**INTEGRATED SYLLABUS**

***GUESS WHAT!* *2***

**Primary Education**

**Foreign language: English**

**Year 2**

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

* **Groups**

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

* **Students’ profile**

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Geographical profile (city areas, outskirts, rural areas)

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Number of students with specific needs

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* **Criteria for grouping students**

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* **General needs**

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* **Specific needs for each group**

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

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

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* **Class timetables**

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**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! 2***

*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 2, 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 2 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 2.

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 2 is informed by the Starters syllabus. The Starters syllabus is covered in full by the end of *Guess What!* Level 3.

***GUESS WHAT!* LEVEL 2 COMPONENTS**

**Pupil’s Book**

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

* A *Hello again!* unit which reviews language from *Guess What!* Level 1 and presents ways of giving different types of information.
* 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 2.
* 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 2, 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 91 flashcards to accompany *Guess What!* Level 2. 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 2 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.

**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.

Note: In the Hello again! Unit, Lesson 1 introduces the new character names rather than a vocabulary set. The letters of the alphabet are presented in Lesson 4, and pupils also complete the Picture dictionary numbers activity in the Activity Book at that point.

**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 TB128–132.

* 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 2 include the following:

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| **Unit** | **Values in *Guess What!* Level 2** |
| Hello again! | Value the importance of playing together. |
| 1 | Value the importance of taking turns. |
| 2 | Value the importance of being helpful. |
| 3 | Value the importance of sharing. |
| 4 | Value the importance of being tidy. |
| 5 | Value the importance of eating healthy food. |
| 6 | Value the importance of playing nicely. |
| 7 | Value the importance of road safety. |
| 8 | Value the importance of loving their home. |

**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! 2* we can find the following CLIL topics:

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| **Unit** | **CLIL in *Guess What! 2*** |
| Hello again! | Art: learn about different types of art |
| 1 | Natural science: categorise methods of transport according to where they go |
| 2 | Natural science: needs of animals |
| 3 | Natural science: types of materials for clothes |
| 4 | Maths: expressing quantities |
| 5 | Natural science: categorise food into food groups |
| 6 | Physical education: sports equipment used when playing different sports |
| 7 | Geography: learn to read a map and understand and give instructions in a town |
| 8 | Natural science: what farmers do |

**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 second 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 COMPETENCES0** |
| **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 what is said in simple familiar transactions (daily routines, requests, etc.)  **B1.LS.2.** Understands the essential information in short, simple conversations in which they participate about familiar topics such as themselves, the family, the school, pets, and very basic descriptions of objects.  **B1.LS.3.** Recognises basic sounds, rhythms and intonation in different communicative contexts.  **B1.LS.4.** Understands the general meaning and substance of oral narratives suitable to their level.  **B1.LS.5.** Understands cartoons with simple stories by their context. | **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.** Use basic syntactic structures (e.g. linking words or groups of words with basic connectors such as *and*) although basic systematic errors may still occur.  **B2.EC.7.** 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.8.** 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.** Dramatises simple everyday situations using simple expressions (e.g. a shop role-play).  **B2.LS.4.** Respects rules that govern oral interaction.  **B2.LS.5.** Responds appropriately in communicative situations (greetings, very simple questions about themselves, requesting or offering objects, etc.).  **B2.LS.6.** Participates in face-to-face conversations or by technical means that allow them to see the face and gestures of the speaker in which social contact is established (hello and goodbye, introducing themselves, congratulating someone, thanking someone) and personal information is exchanged (name, age, etc.)  **B2.LS.7.** Knows and uses expressions related to family or cultural celebrations. | **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 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 the most usual meanings of basic syntactical structures in written communication (e.g. a question mark to ask for information).  **B3.EC.7.** 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.EC.8.** Recognise basic punctuation marks (e.g. full stop, comma, question mark, exclamation mark). | **B3.LS.1.** Understands indications and basic information in familiar signs and posters in the class and the school.  **B3.LS.2.** Understands short and simple correspondence (postcards and cards) that are about familiar topics such as themselves, the family, etc.  **B3.LS.3.** Reads familiar words in the visual material used for routines (calendar, expressions about the weather) or in the class books.  **B3.LS.4.** Formulates hypotheses about the content using the illustrations, the title and other graphic elements.  **B3.LS.5.** Understands written texts related to words and expressions that have been covered previously  **B3.LS.6.** Uses Information and Communication Technology (ICT) to read. | **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 norms 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.** Use basic syntactic structures (e.g. linking words or groups of words with basic connectors such as *and*) although basic systematic errors may still occur.  **B4.EC.5.** Understand and use a limited selection of high frequency written vocabulary related to everyday situations and familiar and specific topics to do with their own interests, experiences and needs.  **B4.EC.6.** Use some graphic patterns and basic spelling conventions. | **B4.LS.1.** Is able to construct simple texts from structured models.  **B4.LS.2.** Writes postcards and other forms of simple correspondence following a model and uses some basic conventions to start and close the text.  **B4.LS.3**. Fills out forms marking options and completing data or other types of personal information (e.g. likes, title of a story that has been read, etc.). | **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 2 is informed by the Starters syllabus. The Starters syllabus is covered in full by the end of *Guess What!* Level 3.

