WRITTEN TEXTS (EXPRESSION AND INTERACTION)** | | |
| **CONTENTS**:  Productions strategies in written texts  Planning, carrying out and checking written texts through the use of linguistic, paralinguistic and paratextual procedures.  Sociocultural and sociolinguistic aspects  Social conventions, rules of courtesy; non-verbal language.  Communicative functions   * Greetings and introductions. * Expressing agreement or disagreement. * Descriptions of people and objects. * Asking for and offering information, help, objects, permission. * Establishing and maintaining communication.   Syntactic-discursive contents   * Expression of logical relationships: conjunction (and). * Affirmation: affirmative sentences; Yes (+ tag ). * Exclamation: e.g. I love salad! * Negation (negative sentences with not), No (+ negative tag)). * Question words (What, how many ...). * Expression of time: present (present simple); future (going to). * Expression of aspect: punctual (simple tenses). * Expression of modality: ability (can); obligation (have (got) to, imperative); permission (can). * Expression of existence (there is / are); entity (nouns and pronouns , articles, demonstratives ); quality ( (very +) Adj .). * Expressing quantity (singular / plural; cardinal numerals up to two digits; ordinal numerals up to one digit. Quantity: many, some, more Degree: very). * Expression of space (prepositions and adverbs of location, position) Here, there, on, in, under. * Expression of time divisions (e. g. summer). * Expression of manner (Adv. of manner, e.g. slowly, well).   Very frequent written vocabulary (production)  Related to: personal identification, gender, body parts; clothing; family and friends; the school and class; pets and other animals; everyday activities; the house, rooms and objects; play; the weather; Information and Communication Technology.  Graphic patterns and spelling conventions | | |
| **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **DESCRIPTORS OF KEY COMPETENCES** |
| **B4.EC.1.** Know and apply basic strategies to produce very short and simple texts, for example, copying common words and sentences to achieve the aimed communicative functions.  **B4.EC.2.** Know basic and specific cultural and social linguistic elements and apply the knowledge acquired about these to produce a written text adapted to the context, respecting the basic rules of courtesy.  **B4.EC.3.** Write very short and simple texts, made of simple isolated sentences to talk about themselves or their immediate environment, using a selection of punctuation marks to express their communicative function.  **B4.EC.4.** 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.LS.1.** Copies words and simple expressions, which have been worked on previously.  **B4.LS.2.** Writes letters or cards to congratulate someone using a model text and copying some basic words and including drawings or photographs.  **B4.LS.3.** Produces a very simple poster with the support of a model. | **KC.9.** Reproduce very simple words and structures using previously taught models. |
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**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 outcomes coincide with the set objectives.

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

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

**6.2. EVALUATION CRITERIA AND LEARNING STANDARDS**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

* **Review** lessons after every second unit in the Pupil’s Book, with listening activities, vocabulary puzzles and games with clearly marked linguistic aims. This section serves as a written record of pupils’ learning and may also be used to carry out a more informal evaluation.
* **Evaluation** lessons at the end of the unit in the Activity Book. During the assessment process, it is essential that pupils are aware of their own learning. This self-evaluation section helps pupils to do so.
* **Teacher’s Resource and Tests CD-ROM** include the following assessment tools:
  + **Nine two-page Unit tests**,which evaluate pupils’ progress in each unit. These cover the core vocabulary and grammar structures of each unit, with listening and speaking activities on the first page, and reading and writing activities on the second page.
  + **Four two-page Review tests**, which evaluate pupils’ progress. These can be used after each review spread, and also provide practice in listening, speaking, reading and writing skills.
* **Preparing pupils for the Cambridge English: Young Learners (YLE) tests:** *Guess What!* supports pupils aiming to take the Cambridge English: Young Learners (YLE) tests. *Guess What!* Level 1 covers part of the Starters syllabus.

When evaluating your pupils:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

This section refers to the teaching syllabus and the programme of classroom activities in *Guess What! 1*.

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

**HELLO! UNIT**

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| **Unit objectives** |
| In this unit pupils will be able to:   * Become familiar with the course characters. * Learn to introduce themselves. * Practise greetings and names. * Learn numbers 1 to 10. * Learn to ask and answer about how old they are. * Learn to ask and answer about their favourite colour. * Consolidate language with a story. * Learn the value of being curious. * Practise the function of identifying objects. * Practise saying the sound */p/*. * Learn to mix primary colours to make secondary colours. * Make a collage. * Review the contents of the unit. * Be aware of their own progress by completing the evaluation in the Activity Book. |
| **Materials** |
| * Pupil’s Book and Activity Book * DVD / Presentation Plus * CD 1 * Flashcards 1-27 * A3 paper * Coloured paints and paper, or tissue paper and glue * Optional: music, blindfold, word cards, paper and drawing materials, handmade number cards, pictures of animals, small soft ball |
| **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) |

**HELLO! 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:**   * Recognise the names of the main course characters. * Identify phrases for introducing oneself and saying goodbye. * Identify numbers 1 to 10. * Listen to a chant. * Understand language related to personal information: name, age … * Listen and understand simple classroom intructions. * Listen and identify colours. * Listen to a story while looking at pictures to help comprehension. * Listen to a dialogue to practise the function of identifying objects. * Watch a video about mixing colours. | B1.EC.1.  B1.EC.2.  B1.EC.3.  B1.EC.5.  B1.EC.6. | B1.LS.1.  B1.LS.2.  B1.LS.3.  B1.LS.4.  B1.LS.5. | CLC.1.  CLC.2.  CLC.3.  MCST.1.  DC.1.  SCC.1.  SCC.3.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Becoming familiar with classroom routines. * Interest in using English in the classroom. * Respect for the likes of others. * Identifying the value of being curious. * Interest in using greetings and farewells correctly. * Interest in learning aspects of Arts and Crafts. |
| **Communicative functions:**   * Greetings and introductions. * Description of people and objects. * Establishing and maintaning communication. |
| **Syntactic-discursive contents:**   * Hello, Goodbye. * What’s your name? I’m/My name’s … * How old are you? I’m (seven). * What’s your favourite colour? (My favourite colour’s (red).) * Come and see. | It’s a (treehouse). * What colour is it?   Recycled language:   * Hello. | * What’s your name? I’m/My name’s (Tom). * How old are you? (I’m (six).) * What’s your favourite colour? My favourite colour’s (purple). | Guess what! * Come and see. | It’s a (lizard). |
| **Very frequent oral vocabulary (reception):**   * red, yellow, green, blue, pink, orange, purple * picture * numbers 1 to 10 * treehouse * panda, turtle, lizard, pen, ball * rainbow   Recycled vocabulary:   * numbers 1 to 10 * colours * treehouse * rainbow |
| **Sound, accent, rhythm and intonation patterns:**   * Identify the pronunciation of the letter *p* *(panda).* |

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

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| --- | --- | --- | --- |
| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Production strategies in oral texts:**   * Practise introducing oneself and saying goodbye. * Practise numbers 1 to 10. * Express basic personal information: name, age … * Recite a chant. * Practise and respond to simple classroom instructions. * Ask and answer about favourite colours. * Practise colours. * Practise words with the letter *p*. * Repeat lines of the story focusing on pronunciation and intonation. * Act out a dialogue to practise the function of identyfing objects. * Practise vocabulary related to mixing colours. | B2.EC.1.  B2.EC.2.  B2.EC.3.  B2.EC.4.  B2.EC.5.  B2.EC.6.  B2.EC.7. | B2.LS.1.  B2.LS.3.  B2.LS.4.  B2.LS.5.  B2.LS.6. | CLC.4.  CLC.5.  CLC.6.  MCST.1.  MCST.3.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Becoming familiar with classroom routines. * Interest in using English in the classroom. * Respect for the likes of others. * Identifying the value of being curious. * Interest in using greetings and farewells correctly. * Interest in learning aspects of Arts and Crafts. |
| **Communicative functions:**   * Greetings and introductions. * Description of people and objects. * Establishing and maintaning communication. |
| **Syntactic-discursive contents:**   * Hello, Goodbye. * What’s your name? I’m/My name’s * How old are you? I’m (seven). * What’s your favourite colour? (My favourite colour’s (red).) * Come and see. | It’s a (treehouse). * What colour is it?   Recycled language:   * Hello. | * What’s your name? I’m/My name’s (Tom). * How old are you? (I’m (six).) * What’s your favourite colour? My favourite colour’s (purple). | Guess what! * Come and see. | It’s a (lizard). |
| **Very frequent oral vocabulary (production):**   * red, yellow, green, blue, pink, orange, purple * picture * numbers 1 to 10 * treehouse * panda, turtle, lizard, pen, ball * rainbow   Recycled vocabulary:   * numbers 1 to 10 * colours * treehouse * rainbow |
| **Sound, accent, rhythm and intonation patterns:**   * Practise the pronunciation of the letter */p/ (panda).* |

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

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| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Comprehension strategies in written texts:**   * Identify the names of the course characters. * Identify words that begin with the sound */p/.* * Identify the spelling of *pink*. | B3.EC.1.  B3.EC.6. | B3.LS.2. | CLC.8.  MCST.1.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Becoming familiar with classroom routines. * Interest in using English in the classroom. * Respect for the likes of others. * Identifying the value of being curious. * Interest in using greetings and farewells correctly. * Interest in learning aspects of Arts and Crafts. |
| **Communicative functions:**   * Greetings and introductions. * Description of people and objects. * Establishing and maintaning communication. |
| **Syntactic-discursive contents:**   * Hello, Goodbye. * What’s your name? I’m/My name’s * How old are you? I’m (seven). * What’s your favourite colour? (My favourite colour’s (red).) * Come and see. | It’s a (treehouse). * What colour is it?   Recycled language:   * Hello. | * What’s your name? I’m/My name’s (Tom). * How old are you? (I’m (six).) * What’s your favourite colour? My favourite colour’s (purple). | Guess what! * Come and see. | It’s a (lizard). |
| **Very frequent written vocabulary (reception):**   * red, yellow, green, blue, pink, orange, purple * picture * numbers 1 to 10 * treehouse * panda, turtle, lizard, pen, ball * rainbow   Recycled vocabulary:   * numbers 1 to 10 * colours * treehouse * rainbow |
| **Graphic patterns and spelling coventions:**   * Identify the spelling of the names of the main course characters. * Identify the spelling of words that begin with the sound */p/.* |

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

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| --- | --- | --- | --- |
| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Production strategies in written texts:**   * Trace over the names of the course characters. * Practise tracing the letter *p*. * Trace over the colour word *pink*. | B4.EC.4. | B4.LS.1. | CLC.9.  MCST.1.  MCST.6.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Becoming familiar with classroom routines. * Interest in using English in the classroom. * Respect for the likes of others. * Identifying the value of being curious. * Interest in using greetings and farewells correctly. * Interest in learning aspects of Arts and Crafts. |
| **Communicative functions:**   * Greetings and introductions. * Description of people and objects. * Establishing and maintaning communication. |
| **Syntactic-discursive contents:**   * Hello, Goodbye. * What’s your name? I’m/My name’s * How old are you? I’m (seven). * What’s your favourite colour? (My favourite colour’s (red).) * Come and see. | It’s a (treehouse). * What colour is it?   Recycled language:   * Hello. | * What’s your name? I’m/My name’s (Tom). * How old are you? (I’m (six).) * What’s your favourite colour? My favourite colour’s (purple). | Guess what! * Come and see. | It’s a (lizard). |
| **Very frequent written vocabulary (production):**   * red, yellow, green, blue, pink, orange, purple * picture * numbers 1 to 10 * treehouse * panda, turtle, lizard, pen, ball * rainbow   Recycled vocabulary:   * numbers 1 to 10 * colours * treehouse * rainbow |
| **Graphic patterns and spelling conventions:**   * Practise writing the names of the main course characters. * Practise writing words with the letter *p*. |

**HELLO! UNIT PROGRAMME OF CLASSROOM ACTIVITIES**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 1: Presentation of vocabulary** | | | | | | |
| **Objectives:**   * Become familiar with the course characters. * Learn to introduce themselves.   **Materials:**   * CD 1 * Small soft ball * Optional: music for the end-of-lesson activity | | | | | | |
| **Activities** | **Skills/ Blocks[[4]](#footnote-4)** | **Interaction[[5]](#footnote-5)** | **Competences[[6]](#footnote-6)** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Movement activity to introduce themselves to the class. | 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. 6, Act. 1. *Listen. Who’s speaking?* (CD1.03) | OC | LG | CLC |
| **Pupil’s Book**, p. 6, Act. 2. *Listen, point and say.* (CD1.04) | OC /OE/RC | Ind / LG | CLC |
| **Pupil’s Book**, p. 6, Act. 3. *Listen and find.* (CD1.05) | OC / OE | Ind / LG | CLC / MCST |
| **Pupil’s Book**, p. 6, *Find Leo.* | OE | Ind / LG | CLC / SCC / SIE |
| **Activity Book**, p.4, Act. 1. *Look and match.* | WE /OE /RC | Ind | CLC / SIE |
| **Activity Book**, p.56, Act. 2. *Ask and answer with a friend.* | RC/ OE / OC | P | CLC/ SIE |
| *Ending the lesson*. Play *Meet and greet.* | OC / OE | LG | CLC / SCC / SIE |

**HELLO! UNIT PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 2: Practice of vocabulary** | | | | | | |
| **Objectives:**   * Practise greetings and names.   **Materials:**   * CD 1 * Optional: a blindfold | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Introduce themselves and greet. | OC / OE /RC | LG | CL / SIEE /CSC | **Extra activities:** *Teacher’s Book* p. 114  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation.* Practise *Hello* and introduce *Goodbye.* | OC / OE | LG | CL/SIEE/CL/CSC |
| **Pupil’s Book**, p. 7, Act. 4. *Say the chant.* (CD1.06) | OC / OE | LG | CL / SIEE |
| **Pupil’s Book**, p. 7, Act. 5. *Look and say the name.* | OC / OE | LG | CL/ SIEE /CMCT |
| **Activity Book**, p. 5, Act. 3. *Listen and stick. (*CD1.07) | OC | Ind | CL/ SIEE /AA |
| **Activity Book**, p. 5, Act. 4.*Listen and number.* | OC / RC /WE | Ind | CL / SIEE /CMCT |
| *Ending the lesson*. Movement activity to review the language. | OC / OE /WE | LG | CL / CSC / SIEE |

**HELLO! UNIT PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 3: Presentation and practice of grammar 1** | | | | | | |
| **Objectives:**   * Learn numbers 1 to 10. * Learn to ask and answer about how old they are.   **Materials:**   * CD 1 * Optional: handmade number cards for numbers 1 to 10 | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Review introductions. | OC / OE | LG | CLC / SIE /SCC | **Extra activities:** *Teacher’s Book* p. 114  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation*. Introduce numbers 1 to 10. | OC / OE | LG | CLC / SIE / MCST |
| **Pupil’s Book**, p. 8, Act. 6. *Listen, look and say* (CD1.09) | OC / OE | LG | CLC / CAE |
| **Pupil’s Book**, p. 8, Act. 7. *Look and match* | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 8, Act. 8. *Now listen and check*(CD1.10) | OC / OE | LG / P | CLC / SIE /MCST |
| **Activity Book**, p. 6, Act. 5 *What’s next? Draw a line.* | WC | Ind | CLC / SIE /MCST |
| **Activity Book**, p. 6, Act. 6. *Listen and write the numbers in the pictures.* (CD1.11) | OC | Ind | CLC / MCST |
| *Ending the lesson*. Play *Meet and greet.* | OC / OE | LG | CLC / SIE / SCC |

**HELLO! UNIT PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 4: Presentation and practice of grammar 2** | | | | | | |
| **Objectives:**   * Learn to ask and answer about their favourite colour.   **Materials:**   * CD 1; Flashcards 6–16 * Optional: word cards (TB105) | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer*. Oral activity to say their age. | OC/ OE | LG | CLC, SIE, SCC | **Extra activities:** *Teacher’s Book* p. 114  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation*. Oral activity to say their favourite colour. | OC/ OE | LG | CLC, SIE |
| **Pupil’s Book**, p. 9, Act. 9. *Listen, point and say.* (CD1.12) | OC/ OE | LG | CLC, SIE |
| **Pupil’s Book**, p. 9, Act. 10.*Sing the song.* (CD1.13) | OC/ OE | LG | CLC, SIE |
| **Pupil’s Book**, p. 9, Act. 11. *Ask and answer.* | OC/ OE | LG / P | CLC, SIE, MCST |
| **Activity Book**, p. 7, Act. 7 *Listen and colour. (*CD1.14) | RC | Ind | CLC, SIE, MCST |
| **Activity Book**, .7, Act. 8. *Look. Then draw and say.* | RC / WE | Ind | CLC, MCST |
| **Activity Book,** *p. 84, My picture dictionary, Tick the words you know and trace.* | RC / WE | Ind | CLC, MCST, LL |
| *Ending the lesson*. Play *Pass the flashcards.* | OC/ OE | LG | CLC, SIE |

**HELLO! UNIT PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 5: Story and value** | | | | | | |
| **Objectives:**   * Consolidate language with a story. * Learn the value of being curious.   **Materials:**   * CD 1; Flashcards 6–16 | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play *Guess What!* to review colours. | OC / OE | LG | CLC / SCC | **Extra activities:** *Teacher’s Book* p. 114  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Introduction.* Ask questions about the story. | OC / OE | LG | CLC |
| **Pupil’s Book**, p. 10, Act. 12.*Listen.* (CD1.15) | OC / OE | LG | CLC / SCC / SIE |
| *Value.* p. 10, *Be curious* | OC / OE | LG | CLC / SCC / LL / SIE |
| **Activity Book**, p. 8, Act. 9. *Listen, and tick,* (CD1.16) | OC | Ind | CLC / MCST / SIE / LL |
| *Ending the lesson*. Play *Who’s speaking?* | OC / OE | LG | CLC / SCC |

**HELLO! UNIT PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 6: Talk time and Animal Sounds** | | | | | | |
| **Objectives:**   * Practise the function of identifying objects. * Practise saying the sound */p/*.   **Materials:**   * CD 1 * Pictures of different animals | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Introduce vocabulary of the lesson with *Look! It’s a…?* | 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. 11, Act. 13.*Listen and act.* (CD1.17), | OC / OE | LG / P | CLC / SCC |
| **Pupil’s Book**, p. 11 Act. 14.*Listen and say.* (CD1.18), | OC / OE | LG | CLC / SIE |
| **Activity Book**, p. 9, Act. 10 *What’s missing? Look and draw. Then stick.* | WE | Ind | SIE / LL |
| **Activity Book**, p. 9, Act. 11. *Trace the letters.* | WE | Ind | CLC / SIE / LL |
| **Activity Book**, p. 9, Act. 12. *Listen and circle the /P/ words.* (CD3.15) | OC / WC | Ind | CLC / SIE / LL |
| *Ending the lesson.* Mime to review the contents of the lesson. | OC / OE | LG | CLC |

**HELLO! UNIT PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 7: CLIL – *Art*** | | | | | | |
| **Objectives:**   * Learn to mix primary colours to make secondary colours.   **Materials:**   * CD 1; Flashcards 6–16; DVD * Optional: blue, yellow and red paper and paint or coloured tissue paper | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play *What colour is it?* with flashcards. | OC / OE | LG | CLC / SCC | **Extra activities:** *Teacher’s Book* p. 114-115  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| **Pupil’s Book**, p. 12, *What colour is it?* | OC / OE | LG | CLC / MCST |
| **Pupil’s Book**, p. 13, Act. 1 *Listen and say,* (CD1.20) | OC / OE | LG | CLC / MCST / SIE |
| **Pupil’s Book**, p. 13, Act.2 Video 00 (p.124 TB). *Watch the video.* | OC | LG | CLC / MCST |
| **Pupil’s Book**, p. 13, Act. 3 *Say the colour.* | RC / OE | LG | CLC / MCST / SIE |
| **Pupil’s Book**, p. 13, *Guess What!* | OE | LG | CLC / MCST |
| **Activity Book**, p. 10, Act. 1. *Listen and colour.* (CD1.21) | WC / WE | Ind | CLC / MCST / SIE |
| **Activity Book**, p. 10, Act. 2. *Look, and colour.* | RC / OC | Ind | CLC / MCST / SIE / LL |
| *Ending the lesson*. Play *What’s missing?* | OC / OE | LG | CLC / MCST / SCC |

**HELLO! UNIT PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 8: CLIL project and evaluation** | | | | | | |
| **Objectives:**   * Make a collage. * Review the contents of the unit. * Complete the evaluation in the Activity Book.   **Materials:**   * A3 paper and coloured paints, or tissue paper and glue, for making the rainbows * Optional: word cards (TB105) * Optional: a small soft ball | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| Warmer. Oral activity to review language and vocabulary. | OC / OE / RC | 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. 13, Act. 4. *Make a rainbow.* | WC /OE | LG | CLC / MCST / SIE / SCC |
| **Activity Book**, p. 11, *Evaluation*. Act. 1. *Follow the lines. Then trace and say.* | WE/ WC | Ind | CLC / MCST / SIE / LL |
| **Activity Book**, p. 11, *Evaluation.* Act. 2. *What’s your favourite part? Use your stickers.* | OE /OC / WC | Ind | LL / SIE |
| **Activity Book**, p. 11 *Evaluation*. Act. 3. *Trace the colour.* | 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 1: SCHOOL**