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! 2*.

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 AGAIN! UNIT**

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| **Unit objectives** |
| In this unit pupils will be able to:   * Revise character names and are introduced to a new character. * Revise introducing themselves and saying how old they are. * Learn to introduce family and friends and ask about someone’s age. * Learn to say the alphabet and to ask about spelling and to spell their name. * Learn to ask about objects using *What’s this? It’s a/an …* and *What are these? They’re.* * Consolidate language with a story. * Discuss the value of playing together. * Learn and practise *Let’s play.* * Review asking about likes and dislikes. * Practise saying the sounds */r/* and*/l/.* * Learn to identify and name different types of art. * Make a sculpture. * Review the contents of the unit. * Be aware of their own progress by completing the evaluation in the Activity Book. |
| **Materiales** |
| * Pupil’s Book and Activity Book * DVD / Presentation Plus * CD 1 * Flashcards 1-16 * Pieces of card with numbers on for the ages of your class (e.g. one with number 7 and one with number 8), classroom objects; an orange and an apple; a music CD, a ball, toys or flashcards 27-36 from Level 1 Unit 2; a picture of a lorry; photos of different types of art, if possible, ones which are familiar to pupils; materials for the project (pipe cleaners, plasticine/clay, foil for each pupil. Optional: PVA glue and metallic or brown paint). An example of a person made from pipe cleaners, foil, etc. * Optional: a CD of lively music, a family photo, a blindfold, a bag or a collection of items pupils know in English, cards/materials for a game for each group of four or five pupils (e.g. dominoes), materials for making collages, paintings and drawings, cameras, objects for a ‘still life’ (e.g. toys, fruit in a bowl), five slips of paper per pupil |
| **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 OBJECTIVES** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Comprehension strategies in oral texts:**   * Revise the names of the main course characters and get to know new ones. * Identify phrases for introducing oneself and saying goodbye. * Identify the pronunciation of the alphabet. * Listen to a chant. * Understand language related to personal information: name, age … * Listen and understand simple classroom instructions. * Identify the use of *Let’s play.* * Listen to a story while looking at pictures to help comprehension. * Listen to a dialogue with the questions *What’s this? It’s a/an …* and *What are these? They’re.* * Listen to a tongue twister with the sounds */r/* and */l/.* * Watch a video about different types of art. | B1.EC.1.  B1.EC.3.  B1.EC.4.  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.4.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.1.  CAE.2.  CEC3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Respect for classroom rules. * Interest in introducing oneself appropriately. * Reflection on the importance of playing with others. * Interest in identifying different types of art. |
| **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:**   * Ben, My name’s …, Nice to meet you. This is (my sister/brother, Tina). His/Her name’s …, He’s/She’s my (brother/sister/friend). pet, How old is he? He’s two. * This is (my sister/brother, Tina). * How do you spell (Dan)? It’s (D–A–N). * We can sing our ABC. * What are these? They’re … rulers. * We’ve got a surprise for you! * You hold, Let’s play. * Help! Don’t worry. * What a big surprise! We’re back again. Look and see. Come with us. Come and play. * Me too. * The (rabbit) can (run). * What type of art is it?   Recycled language:   * Hello/Hi, What’s your name? I’m …, Who’s this? * How many (chairs) can you see? * Stand here * Do you like …? Yes, I do. / No, I don’t. * Oh dear! Wow! * Let’s play. |
| **Very frequent oral vocabulary (reception):**   * Olivia, Tina, David, Leo (character names) * friend * letter names a–z * happy, look and see * our * today * rabbit * lazy * photography, sculpture, drawing, painting, collage   Recycled vocabulary:   * lizard * iPal * numbers 1–10 * brother, sister * classroom objects and furniture * bike, computer, * camera * colours (e.g. a pink computer) * magic tree * your, lion, crocodile, happy * run |
| **Sound, accent, rhythm and intonation patterns:**   * Identify the pronunciation of sounds */r/* and*/l/.* |