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| **Unit objectives** |
| In this unit pupils will be able to:   * Learn vocabulary related to classroom objects. * Practise vocabulary for classroom objects and furniture. * Ask and answer questions using *How many*. * Learn classroom instructions. * Consolidate language with a story. * Consider the value of making friends. * Learn to greet people politely when they meet them for the first time. * Practise saying the sound */b/*. * Identify materials things are made of. * Review the contents of the unit. * Be aware of their own progress by completing the evaluation in the Activity Book. |
| **Materials** |
| * Pupil’s Book and Activity Book * DVD / Presentation Plus * CD 1 * Flashcards 1-27 * A small soft ball * Classroom objects or small toys made of different materials (wood, plastic, metal and glass) * Optional: word cards, paper and drawing materials, handmade number cards; a small bag for the *What’s in the bag?* game |
| **Mixed-ability resources** |
| * Reinforcement and Extension activities. Teacher’s Book p. 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 1 BLOCK 1: COMPREHENSION OF ORAL TEXTS**

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| **CONTENTS** | **EVALUATION CRITERIA[[7]](#footnote-7)** | **LEARNING STANDARDS.LS.** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Comprehension strategies in oral texts:**   * Identify vocabulary related to classroom objects. * Listen and identify phrases for asking and answering about quantity. * Identify numbers 1 to 10. * Listen and understand simple classroom instructions. * Listen to a song. * Listen and understand a story. * Identify phrases for greeting and introducing oneself. * Watch a video about materials things are made of. * Identify and understand vocabulary related to materials. | B1.EC.1.  B1.EC.2.  B1.EC.3.  B1.EC.5.  B1.EC.6. | B1.LS.1.  B1.LS.2.  B1.LS.3.  B1.LS.4.  B1.LS.5. | CLC.1.  CLC.2.  CLC.3.  MCST.1.  MCST.3.  MCST.6.  DC.1.  SCC.1.  SCC.3.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Becoming familiar with classroom routines. * Respect for classroom rules. * Interest in using English in the classroom. * Interest in using greetings and farewells correctly. * Interest in learning different types of materials. |
| **Communicative functions:**   * Greetings and introductions. * Description of people and objects. * Establishing and maintaning communication. |
| **Syntactic-discursive contents:**   * Here’s a/an (book). * How many books can you see?(Four books.)Xx * Nice to meet you! * Pick up/put away (your pencils), please. * And you. * What material is it?   Recycled language:   * A (grey) (rubber). * It’s a/an (white) board. * My name’s (iPal). | How many pens can you see? (Four pens.) * It’s a (robot). * Hello. My name’s (Ravi). | Nice to meet you. |
| **Very frequent oral vocabulary (reception):**   * board, door, window, desk, chair,pencil, pencil case, book, rubber, pen, white, black, brown, grey * picture * numbers 1 to 10 * Stand up, Sit down, Open/close (your books), Pick up/put away (your pencils), please. * Thanks, (iPal). classroom objects, colours, numbers, school | Look!, Hello/ Goodbye. * wood, plastic, metal, glass   Recycled vocabulary:   * colours * classroom objects * treehouse |
| **Sound, accent, rhythm and intonation patterns:**   * Identify the pronunciation of the letter *b (bear).* |

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

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| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Production strategies in oral texts:**   * Identify and practise vocabulary related to classroom objects. * Learn and practise numbers 1 to 10. * Recite a chant. * Practise and respond to simple classroom instructions. * Sing a song. * Identify and practise phrases for greeting and introducing oneself. * Do a role-play to practise introducing someone following an example. * Practise vocabulary related to materials things are made of. | B2.EC.1.  B2.EC.2  B2.EC.3.  B2.EC.4.  B2.EC.5.  B2.EC.6.  B2.EC.7. | B2.LS.1.  B2.LS.3.  B2.LS.4.  B2.LS.6. | CLC.4.  CLC.5.  CLC.6.  MCST.1.  MCST.3.  MCST.6.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Becoming familiar with classroom routines. * Respect for classroom rules. * Interest in using English in the classroom. * Interest in using greetings and farewells correctly. * Interest in learning different types of materials. |
| **Communicative functions:**   * Greetings and introductions. * Description of people and objects. * Establishing and maintaning communication. |
| **Syntactic-discursive contents:**   * Here’s a/an (book). * How many books can you see? (Four books.) * Nice to meet you! * Pick up/put away (your pencils), please. * And you. * What material is it?   Recycled language:   * A (grey) (rubber). * It’s a/an (white) board. * My name’s (iPal). | How many pens can you see? (Four pens.) * It’s a (robot). * Hello. My name’s (Ravi). | Nice to meet you. |
| **Very frequent oral vocabulary (production):**   * board, door, window, desk, chair,pencil, pencil case, book, rubber, pen, white, black, brown, grey * picture * numbers 1 to 10 * Stand up, Sit down, Open/close (your books), Pick up/put away (your pencils), please. * Thanks, (iPal). classroom objects, colours, numbers, school | Look!, Hello/ Goodbye. * wood, plastic, metal, glass   Recycled vocabulary:   * colours * classroom objects * treehouse |
| **Sound, accent, rhythm and intonation patterns:**   * Practise the pronunciation of the letter *b (bear).* |

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

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| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Comprehension strategies in written texts:**   * Identify vocabulary related to classroom objects. * Identify words with the letter *b*. | B3.EC.1.  B3.EC.6. | B3.LS.1.  B3.LS.2.  B3.LS.3. | CLC.8.  MCST.1.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Becoming familiar with classroom routines. * Respect for classroom rules. * Interest in using English in the classroom. * Interest in using greetings and farewells correctly. * Interest in learning different types of materials. |
| **Communicative functions:**   * Greetings and introductions. * Description of people and objects. * Establishing and maintaning communication. |
| **Syntactic-discursive contents:**   * Here’s a/an (book). * How many books can you see?(Four books.)Xx * Nice to meet you! * Pick up/put away (your pencils), please. * And you. * What material is it?   Recycled language:   * | A (grey) (rubber). * It’s a/an (white) board. * My name’s (iPal). | How many pens can you see? (Four pens.) * It’s a (robot). * Hello. My name’s (Ravi). | Nice to meet you. |
| **Very frequent written vocabulary (reception):**   * board, door, window, desk, chair,pencil, pencil case, book, rubber, pen, white, black, brown, grey * picture * numbers 1 to 10 * Stand up, Sit down, Open/close (your books), Pick up/put away (your pencils), please. * Thanks, (iPal). classroom objects, colours, numbers, school | Look!, Hello/ Goodbye. * wood, plastic, metal, glass   Recycled vocabulary:   * colours * classroom objects * treehouse |
| **Graphic patterns and spelling conventions:**   * Identify the spelling of words related to classroom objects. * Identify the spelling of words with the letter *b*. |

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

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| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Production strategies in written texts:**   * Practise tracing the letter *b*. * Trace over words related to classroom objects. * Trace over words related to materials. * Trace over the colour word *red*. | B4.EC.4. | B4.LS.1. | CLC.9.  MCST.6.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Becoming familiar with classroom routines. * Respect for classroom rules. * Interest in using English in the classroom. * Interest in using greetings and farewells correctly. * Interest in learning different types of materials. |
| **Communicative functions:**   * Greetings and introductions. * Description of people and objects. * Establishing and maintaning communication. |
| **Syntactic-discursive contents:**   * Here’s a/an (book). * How many books can you see?(Four books.)Xx * Nice to meet you! * Pick up/put away (your pencils), please. * And you. * What material is it?   Recycled language:   * A (grey) (rubber). * It’s a/an (white) board. * My name’s (iPal). | How many pens can you see? (Four pens.) * It’s a (robot). * Hello. My name’s (Ravi). | Nice to meet you. |
| **Very frequent written vocabulary (production):**   * board, door, window, desk, chair,pencil, pencil case, book, rubber, pen, white, black, brown, grey * picture * numbers 1 to 10 * Stand up, Sit down, Open/close (your books), Pick up/put away (your pencils), please. * Thanks, (iPal). classroom objects, colours, numbers, school | Look!, Hello/ Goodbye. * wood, plastic, metal, glass   Recycled vocabulary:   * colours * classroom objects * treehouse |
| **Graphic patterns and spelling conventions:**   * Practise writing words related to classroom objects. * Practise writing words with the letter *b*. |

**UNIT 1 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 1: Presentation of vocabulary** | | | | | | |
| **Objectives:**   * Learn vocabulary related to classroom objects.   **Materials:**   * CD 1; Flashcards: 6–16,17–26 * Optional: word cards | | | | | | |
| **Activities** | **Skills/ Blocks[[8]](#footnote-8)** | **Interaction[[9]](#footnote-9)** | **Competences[[10]](#footnote-10)** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer*. Play a game with flashcards. | OC / OE | LG | CLC / SCC | **Extra activities:** *Teacher’s Book* p. 115  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation*. Introduce the vocabulary of the lesson. | OC / OE | LG | CLC |
| **Pupil’s Book**, p. 16, Act. 1. *Listen. Who’s speaking?* (CD1.22) | OC | Ind | CLC |
| **Pupil’s Book**, p. 16, Act. 2. *Listen, point and say.* (CD1.23) | OC / OE | Ind / LG | CLC |
| **Pupil’s Book**, p. 16, Act. 3. *Listen and find.* (CD1.24) | OC / OE | Ind /P | CLC |
| **Pupil’s Book**, p. 16, *Find Leo* | OE | Ind / LG | CLC / SCC / SIE |
| **Activity Book**, p. 12, Act. 1. *Listen and tick.* (CD1.25) | OC | Ind | CLC / SIE |
| **Activity Book**, p. 12, Act. 2. *Look and match.* | WE / OE | Ind | SIE / MCST |
| *Ending the lesson*. Play a game of *True or False?* | OC / OE | LG | CLC / SCC / SIE |

**UNIT 1 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 2: Practice of vocabulary** | | | | | | |
| **Objectives:**   * Learn and practise vocabulary related to classroom objects and furniture. * Say a chant.   **Materials:**   * CD 1; Flashcards 17–26 * Optional: word cards; paper and drawing materials | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play a game with flashcards and word cards. | OC / OE | LG | CLC / SIE | **Extra activities:** *Teacher’s Book* p. 115  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| **Pupil’s Book**, p. 17, Act. 4. *Say the chant* (CD1.26) | OC / OE | Ind / LG | CLC / SIE |
| **Pupil’s Book**, p. 17, Act. 5. *Look and find five differences.* | OC / OE | Ind /P | CLC/ SIE / MCST |
| **Activity Book**, p. 13, CD1.27, Act. 3. *Listen and stick.* | OC | Ind | CLC/ SIE /LL |
| **Activity Book**, p. 13, CD1.27, Act. 4. *What’s next? Draw a line.* | WE / OE | Ind | CLC / SIE / MCST |
| **Activity Book,** *p. 85, My picture dictionary, Tick the words you know and trace.* | WE | Ind | SIE / LL |
| *Ending the lesson*. Play a game of *Find something (red).* | OC | LG | CLC / SCC / SIE |

**UNIT 1 PROGRAMME OF CLASSROOM ACTIVITIES**

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| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 3: Presentation and practice of grammar 1** | | | | | | |
| **Objectives:**   * Ask and answer questions using *How many*. * Sing a song.   **Materials:**   * CD 1 * Optional: handmade number cards | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Game with number cards to review numbers 1 to 10. | OC / OE / RC | LG | CLC / SIE / MCST | **Extra activities:** *Teacher’s Book* p. 115  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation*. Introduce the language and vocabulary of the lesson. | OC / OE | LG / Ind | CLC/ SIE / MCST |
| **Pupil’s Book**, p. 18, CD1.28, Act. 6. *Sing the song.* | OC / OE | Ind / LG | CLC / MCST / CAE |
| **Pupil’s Book**, p. 18, CD1.29, Act. 7. *Listen and answer the questions.* | OC / OE | LG / P | CLC / SIE / MCST / SCC |
| **Activity Book**, p. 14, Act. 5. *Look and count. Write the number.* | WE | Ind | CLC / SIE / MCST |
| **Activity Book**, p. 14, Act. 6. *Ask and answer about your classroom.* | OE | P | CLC / SCC |
| *Ending the lesson*. Play the *How many* game. | OE | LG | CLC / SIE / MCST / SCC |

**UNIT 1 PROGRAMME OF CLASSROOM ACTIVITIES**

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| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 4: Presentation and practice of grammar 2** | | | | | | |
| **Objectives:**   * Learn classroom instructions.   **Materials:**   * CD 1 | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Sing the song from the previous lesson. | OE | LG | CLC / CAE | **Extra activities:** *Teacher’s Book* p. 115  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation*. Introduce classroom instructions. | OC | LG | CLC / SIE / SCC |
| **Pupil’s Book**, p. 19, CD1.3, Act. 8.*Listen, point and say.* | OC / OE | Ind | CLC / SIE |
| **Pupil’s Book**, p. 19, CD1.31, Act. 9.*Listen and do the action.* | OC | LG | CLC |
| **Pupil’s Book**, p. 19, Act. 10. *Play the game.* | OC / OE | P | CLC / SIE / SCC |
| **Activity Book**, p. 15, CD1.32 Act. 7. *Listen and tick ✓ or cross ✗.* | OC | Ind | CLC |
| **Activity Book**, p. 15, Act. 8. *Circle the different one.* | WE | Ind | SIE / MCST |
| *Ending the lesson*. Review classroom instructions by playing an action game. | OC | LG | CLC |

**UNIT 1 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 5: Story and value** | | | | | | |
| **Objectives:**   * Consolidate language with a story. * Consider the value of making friends.   **Materials:**   * CD 1 | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| Warmer. Review classroom instructions by doing different actions and playing a game. | OC | LG | CLC / SCC | **Extra activities:** *Teacher’s Book* p. 115  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Introduction*. Ask questions about the story. | OC / OE | LG | CLC |
| **Pupil’s Book**, p. 20, CD1.33, Act. 11.Listen | OC / OE | LG | CLC / SCC |
| *Value:* *Make friends.* Reflect on the value of making friends. | OC / OE | LG | CLC / SCC / LL / SIE |
| **Activity Book**, p. 16, CD1.34 Act. 9. Listen, look and match. | OC | Ind | CLC / MCST / SIE / LL |
| Ending the lesson. Play the game *I can see*. | OE | LG | CLC / SCC |

**UNIT 1 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 6: Talk time and Animal Sounds** | | | | | | |
| **Objectives:**   * Learn to greet people when you meet them for the first time. * Practise the sound */b/.*   **Materials:**   * CD 1 * A small soft ball * Optional: paper and drawing materials | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play a game of *Pass the ball.* | OC / OE | LG | CLC | **Extra activities:** *Teacher’s Book* p. 115  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| **Pupil’s Book**, p. 21, CD1.35, Act. 12.*Listen and act.* | OC / OE | LG / P | CLC / SCC |
| **Pupil’s Book**, p. 21, CD1.36, Act. 13.*Listen and say.* | OC / OE | LG | CLC / LL |
| **Activity Book**, p. 17, Act. 10. *What’s missing? Look and draw. Then stick.* | WE | Ind | SIE / LL |
| **Activity Book**, p. 17, Act. 11. *Trace the letters.* | WE | Ind | CLC / SIE / LL |
| **Activity Book**, p. 17, CD1.37 Act. 12. *Listen and circle the b words.* | OC / WC | Ind | CLC / SIE / LL |
| *Ending the lesson*. Play *Meet and greet.* | OC /WC | LG | CLC |

**UNIT 1 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 7: CLIL - *Science*** | | | | | | |
| **Objectives:**   * Learn about different materials. * Watch a video about materials.   **Materials:**   * Classroom objects or small toys made of different materials (wood, plastic, metal and glass) * Optional: small bag for the *What’s in the bag?* game * Optional: paper and drawing materials | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer*. Play a game of *Correct my mistakes.* | 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. 22, *What material is it?* | OC / OE | LG | CLC / MCST |
| **Pupil’s Book**, p. 23, CD1.38. Act. 1 *Listen and say* | OC / OE | LG | CLC / MCST / SIE / SCC |
| **Pupil’s Book**, p. 23, Video 01 (p.125 TB). Act. 2 *Watch the video.* | OC | LG | CLC / MCST |
| **Pupil’s Book**, p. 23, Act. 3. *Look and say: wood, plastic, metal or glass.* | RC/ OE | LG | CLC / MCST / SIE |
| **Pupil’s Book**, p. 23, *Guess What!* | OE | LG | CLC / MCST |
| **Activity Book**, p. 18, Act. 1. *Look and match.* | OE / RC | Ind | CLC / MCST / SIE |
| **Activity Book**, p. 18, CD1.39 Act. 2. *Listen and tick ✓.* | OC / OE | Ind | CLC / MCST |
| *Ending the lesson*. *Play Correct my mistakes* again, but including materials. | OC / OE | LG | CLC / MCST / SCC |

**UNIT 1 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 8: CLIL project and evaluation** | | | | | | |
| **Objectives:**   * Draw classroom objects made of different materials. * Review the contents of the unit. * Complete the evaluation in the Activity Book.   **Materials:**   * Classroom objects made of different materials * Handmade word cards of the words *metal, plastic, wood* and *glass* * Optional: A3 paper and drawing materials * Optional: flashcards 17–26 | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play a game of *Find something (plastic*). Introduce the written form of the materials words using the word cards. | OC / OE / RC | 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. 23, Act. 4. *Draw materials in your classroom.* | WE | Ind / P | CLC / MCST / SIE / SCC |
| **Activity Book**, p. 19, *Evaluation*. Act. 1. *Look and trace. Then say.* | OE / WE | Ind | CLC / MCST / SIE / LL |
| **Activity Book**, p. 19, *Evaluation.* Act. 2. *What’s your favourite part? Use your stickers.* | OE /OC / WC | Ind | LL / SIE |
| **Activity Book**, p. 19, *Evaluation*. Act. 3. *Trace the colour.* | 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: TOYS**

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| **Unit objectives** |
| In this unit pupils will be able to:   * Learn toy vocabulary and talk about toys. * Practise toy vocabulary. * Ask and answer questions to identify objects. * Ask and answer questions using the structures and vocabulary from the unit. * Consolidate language with a story. * Consider the value of being polite and saying thank you. * Practise the function of saying thank you. * Practise saying the sound */t/.* * Think about which toys are electric. * Draw an electric toy. * Review the contents of the unit. * Be aware of their own progress by completing the evaluation in the Activity Book. |
| **Materials** |
| * Pupil’s Book and Activity Book * DVD / Presentation Plus * CD 1 * Flashcards 27-36 * Paper and drawing materials * A small classroom object or toy and wrapping paper * Optional: word cards, different types of toys |
| **Mixed-ability resources** |
| * Reinforcement and Extension activities. Teacher’s Book p. 116-117 * Online Resources * Access to more materials on the Cambridge Teacher: [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es) |
| **Assessment resources** |
| * Unit tests: End-of-unit test, Teacher’s Resource File and Tests CD-ROM. * Self-evaluation: Activity Book, Evaluation. * Access to more materials on the Cambridge Teacher: [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es) |

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

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| **CONTENTS** | **EVALUATION CRITERIA[[11]](#footnote-11)** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Comprehension strategies in oral texts:**   * Listen to a short dialogue and identify who is speaking. * Listen and identify toy vocabulary. * Listen to a chant focusing on intonation and pronunciation. * Listen to a song. * Listen to a story about toys while looking at pictures to help comprehension. * Identify the phrase to say thank you in English. * Listen to a dialogue about a birthday. * Listen to a tongue twister focusing on the pronunciation of the letter *t*. * Watch a video about electricity. | B1.EC.1.  B1.EC.2.  B1.EC.3.  B1.EC.5.  B1.EC.6. | B1.LS.1.  B1.LS.2.  B1.LS.3.  B1.LS.4.  B1.LS.5. | CLC.1.  CLC.2.  CLC.3.  MCST.3.  MCST.6.  DC.1.  SCC.1.  SCC.3.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Interest in and respect for the preferences and interests of others. * Interest in using English in the classroom. * Interest in actively taking part in classroom activities. * Appreciation of the importance of being polite and saying thank you. * Interest in learning aspects related to electricity. |
| **Communicative functions:**   * Greetings and introductions. * Description of peole and objects. * Asking for and offering information, help, objects, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * What’s this? * Is it a computer? (Yes, it is. / No, it isn’t.) * present * Here you are, (Oscar). This is for you. (Thank you.) * Happy birthday!   Recycled language:   * How many (teddy bears) can you see? Three. * What’s your favourite (toy)? My favourite (toy) is my (art set). | * What’s this? It’s a…/ an… * This is (iPal). * Is it a (computer game). * Happy birthday! This is for you. |
| **Very frequent oral vocabulary (reception):**   * bike, ball, kite, doll, teddy bear,camera, robot, computer, computer game, art set. * girls, boys * turtle * with * electric, scooter, torch, guitar * It’s/It isn’t electric.   Recycled vocabulary:   * colours * numbers * toys * computer game, art set * robot, camera, plastic, metal * electric |
| **Sound, accent, rhythm and intonation patterns:**   * Identify the pronunciation of the letter *t* *(turtle*). |

**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:**   * Identify and practise toy vocabulary. * Count different elements and say the correct number. * Listen and repeat a chant. * Work in pairs to practise the new vocabulary and structures. * Learn and practise structures to express preferences. * Repeat lines of the story to reinforce comprehension and practise pronunciation and intonation. * Practise how to say thank you through different activities. * Practise saying words with the sound */f/.* * Act out a dialogue about a birthday. * Say a tongue twister to practise words with the letter *t*. * Say which toys are and aren’t powered by electricity. | B2.EC.1.  B2.EC.2  B2.EC.3.  B2.EC.4.  B2.EC.5.  B2.EC.6.  B2.EC.7. | B2.LS.1.  B2.LS.3.  B2.LS.4.  B2.LS.5.  B2.LS.6. | CLC.4.  CLC.5.  CLC.6.  MCST.3.  MCST.6.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Interest in and respect for the preferences and interests of others. * Interest in using English in the classroom. * Interest in actively taking part in classroom activities. * Appreciation of the importance of being polite and saying thank you. * Interest in learning aspects related to electricity. |
| **Communicative functions:**   * Greetings and introductions. * Description of peole and objects. * Asking for and offering information, help, objects, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * What’s this? * Is it a computer? (Yes, it is. / No, it isn’t.) * present * Here you are, (Oscar). This is for you. (Thank you.) * Happy birthday!   Recycled language:   * How many (teddy bears) can you see? Three. * What’s your favourite (toy)? My favourite (toy) is my (art set). | * What’s this? It’s a…/ an… * This is (iPal). * Is it a (computer game). * Happy birthday! This is for you. |
| **Very frequent oral vocabulary (production):**   * bike, ball, kite, doll, teddy bear,camera, robot, computer, computer game, art set. * girls, boys * turtle * with * electric, scooter, torch, guitar * It’s/It isn’t electric.   Recycled vocabulary:   * colours * numbers * toys * computer game, art set * robot, camera, plastic, metal * electric |
| **Sound, accent, rhythm and intonation patterns:**   * Practise the pronunciation of the letter *t* *(turtle*). |

**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:**   * Identify toy vocabulary. * Identify words with the letter *t*. * Identify the spelling of the colour word *green*. | B3.EC.1.  B3.EC.6. | B3.LS.1.  B3.LS.2.  B3.LS.3. | CLC.8.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Interest in and respect for the preferences and interests of others. * Interest in using English in the classroom. * Interest in actively taking part in classroom activities. * Appreciation of the importance of being polite and saying thank you. * Interest in learning aspects related to electricity. |
| **Communicative functions:**   * Greetings and introductions. * Description of peole and objects. * Asking for and offering information, help, objects, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * What’s this? * Is it a computer? (Yes, it is. / No, it isn’t.) * present * Here you are, (Oscar). This is for you. (Thank you.) * Happy birthday!   Recycled language:   * How many (teddy bears) can you see? Three. * What’s your favourite (toy)? My favourite (toy) is my (art set). | * What’s this? It’s a…/ an… * This is (iPal). * Is it a (computer game). * Happy birthday! This is for you. |
| **Very frequent written vocabulary (reception):**   * bike, ball, kite, doll, teddy bear,camera, robot, computer, computer game, art set. * girls, boys * turtle * with * electric, scooter, torch, guitar * It’s/It isn’t electric.   Recycled vocabulary:   * colours * numbers * toys * computer game, art set * robot, camera, plastic, metal * electric |
| **Graphic patterns and spelling conventions:**   * Identify the spelling of words related to toys. * Identify the spelling of words with the letter *t*. |

**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:**   * Trace over words related to toys. * Practise tracing the letter *t*. * Trace over the colour word *green.* | B4.EC.4. | B4.LS.1. | CLC.9.  MCST.6.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Interest in and respect for the preferences and interests of others. * Interest in using English in the classroom. * Interest in actively taking part in classroom activities. * Appreciation of the importance of being polite and saying thank you. * Interest in learning aspects related to electricity. |
| **Communicative functions:**   * Greetings and introductions. * Description of peole and objects. * Asking for and offering information, help, objects, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * What’s this? * Is it a computer? (Yes, it is. / No, it isn’t.) * present * Here you are, (Oscar). This is for you. (Thank you.) * Happy birthday!   Recycled language:   * How many (teddy bears) can you see? Three. * What’s your favourite (toy)? My favourite (toy) is my (art set). | * What’s this? It’s a…/ an… * This is (iPal). * Is it a (computer game). * Happy birthday! This is for you. |
| **Very frequent written vocabulary (production):**   * bike, ball, kite, doll, teddy bear,camera, robot, computer, computer game, art set. * girls, boys * turtle * with * electric, scooter, torch, guitar * It’s/It isn’t electric.   Recycled vocabulary:   * colours * numbers * toys * computer game, art set * robot, camera, plastic, metal * electric |
| **Graphic patterns and spelling conventions:**   * Practise the spelling of words related to toys. * Practise the spelling of words with the letter *t*. |

**UNIT 2 PROGRAMME OF CLASSROOM ACTIVITIES**

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| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 1: Presentation of vocabulary** | | | | | | |
| **Objectives:**   * Name and talk about toys.   **Materials:**   * CD 1; flashcards 27–36 * Optional: word cards | | | | | | |
| **Activities** | **Skills/ Blocks[[12]](#footnote-12)** | **Interaction[[13]](#footnote-13)** | **Competences[[14]](#footnote-14)** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play a game of *Count and collect.* | OC / OE | LG | CLC / SCC | **Extra activities:** *Teacher’s Book* p. 116  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation*. Introduce the vocabulary of the lesson. | OC / OE | LG | CLC |
| **Pupil’s Book**, p. 26, Act. 1. *Listen. Who’s speaking?* (CD1.40) | OC | Ind | CLC |
| **Pupil’s Book**, p. 26, Act. 2. *Listen, point and say.* (CD1.41) | OC / OE | Ind / LG | CLC |
| **Pupil’s Book**, p. 26, Act. 3. *Listen and find.* (CD1.42) | OC / OE | Ind /P | CLC |
| **Pupil’s Book**, p. 26, *Find Leo* | OE | Ind / LG | CLC/ SCC / SIE |
| **Activity Book**, p. 20, Act. 1. *Listen and tick.* (CD1.43) | OC | Ind | CLC / SIE |
| **Activity Book**, p. 20, Act. 2. *Look and match.* | WE / OE | Ind | SIE / MCST |
| *Ending the lesson*. Play a counting game using *How many.* | OC / OE | LG | CLC / SCC / SIE |

**UNIT 2 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 2: Practice of vocabulary** | | | | | | |
| **Objectives:**   * Practise toy vocabulary.   **Materials:**   * CD 1; Flashcards 27–36 * Optional: word cards, TB107 | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play with flashcards and word cards*.* | CO / EO | 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*. Action game. | CO / EO | LG | CLC / SIE |
| **Pupil’s Book**, p. 27, Act. 4. *Say the chant* (CD1.44) | CO / EO | Ind / LG | CLC / SIE |
| **Pupil’s Book**, p. 17, Act. 5. *Look and find five missing toys* | CO / EO | Ind /P | CLC / SIE / MCST |
| **Activity Book**, p. 21, Act. 3. *Listen and stick.* | CO | Ind | CLC / SIE / LL |
| **Activity Book**, p. 21, Act. 4. *Look and circle the toys.* | EE / EO | Ind | CLC / SIE |
| **Activity Book,** *p. 86, My picture dictionary, Tick the words you know and trace.* | EE | Ind | SIE / LL |
| *Ending the lesson*. Make up their own verse of the chant. | CO / EO | LG | CLC / SCC / SIE |

**UNIT 2 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 3: Presentation and practice of grammar 1** | | | | | | |
| **Objectives:**   * Ask and answer questions to identify objects.   **Materials:**   * CD 1; Flashcards 27–36 * Optional: a bag and small toys or classroom objects for the *What’s this?* game | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Review the chant from the previous lesson.CD1.44 | 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 language and vocabulary of the lesson. | OC / OE | LG / Ind | CLC/ SIE |
| **Pupil’s Book**, p. 28, Act. 6. *Listen, look and say,* (CD1.46) | OC / OE | LG | CLC / CAE |
| **Pupil’s Book**, p. 28, Act. 7. *Look and say* (CD1.46) | OC / OE | LG / P | CLC / SIE / SCC |
| **Pupil’s Book**, p. 28, Act. 8. *Listen and chec* (CD1.47) | OC | LC | CLC / SIE / SCC |
| **Activity Book**, p. 22, Act. 5. *Listen and tick or cross* (CD1.48) | WC | Ind | CLC / SIE |
| **Activity Book**, p. 22, Act. 6. *Draw your favourite toy and say.* | OE | P | CLC / SCC |
| *Ending the lesson*. Play a game of *Drawing in the air.* | OE | LG | CLC / SIE / SCC |

**UNIT 2 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 4: Presentation and practice of grammar 2** | | | | | | |
| **Objectives:**   * Ask and answer questions to learn the language of the unit.   **Materials:**   * CD 1; Flashcards 27-36 * Optional: word cards | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play a game of *Mime and match.* | OC / OE | LG | CLC | **Extra activities:** *Teacher’s Book* p. 116  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation*. Play *What’s this?* | OC / OE | LG | CLC |
| **Pupil’s Book**, p. 29, Act. 9.*Sing the song.* CD1.49 | OC | LG | CLC / CAE |
| **Pupil’s Book**, p. 29, Act. 9.*Play the game.* | OC / OE | P | CLC / SIE / SCC |
| **Activity Book**, p. 23, Act. 7. *Listen and number the pictures.* CD1.50 | OC | Ind | CLC |
| **Activity Book**, p. 23, Act. 7. *Listen and draw the pictures.* CD1.51 | OC | Ind | CLC / SCC |
| *Ending the lesson*. Play the *Drawing game.* | OC / OE / RC | LG | CLC / MCST / SCC |

**UNIT 2 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 5: Story and value** | | | | | | |
| **Objectives:**   * Consolidate language with a story. * Consider the value of being polite ans saying thank you.   **Materials:**   * CD 1; Flashcards 6–36 * Optional: word cards | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Review vocabulary by playing *What’s missing? Is it…?* | OC | LG | CLC / SCC | **Extra activities:** *Teacher’s Book* p. 116  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Introduction.* Ask questions about the story. | OC / OE | LG | CLC |
| **Pupil’s Book**, p. 30, Act. 11.*Listen* CD1.52 | OC / OE | LG | CLC / SCC |
| *Value:* Decir *thank you.* Reflect on the value of saying thank you. | OC / OE | LG | CLC / SCC / LL / SIE |
| **Activity Book**, p. 24, Act. 9. *Listen and tick,* CD1.53 | OC | Ind | CLC / MCST / SIE / LL |
| *Ending the lesson*. Play the *Sentence chain* game using the starting sentence *Thank you for my (teddy bear).* | OE | LG | CLC / SCC |

**UNIT 2 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 6: Talk time and Animal Sounds** | | | | | | |
| **Objectives:**   * Practise the function of saying thank you. * Practise saying the sound */t/.*   **Materials:**   * CD 1; Flashcards 27–36 * Small classroom objects or toys and wrapping paper | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer*. Play the game *What’s this? It’s a …* | OC / OE | LG | CLC | **Extra activities:** *Teacher’s Book* p. 116  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| Presentation. Oral activity to learn the language of the unit. | OC / OE | LG | CLC / SCC /SIE |
| **Pupil’s Book**, p. 31, Act. 12.*Listen and act.* CD1.54 | OC / OE | LG / P | CLC / SCC |
| **Pupil’s Book**, p. 31, Act. 13.*Listen and say.* CD1.55, | OC / OE | LG | CLC / LL |
| **Activity Book**, p. 25, Act. 10. *What’s missing? Look and draw. Then stick.* | WE | Ind | SIE / LL |
| **Activity Book**, p. 25, Act. 11. *Trace the letters.* | WE | Ind | CLC / SIE / LL |
| **Activity Book**, p. 25, Act. 12. *Listen and circle the b words.* CD1.56 | OC / OE | Ind | CLC / SIE / LL |
| *Ending the lesson*. Play of game of *Pass the present.* | OC / OE | LG | CLC / SCC |

**UNIT 2 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 7: CLIL - *Science*** | | | | | | |
| **Objectives:**   * Think about which toys are electric.   **Materials:**   * CD 1; DVD * Flashcards 27–36; word cards TB107 * Optional: toys and classroom objects fot the *What’s in the bag?* game, including electric objects and toys | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play a game of *Act*  *and guess.* | CO / EO | 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. 32, *Is it electric?* | CO / EO | LG | CLC / MCST |
| **Pupil’s Book**, p. 33, Act. 1 *Listen and say,* CD1.57 | CO / EO | LG | CLC / MCST / SIE / SCC |
| **Pupil’s Book**, p. 33, Video 02 (p.125 TB). Act. 2 *Watch the video.* | CO | LG | CLC / MCST |
| **Pupil’s Book**, p. 33, Act. 3. *Look and say it’s electric or it isn’t electric* | CL / EO | LG | CLC / MCST / SIE |
| **Pupil’s Book**, p. 33, *Guess What!* | EO | LG | CLC / MCST |
| **Activity Book**, p. 26, Act. 1. *Listen and tick* ✓ *(electric) or cross* ✗ *(not electric)* CD1.58 | CO / EO | Ind | CLC / MCST / SIE |
| **Activity Book**, p. 26, Act. 2. *Look at Activity 1 and draw****.*** | CL / EO | Ind / P | CLC / MCST / SIE |
| *Ending the lesson*. Play a game of *What’s in the bag? It’s electric* or *It isn’t electric.* | CO / EO | LG | CLC / MCST / SCC |

**UNIT 2 PROGRAMME OF CLASSROOM ACTIVITIES**

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| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 8: CLIL project and evaluation** | | | | | | |
| **Objectives:**   * Draw an electric toy. * Review the contents of the unit. * Complete the evaluation in the Activity Book.   **Materials:**   * A4 paper and drawing materials * Flashcards 27–36 | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| Warmer. Oral activity to review the vocabulary and structures of the unit. | OC / OE / RC | LG | CLC / MCST / SCC | **Extra activities:** *Teacher’s Book* p. 116-117  **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. 33, Act. 4. *Draw an electric toy* | WE / OE | Ind / P | CLC / MCST / SIE / SCC |
| **Activity Book**, p. 27, *Evaluation*. Act. 1. *Look and trace. Then say.* | OE / WE | Ind | CLC / MCST / SIE / LL |
| **Activity Book**, p. 27, *Evaluation.* Act. 2. *What’s your favourite part? Use your stickers.* | OE /OC/ WC | Ind | LL / SIE |
| **Activity Book**, p. 27 *Evaluation*. Act. 3. *Trace the colour.* | 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: FAMILY**

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| **Unit objectives** |
| In this unit pupils will be able to:   * Learn family vocabulary. * Practise family vocabulary. * Learn to identify people. * Ask and answer questions about family members. * Consolidate language with a story. * Consider the value of loving their family. * Practise saying the sound */d/.* * Learn about continents. * Colour and stick the continents onto a picture of the world. * Review the contents of the unit. * Be aware of their own progress by completing the evaluation in the Activity Book. |
| **Materials** |
| * Pupil’s Book and Activity Book * DVD / Presentation Plus * CD 2 * Flashcards 37-45 * Word cards * Photos of family members * Classroom objects or small toys made of different materials (wood, plastic, metal and glass) * Optional: photos of pupils or other teachers in the school as babies, paper and drawing materials, classroom objects, a world map or globe, pictures to represent different continents (e.g. penguins for Antarctica, kangaroos for Australia, etc.) |
| **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 3 BLOCK 1: COMPREHENSION OF ORAL TEXTS**

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| --- | --- | --- | --- |
| **CONTENTS** | **EVALUATION CRITERIA[[15]](#footnote-15)** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Comprehension strategies in oral texts:**   * Identify family vocabulary. * Listen to a dialogue about different family members. * Listen to a chant about family members. * Listen to a song and identify how to introduce and say the names of family members. * Listen to a dialogue in which different family members are introduced. * Listen and identify colours. * Listen to a story while looking at pictures to help comprehension * Identify the sound of the letter *d*. * Identify phrases for greeting and introducing people with affection. * Listen to a tongue twister focusing on the pronunciation of words with the letter *d*. * What a video about continents. | B1.EC.1.  B1.EC.2.  B1.EC.3.  B1.EC.5.  B1.EC.6. | B1.LS.1  B1.LS.2.  B1.LS.3.  B1.LS.4.  B1.LS.5. | CLC.1.  CLC.2.  CLC.3.  MCST.3.  MCST.6.  DC.1.  SCC.1.  SCC.3.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Effort to use English in the classroom. * Reflection on the role and importance of family. * Interest in and respect for the families of others. * Becoming familiar with phrases for greeting family and friends with affection. * Interest in identifying different continents. * Respect for others no matter where they come from. |
| **Communicative functions:**   * Greetings and introductions. * Description of people and objects. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * Who’s this? It’s my (dad). * This is my(grandad). * His/Her name’s (Greg). * Who’s that? * Is that your (dad)? * Nice to see you. * I love (my family). * How are you? (I’m fine, thanks.)   Recycled language:   * Here’s my (uncle). * This is (my mum). | yes/no * My name’s (Meg). * Who’s this? (It’s my (sister).) | Yes, it is. / No, it isn’t. * Who’s this? (It’s my cousin.) This is (my cousin). Her name’s (Anna). Is that (Tina)? (Yes, it is.) * Hello, (Grandma). * Nice to see you! |
| **Very frequent oral vocabulary (reception):**   * grandma, grandpa, dad, mum,uncle, aunt, brother, sister, cousin, This is my (grandpa). * picture, photo, invitation, art show * North/South America, Europe, Africa, Asia, Australasia, Antarctica   Recycled vocabulary:   * book, chair, bike, computer, desk, ball * family * colours * numbers * red, desk, turtle, doll, teddy bear * continents |
| **Sound, accent, rhythm and intonation patterns:**   * Identify the pronunciation of the letter *d* (*dolphin).* |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Production strategies in oral texts:**   * Identify and practise family vocabulary. * Practise phrases for greeting family and friends with affection. * Say a chant focusing on pronunciation. * Sing a song about a family. * Prepare and practise a dialogue introducing different family members. * Listen and repeat colours. * Ask a partner questions about a drawing of a member of their family. * Practise words with the letter *d*. * Practise phrases for greeting people with affection. * Say a tongue twister to practise the pronunciation of words with the letter *d*. * Practise language related to continents. | B2.EC.1.  B2.EC.2  B2.EC.3.  B2.EC.4.  B2.EC.5.  B2.EC.6.  B2.EC.7. | B2.LS.1.  B2.LS.3.  B2.LS.4.  B2.LS.5.  B2.LS.6. | CLC.4.  CLC.5.  CLC.6.  MCST.3.  MCST.6.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Effort to use English in the classroom. * Reflection on the role and importance of family. * Interest in and respect for the families of others. * Becoming familiar with phrases for greeting family and friends with affection. * Interest in identifying different continents. * Respect for others no matter where they come from. |
| **Communicative functions:**   * Greetings and introductions. * Description of people and objects. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * Who’s this? It’s my (dad). * This is my(grandad). * His/Her name’s (Greg). * Who’s that? * Is that your (dad)? * Nice to see you. * I love (my family). * How are you? (I’m fine, thanks.)   Recycled language:   * Here’s my (uncle). * This is (my mum). | yes/no * My name’s (Meg). * Who’s this? (It’s my (sister).) | Yes, it is. / No, it isn’t. * Who’s this? (It’s my cousin.) This is (my cousin). Her name’s (Anna). Is that (Tina)? (Yes, it is.) * Hello, (Grandma). * Nice to see you! |
| **Very frequent oral vocabulary (production):**   * grandma, grandpa, dad, mum,uncle, aunt, brother, sister, cousin, This is my (grandpa). * picture, photo, invitation, art show * North/South America, Europe, Africa, Asia, Australasia, Antarctica   Recycled vocabulary:   * book, chair, bike, computer, desk, ball * family * colours * numbers * red, desk, turtle, doll, teddy bear * continents |
| **Sound,accent, rhythm and intonation patterns:**   * Practise the pronunciation of the letter *d* (*dolphin).* |