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

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| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING OUTCOMES** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Production strategies in oral texts:**   * Practise introducing oneself and saying goodbye. * Ask questions with *What’s this? It’s a/an …* and *What are these? They’re.* * Say a chant. * Give basic personal information: name, age … * Practise and respond to simple classroom instructions. * Review and practise the use of *Let’s play.* * Practise the pronunciation of the sounds */r/* and */l/* with a tongue twister. * Repeat lines of the story focusing on pronunciation and intonation. * Talk about the importance of playing together. * Practise a dialogue about two children playing a computer game. * Review the use of *I like/I don’t like.* * Practise vocabulary for types of art. | B2.EC.1.  B2.EC.2  B2.EC.3.  B2.EC.4.  B2.EC.5.  B2.EC.6.  B2.EC.7.  B2.EC.8. | B2.LS.1.  B2.LS.2.  B2.LS.3.  B2.LS.4.  B2.LS.5.  B2.LS.6.  B2.LS.7. | CLC.4.  CLC.5.  CLC.6.  MCST.1.  MCST.3.  MCST.4.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Respect for classroom rules. * Interest in introducing oneself appropriately. * Reflection on the importance of playing with others. * Interest in identifying different types of art. |
| **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:**   * Ben, My name’s …, Nice to meet you. This is (my sister/brother, Tina). His/Her name’s …, He’s/She’s my (brother/sister/friend). pet, How old is he? He’s two. * This is (my sister/brother, Tina). * How do you spell (Dan)? It’s (D–A–N). * We can sing our ABC. * What are these? They’re … rulers. * We’ve got a surprise for you! * You hold, Let’s play. * Help! Don’t worry. * What a big surprise! We’re back again. Look and see. Come with us. Come and play. * Me too. * The (rabbit) can (run). * What type of art is it?   Recycled language:   * Hello/Hi, What’s your name? I’m …, Who’s this? * How many (chairs) can you see? * Stand here * Do you like …? Yes, I do. / No, I don’t. * Oh dear! Wow! * Let’s play. |
| **Very frequent oral vocabulary (production):**   * Olivia, Tina, David, Leo (character names) * friend * letter names a–z * happy, look and see * our * today * rabbit * lazy * photography, sculpture, drawing, painting, collage   Recycled vocabulary:   * lizard * iPal * numbers 1–10 * brother, sister * classroom objects and furniture * bike, computer, * camera * colours (e.g. a pink computer) * magic tree * your, lion, crocodile, happy * run |
| **Sound, accent, rhythm and intonation patterns:**   * Practise the pronunciation of sounds */r/* and*/l/.* |