**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:**   * Identify and read words related to family members. * Identify demonstrative pronouns (*this/that*). * Identify words with the letter *d*. * Identify the spelling of the colour word *orange*. * Recognise the names of the continents. | B3.EC.1.  B3.EC.6. | B3.LS.1.  B3.LS.2.  B3.LS.3. | CLC.8.  MCST.6.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Effort to use English in the classroom. * Reflection on the role and importance of family. * Interest in and respect for the families of others. * Becoming familiar with phrases for greeting family and friends with affection. * Interest in identifying different continents. * Respect for others no matter where they come from. |
| **Communicative functions:**   * Greetings and introductions. * Description of people and objects. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * Who’s this? It’s my (dad). * This is my(grandad). * His/Her name’s (Greg). * Who’s that? * Is that your (dad)? * Nice to see you. * I love (my family). * How are you? (I’m fine, thanks.)   Recycled language:   * Here’s my (uncle). * This is (my mum). | yes/no * My name’s (Meg). * Who’s this? (It’s my (sister).) | Yes, it is. / No, it isn’t. * Who’s this? (It’s my cousin.) This is (my cousin). Her name’s (Anna). Is that (Tina)? (Yes, it is.) * Hello, (Grandma).   Nice to see you! |
| **Very frequent written vocabulary (reception):**   * grandma, grandpa, dad, mum,uncle, aunt, brother, sister, cousin, This is my (grandpa). * picture, photo, invitation, art show * North/South America, Europe, Africa, Asia, Australasia, Antarctica   Recycled vocabulary:   * book, chair, bike, computer, desk, ball * family * colours * numbers * red, desk, turtle, doll, teddy bear * continents |
| **Graphic patterns and spelling conventions:**   * Identify the spelling of family words. * Identify the spelling of words with the letter *d*. |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Production strategies in written texts:**   * Write simple family words. * Practise tracing the letter *d*. * Trace over the colour word *orange*. | B4.EC.4. | B4.LS.1. | CLC.9.  MCST.6.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Effort to use English in the classroom. * Reflection on the role and importance of family. * Interest in and respect for the families of others. * Becoming familiar with phrases for greeting family and friends with affection. * Interest in identifying different continents. * Respect for others no matter where they come from. |
| **Communicative functions:**   * Greetings and introductions. * Description of people and objects. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * Who’s this? It’s my (dad). * This is my(grandad). * His/Her name’s (Greg). * Who’s that? * Is that your (dad)? * Nice to see you. * I love (my family). * How are you? (I’m fine, thanks.)   Recycled language:   * Here’s my (uncle). * This is (my mum). | yes/no * My name’s (Meg). * Who’s this? (It’s my (sister).) | Yes, it is. / No, it isn’t. * Who’s this? (It’s my cousin.) This is (my cousin). Her name’s (Anna). Is that (Tina)? (Yes, it is.) * Hello, (Grandma).   Nice to see you! |
| **Very frequent written vocabulary (production):**   * grandma, grandpa, dad, mum,uncle, aunt, brother, sister, cousin, This is my (grandpa). * picture, photo, invitation, art show * North/South America, Europe, Africa, Asia, Australasia, Antarctica   Recycled vocabulary:   * book, chair, bike, computer, desk, ball * family * colours * numbers * red, desk, turtle, doll, teddy bear * continents |
| **Graphic patterns and speling conventions:**   * Practise writing family words. * Practise writing words with the letter *d*. |

**UNIT 3 PROGRAMME OF CLASSROOM ACTIVITIES**

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| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 1: Presentation of vocabulary** | | | | | | |
| **Objectives:**   * Learn the words for family members.   **Materials:**   * CD 2; Flashcards 37–45 * Word cards (TB108) * A photo of a family member | | | | | | |
| **Activities** | **Skills/ Blocks[[16]](#footnote-16)** | **Interaction[[17]](#footnote-17)** | **Competences[[18]](#footnote-18)** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Oral activity to introduce the vocabulary: *Guess who?* | OC / OE | LG | CLC / SCC | **Extra activities:** *Teacher’s Book* p. 117  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation*. Present the vocabulary of the lesson. | OC / OE | LG | CLC |
| **Pupil’s Book**, p. 38, Act. 1. *Listen. Who’s speaking?* (CD2.02) | OC | Ind | CLC |
| **Pupil’s Book**, p. 38, Act. 2. *Listen, point and say.* (CD2.03) | OC / OE | Ind / LG | CLC |
| **Pupil’s Book**, p. 38, Act. 3. *Listen and find.* (CD2.04) | OC / OE | Ind /P | CLC |
| **Pupil’s Book**, p. 38, *Find Leo* | OE | Ind / LG | CLC / SCC / SIE |
| **Activity Book**, p. 30, Act. 1. *Trace the words and match.* | WE /OE | Ind | CLC / SIE |
| **Activity Book**, p. 30, Act. 2. *Look and write the number* | WE / OE | Ind | SIE / MCST |
| *Ending the lesson*. Play a game of *I can see.* | OC / OE | LG | CLC / SCC / SIE |

**UNIT 3 PROGRAMME OF CLASSROOM ACTIVITIES**

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| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 2: Practice of vocabulary** | | | | | | |
| **Objectives:**   * Practise family vocabualry.   **Materials:**   * CD 2; Flashcards 37–45 * Word cards (TB108) | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Review family vocabulary using flashcards and 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*. Practise *have got* and *haven’t got.* | OC / OE | Ind /LG | CLC / SIE |
| **Pupil’s Book**, p. 39, Act. 4. *Say the chant* (CD2.05) | OC / OE | Ind / LG | CLC / SIE |
| **Pupil’s Book**, p. 39, Act. 5. *Listen and say yes or no* | OC / OE | Ind /P | CLC / SIE / MCST |
| **Activity Book**, p. 31, Act. 3. *Listen and stick*.(CD2.07) | OC | Ind | CLC / SIE /LL |
| **Activity Book**, p. 31, Act. 4.*Read, look and tick* | WE | Ind | CLC / SIE |
| **Activity Book,** *p. 87, My picture dictionary, Tick the words you know and trace.* | WE | Ind | SIE / LL |
| *Ending the lesson*. Play a game of *Correct my mistakes.* | OC / OE | LG | CLC / SCC / SEE |

**UNIT 3 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 3: Presentation and practice of grammar 1** | | | | | | |
| **Objectives:**   * Learn to identify people.   **Materials:**   * CD 2; Flashcards 37–45 * Pupils’ photos of their families * Optional: photos of pupils or other teachers in the school as babies | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play an action game: *Who am I?* | 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*. Present the language and vocabulary of the lesson. | OC / OE | LG | CLC/ SIE |
| **Pupil’s Book**, p. 40, Act. 6. *Sing the song* (CD2.08) | OC / OE | LG | CLC / CAE |
| **Pupil’s Book**, p. 40, Act. 7. *Listen and say yes or no,* (CD2.09) | OC / OE | LG / P | CLC / SIE / SCC |
| **Activity Book**, p. 32, Act. 5. *Look, read and match.*) | WC | Ind | CLC / SIE |
| **Activity Book**, p. 32, Act. 6. *Draw a member of your family. Then ask and answer a friend.* | OE | P | CLC / SCC |
| *Ending the lesson*. Play a game to introduce a partner. | OE | LG | CLC / SIE / SCC |

**UNIT 3 PROGRAMME OF CLASSROOM ACTIVITIES**

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| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 4: Presentation and practice of grammar 2** | | | | | | |
| **Objectives:**   * Ask and answer about their family members.   **Materials:**   * CD 2; Flashcards 37–45 * Photos of family members * Optional: classroom objects * Optional: paper and drawing materials | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play a game of *Pass the flashcards.* | OC / OE | LC | CLC, SIE, SCC | **Extra activities:** *Teacher’s Book* p. 117  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation*. Play *What’s this*? | OC / OE | LC | CLC, SIE, SCC |
| **Pupil’s Book**, p. 41, Act. 8.*Listen, look and say.* (CD2.10) | OC / OE | LC | CLC, SIE, SCC |
| **Pupil’s Book**, p. 41, Act. 9.*Listen and say the colour.* (CD2.11) | OC / OE | LC | CLC, SIE |
| **Pupil’s Book**, p. 41, Act. 10.*Draw your family. Ask and answer.* | OC / OE | LC / P | CLC, SIE |
| **Activity Book**, p. 33, Act. 7. *Listen, read and tick. (*CD2.12) | OC / RC | Ind | CLC, SIE |
| **Activity Book**, .33, Act. 8. *Look, read and circle the correct word****.*** | RC | Ind | CLC |
| *Ending the lesson*. Play a game of *Is that your (mum)?* | OC / OE | LC | CLC, SIE, SCC |

**UNIT 3 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 5: Story and value** | | | | | | |
| **Objectives:**   * Consolidate language with a story. * Consider the value of loving your family.   **Materials:**   * CD 2; Flashcards 37–45 * Optional: family photos * Optional: paper and drawing materials | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Review contents with the activity *Who’s this*? or with the game *Noughts and crosses.* | OC / OE | LG | CLC / SCC | **Extra activities:** *Teacher’s Book* p. 117  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Introduction.* Ask questions about the story. | OC / OE | LG | CLC |
| **Pupil’s Book**, p. 42, Act. 11.*Listen* (CD2.13) | OC / OE | LG | CLC / SCC / SIE |
| *Value.* p. 42, *Love your family* | OC / OE | LG | CLC / SCC / LL/ SIE |
| **Activity Book**, p. 34, Act. 9. *Listen look and match (*CD2.14) | OC | Ind | CLC / MCST / SIE / LL |
| *Ending the lesson*. Movement activity with the language of the unit. | OC / OE | LG | CLC / SCC |

**UNIT 3 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 6: Talk time and Animal Sounds** | | | | | | |
| **Objectives:**   * Practise greeting family and friends with affection. * Practise saying the sound */d/.*   **Materials:**   * CD 2 | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play *Meet and greet.* | OC / OE | LG | CLC | **Extra activities:** *Teacher’s Book* p. 117  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| Presentation. Introduce greetings. | OC / OE | LG | CLC / SCC /SIE |
| **Pupil’s Book**, p. 43, Act. 12.*Listen and act.* (CD2.15), | OC / OE | LG / P | CLC / SCC |
| **Pupil’s Book**, p. 43, Act. 13.*Listen and say.* (CD2.16), | OC / OE | LG | CLC / LL |
| **Activity Book**, p. 35, Act. 10. *What’s missing? Look and draw. Then stick.* | WE | Ind | SIE / LL |
| **Activity Book**, p. 35, Act. 11. *Trace the letters.* | WE | Ind | CLC / SIE / LL |
| **Activity Book**, p. 35, Act. 12. *Listen and circle the /d/ words.* CD2.17 | OC / WCE | Ind | CLC / SIE / LL |
| *Ending the lesson*. Play *Meet and greet* introducing *How are you? (I’m fine, thanks.)* and *Goodbye.* | OC / WC | LG | CLC / SCC |

**UNIT 3 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 7: CLIL - *Geography*** | | | | | | |
| **Objectives:**   * Learn about continents.   **Materials:**   * CD 2 * Optional: a world map or globe * Optional: pictures to represent different continents (e.g. penguins for Antarctica, kangaroos for Australia, etc.) | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Present the language using a world map or globe. | OC / OE | LG | CLC/ SCC | **Extra activities:** *Teacher’s Book* p. 117 y 118  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| **Pupil’s Book**, p. 44, *What continent is it?* | OC / OE | LG | CLC / MCST |
| **Pupil’s Book**, p. 44, Act. 1 *Listen and say,* (CD2.18) | OC / OE | LG | CLC / MCST / SIE / SCC |
| **Pupil’s Book**, p.44, Act.2 Video 03 (p.126 TB). *Watch the video.* | OC | LG | CLC / MCST |
| **Pupil’s Book**, p. 44, Act. 3. *What continent are they from?* | RC/ OE | LG | CLC / MCST / SIE |
| **Pupil’s Book**, p. 44, *Guess What!* | OE | LG | CLC / MCST |
| **Activity Book**, p. 36, Act. 1. *Listen and write de numbers* (CD2.19) | OC / WE | Ind | CLC / MCST / SIE |
| **Activity Book**, p. 36, Act. 2. *Look at the map again. Listen and colour.* (CD2.20) | RC / OC | Ind / P | CLC / MCST / SIE |
| *Ending the lesson*. Action game with vocabulary. | OC / OE | LG | CLC / MCST / SCC |

**UNIT 3 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 8: CLIL project and evaluation** | | | | | | |
| **Objectives:**   * Colour and stick the continents onto a picture of the world. * Review the contents of the unit. * Complete the evaluation in the Activity Book.   **Materials:**   * CD 2; Flashcards 37-45 * Optional: word cards | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| Warmer. Oral activity to review the vocabulary and structures of the unit. | OC / OE / RC | 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. 45, Act. 4. *Colour and stick the continents.* | WE / OE | Ind / LG | CLC / MCST / SIE / SCC |
| **Activity Book**, p. 37, *Evaluation*. Act. 1. *Read and trace. Then circle and say.* | OE / WE | Ind | CLC / MCST / SIE / LL |
| **Activity Book**, p. 37, *Evaluation.* Act. 2. *What’s your favourite part? Use your stickers.* | OE / OC / WC | Ind | LL / SIE |
| **Activity Book**, p. 27 *Evaluation*. Act. 3. *Complete the colour.* | 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: AT HOME**

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| **Unit objectives** |
| In this unit pupils will be able to:   * Learn vocabulary for rooms and features in a home. * Practise vocabulary for rooms in a house. * Ask and answer where people are in a house. * Ask and answer where objects are. * Consolidate language with a story. * Consider the value of looking after things. * Practise the function of telling people to look after things. * Practise saying the sound */æ/*. * Learn about shapes. * Draw shapes. * Review the contents of the unit. * Be aware of their own progress by completing the evaluation in the Activity Book. |
| **Materials** |
| * Pupil’s Book and Activity Book * DVD / Presentation Plus * CD 2 * Flashcards 37-55 * Word cards * A4 paper and drawing materials or coloured paper/shapes, glue and scissors * Optional: paper and drawing materials, handmade story page worksheet, a story book |
| **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 4 BLOCK 1: COMPREHENSION OF ORAL TEXTS**

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| **CONTENTS** | **EVALUATION CRITERIA[[19]](#footnote-19)** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Comprehension of strategies in oral texts:**   * Identify vocabulary for rooms and features of a home. * Listen to a chant about the rooms in a house. * Listen and identify phrases for asking and saying where people are. * Listen to a song with prepositions of place. * Identify and understand the use of prepositions of place. * Listen to a story to consolidate the language of the unit. * Listen to a dialogue that highlights the importance of looking after things. * Listen to a tongue twister with words with the letter *a*. * Watch a video about shapes. | B1.EC.1.  B1.EC.2.  B1.EC.3.  B1.EC.5.  B1.EC.6. | B1.LS.1.  B1.LS.2.  B1.LS.3.  B1.LS.4.  B1.LS.5. | CLC.1.  CLC.2.  CLC.3.  MCST.3.  MCST.6.  DC.1.  SCC.1.  SCC.3.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Respect for classroom instructions. * Interest in using English in the classroom. * Appreciation of the importance of looking after things. * Interest in actively taking part in classroom activities. * Interest in identifying different shapes. |
| **Communicative functions:**   * Greetings and introductions. * Descriptions of people and objects. * Asking for and offering information, help, objects, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * Come and play in my (garden) today. * Where are you? I’m in the (kitchen). * Where’s (your brother/Mum)? He’s/She’s in the (garden). * Where’s the (doll)? It’s (under) (the chair)? * Look after my (books). | This is a story about (robots). * What shape is it?   Recycled language:   * What’s this? * This is my/the (bedroom). | Is it a (bedroom)? (Yes, it is. / No, it isn’t.) * Where’s (your (brother))? (He’s/She’s in the (living room).) * Is this your book? (No, it isn’t.) * Where’s (Grandma)? (She’s) in the (living room). Where’s (the book)? It’s in the (living room). * How many books can you see? * Here you are. I’m sorry. Thank you. |
| **Very frequent oral vocabulary (reception):**   * house, flat, bathroom, bedroom,dining room, living room, balcony, kitchen, hall, garden * in, on, under, table * circle, triangle, square   Recycled vocabulary:   * colours * family * numbers * table, chair, treehouse * the home, rooms * look after * sorry * shapes |
| **Sound, accent, rhythm and intonation patterns:**   * Identify the pronunciation of the sound /æ/ (*ant, apple*). |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Production strategies in oral texts:**   * Identify vocabulary for rooms and features of a home. * Say a chant about the rooms in a house. * Practise asking and answering where people are in a house. * Sing a song about where different objects are. * Ask and answer questions to practise the use of prepositions of place. * Repeat lines of the story of the unit to practise pronunciation and intonation. * Practise a dialogue that highlights the importance of looking after things. * Say a tongue twister with words with the letter *a*. * Practise simple language related to shapes. | B2.EC.1.  B2.EC.2  B2.EC.3.  B2.EC.4.  B2.EC.5.  B2.EC.6.  B2.EC.7. | B2.LS.1.  B2.LS.3.  B2.LS.4.  B2.LS.5.  B2.LS.6. | CLC.4.  CLC.5.  CLC.6.  MCST.3.  MCST.6.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Respect for classroom instructions. * Interest in using English in the classroom. * Appreciation of the importance of looking after things. * Interest in actively taking part in classroom activities. * Interest in identifying different shapes. |
| **Communicative functions:**   * Greetings and introductions. * Descriptions of people and objects. * Asking for and offering information, help, objects, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * Come and play in my (garden) today. * Where are you? I’m in the (kitchen). * Where’s (your brother/Mum)? He’s/She’s in the (garden). * Where’s the (doll)? It’s (under) (the chair)? * Look after my (books). | This is a story about (robots). * What shape is it?   Recycled language:   * What’s this? * This is my/the (bedroom). | Is it a (bedroom)? (Yes, it is. / No, it isn’t.) * Where’s (your (brother))? (He’s/She’s in the (living room).) * Is this your book? (No, it isn’t.) * Where’s (Grandma)? (She’s) in the (living room). Where’s (the book)? It’s in the (living room). * How many books can you see? * Here you are. I’m sorry. Thank you. |
| **Very frequent oral vocabulary (production):**   * house, flat, bathroom, bedroom,dining room, living room, balcony, kitchen, hall, garden * in, on, under, table * circle, triangle, square   Recycled vocabulary:   * colours * family * numbers * table, chair, treehouse * the home, rooms * look after * sorry * shapes |
| **Sound, accent, rhythm and intonation patterns:**   * Practise the pronunciation of the sound /æ/ (*ant, apple*). |

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

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| --- | --- | --- | --- |
| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Comprehension strategies in written texts:**   * Recognise vocabulary for rooms and features of a home. * Identify phrases for saying where people and objects are. * Identify words with the letter *a*. * Recognise simple vocabulary related to shapes. * Identify the spelling of the colour word *yellow*. | B3.EC.1.  B3.EC.6. | B3.LS.1.  B3.LS.2.  B3.LS.3. | CLC.8.  MCST.6.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Respect for classroom instructions. * Interest in using English in the classroom. * Appreciation of the importance of looking after things. * Interest in actively taking part in classroom activities. * Interest in identifying different shapes. |
| **Communicative functions:**   * Greetings and introductions. * Descriptions of people and objects. * Asking for and offering information, help, objects, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * Come and play in my (garden) today. * Where are you? I’m in the (kitchen). * Where’s (your brother/Mum)? He’s/She’s in the (garden). * Where’s the (doll)? It’s (under) (the chair)? * Look after my (books). | This is a story about (robots). * What shape is it?   Recycled language:   * What’s this? * This is my/the (bedroom). | Is it a (bedroom)? (Yes, it is. / No, it isn’t.) * Where’s (your (brother))? (He’s/She’s in the (living room).) * Is this your book? (No, it isn’t.) * Where’s (Grandma)? (She’s) in the (living room). Where’s (the book)? It’s in the (living room). * How many books can you see? * Here you are. I’m sorry. Thank you. |
| **Very frequent oral vocabulary (reception):**   * house, flat, bathroom, bedroom,dining room, living room, balcony, kitchen, hall, garden * in, on, under, table * circle, triangle, square   Recycled vocabulary:   * colours * family * numbers * table, chair, treehouse * the home, rooms * look after * sorry * shapes |
| **Graphic patterns and spelling conventions:**   * Identify the spelling of words related to rooms and features of a home. * Identify the spelling of words with the letter *a*. |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Production strategies in written texts:**   * Trace over words related to rooms and features of a home. * Practise tracing the letter *a*. * Trace over the colour word *yellow*. | B4.EC.4. | B4.LS.1. | CLC.9.  MCST.6.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Respect for classroom instructions. * Interest in using English in the classroom. * Appreciation of the importance of looking after things. * Interest in actively taking part in classroom activities. * Interest in identifying different shapes. |
| **Communicative functions:**   * Greetings and introductions. * Descriptions of people and objects. * Asking for and offering information, help, objects, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * Come and play in my (garden) today. * Where are you? I’m in the (kitchen). * Where’s (your brother/Mum)? He’s/She’s in the (garden). * Where’s the (doll)? It’s (under) (the chair)? * Look after my (books). | This is a story about (robots). * What shape is it?   Recycled language:   * What’s this? * This is my/the (bedroom). | Is it a (bedroom)? (Yes, it is. / No, it isn’t.) * Where’s (your (brother))? (He’s/She’s in the (living room).) * Is this your book? (No, it isn’t.) * Where’s (Grandma)? (She’s) in the (living room). Where’s (the book)? It’s in the (living room). * How many books can you see? * Here you are. I’m sorry. Thank you. |
| **Very frequent oral vocabulary (production):**   * house, flat, bathroom, bedroom,dining room, living room, balcony, kitchen, hall, garden * in, on, under, table * circle, triangle, square   Recycled vocabulary:   * colours * family * numbers * table, chair, treehouse * the home, rooms * look after * sorry * shapes |
| **Graphic patterns and spelling conventions:**   * Practise writing words related to rooms and features of a home. * Practise writing words with the letter *a*. |

**UNIT 4 PROGRAMME OF CLASSROOM ACTIVITIES**

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| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 1: Presentation of vocabulary** | | | | | | |
| **Objectives:**   * Learn vocabulary for rooms and features of a home.   **Materials:**   * CD 2; Flashcards 46–55 * Word cards (TB109) | | | | | | |
| **Activities** | **Skills/ Blocks[[20]](#footnote-20)** | **Interaction[[21]](#footnote-21)** | **Competences[[22]](#footnote-22)** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Oral activity to introduce vocabulary. | 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** |  |  |
| *Presentation*. Action activity to present the vocabulary of the lesson. | OC / OE | LG | CLC |
| **Pupil’s Book**, p. 48, Act. 1. *Listen. Who’s speaking?* (CD2.21) | OC | Ind | CLC |
| **Pupil’s Book**, p. 48, Act. 2. *Listen, point and say.* (CD2.22) | OC / OE | Ind / LG | CLC |
| **Pupil’s Book**, p. 48, Act. 3. *Listen and find.* (CD2.23) | OC / OE | Ind /P | CLC |
| **Pupil’s Book**, p. 48, *Find Leo* | OE | Ind / LG | CLC / SCC / SIE |
| **Activity Book**, p. 38, Act. 1. *Look at the picture and write the letter.* | WE / OE | Ind | CLC / SIE |
| *Ending the lesson*. Play a game of *I can see.* | OC / OE | LG | CLC / SCC / SIE |

**UNIT 4 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 2: Practice of vocabulary** | | | | | | |
| **Objectives:**   * Practise vocabulary for rooms in a house.   **Materials:**   * CD 2; Flashcards 46–55 * Word cards (TB109) * Optional: paper and drawing materials | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Review vocabulary for rooms in a house using flashcards and word cards. | 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** |  |  |
| **Pupil’s Book**, p. 49, Act. 4. *Say the chant* (CD2.24) | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 49, Act. 5. *Listen, and say the room.* | OC / OE | LG/P | CLC / SIE |
| **Activity Book**, p. 39, Act. 2. *Listen and stick (*CD2.25) | OC | Ind | CLC / SEE / LL |
| **Activity Book**, p. 39, Act. 3.*Look, read and circle the correct word.* | WC | Ind | CLC / SIE |
| **Activity Book,** *p. 88, My picture dictionary, Tick the words you know and trace.* | WC / WE | Ind | SIE / LL |
| *Ending the lesson*. Play a mime game using the expression *Come and play.* | OC / OE | LG | CLC / SCC / SIE |

**UNIT 4 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 3: Presentation and practice of grammar 1** | | | | | | |
| **Objectives:**   * Ask and answer about where people are in a house.   **Materials:**   * CD; Flashcards 37-55 * Optional: paper and drawing materials | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Oral activity to review vocabulary for rooms in a house. | 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*. Practise asking and answering about family members and rooms in a house. | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 50, Act. 6. *Listen, look and say* (CD2.26) | OC / OE | LG | CLC / CAE |
| **Pupil’s Book**, p. 50, Act. 7. *Listen and say flat 1 or flat* (CD2.27) | OC / OE | LG / P | CLC / SIE / SCC |
| **Activity Book**, p. 40, Act. 4. *Look, read and match.*) | WE | Ind | CLC / SIE |
| **Activity Book**, p. 40, Act. 5. *Draw yourself. Ask and answer with a friend.* | OE | P | CLC / SCC |
| *Ending the lesson*. Play a game of *Where’s the (mum)?* | OE | LG | CLC / SIE / SCC |

**UNIT 4 PROGRAMME OF CLASSROOM ACTIVITIES**

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| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 4: Presentation and practice of grammar 2** | | | | | | |
| **Objectives:**   * Ask and answer about where objects are.   **Materials:**   * CD 2; Flashcards 37-55 * Classroom objects * Optional: paper and drawing materials | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Mime to answer *Where’s (your dad)?* | OC / OE | LG / P | CLC / SIE / SCC | **Extra activities:** *Teacher’s Book* p. 118  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation*. Oral activity with *What’s this*? and *Where’s (the book)?* | OC / OE | LG | CLC / SIE / SCC |
| **Pupil’s Book**, p. 51, Act. 8. *Sing the song.* (CD2.28) | OC / OE | LG | CLC / SIE / SCC |
| **Pupil’s Book**, p. 51, Act. 9.*Listen and say yes or no.* (CD2.29) | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 51, Act. 10.*Ask and answer.* | OC / OE | P | CLC / SIE |
| **Activity Book**, p. 41, Act. 6. *Listen, and write the number. (*CD2.12) | OC / RC | Ind | CLC / SIE / MCST |
| **Activity Book**, .33, Act. 7. *Draw the objects in the picture. Ask and answer.* | RC | P | CLC |
| *Ending the lesson*. Play *Where’s (the book)?* | OC / OE | LG | CLC / SIE / SCC |

**UNIT 4 PROGRAMME OF CLASSROOM ACTIVITIES**

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| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 5: Story and value** | | | | | | |
| **Objectives:**   * Consolidate language with a story. * Consider the value of looking after things.   **Materials:**   * CD 2 * Optional: a story book * Optional: handmade story page worksheet | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play a game of *Guess where!* | OC / OE | LG | CLC / SCC | **Extra activities:** *Teacher’s Book* p. 118  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Introduction.* Ask questions about the story. | OC / OE | LG | CLC |
| **Pupil’s Book**, p. 52, Act. 11.*Listen* (CD2.31) | OC / OE | LG | CLC / SCC / SIE |
| *Value.* p. 52, *Look after things.* | OC / OE | LG | CLC / SCC / LL / SIE |
| **Activity Book**, p. 42, Act. 8. *Listen and number.* | OC | Ind | CLC / MCST / SIE / LL |
| *Ending the lesson*. Play *Simon says.* | OC / OE | LG | CLC / SCC |

**UNIT 4 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 6: Talk time and Animal Sounds** | | | | | | |
| **Objectives:**   * Practise the function of telling people to look after things * Practise saying the sound /æ/.   **Materials:**   * CD 2 | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play a game of *Correct my mistakes.* | OC / OE | LG | CLC | **Extra activities:** *Teacher’s Book* p. 118-119  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| **Pupil’s Book**, p. 53, Act. 12.*Listen and act.* (CD2.33), | OC / OE | LG / P | CLC / SCC |
| **Pupil’s Book**, p. 53, Act. 13.*Listen and say.* (CD2.34), | OC / OE | LG | CLC / LL |
| **Activity Book**, p. 43, Act. 9. *What’s missing? Look and draw. Then stick.* | WE | Ind | SIE / LL |
| **Activity Book**, p. 43, Act. 10. *Trace the letters.* | WE | Ind | CLC / SIE / LL |
| **Activity Book**, p. 43, Act. 11. *Listen and circle the /a/ words.* CD2.35 | OC / OE | Ind | CLC / SIE / LL |
| *Ending the lesson*. Play the *Sentence chain* game. | OC / OE | LG | CLC / SCC |

**UNIT 4 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 7: CLIL - *Maths*** | | | | | | |
| **Objectives:**   * Learn about shapes.   **Materials:**   * CD 2; DVD | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Review vocabulary for rooms in a house and play *What’s missing?* | 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. 54, *What shape is it?* | OC / OE | LG | CLC / MCST |
| **Pupil’s Book**, p. 55, Act. 1 *Listen and say,* (CD2.36) | OC / OE | LG | CLC / MCST / SIE / SCC |
| **Pupil’s Book**, p.55, Act.2 Video 04 (p.126 TB). *Watch the video.* | OC | LG | CLC / MCST |
| **Pupil’s Book**, p. 55, Act. 3 *Look and say circle, triangle or square.* | RC / OE | LG | CLC / MCST / SIE |
| **Pupil’s Book**, p. 55, *Guess What!* | OE | LG | CLC / MCST |
| **Activity Book**, p. 44, Act. 1.*Look and colour the shapes.* | OC / WE | Ind | CLC / MCST / SIE |
| **Activity Book**, p. 44, Act. 2. *What’s next? Match then draw and colour*  *the shapes.* | RC / OC | Ind / P | CLC / MCST / SIE / LL |
| *Ending the lesson*. Activity to review language. | OC / OE | LG / P | CLC / MCST / SCC |

**UNIT 4 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 8: CLIL project and evaluation** | | | | | | |
| **Objectives:**   * Draw shapes. * Review the contents of the unit. * Complete the evaluation in the Activity Book.   **Materials:**   * A4 paper and drawing materials or coloured paper/shapes, glue and scissors | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| Warmer. Play a version of the *Drawing game.* | OC / OE / RC | LG | CLC / MCST / SCC | **Extra activities:** *Teacher’s Book* p.  **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. 4. *Make a shapes picture.* | WC / OE | P / LG | CLC / MCST / SIE / SCC |
| **Activity Book**, p. 45, *Evaluation*. Act. 1. *Read and trace. Then circle and say.* | OC / RC | Ind | CLC / MCST / SIE / LL |
| **Activity Book**, p. 45, *Evaluation.* Act. 2. *What’s your favourite part? Use your stickers.* | OE / OC / WC | Ind | LL / SIE |
| **Activity Book**, p. 45 *Evaluation*. Act. 3. *Complete the colour.* | 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: MY BODY**

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| **Unit objectives** |
| In this unit pupils will be able to:   * Learn vocabulary for parts of the body. * Practise vocabulary for parts of the body. * Identify robots by the body parts they’ve got. * Ask and answer about parts of the body robots have got. * Consolidate language with a story. * Consider the value of keeping clean. * Practise the function of asking people to keep clean. * Practise saying the sound /ɪ/. * Learn about the five senses. * Make a senses poster. * Review the contents of the unit. * Be aware of their own progress by completing the evaluation in the Activity Book. |
| **Materials** |
| * Pupil’s Book and Activity Book * DVD / Presentation Plus * CD 2 * Flashcards 37-45 and 56-65 * A piece of paper the same size as the flashcards with a hole cut in it * A collection of different objects which you can use for pupils to see, smell, touch or listen to * Optional: flashcards 1-16; classroom objects and a small bag; clay, playdough, salt dough or drawing materials; paper and drawing materials |
| **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 5 BLOCK 1: COMPREHENSION OF ORAL TEXTS**

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| **CONTENTS** | **EVALUATION CRITERIA[[23]](#footnote-23)** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Comprehension strategies in oral texts:**   * Identify vocabulary for parts of the body. * Listen to a chant about parts of the body and do the actions that are mentioned. * Listen and understand simple instructions. * Listen and identify the use of *have got / haven’t got*. * Listen to a song with the key language of the unit. * Listen to a story to review language. * Listen to a dialogue about being clean. * Listen to a tongue twister with words with the letter *i.* * Watch a video about the five senses. | B1.EC.1.  B1.EC.2.  B1.EC.3.  B1.EC.5.  B1.EC.6. | B1.LS.1.  B1.LS.2.  B1.LS.3.  B1.LS.4.  B1.LS.5. | CLC.1.  CLC.2.  CLC.3.  MCST.3.  MCST.6.  DC.1.  SCC.1.  SCC.3.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Interest in learning about traditional clothes or costumes in other countries and think about those in their own country. * Respect for classroom rules. * Interest in following classroom instructions. * Willingness to take turns in games and classroom activities. * Interest for actively taking part in classroom activities. * Appreciation of the importance of keeping clean. * Interest in learning contents of other areas of the curriculum in English. |
| **Communicative functions:**   * Greetings and introductions. * Descriptions of people and objects. * Asking for and offering information, help, objects, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * Move/Touch/Point to your (head). * I’ve got/I haven’t got (a red head) * Have you got a (blue nose)? (Yes, I have. / No, I haven’t.) * Oh dear! * Wash your (hands), please. * What sense is it?   Recycled language:   * Clap your hands. Stamp your feet. Open/Close your (eyes). * Move/Touch/Point to your (head). * What is it? (It’s a (sand monster).) | Look at (your hands). * Look at your (feet). | Oh dear! | Wash your (feet). |
| **Very frequent oral vocabulary (reception):**   * head, nose, eyes, ears, mouth, hair, arms, legs, hands, feet * monster * sand, competition, dirty, clean * iguana * ink * sight, sound, smell, taste, touch, hear, feel   Recycled vocabulary:   * Parts of the body * Colours * Numbers * Monster * Dirty, clean * See * Sense nouns |
| **Sound, accent, rhythm and intonation patterns:**   * Identify the pronunciation of the sound /ɪ/ (*iguana, ink).* |

**UNIT 5 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 parts of the body. * Say a chant about parts of the body and do the actions that are mentioned. * Learn and use *have got / haven’t got* correctly. * Sing a song focusing on pronunciation. * Ask and answer questions in pairs to identify who they are talking about according to their description. * Act out a dialogue to practise the function of asking someone to keep clean. * Say a tongue twister with words with the letter *i*. * Practise vocabulary related to the five senses. | B2.EC.1.  B2.EC.2  B2.EC.3.  B2.EC.4.  B2.EC.5.  B2.EC.6.  B2.EC.7. | B2.LS.1.  B2.LS.3.  B2.LS.4.  B2.LS.5.  B2.LS.6. | CLC.4.  CLC.5.  CLC.6.  MCST.3.  MCST.6.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Interest in learning about traditional clothes or costumes in other countries and think about those in their own country. * Respect for classroom rules. * Interest in following classroom instructions. * Willingness to take turns in games and classroom activities. * Interest for actively taking part in classroom activities. * Appreciation of the importance of keeping clean. * Interest in learning contents of other areas of the curriculum in English. |
| **Communicative functions:**   * Greetings and introductions. * Descriptions of people and objects. * Asking for and offering information, help, objects, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * Move/Touch/Point to your (head). * I’ve got/I haven’t got (a red head) * Have you got a (blue nose)? (Yes, I have. / No, I haven’t.) * Oh dear! * Wash your (hands), please. * What sense is it?   Recycled language:   * Clap your hands. Stamp your feet. Open/Close your (eyes). * Move/Touch/Point to your (head). * What is it? (It’s a (sand monster).) | Look at (your hands). * Look at your (feet). | Oh dear! | Wash your (feet). |
| **Very frequent oral vocabulary (production):**   * head, nose, eyes, ears, mouth, hair, arms, legs, hands, feet * monster * sand, competition, dirty, clean * iguana * ink * sight, sound, smell, taste, touch, hear, feel   Recycled vocabulary:   * Parts of the body * Colours * Numbers * Monster * Dirty, clean * See * Sense nouns |
| **Sound, accent, rhythm and intonation patterns:**   * Practise the pronunciation of the sound /ɪ/ (*iguana, ink).* |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Comprehension strategies in written texts:**   * Recognise vocabulary for parts of the body. * Recognise the structure *have got / haven’t got.* * Identify words with the letter *i.* * Recognise the written form of the five senses. * Recognise the colour word *blue*. | B3.EC.1.  B3.EC.6. | B3.LS.1.  B3.LS.2.  B3.LS.3. | CLC.8.  MCST.6.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Interest in learning about traditional clothes or costumes in other countries and think about those in their own country. * Respect for classroom rules. * Interest in following classroom instructions. * Willingness to take turns in games and classroom activities. * Interest for actively taking part in classroom activities. * Appreciation of the importance of keeping clean. * Interest in learning contents of other areas of the curriculum in English. |
| **Communicative functions:**   * Greetings and introductions. * Descriptions of people and objects. * Asking for and offering information, help, objects, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * Move/Touch/Point to your (head). * I’ve got/I haven’t got (a red head) * Have you got a (blue nose)? (Yes, I have. / No, I haven’t.) * Oh dear! * Wash your (hands), please. * What sense is it?   Recycled language:   * Clap your hands. Stamp your feet. Open/Close your (eyes). * Move/Touch/Point to your (head). * What is it? (It’s a (sand monster).) | Look at (your hands). * Look at your (feet). | Oh dear! | Wash your (feet). |
| **Very frequent written vocabulary (reception):**   * head, nose, eyes, ears, mouth, hair, arms, legs, hands, feet * monster * sand, competition, dirty, clean * iguana * ink * sight, sound, smell, taste, touch, hear, feel   Recycled vocabulary:   * Parts of the body * Colours * Numbers * Monster * Dirty, clean * See * Sense nouns |
| **Graphic patterns and spelling conventions:**   * Identifiy the spelling of words for parts of the body. * Identify the spelling of words with the letter *i.* |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Production strategies in written texts:**   * Write vocabulary for parts of the body. * Trace over the colour word *blue*. | B4.EC.4. | B4.LS.1. | CLC.9.  MCST.6.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Interest in learning about traditional clothes or costumes in other countries and think about those in their own country. * Respect for classroom rules. * Interest in following classroom instructions. * Willingness to take turns in games and classroom activities. * Interest for actively taking part in classroom activities. * Appreciation of the importance of keeping clean. * Interest in learning contents of other areas of the curriculum in English. |
| **Communicative functions:**   * Greetings and introductions. * Descriptions of people and objects. * Asking for and offering information, help, objects, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * Move/Touch/Point to your (head). * I’ve got/I haven’t got (a red head) * Have you got a (blue nose)? (Yes, I have. / No, I haven’t.) * Oh dear! * Wash your (hands), please. * What sense is it?   Recycled language:   * Clap your hands. Stamp your feet. Open/Close your (eyes). * Move/Touch/Point to your (head). * What is it? (It’s a (sand monster).) | Look at (your hands). * Look at your (feet). | Oh dear! | Wash your (feet). |
| **Very frequent written vocabulary (production):**   * head, nose, eyes, ears, mouth, hair, arms, legs, hands, feet * monster * sand, competition, dirty, clean * iguana * ink * sight, sound, smell, taste, touch, hear, feel   Recycled vocabulary:   * Parts of the body * Colours * Numbers * Monster * Dirty, clean * See * Sense nouns |
| **Graphic patterns and spelling conventions:**   * Practise writing words for parts of the body. * Practise writing words with the letter *i.* |

**UNIT 5 PROGRAMME OF CLASSROOM ACTIVITIES**

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| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 1: Presentation of vocabulary** | | | | | | |
| **Objectives:**   * Name different parts of the body.   **Materials:**   * CD 2; Flashcards 37-45 and 56-65 * Word cards (TB110) * A piece of paper the same size as the flashcards with a hole cut in it | | | | | | |
| **Activities** | **Skills/ Blocks[[24]](#footnote-24)** | **Interaction[[25]](#footnote-25)** | **Competences[[26]](#footnote-26)** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Review vocabulary from previous units. | OC / OE | LG | CLC / SCC | **Extra activities:** *Teacher’s Book* p. 119  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation*. Action activity to present the vocabulary of the lesson. | OC / OE | LG | CLC |
| **Pupil’s Book**, p. 60, Act. 1. *Listen. Who’s speaking?* (CD2.38) | OC | Ind | CLC |
| **Pupil’s Book**, p. 60, Act. 2. *Listen, point and say.* (CD2.39) | OC / OE | Ind / LG | CLC |
| **Pupil’s Book**, p. 60, Act. 3. *Listen and find.* (CD2.40) | OC / OE | Ind /P | CLC |
| **Pupil’s Book**, p. 60, *Find Leo.* | OE | Ind / LG | CLC / SCC / SIE |
| **Activity Book**, p.48, Act. 1. *Read and circle the correct word.* | WE / OE | Ind | CLC / SIE |
| *Ending the lesson*. Action activity to review vocabulary. | OC / OE | LG | CLC / SCC / SIE |

**UNIT 5 PROGRAMME OF CLASSROOM ACTIVITIES**

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| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 2: Practice of vocabulary** | | | | | | |
| **Objectives:**   * Practise vocabulary for parts of the body.   **Materials:**   * CD 1; Flashcards 56-65 * Word cards (TB110) | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Review vocabulary for parts of the body using flashcards and word cards. | OC / OE / RC | LG | CLC / SIE | **Extra activities:** *Teacher’s Book* p. 119  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| **Pupil’s Book**, p. 61, Act. 4. *Say the chant* (CD2.41) | OC / OE | LG | CLC / SEE |
| **Pupil’s Book**, p. 61, Act. 5. *Look and say the action.* | OC / OE | LC / P | CLC / SIE |
| **Activity Book**, p. 49, Act. 2. *Listen and stick (*CD2.25) | OC | Ind | CLC / SIE / LL |
| **Activity Book**, p. 49, Act. 3.*Look at the picture. Find and circle the words.* | WC / RC | Ind | CLC / SIE |
| **Activity Book,** *p. 89, My picture dictionary, Tick the words you know and trace.* | WC / WE | Ind | SIE / LL |
| *Ending the lesson*. Play *Simon says.* | OC / OE | LG | CLC / SCC / SIE |

**UNIT 5 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 3: Presentation and practice of grammar 1** | | | | | | |
| **Objectives:**   * Identify robots by the body parts they’ve got.   **Materials:**   * CD 2 * Optional: classroom objects and a small bag | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play a game of *Copycat.* | OC / OE | LG | CLC / SIE | **Extra activities:** *Teacher’s Book* p. 119  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation*. Practise the structures of the lesson. | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 62, Act. 6. *Listen, look and say* (CD2.43) | OC / OE | LG | CLC / CAE |
| **Pupil’s Book**, p. 50, Act. 7. *Listen and say the name* (CD2.44) | OC / OE | LG / P | CLC / SIE / SCC |
| **Activity Book**, p. 50, Act. 4. *Listen and tick ✓.*(CD2.45) | WC | Ind | CLC / SIE |
| **Activity Book**, p. 50, Act. 5. *What’s different? Circle the word.* | WE / RC | Ind | CLC / SCC |
| *Ending the lesson*. Play a game of *Stand up and sit down.* | OC / OE | LG | CLC / SIE / SCC |

**UNIT 5 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 4: Presentation and practice of grammar 2** | | | | | | |
| **Objectives:**   * Ask and answer about parts of the body robots have got.   **Materials:**   * CD 2; Flashcards 56–65 * Word cards (TB110) * Optional: flashcards 6-16 * Optional: classroom objects | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play *Guess who!* | OC / OE | LG / P | CLC / SIE / SCC | **Extra activities:** *Teacher’s Book* p. 119 y 120  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation*. Oral activity using *Have you got (two feet).* | OC / OE | LG | CLC / SIE / SCC |
| **Pupil’s Book**, p. 63, Act. 8. *Sing the song.* (CD2.46) | OC / OE | LG | CLC / SIE / SCC |
| **Pupil’s Book**, p. 63, Act. 10.*Ask and answer.* | OC / OE | LG /P | CLC / SIE |
| **Activity Book**, p. 51, Act. 6. *Look, read and tick ✓.* | RC | Ind | CLC / SIE / MCST |
| **Activity Book**, .51, Act. 7. *Draw a robot. Then complete the sentences****.*** | RC / WE | Ind | CLC |
| *Ending the lesson*. Play a game of *Last one standing.* | OC / OE | LG | CLC / SIE / SCC |

**UNIT 5 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 5: Story and value** | | | | | | |
| **Objectives:**   * Consolidate language with a story. * Consider the value of keeping clean.   **Materials:**   * CD 2 * Optional: clay, playdough, salt dough or drawing materials | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Oral activity to review vocabulary. | 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** |  |  |
| *Introduction.* Ask questions about the story. | OC / OE | LG | CLC |
| **Pupil’s Book**, p. 64, Act. 10.*Listen* (CD2.47) | OC / OE | LG | CLC / SCC / SIE |
| *Value.* p. 64, *Be clean.* | OC / OE | LG | CLC / SCC / LL / SIE |
| **Activity Book**, p. 42, Act. 8. *Listen and tick,* (CD2.48) | OC | Ind | CLC / MCST / SIE / LL |
| *Ending the lesson*. Play a game of *Who’s speaking?* | OC / OE | LG | CLC / SCC |

**UNIT 5 PROGRAMME OF CLASSROOM ACTIVITIES**

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| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 6: Talk time and Animal Sounds** | | | | | | |
| **Objectives:**   * Practise the function of asking people to keep clean. * Practise saying the sound /I/.   **Materials:**   * CD 2 | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Mime game. | OC / OE | LG | CLC | **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. 65, Act. 11.*Listen and act.* (CD2.49), | OC / OE | LG / P | CLC / SCC |
| **Pupil’s Book**, p. 65 Act. 13.*Listen and say.* (CD2.50) | OC / OE | LG | CLC / LL |
| **Activity Book**, p. 53, Act. 9. *What’s missing? Look and draw. Then stick.* | WE | Ind | SIE / LL |
| **Activity Book**, p. 53, Act. 10. *Trace the letters.* | WE | Ind | CLC / SIE / LL |
| **Activity Book**, p. 53, Act. 11. *Listen and circle the /i/ words.* (CD2.51) | OC / OE | Ind | CLC / SIE / LL |
| *Ending the lesson Play Simon Says.* | OC / OE | LG | CLC |

**UNIT 5 PROGRAMME OF CLASSROOM ACTIVITIES**

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| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 7: CLIL - *Science*** | | | | | | |
| **Objectives:**   * Learn about the five senses.   **Materials:**   * CD 2; DVD * Optional: Items and food for the sensory test activities. | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Oral activity to present the five senses. | 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. 66, *What sense is it?* | OC / OE | LG | CLC / MCST |
| **Pupil’s Book**, p. 67, Act. 1 *Listen and say,* (CD2.52) | OC / OE | LG | CLC / MCST / SIE / SCC |
| **Pupil’s Book**, p.67, Act.2 Video 05 (p.126 TB). *Watch the video.* | OC | LG | CLC / MCST |
| **Pupil’s Book**, p. 67, Act. 3 *Look and say the senses.* | RC / OE | LG | CLC / MCST / SIE |
| **Pupil’s Book**, p. 67, *Guess What!* | OE | GG | CLC / MCST |
| **Activity Book**, p. 54, Act. 1.*Look read and match.* | WC / WE | Ind | CLC / MCST / SIE |
| **Activity Book**, p. 44, Act. 2. *Look and tick.* | RC / OC | LC / P | CLC / MCST / SIE / LL |
| *Ending the lesson*. Identify objects and review language. | OC / OE | LG / P | CLC / MCST / SCC |

**UNIT 5 PROGRAMME OF CLASSROOM ACTIVITIES**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 8: CLIL project and evaluation** | | | | | | |
| **Objectives:**   * Make a senses poster. * Review contents of the unit. * Complete the evaluation in the Activity Book.   **Materials:**   * A collection of different objects which you can use for pupils to see, smell, touch or listen to. * Optional: paper and drawing materials | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| Warmer. Guess objects using the five senses. | OC / OE / RC | LG | CLC / MCST / SCC | **Extra activities:** *Teacher’s Book* p. 120  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** | **Assessment reources:**   * End-of-unit test: *Teacher’s Resource File* and *Tests CD-ROM.* * The Cambridge Teacher   [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Self-evaluation:**  Evaluation. *Activity Book* |  |
| **Pupil’s Book**, p. 67, Act. 4. *Make a sense poster.* | WC / OE / WE | LG | CLC / MCST / SIE / SCC |
| **Activity Book**, p. 55, *Evaluation*. Act. 1. *Look, match and trace. Then read and say.* | WE / WC | Ind | CLC / MCST / SIE / LL |
| **Activity Book**, p. 55, *Evaluation.* Act. 2. *What’s your favourite part? Use your stickers.* | OE / OC / WC | Ind | LL / SIE |
| **Activity Book**, p. 55 *Evaluation*. Act. 3. *Complete the colour.* | 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: FOOD**

|  |
| --- |
| **Unit objectives** |
| In this unit pupils will be able to:   * Learn food and drink vocabulary. * Practise the vocabulary of the unit. * Learn to say what food they like or don’t like. * Ask and answer about the food they like. * Consolidate language with a story. * Consider the value of being patient. * Practise the function of asking for things politely. * Practise saying the sound */e/.* * Learn what food comes from plants and animals. * Make a food poster. * Review the contents of the unit. * Be aware of their own progress by completing the evaluation in the Activity Book. |
| **Materials** |
| * Pupil’s Book and Activity Book * DVD / Presentation Plus * CD 3 * Flashcards 66-75 * Paper and drawing materials * Optional: word cards, a picnic blanket, food pictures downloaded from the internet (a mix of plant and animal sources) |
| **Mixed-ability resources** |
| * Reinforcement and Extension activities. Teacher’s Book p. 120-121 * Online Resources * Access to more materials on the Cambridge Teacher: [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es) |
| **Assessment resources** |
| * Unit tests: End-of-unit test, Teacher’s Resource File and Tests CD-ROM. * Self-evaluation: Activity Book, Evaluation. * Access to more materials on the Cambridge Teacher: [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es) |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **CONTENTS** | **EVALUATION CRITERIA[[27]](#footnote-27)** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Comprehension strategies in oral texts:**   * Listen and understand food and drink vocabulary. * Listen to a chant about food focusing on pronunciation. * Listen and identify language for saying what food they like or don’t like. * Listen to a song with the key language of the lesson. * Listen to a story to review language. * Listen to a dialogue about being patient. * Listen to a tongue twister with words with the letter *e*. * Watch a video about food sources. | B1.EC.1.  B1.EC.2.  B1.EC.3.  B1.EC.5.  B1.EC.6. | B1.LS.1.  B1.LS.2.  B1.LS.3.  B1.LS.4.  B1.LS.5. | CLC.1.  CLC.2.  CLC.3.  MCST.3.  MCST.6.  MCST.9.  DC.1.  SCC.1.  SCC.3.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Respect for classroom rules. * Interest in learning about food in other countries. * Interest in identifying healthy food. * Interest in and respect for the likes of others. * Appreciation of the importance of being patient. * Interest in learning contents of other areas of the curriculum in English. |
| **Communicative functions:**   * Greetings and introductions. * Descriptions of people and objects. * Asking for and offering information, help, objects, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * I like/don’t like (bananas). * Do you like (eggs)? (Yes, I do. / No, I don’t.) Yuck! * Wait! Be patient. * Can we have (four eggs), please? * Where is food from?   Recycled language:   * I’ve got (two eggs). * I like/don’t like (cheese). * Where (are the eggs)? | It’s a (farm). * Have you got (four eggs)? (Yes, I have.) | I like/don’t like (eggs). * Do you like (eggs)? (Yes, I do. / No, I don’t.) * Can I have (four apples), please? (Yes, here you are.) Thank you. |
| **Very frequent oral vocabulary (reception):**   * chicken, water, orange, cheese, milk, egg, apple, banana, juice, bread * yum, eat, drink * with * farm, hen * cow, plant, animal   Recycled vocabulary:   * food and drink * numbers * eggs * plant, animal |
| **Sound, accent, rhythm and intonation patterns:**   * Identify the pronunciation of the sound /e/ (*elephant).* |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Production strategies in oral texts:**   * Identify and practise food and drink vocabulary. * Say a chant with food vocabulary. * Review and practise the use of *have got / haven’t got.* * Learn and practise language for talking about tastes and preferences. * Sing a song about food focusing on pronunciation. * Ask and answer questions in pairs about what food they like or don’t like. * Act out a dialogue about asking someone to be patient. * Say a tongue twister with words with the letter *e*. * Talk about food sources. | B2.EC.1.  B2.EC.2  B2.EC.3.  B2.EC.4.  B2.EC.5.  B2.EC.6.  B2.EC.7. | B2.LS.1.  B2.LS.3.  B2.LS.4.  B2.LS.5.  B2.LS.6. | CLC.4.  CLC.5.  CLC.6.  MCST.3.  MCST.6.  MCST.9.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Respect for classroom rules. * Interest in learning about food in other countries. * Interest in identifying healthy food. * Interest in and respect for the likes of others. * Appreciation of the importance of being patient. * Interest in learning contents of other areas of the curriculum in English. |
| **Communicative functions:**   * Greetings and introductions. * Descriptions of people and objects. * Asking for and offering information, help, objects, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * I like/don’t like (bananas). * Do you like (eggs)? (Yes, I do. / No, I don’t.) Yuck! * Wait! Be patient. * Can we have (four eggs), please? * Where is food from?   Recycled language:   * I’ve got (two eggs). * I like/don’t like (cheese). * Where (are the eggs)? | It’s a (farm). * Have you got (four eggs)? (Yes, I have.) | I like/don’t like (eggs). * Do you like (eggs)? (Yes, I do. / No, I don’t.) * Can I have (four apples), please? (Yes, here you are.) Thank you. |
| **Very frequent oral vocabulary (production):**   * chicken, water, orange, cheese, milk, egg, apple, banana, juice, bread * yum, eat, drink * with * farm, hen * cow, plant, animal   Recycled vocabulary:   * food and drink * numbers * eggs * plant, animal |
| **Sound, accent, rhythm and intonation patterns:**   * Practise the pronunciation of the sound /e/ (*elephant).* |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Comprehension strategies in written texts:**   * Identify the written form of words for food and drink. * Recognise the structure *like / don’t like.* * Identify words with the letter *e.* * Recognise the colour word *purple*. | B3.EC.1.  B3.EC.6. | B3.LS.1.  B3.LS.2.  B3.LS.3. | CLC.8.  MCST.6.  MCST.9.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Respect for classroom rules. * Interest in learning about food in other countries. * Interest in identifying healthy food. * Interest in and respect for the likes of others. * Appreciation of the importance of being patient. * Interest in learning contents of other areas of the curriculum in English. |
| **Communicative functions:**   * Greetings and introductions. * Descriptions of people and objects. * Asking for and offering information, help, objects, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * I like/don’t like (bananas). * Do you like (eggs)? (Yes, I do. / No, I don’t.) Yuck! * Wait! Be patient. * Can we have (four eggs), please? * Where is food from?   Recycled language:   * I’ve got (two eggs). * I like/don’t like (cheese). * Where (are the eggs)? | It’s a (farm). * Have you got (four eggs)? (Yes, I have.) | I like/don’t like (eggs). * Do you like (eggs)? (Yes, I do. / No, I don’t.) * Can I have (four apples), please? (Yes, here you are.) Thank you. |
| **Very frequent written vocabulary (reception):**   * chicken, water, orange, cheese, milk, egg, apple, banana, juice, bread * yum, eat, drink * with * farm, hen * cow, plant, animal   Recycled vocabulary:   * food and drink * numbers * eggs * plant, animal |
| **Graphic patterns and convention spellings:**   * Identify the spelling of words for food and drink. * Identify the spelling of words with the letter *e.* |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Production strategies in written texts:**   * Write words for food and drink. * Identify and use *Yes, I do / No, I don’t* correctly to answer questions. * Trace over the letter *e* to complete a tongue twister. * Order the letters to write the colour word *purple.* | B4.EC.1.  B4.EC.4. | B4.LS.1. | CLC.9.  MCST.6.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Respect for classroom rules. * Interest in learning about food in other countries. * Interest in identifying healthy food. * Interest in and respect for the likes of others. * Appreciation of the importance of being patient. * Interest in learning contents of other areas of the curriculum in English. |
| **Communicative functions:**   * Greetings and introductions. * Descriptions of people and objects. * Asking for and offering information, help, objects, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * I like/don’t like (bananas). * Do you like (eggs)? (Yes, I do. / No, I don’t.) Yuck! * Wait! Be patient. * Can we have (four eggs), please? * Where is food from?   Recycled language:   * I’ve got (two eggs). * I like/don’t like (cheese). * Where (are the eggs)? | It’s a (farm). * Have you got (four eggs)? (Yes, I have.) | I like/don’t like (eggs). * Do you like (eggs)? (Yes, I do. / No, I don’t.) * Can I have (four apples), please? (Yes, here you are.) Thank you. |
| **Very frequent written vocabulary (reception):**   * chicken, water, orange, cheese, milk, egg, apple, banana, juice, bread * yum, eat, drink * with * farm, hen * cow, plant, animal   Recycled vocabulary:   * food and drink * numbers * eggs * plant, animal |
| **Graphic patterns and convention spellings:**   * Practise writing words for food and drink. * Practise writing words with the letter *e.* |

**UNIT 6 PROGRAMME OF CLASSROOM ACTIVITIES**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 1: Presentation of vocabulary** | | | | | | |
| **Objectives:**   * Learn food and drink vocabulary.   **Materials:**   * CD 3; Flashcards 66-75; Word cards (TB111) * Optional: a picnic blanket | | | | | | |
| **Activities** | **Skills/ Blocks[[28]](#footnote-28)** | **Interaction[[29]](#footnote-29)** | **Competences[[30]](#footnote-30)** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Present the vocabulary of the lesson using *What’s this?* | OC / OE | LG | CLC / SCC | **Extra activities:** *Teacher’s Book* p. 120  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation*. Oral activity to present the vocabulary of the lesson. | OC / OE | LG | CLC |
| **Pupil’s Book**, p. 70, Act. 1. *Listen. Who’s speaking?* (CD3.02) | OC | LC | CLC |
| **Pupil’s Book**, p. 70, Act. 2. *Listen, point and say.* (CD3.02) | OC / OE / RC | Ind / LG | CLC |
| **Pupil’s Book**, p. 70, Act. 3. *Listen and find.* (CD3.04) | OC / OE | Ind /P | CLC / MCST |
| **Pupil’s Book**, p. 70, *Find Leo.* | OE | Ind / LG | CLC / SCC / SIE |
| **Activity Book**, p.56, Act. 1. *Look and write the word.* | WE / OE / RC | Ind | CLC / SIE |
| **Activity Book**, p.56, Act. 2. *Complete the words and match.* | RC / WE | Ind | CLC / SIE |
| *Ending the lesson*. Play *Bingo* to review vocabulary. | OC / OE | LG | CLC / SCC / SIE |

**UNIT 6 PROGRAMME OF CLASSROOM ACTIVITIES**

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| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 2: Practice of vocabulary** | | | | | | |
| **Objectives:**   * Practise the vocabulary of the unit.   **Materials:**   * CD 3; Flashcards 66–75 * Word cards (TB111) * Optional: drawing materials | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play a game of *Stand in order.* | OC / OE / RC | LG | CLC / SIEE | **Extra activities:** *Teacher’s Book* p. 120  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation.* Review vocabulary and present *What have I got to eat? I’ve got…* | OC / OE | LG | CLC / SIE / CLC |
| **Pupil’s Book**, p. 71, Act. 4. *Say the chant* (CD3.05) | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 71, Act. 5. *Look and find 5 differences.* | OC / OE | LG/P | CLC / SIE |
| **Activity Book**, p. 57, Act. 3. *Listen and stick (*CD2.25) | OC | Ind | CLC / SIE / LL |
| **Activity Book**, p. 57, Act. 4.*Look and write the words.* | RC / WE | Ind | CLC / SIE |
| **Activity Book,** *p. 90, My picture dictionary, Tick the words you know and trace.* | RC / WE | Ind | SIE / LL |
| *Ending the lesson*. Movement activity to review language. | OC / OE / WE | LG | CLC / SCC / SIE |

**UNIT 6 PROGRAMME OF CLASSROOM ACTIVITIES**

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| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 3: Presentation and practice of grammar 1** | | | | | | |
| **Objectives:**   * Learn to say what food they like or don’t like.   **Materials:**   * CD 3; Flashcards 66-75 * Optional: word cards (TB111) | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play a game of *Sequences.* | OC / OE | LG | CLC / SIE | **Extra activities:** *Teacher’s Book* p. 120  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation*. Present *I like / I don’t like.* | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 72, Act. 6. *Listen, look and say* (CD3.07) | OC / OE | LG | CLC / CAE |
| **Pupil’s Book**, p. 72, Act. 7. *Listen, and say the name* (CD3.08) | OC / OE | LG / P | CLC / SIE / SCC |
| **Activity Book**, p. 58, Act. 5. *Listen and tick or cross.*(CD3.09) | OC | Ind | CLC / SIE |
| **Activity Book**, p. 50, Act. 6. *Look, read and circle.* | WC | Ind | CLC / SCC |
| *Ending the lesson*. Action activity using *I like / I don’t like.* | OC / OE | LG | CLC / SIE / SCC |

**UNIT 6 PROGRAMME OF CLASSROOM ACTIVITIES**

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| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 4: Presentation and practice of grammar 2** | | | | | | |
| **Objectives:**   * Ask and answer about the food they like.   **Materials:**   * CD 3; Flashcards 66-75 * Optional: word cards | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play a game of *Last one standing* with *like / I don’t like.* | 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*. Oral activity to introduce *Do you like…?* | OC / OE | LG | CLC / SIE / SCC |
| **Pupil’s Book**, p. 73, Act. 8. *Sing the song.* (CD3.10) | OC / OE | LG | CLC / SIE / SCC |
| **Pupil’s Book**, p. 73, Act. 9.*Play the game* | OC / OE | LG /P | CLC / SIE |
| **Activity Book**, p. 59, Act. 7. *Look, read and tick ✓.* | RC | Ind | CLC / SIE / MCST |
| **Activity Book**, .59, Act. 8. *Look and answer the questions with Yes, I do or No, I don’t.* | RC / WE | Ind | CLC |
| *Ending the lesson*. Ask and answer questions using *Do you like..?* | OC / OE | LG | CLC / SIE / SCC |

**UNIT 6 PROGRAMME OF CLASSROOM ACTIVITIES**

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| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 5: Story and value** | | | | | | |
| **Objectives:**   * Consolidate laguage with a story. * Consider the value of being patient.   **Materials:**   * CD 3; Flashcards 66-75 | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Sing the song from the previous lesson. | OC / OE | LG | CLC / SCC | **Extra activities:** *Teacher’s Book* p. 120 y 121  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Introduction.* Ask questions about the story. | OC / OE | LG | CLC |
| **Pupil’s Book**, p. 64, Act. 10.*Listen* (CD3.11) | OC / OE | LG | CLC / SCC / SIE |
| *Value.* p. 64, *Be patient.* | OC / OE | LG | CLC / SCC / LL / SIE |
| **Activity Book**, p. 60, Act. 9. *Listen, look and match,* (CD3.12) | OC | Ind | CLC / MCST / SIE / LL |
| *Ending the lesson*. Play *What’s*  *missing?* using flashcards. | OC / OE | LG | CLC / SCC |

**UNIT 6 PROGRAMME OF CLASSROOM ACTIVITIES**

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| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 6: Talk time and Animal Sounds** | | | | | | |
| **Objectives:**   * Practise the function of asking for things politely. * Practise saying the sound */e/.*   **Materials:**   * CD 3; Flashcards 66–75 * Optional: paper and drawing materials | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Introduce *Can I have…?* | OC / OE | LG | CLC | **Extra activities:** *Teacher’s Book* p. 121  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| **Pupil’s Book**, p. 75, Act. 11.*Listen and act.* (CD3.13), | OC / OE | LG / P | CLC / SCC |
| **Pupil’s Book**, p. 75 Act. 12.*Listen and say.* (CD3.14), | OC / OE | LG | CLC / LL |
| **Activity Book**, p. 61, Act. 10 *What’s missing? Look and draw. Then stick.* | WE | Ind | SIE / LL |
| **Activity Book**, p. 61, Act. 11. *Trace the letters.* | WE | Ind | CLC / SIE / LL |
| **Activity Book**, p. 61, Act. 12. *Listen and circle the /e/ words.* (CD3.15) | OC / OE | Ind | CLC / SIE / LL |
| *Ending the lesson.* Play *Can I have?* | OC / OE | LG | CLC |

**UNIT 6 PROGRAMME OF CLASSROOM ACTIVITIES**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 7: CLIL - *Science*** | | | | | | |
| **Objectives:**   * Learn what food comes from plants and animals.   **Materials:**   * CD 3; Flashcards 66–75; DVD * Optional: food pictures downloaded from the internet (a mix of plant and animal sources) | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play a game of *Memory 1 to 10.* | OC / OE | LG | CLC / SCC | **Extra activities:** *Teacher’s Book* p.  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| **Pupil’s Book**, p. 76, *Where is food from?* | OC / OE | LG | CLC / MCST |
| **Pupil’s Book**, p. 77, Act. 1 *Listen and say,* (CD3.16) | OC / OE | LG | CLC / MCST / SIE / SCC |
| **Pupil’s Book**, p.77, Act.2 Video 06 (p.127 TB). *Watch the video.* | OC | LG | CLC / MCST |
| **Pupil’s Book**, p. 77, Act. 3 *Look and say plant or animal.* | RC / OE | LG | CLC / MCST / SIE |
| **Pupil’s Book**, p. 62, *Guess What!* | OE | LG | CLC / MCST |
| **Activity Book**, p. 54, Act. 1. *Look and tick ✓ or cross ✗.* | WC / WE | Ind | CLC / MCST / SIE |
| **Activity Book**, p. 64, Act. 2. *Look, read and circle.* | RC / OC | Ind | CLC / MCST / SIE / LL |  |  |  |
| *Ending the lesson*. Play the *Drawing game* with food and drink vocabulary. | OC / OE | LG / P | CLC / MCST / SCC |  |  |  |

**UNIT 6 PROGRAMME OF CLASSROOM ACTIVITIES**

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| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 8: CLIL project and evaluation** | | | | | | |
| **Objectives:**   * Make a food poster. * Review the contents of the unit. * Complete the evaluation in the Activity Book.   **Materials:**   * Flashcards: 66–75 * Paper and drawing materials | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| Warmer. Oral activity to review language and vocabulary. | OC / OE / RC | LG | CLC / MCST / SCC | **Extra activities:** *Teacher’s Book* p.  **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. 4. *Make a food and drink poster.* | RC /OE / WE | LG / P | CLC / MCST / SIE / SCC |
| **Activity Book**, p. 63, *Evaluation*. Act. 1. *Look, match and trace. Then read and say.* | WE / RC | Ind | CLC / MCST / SIE / LL |
| **Activity Book**, p. 63, *Evaluation.* Act. 2. *What’s your favourite part? Use your stickers.* | OE / OC / RC | Ind | LL / SIE |
| **Activity Book**, p. 63 *Evaluation*. Act. 3. *Write the colour.* | 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: ACTIONS**

|  |
| --- |
| **Unit objectives** |
| In this unit pupils will be able to:   * Learn some action nouns and verbs. * Practise action vocabulary. * Learn to say what they can and can’t do. * Ask and answer about what they can do and can’t do. * Consolidate language with a story. * Consider the value of helping their friends. * Practise the function of encouraging others. * Practise saying the sound /ʌ/. * Learn about numbers and number bonds up to ten. * Draw picture sums. * Review the contents of the unit. * Be aware of their own progress by completing the evaluation in the Activity Book. |
| **Materials** |
| * Pupil’s Book and Activity Book * DVD / Presentation Plus * CD 3 * Flashcards 76-85 * Paper and drawing materials * Word cards * Optional: word cards, a set of plastic skittles and a ball, handmade number cards, slips of paper with *I can* and *I can’t* sentences |
| **Mixed-ability resources** |
| * Reinforcement and Extension activities. Teacher’s Book p. 121-122 * Online Resources * Access to more materials on the Cambridge Teacher: [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es) |
| **Assessment resources** |
| * Unit tests: End-of-unit test, Teacher’s Resource File and Tests CD-ROM. * Self-evaluation: Activity Book, Evaluation. * Access to more materials on the Cambridge Teacher: [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es) |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **CONTENTS** | **EVALUATION CRITERIA[[31]](#footnote-31)** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Comprehension strategies in oral texts:**   * Identify vocabulary for actions. * Listen and understand the use of *can / can’t* to express ability. * Listen to a chant and imitate the actions when they are mentioned. * Listen to a song with questions and answers about abilities. * Listen to a dialogue between two people talking about their abilities. * Listen to a story to consolidate the language of the unit. * Listen to a dialogue that highlights the importance of helping others. * Listen to a tongue twister with words with the letter *u.* * Watch a video about addition and substraction calculations. | B1.EC.1.  B1.EC.2.  B1.EC.3.  B1.EC.5.  B1.EC.6. | B1.LS.1.  B1.LS.2.  B1.LS.3.  B1.LS.4.  B1.LS.5. | CLC.1.  CLC.2.  CLC.3.  MCST.1.  MCST.3.  DC.1.  SCC.1.  SCC.3.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Respect for classroom instructions. * Interest in using English in the classroom. * Awarenesss of their own skills and those of others. * Appreciation of the importance of helping others. * Interest in doing simple addition and substraction calculations in English. |
| **Communicative functions:**   * Greetings and introductions. * Asking for and offering information, help, objects, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * Come on everybody. * I can/can’t (climb trees). * Can you ride a bike? (Yes, I can. /No, I can’t.) * Come on, (David). | Try! | You can do it. | Well done, (David). * What number is it?   Recycled language:   * Let’s (draw and paint).I * I can/can’t (ride a bike). * Can iPal help? * Come on. You can do it. | Well done. |
| **Very frequent oral vocabulary (reception):**   * run, jump, swim, climb, play football, ride a bike, draw, paint, dance, sing * umbrella * bird * plus, minus, equals   Recycled vocabulary:   * actions * numbers * colours * run, jump, climb * ball * objects * toys |
| **Sound, accent, rhythm and intonation patterns:**   * Identify the pronunciation of the sound /ʌ/ *(umbrella, bird).* |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Production strategies in oral texts:**   * Learn and practise vocabulary for actions. * Identify and practise the use of *can/ can’*t to express ability. * Say a chant focusing on pronunciation. * Sing a song about things they can do and can’t do. * Practise a dialogue with questions and answers about abilities. * Repeat lines of the story of the unit to practise pronunciation and intonation. * Practise a dialogue that highlights the value of helping others. * Say a tongue twister with words with the letter *u.* * Practise simple language related to addition and substraction calculations. | B2.EC.1.  B2.EC.2  B2.EC.3.  B2.EC.4.  B2.EC.5.  B2.EC.6.  B2.EC.7. | B2.LS.1.  B2.LS.3.  B2.LS.4.  B2.LS.5.  B2.LS.6. | CLC.4.  CLC.5.  CLC.6.  MCST.1.  MCST.3.  MCST.6.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Respect for classroom instructions. * Interest in using English in the classroom. * Awarenesss of their own skills and those of others. * Appreciation of the importance of helping others. * Interest in doing simple addition and substraction calculations in English. |
| **Communicative functions:**   * Greetings and introductions. * Asking for and offering information, help, objects, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * Come on everybody. * I can/can’t (climb trees). * Can you ride a bike? (Yes, I can. /No, I can’t.) * Come on, (David). | Try! | You can do it. | Well done, (David). * What number is it?   Recycled language:   * Let’s (draw and paint).I * I can/can’t (ride a bike). * Can iPal help? * Come on. You can do it. | Well done. |
| **Very frequent oral vocabulary (production):**   * run, jump, swim, climb, play football, ride a bike, draw, paint, dance, sing * umbrella * bird * plus, minus, equals   Recycled vocabulary:   * actions * numbers * colours * run, jump, climb * ball * objects * toys |
| **Sound, accent, rhythm and intonation patterns:**   * Practise the pronunciation of the sound /ʌ/ *(umbrella, bird).* |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Comprehension strategies in written texts:**   * Recognise action vocabulary. * Identify *can / can’t* to express ability. * Identify words with the letter *u.* * Recognise simple vocabulary related to addition and substraction calculations. * Identify the spelling of all the colour words they have learnt. | B3.EC.1.  B3.EC.6. | B3.LS.1.  B3.LS.2.  B3.LS.3. | CLC.8.  MCST.1.  MCST.6.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Respect for classroom instructions. * Interest in using English in the classroom. * Awarenesss of their own skills and those of others. * Appreciation of the importance of helping others. * Interest in doing simple addition and substraction calculations in English. |
| **Communicative functions:**   * Greetings and introductions. * Asking for and offering information, help, objects, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * Come on everybody. * I can/can’t (climb trees). * Can you ride a bike? (Yes, I can. /No, I can’t.) * Come on, (David). | Try! | You can do it. | Well done, (David). * What number is it?   Recycled language:   * Let’s (draw and paint).I * I can/can’t (ride a bike). * Can iPal help? * Come on. You can do it. | Well done. |
| **Very frequent written vocabulary (reception):**   * run, jump, swim, climb, play football, ride a bike, draw, paint, dance, sing * umbrella * bird * plus, minus, equals   Recycled vocabulary:   * actions * numbers * colours * run, jump, climb * ball * objects * toys |
| **Graphic patterns and spelling conventions:**   * Identify the spelling of action words. * Identify the spelling of words with the letter *u.* |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Production strategies in written texts:**   * Write simple action words. * Practise tracing the letter *u.* * Practise writing *can / can’t.* | B4.EC.1.  B4.EC.4. | B4.LS.1. | CLC.9.  MCST.6.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Respect for classroom instructions. * Interest in using English in the classroom. * Awarenesss of their own skills and those of others. * Appreciation of the importance of helping others. * Interest in doing simple addition and substraction calculations in English. |
| **Communicative functions:**   * Greetings and introductions. * Asking for and offering information, help, objects, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * Come on everybody. * I can/can’t (climb trees). * Can you ride a bike? (Yes, I can. /No, I can’t.) * Come on, (David). | Try! | You can do it. | Well done, (David). * What number is it?   Recycled language:   * Let’s (draw and paint).I * I can/can’t (ride a bike). * Can iPal help? * Come on. You can do it. | Well done. |
| **Very frequent written vocabulary (reception):**   * run, jump, swim, climb, play football, ride a bike, draw, paint, dance, sing * umbrella * bird * plus, minus, equals   Recycled vocabulary:   * actions * numbers * colours * run, jump, climb * ball * objects * toys |
| **Graphic patterns and spelling conventions:**   * Practise writing action words. * Practise writing words with the letter *u.* |

**UNIT 7 PROGRAMME OF CLASSROOM ACTIVITIES**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 1: Presentation of vocabulary** | | | | | | |
| **Objectives:**   * Learn some action nouns and verbs.   **Materials:**   * CD 3; Flashcards 76-85; Word cards (TB112) * Optional: paper and drawing materials | | | | | | |
| **Activities** | **Skills/ Blocks[[32]](#footnote-32)** | **Interaction[[33]](#footnote-33)** | **Competences[[34]](#footnote-34)** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play *Simon says.* | 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** |  |  |
| Presentation. Present action vocabulary with a miming activity. | OC / OE | LG | CLC / SCC |
| **Pupil’s Book**, p. 82 Act. 1. *Listen. Who’s speaking?* (CD3.18) | OC | LC | CLC |
| **Pupil’s Book**, p. 82 Act. 2. *Listen, point and say.* (CD3.19) | OC / OE / RC | Ind / LG | CLC |
| **Pupil’s Book**, p. 82, Act. 3. *Listen and find.* (CD3.20) | OC / OE | P / LC | CLC / MCST |
| **Pupil’s Book**, p. 82, *Find Leo.* | OE | Ind / LG | CLC / SCC / SIE |
| **Activity Book**, p. 66, Act. 1. *Look, read and circle the word.* | WE / OE / RC | Ind | CLC / SIE |
| **Activity Book**, p. 66, Act. 2. *Look at the pictures. Find and circle the words.* | RC / OE / OC | P | CLC / SIE |
| *Ending the lesson*. Play a *Sentence chain game.* | OC / OE | LG | CLC / SCC / SIE |

**UNIT 7 PROGRAMME OF CLASSROOM ACTIVITIES**

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| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 2: Practice of vocabulary** | | | | | | |
| **Objectives:**   * Practise action vocabulary.   **Materials:**   * CD 3 * Word cards (TB112) | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play a game of *Pass the actions.* | 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. 83, Act. 4. *Say the chant* (CD3.21) | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 83, Act. 5. *Look and match. Then say the action.* | OC / OE | LC/P | CLC/ SIE |
| **Activity Book**, p. 57, Act. 3. *Listen and stick (*CD3.22) | OC | Ind | CLC/ SIE / LL |
| **Activity Book**, p. 57, Act. 4.*Read ant circle the object.* | RC / WE | Ind | CLC / SIE |
| **Activity Book,** *p. 91, My picture dictionary, Tick the words you know and trace.* | RC / WE | Ind | SIE / LL |
| *Ending the lesson*. Play a game of *Copycat.* | OC / OE / WE | LG | CLC / SCC / SIE |

**UNIT 7 PROGRAMME OF CLASSROOM ACTIVITIES**

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| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 3: Presentation and practice of grammar 1** | | | | | | |
| **Objectives:**   * Learn to say what they can and can’t do.   **Materials:**   * CD 3; Flashcards 76-85 * Optional: slips of paper with *I can* and *I can’t* sentences | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play a game of *Follow my instructions.* | OC / OE | LG | CLC / SIE | **Extra activities:** *Teacher’s Book* p. 121  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation*. Introduce *can / I can’t.* | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 84, Act. 6. *Listen, look and say* (CD3.23) | OC / OE | LG | CLC / CAE |
| **Pupil’s Book**, p. 72, Act. 7. *Listen, and say the number* (CD3.24) | OC / OE | LG / P | CLC / SIE / SCC |
| **Activity Book**, p. 68, Act. 5. *Listen and circle the picture.*(CD3.25) | OC | Ind | CLC / SIE |
| **Activity Book**, p. 50, Act. 6. *Look, and write can or can’t.* | RC / WE | Ind | CLC / SCC |
| *Ending the lesson*. Play a game of *True or false?* or *Last one standing.* | OE / OC | LG | CLC / SIE / SCC |

**UNIT 7 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 4: Presentation and practice of grammar 2** | | | | | | |
| **Objectives:**   * Ask and answer about they can and can’t do.   **Materials:**   * CD 3; Flashcards 76–86 * Optional: paper and pencils | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play *Pass the flashcards* with *I can / I can’t.* | OC / OE | LG | CLC / SIE / SCC | **Extra activities:** *Teacher’s Book* p.122  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation*. Oral activity practising *Can you…?* | OC / OE | LG | CLC / SIE / SCC |
| **Pupil’s Book**, p. 85, Act. 8. *Sing the song.* (CD3.26) | OC / OE | LG | CLC / SIE / SCC |
| **Pupil’s Book**, p. 85, Act. 9.*Ask and answer.* | OC / OE | LG /P | CLC / SIE |
| **Activity Book**, p. 69, Act. 7. *Look, read and tick ✓.* | RC | Ind | CLC / SIE / MCST |
| **Activity Book**, .69, Act. 8. *Complete the table. Ask three friends and tick.* | RC / WE | Ind / LG | CLC |
| *Ending the lesson*. Play a robot game with *Can you…?* | OC / OE | LG | CLC / SIE / SCC |

**UNIT 7 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 5: Story and value** | | | | | | |
| **Objectives:**   * Consolidate language with a story. * Consider the value of helping friends.   **Materials:**   * CD 3 | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Sing the song from the previous lesson. | OC / OE | LG | CLC / SCC | **Extra activities:** *Teacher’s Book* p. 122  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Introduction.* Ask questions about the story. | OC / OE | LG | CLC |
| **Pupil’s Book**, p. 86, Act. 10.*Listen* (CD3.27) | OC / OE | LG | CLC / SCC / SIE |
| *Value.* p. 86, *Help your friends.* | OC / OE | LG | CLC / SCC / LL / SIE |
| **Activity Book**, p. 60, Act. 9. *Listen, and number,* (CD3.28) | OC | Ind | CLC / MCST / SEE / LL |
| *Ending the lesson*. Play *Who’s speaking?* | OC / OE | LG | CLC / SCC |

**UNIT 7 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 6: Talk time and Animal Sounds** | | | | | | |
| **Objectives:**   * Practise the function of encouranging others. * Practise saying the sound /ʌ/.   **Materials:**   * CD 3 | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play the *Yes/No* game. | OC / OE | LG | CLC | **Extra activities:** *Teacher’s Book* p. 122  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| **Pupil’s Book**, p. 87, Act. 11.*Listen and act.* (CD3.29), | OC / OE | LG / P | CLC / SCC |
| **Pupil’s Book**, p. 87 Act. 12.*Listen and say.* (CD3.30), | OC / OE | LG | CLC / LL |
| **Activity Book**, p. 71, Act. 10 *What’s missing? Look and draw. Then stick.* | WE | Ind | SIE / LL |
| **Activity Book**, p. 71, Act. 11. *Trace the letters.* | WE | Ind | CLC / SIE / LL |
| **Activity Book**, p. 71, Act. 12. *Listen and circle the u words.* (CD3.31), | OC / OE | Ind | CLC / SIE / LL |
| *Ending the lesson* Movement activity using *Can you…?* | OC / OE | LG | CLC |

**UNIT 7 PROGRAMME OF CLASSROOM ACTIVITIES**

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| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 7: CLIL - *Maths*** | | | | | | |
| **Objectives:**   * Learn about numbers and number bonds up to ten.   **Materials:**   * CD 3; DVD * Optional: a set of plastic skittles and a ball * Optional: handmade number cards | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Review numbers 1 to 10 and *How many…?* | OC / OE | LG | CLC / MCST | **Extra activities:** *Teacher’s Book* p. 122  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| **Pupil’s Book**, p. 88, *What’s the number?* | OC / OE | LG | CLC / MCST |
| **Pupil’s Book**, p. 89, Act. 1 *Listen and say,* (CD3.32) | OC / OE | LG | CLC / MCST / SIE / SCC |
| **Pupil’s Book**, p. 89, Act.2 Video 07 (p.128 TB). *Watch the video.* | OC | LG | CLC / MCST |
| **Pupil’s Book**, p. 89, Act. 3 *Find the number. Then say the words.* | RC / OE | LG / Ind | CLC / MCST / SIE |
| **Pupil’s Book**, p. 89, *Guess What!* | OE | LG | CLC / MCST |
| **Activity Book**, p. 72 Act. 1. *Think and write the answer. Then colour.* | WC / WE | Ind | CLC / MCST / SIE |
| *Ending the lesson*. Activity to practise sums using number cards. | OC / OE | LG | CLC / MCST / SCC |

**UNIT 7 PROGRAMME OF CLASSROOM ACTIVITIES**

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| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 8: CLIL project and evaluation** | | | | | | |
| **Objectives:**   * Draw picture sums. * Review the contents of the unit. * Complete the evaluation in the Activity Book.   **Materials:**   * Classroom objects * A4 paper and drawing materials * Slips of paper with actions written on them | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| Warmer. Oral activity with sums. | OC / OE / RC | LG | CLC / MCST / SCC | **Extra activities:** *Teacher’s Book* p. 122  **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. 4. *Draw two picture sums.* | RC / OE / WE | LC / P | CLC / MCST / SIE / SCC |
| **Activity Book**, p. 73, *Evaluation*. Act. 1. *Look, and write the word. Then read and say.* | WE / RC | Ind | CLC / MCST / SIE / LL |
| **Activity Book**, p. 73, *Evaluation.* Act. 2. *What’s your favourite part? Use your stickers.* | OE / OC / RC | Ind | LL / SIE |
| **Activity Book**, p. 73 *Evaluation*. Act. 3. *Write the colour.* | WE / RC | Ind | CLC / LL / SIE |
| *Ending the lesson*. Pupils choose the favourite activity from the unit and do it again. |  | Ind | CLC / LL / SIE |

**UNIT 8: ANIMALS**

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| **Unit objectives** |
| In this unit pupils will be able to:   * Learn words for wild animals. * Practise animal vocabulary. * Use adjectives to describe animals. * Describe animals using their different physical characteristics. * Consolidate language with a story. * Consider the value of respecting animals. * Practise telling others not to touch and to respect animals. * Practise saying the sound /ɒ/. * Learn how animals move. * Make a poster of animals sorting them according to how they move. * Review the contents of the unit. * Be aware of their own progress by completing the evaluation in the Activity Book. |
| **Materials** |
| * Pupil’s Book and Activity Book * DVD / Presentation Plus * CD 3 * Flashcards 86-95 * Paper and drawing materials * Word cards * Different-sized classroom objects * Optional: word cards, a torch, pictures of animals for a game, drawings of animals from the Warmer on page TB92 |
| **Mixed-ability resources** |
| * Reinforcement and Extension activities. Teacher’s Book p. 122-123 * Online Resources * Access to more materials on the Cambridge Teacher: [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es) |
| **Assessment resources** |
| * Unit tests: End-of-unit test, Teacher’s Resource File and Tests CD-ROM. * Self-evaluation: Activity Book, Evaluation. * Access to more materials on the Cambridge Teacher: [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es) |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **CONTENTS** | **EVALUATION CRITERIA[[35]](#footnote-35)** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Comprehension strategies in oral texts:**   * Listen and understand vocabulary for wild animals. * Listen to a recording in which different animals are described. * Listen to a chant about wild animals and do the actions that match each one. * Listen and identify language for describing animals. * Listen to a song with the key language of the lesson. * Listen to a story to review language. * Listen to a dialogue about not touching and respecting animals. * Listen to a tongue twister with words with the letter *o.* * Watch a video about how animals move. | B1.EC.1.  B1.EC.2.  B1.EC.3.  B1.EC.5.  B1.EC.6. | B1.LS.1.  B1.LS.2.  B1.LS.3.  B1.LS.4.  B1.LS.5. | CLC.1.  CLC.2.  CLC.3.  DC.1.  MCST.3.  MCST.6.  MCST.8.  SCC.1.  SCC.3.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Respect for classroom rules. * Interest in learning about wild animals. * Appreciation of the importance of respecting and taking care of the natural environment. * Interest in learning contents of other areas of the curriculum in English. |
| **Communicative functions:**   * Greetings and introductions. * Descriptions of people and objects. * Asking for and offering information, help, objects, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * Crocodiles are (long). * Have got   Recycled language:   * What’s (in the tree)? (It’s a (monkey).) | Is it an (elephant)? * I can’t (draw). Yes, you can. * What’s your favourite animal? (Lizard.) * Where’s (Leo)? * What can you see? (I can see (a lion).) | What’s this? (It’s a (snake).) * (Elephants) are (big) * Let’s (go to the zoo). Where are (the elephants)? What’s (an elephant)? (Elephants) are (big and grey). (Elephants) have got (trunks). I like (baby elephants). * Don’t touch! |
| **Very frequent oral vocabulary (reception):**   * giraffe, monkey, elephant, bird, snake, hippo, zebra, lion, spider, crocodile * big, small, long, short, tall, * baby * trunk, tooth/teeth, neck, tail * zoo * respect * walk, fly, slither   Recycled vocabulary:   * colours * animal * adjectives * parts of the body * respect * actions * walk, fly |
| **Sound, accent, rhythm and intonation patterns:**   * Identify the pronunciation of the sound /ɒ/ (*octopus, box).* |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Production strategies in oral texts:**   * Learn and practise vocabulary for wild animals. * Say a chant doing the actions for each animal. * Identify and practise key language for describing animals. * Sing a song in which animals are described. * Repeat lines of the story of the unit to practise pronunciation and intonation. * Practise a dialogue about not touching and respecting animals. * Say a tongue twister with words with the letter *o*. * Practise simple language for describing how animals move. | B2.EC.1.  B2.EC.2  B2.EC.3.  B2.EC.4.  B2.EC.5.  B2.EC.6.  B2.EC.7. | B2.LS.1.  B2.LS.3.  B2.LS.4.  B2.LS.5.  B2.LS.6. | CLC.4.  CLC.5.  CLC.6.  MCST.3.  MCST.6.  MCST.8.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Respect for classroom rules. * Interest in learning about wild animals. * Appreciation of the importance of respecting and taking care of the natural environment. * Interest in learning contents of other areas of the curriculum in English. |
| **Communicative functions:**   * Greetings and introductions. * Descriptions of people and objects. * Asking for and offering information, help, objects, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * Crocodiles are (long). * Have got   Recycled language:   * What’s (in the tree)? (It’s a (monkey).) | Is it an (elephant)? * I can’t (draw). Yes, you can. * What’s your favourite animal? (Lizard.) * Where’s (Leo)? * What can you see? (I can see (a lion).) | What’s this? (It’s a (snake).) * (Elephants) are (big) * Let’s (go to the zoo). Where are (the elephants)? What’s (an elephant)? (Elephants) are (big and grey). (Elephants) have got (trunks). I like (baby elephants). * Don’t touch! |
| **Very frequent oral vocabulary (production):**   * giraffe, monkey, elephant, bird, snake, hippo, zebra, lion, spider, crocodile * big, small, long, short, tall, * baby * trunk, tooth/teeth, neck, tail * zoo * respect * walk, fly, slither   Recycled vocabulary:   * colours * animal * adjectives * parts of the body * respect * actions * walk, fly |
| **Sound, accent, rhythm and intonation patterns:**   * Practise the pronunciation of the sound /ɒ/ (*octopus, box).* |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Comprehension strategies in written texts:**   * Identify the written form of vocabulary for wild animals. * Recognise simple language for describing animals. * Identify words with the letter *o.* * Identify words that describe how animals move. | B3.EC.1.  B3.EC.6. | B3.LS.1.  B3.LS.2.  B3.LS.3. | CLC.8.  MCST.6.  MCST.8.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Respect for classroom rules. * Interest in learning about wild animals. * Appreciation of the importance of respecting and taking care of the natural environment. * Interest in learning contents of other areas of the curriculum in English. |
| **Communicative functions:**   * Greetings and introductions. * Descriptions of people and objects. * Asking for and offering information, help, objects, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * Crocodiles are (long). * Have got   Recycled language:   * What’s (in the tree)? (It’s a (monkey).) | Is it an (elephant)? * I can’t (draw). Yes, you can. * What’s your favourite animal? (Lizard.) * Where’s (Leo)? * What can you see? (I can see (a lion).) | What’s this? (It’s a (snake).) * (Elephants) are (big) * Let’s (go to the zoo). Where are (the elephants)? What’s (an elephant)? (Elephants) are (big and grey). (Elephants) have got (trunks). I like (baby elephants). * Don’t touch! |
| **Very frequent written vocabulary (reception):**   * giraffe, monkey, elephant, bird, snake, hippo, zebra, lion, spider, crocodile * big, small, long, short, tall, * baby * trunk, tooth/teeth, neck, tail * zoo * respect * walk, fly, slither   Recycled vocabulary:   * colours * animal * adjectives * parts of the body * respect * actions * walk, fly |
| **Graphic and spelling conventions:**   * Identify the spelling of words for wild animals. * Identify the spelling of words with the letter *o.* |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING STANDARDS** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Production strategies in written texts:**   * Write words for wild animals. * Write simple vocabulary for describing animals. * Practise writing verbs that describe how animals move. * Practise tracing the letter *o.* * Order the letters and write the colour word *black.* | B4.EC.1.  B4.EC.4. | B4.LS.1. | CLC.9.  MCST.6.  MCST.8.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Respect for classroom rules. * Interest in learning about wild animals. * Appreciation of the importance of respecting and taking care of the natural environment. * Interest in learning contents of other areas of the curriculum in English. |
| **Communicative functions:**   * Greetings and introductions. * Descriptions of people and objects. * Asking for and offering information, help, objects, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * Crocodiles are (long). * Have got   Recycled language:   * What’s (in the tree)? (It’s a (monkey).) | Is it an (elephant)? * I can’t (draw). Yes, you can. * What’s your favourite animal? (Lizard.) * Where’s (Leo)? * What can you see? (I can see (a lion).) | What’s this? (It’s a (snake).) * (Elephants) are (big) * Let’s (go to the zoo). Where are (the elephants)? What’s (an elephant)? (Elephants) are (big and grey). (Elephants) have got (trunks). I like (baby elephants). * Don’t touch! |
| **Very frequent written vocabulary (production):**   * giraffe, monkey, elephant, bird, snake, hippo, zebra, lion, spider, crocodile * big, small, long, short, tall, * baby * trunk, tooth/teeth, neck, tail * zoo * respect * walk, fly, slither   Recycled vocabulary:   * colours * animal * adjectives * parts of the body * respect * actions * walk, fly |
| **Graphic and spelling conventions:**   * Practise writing words for wild animals. * Practise writing words with the letter *o.* |

**UNIT 8 PROGRAMME OF CLASSROOM ACTIVITIES**

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| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 1: Presentation of vocabulary** | | | | | | |
| **Objectives:**   * Learn words for wild animals.   **Materials:**   * CD 3; Flashcards 86-95; Word cards (TB113) * Optional: paper and drawing materials | | | | | | |
| **Activities** | **Skills/ Blocks[[36]](#footnote-36)** | **Interaction[[37]](#footnote-37)** | **Competences[[38]](#footnote-38)** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play the *Drawing game.* | OC / OE | LG | CLC / SCC | **Extra activities:** *Teacher’s Book* p. 122  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| Presentation. Present vocabulary for wild animals. | OC / OE | LG | CLC / SCC |
| **Pupil’s Book**, p. 92 Act. 1. *Listen. Who’s speaking?* (CD3.18) | OC | LG | CLC |
| **Pupil’s Book**, p. 92 Act. 2. *Listen, point and say.* (CD3.34) | OC / OE / RC | Ind / LG | CLC |
| **Pupil’s Book**, p. 92, Act. 3. *Listen and find.* (CD3.35) | OC / OE | P / LG | CLC / MCST |
| **Pupil’s Book**, p. 92, *Find Leo.* | OE | Ind / LG | CLC / SCC / SIE |
| **Activity Book**, p. 74, Act. 1. *Look, and match.* | WE / OE / RC | Ind | CLC / SIE |
| **Activity Book**, p. 66, Act. 2. *Look Look and write the word.* | RC / WE | Ind | CLC/ SIE |
| *Ending the lesson*. Activity to review vocabulary. | OC / OE | LG | CLC / SCC / SIE |

**UNIT 8 PROGRAMME OF CLASSROOM ACTIVITIES**

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| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 2: Practice of vocabulary** | | | | | | |
| **Objectives:**   * Practise animal vocabulary.   **Materials:**   * CD 3; Flashcards 56-95 * Optional: word cards (TB112) * Optional: a torch | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Review animal vocabulary. | OC / OE / RC | LG | CLC / MCST / SIE | **Extra activities:** *Teacher’s Book* p. 122  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| **Pupil’s Book**, p. 93, Act. 4. *Say the chant* (CD3.36) | OC / OE | LG / P | CLC / SIE |
| **Pupil’s Book**, p. 93, Act. 5. *Look and say the animal.* | OC / OE | LG/P | CLC / MCST / SIE |
| **Activity Book**, p. 75, Act. 3. *Listen and stick (*CD3.37) | OC | Ind | CLC/ MCST / SIE / LL |
| **Activity Book**, p. 75, Act. 4.*Write the words. Circle the animals with four*  *legs.* | RC / WE | Ind | CLC / SIE / MCST |
| **Activity Book,** *p. 91, My picture dictionary, Tick the words you know and trace.* | RC / WE | Ind | SIE / LL |
| *Ending the lesson*. Mime game using animal vocabulary. | OC / OE | LG | CLC / SCC / SIE |

**UNIT 8 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 3: Presentation and practice of grammar 1** | | | | | | |
| **Objectives:**   * Use adjectives to describe animals.   **Materials:**   * CD 3; Flashcards 76-85 * Word cards (TB113) * Different-sized classroom objects * Optional: pictures of animals for a game | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play a game of *Act it out.* | OC / OE | LG | CLC / SIE | **Extra activities:** *Teacher’s Book* p. 122-123  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation*. Present adjectives. | OC / OE | LG / P | CLC / SIE |
| **Pupil’s Book**, p. 94, Act. 6. *Listen, point and say* (CD3.38) | OC / OE | LG | CLC / CAE |
| **Pupil’s Book**, p. 94, Act. 7. *Listen, and say the number* (CD3.239) | OC / OE | LG / P | CLC / SIE / MCST / SCC |
| **Activity Book**, p. 76, Act. 5.*Look and match the opposites.* | OC | Ind | CLC / SIE |
| **Activity Book**, p. 76, Act. 6. *Look, read and complete the sentences.* | RC / WE | Ind | CLC / SIE |
| *Ending the lesson*. Play a game of *True or false?* | OC / OE | LG | CLC / SIE / SCC |

**UNIT 8 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 4: Presentation and practice of grammar 2** | | | | | | |
| **Objectives:**   * Describe animals using their different physical characteristics.   **Materials:**   * CD 3 * Optional: drawings of animals from the Warmer on pageTB92 | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play *Simon says.* | OC / OE | LG | CLC / SIE / SCC | **Extra activities:** *Teacher’s Book* p.123  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation*. Oral activity to practise vocabulary. | OC / OE | LG | CLC / SIE / SCC |
| **Pupil’s Book**, p. 95, Act. 8. *Sing the song.* (CD3.40) | OC / OE | LG | CLC / SIE / SCC |
| **Pupil’s Book**, p. 95, Act. 9.*Listen and say yes or no.* | OC / OE | LG /P | CLC / SIE |
| **Pupil’s Book**, p. 95, Act. 10,*Look and find five mistakes.* | OE / RC | LG/ Ind | CLC |
| **Activity Book**, p.77, Act. 7. *Look, read. Circle the correct sentences.* | RC | Ind | CLC / SIE / MCST |
| **Activity Book**, .p.77, Act. 8. *Look and write.* | RC / WE / OE | Ind / LG | CLC |
| **Activity Book**, .p.77, Act. 9.*Ask and answer with a friend.* | OC / OE | P | CLC |
| *Ending the lesson*. Play a game of *Guess what?*. | OC / OE | P | CLC / SIE / SCC |

**UNIT 8 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 5: Story and value** | | | | | | |
| **Objectives:**   * Consolidate language with a story. * Consider the value of respecting animals.   **Materials:**   * CD 3; Flashcards 86-95 | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Oral activity to review vocabulary. | OC / OE | LG | CLC / SCC | **Extra activities:** *Teacher’s Book* p. 123  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Introduction.* Ask questions about the story. | OC / OE | LG | CLC |
| **Pupil’s Book**, p. 96, Act. 11.*Listen* (CD3.42) | OC / OE | LG | CLC / SCC / SIE |
| *Value.* p. 86, *Respect animals.* | OC / OE | LG | CLC / SCC / LL / SIE |
| **Activity Book**, p. 78, Act. 10. *Listen, and tick* (CD3.43) | OC | Ind | CLC / MCST / SIE / LL |
| *Ending the lesson*. Play a game of *Guess where!* using flashcards. | OC / OE | LG | CLC / SCC |

**UNIT 8 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 6: Talk time and Animal Sounds** | | | | | | |
| **Objectives:**   * Practise telling others not to touch and to respect animals. * Practise saying the sound /ɒ/.   **Materials:**   * CD 3 | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Oral activity using animal vocabulary. | OC / OE | LG | CLC | **Extra activities:** *Teacher’s Book* p. 123  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| **Pupil’s Book**, p. 97, Act. 12.*Listen and act.* (CD3.44), | OC / OE | LG / P | CLC / SCC |
| **Pupil’s Book**, p. 97 Act. 12.*Listen and say.* (CD3.45), | OC / OE | LG | CLC / LL |
| **Activity Book**, p. 79, Act. 11 *What’s missing? Look and draw. Then stick.* | RC | Ind | SIE / LL |
| **Activity Book**, p. 79, Act. 12. *Trace the letters.* | RC / WE | Ind | CLC / SIE / LL |
| **Activity Book**, p. 79, Act. 13. *Listen and circle the o words.* (CD3.46), | OC / WE | Ind | CLC / SEE / LL |
| *Ending the lesson* Play a game of *Bingo.* | OC / OE | LG | CLC |

**UNIT 8 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 7: CLIL - *Science*** | | | | | | |
| **Objectives:**   * Learn how animals move.   **Materials:**   * CD 3; DVD | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Animal movement game. | OC / OE | LG | CLC / MCST | **Extra activities:** *Teacher’s Book* p. 123  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| **Pupil’s Book**, p. 98, *How do animals move?* | OC / OE | LG | CLC / MCST |
| **Pupil’s Book**, p. 99, Act. 1 *Listen and say,* (CD3.32) | OC / OE | LG | CLC / MCST / SIE / SCC |
| **Pupil’s Book**, p. 99, Act.2 Video 07 (p.128 TB). *Watch the video.* | OC | LG | CLC / MCST |
| **Pupil’s Book**, p. 99, Act. 3 *Look and say walk, fly or slither.* | RC / OE | LG / P | CLC / MCST / SIE |
| **Pupil’s Book**, p. 99, *Guess What!* | OE | LG | CLC / MCST |
| **Activity Book**, p. 80 Act. 1. *Read and number the pictures.* | RC/ WE | Ind | CLC / MCST / SIE |
| **Activity Book**, p. 80 Act. 2. *Look at Activity 1 and circle the answers.* | WE | Ind | CLC / MCST / SIE |  |  |  |
| *Ending the lesson*. Play a game of *Correct my mistakes.* | OC / OE | LG | CLC / MCST / SCC |  |  |  |

**UNIT 8 PROGRAMME OF CLASSROOM ACTIVITIES**

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| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 8: CLIL project and evaluation** | | | | | | |
| **Objectives:**   * Make a poster of animals sorting them according to how they move. * Review the contents of the unit. * Complete the evaluation in the Activity Book.   **Materials:**   * Flashcards 86-95 * A3 paper and drawing materials or photos of animals downloaded from the internet, scissors and glue | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| Warmer. Play *Noughts and*  *crosses.* | OC / OE / RC | LG | CLC / MCST / SCC | **Extra activities:** *Teacher’s Book* p. 123  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** | **Assessment reources:**   * End-of-unit test: *Teacher’s Resource File* and *Tests CD-ROM.* * The Cambridge Teacher   [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Self-evaluation:**  Evaluation. *Activity Book* |  |
| **Pupil’s Book**, p. 99, Act. 4. *Make an animal movement chart.* | RC / OE / WE | LG / P | CLC / MCST / SIE / SCC |
| **Activity Book**, p. 81, *Evaluation*. Act. 1. *Look, and write the word. Then read and say.* | WE / RC | Ind | CLC / MCST / SIE / LL |
| **Activity Book**, p. 81, *Evaluation.* Act. 2. *What’s your favourite part? Use your stickers.* | OC / OE/ RC | Ind | LL / SIE |
| **Activity Book**, p. 81 *Evaluation*. Act. 3. *Write the colour.* | WE / RC | Ind | CLC / LL / SIE |
| *Ending the lesson*. Pupils choose their favourite activity from the unit and do it again. |  | Ind | CLC / LL / SIE |

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