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

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| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING OUTCOMES** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Comprehension strategies in oral texts:**   * Identify the names of the course characters. * Identify words related to art. * Identify words for classroom objects. * Read phrases for introducing oneself. | B3.EC.1.  B3.EC.3.  B3.EC.4.  B3.EC.6.  B3.EC.7.  B3.EC.8. | B3.LS.3.  B3.LS.5.  B3.LS.6. | CLC.8.  MCST.1.  MCST.3.  MCST.4.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Respect for classroom rules. * Interest in introducing oneself appropriately. * Reflection on the importance of playing with others. * Interest in identifying different types of art. |
| **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:**   * Ben, My name’s …, Nice to meet you. This is (my sister/brother, Tina). His/Her name’s …, He’s/She’s my (brother/sister/friend). pet, How old is he? He’s two. * This is (my sister/brother, Tina). * How do you spell (Dan)? It’s (D–A–N). * We can sing our ABC. * What are these? They’re … rulers. * We’ve got a surprise for you! * You hold, Let’s play. * Help! Don’t worry. * What a big surprise! We’re back again. Look and see. Come with us. Come and play. * Me too. * The (rabbit) can (run). * What type of art is it?   Recycled language:   * Hello/Hi, What’s your name? I’m …, Who’s this? * How many (chairs) can you see? * Stand here * Do you like …? Yes, I do. / No, I don’t. * Oh dear! Wow! * Let’s play. |
| **Very frequent written vocabulary (reception):**   * Olivia, Tina, David, Leo (character names) * friend * letter names a–z * happy, look and see * our * today * rabbit * lazy * photography, sculpture, drawing, painting, collage   Recycled vocabulary:   * lizard * iPal * numbers 1–10 * brother, sister * classroom objects and furniture * bike, computer, * camera * colours (e.g. a pink computer) * magic tree * your, lion, crocodile, happy * run |
| **Graphic patterns and spelling conventions:**   * Identify the spelling of the main course characters. * Identify the spelling of words with the sounds */r/* and */l/.* |

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

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| --- | --- | --- | --- |
| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING OUTCOMES** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Production strategies in written texts:**   * Trace over the names of the course characters. * Write the name and age of people. * Trace the letters *r* and *l.* * Complete sentences with personal information. | B4.EC.1.  B4.EC.4. B4.EC.5.  B4.EC.6. | B4.LS.1. | CLC.9.  MCST.1.  MCST.3.  MCST.4.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Respect for classroom rules. * Interest in introducing oneself appropriately. * Reflection on the importance of playing with others. * Interest in identifying different types of art. |
| **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:**   * Ben, My name’s …, Nice to meet you. This is (my sister/brother, Tina). His/Her name’s …, He’s/She’s my (brother/sister/friend). pet, How old is he? He’s two. * This is (my sister/brother, Tina). * How do you spell (Dan)? It’s (D–A–N). * We can sing our ABC. * What are these? They’re … rulers. * We’ve got a surprise for you! * You hold, Let’s play. * Help! Don’t worry. * What a big surprise! We’re back again. Look and see. Come with us. Come and play. * Me too. * The (rabbit) can (run). * What type of art is it?   Recycled language:   * Hello/Hi, What’s your name? I’m …, Who’s this? * How many (chairs) can you see? * Stand here * Do you like …? Yes, I do. / No, I don’t. * Oh dear! Wow! * Let’s play. |
| **Very frequent written vocabulary (production):**   * Olivia, Tina, David, Leo (character names) * friend * letter names a–z * happy, look and see * our * today * rabbit * lazy * photography, sculpture, drawing, painting, collage   Recycled vocabulary:   * lizard * iPal * numbers 1–10 * brother, sister * classroom objects and furniture * bike, computer, * camera * colours (e.g. a pink computer) * magic tree * your, lion, crocodile, happy * run |
| **Graphic patterns and spelling conventions:**   * Practise writing the names of the main course characters. * Practise writing words with the sounds */r/* and */l/.* |

**HELLO AGAIN! UNIT PROGRAMME OF CLASSROOM ACTIVITIES**

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| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 1: Presentation of vocabulary** | | | | | | |
| **Objectives:**   * Revise character names and are introduced to a new character. * Revise introducing themselves and saying how old they are.   **Materials:**   * CD 1; Flashcards 1-6 * Optional: a CD of lively music | | | | | | |
| **Activities** | **Skills/ Blocks[[4]](#footnote-4)** | **Interaction[[5]](#footnote-5)** | **Competences[[6]](#footnote-6)** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Activity to introduce themselves to the class. | CO / EO | 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) | CO | LG | CLC |
| **Pupil’s Book**, p. 6, Act. 2. *Listen, point and say.* (CD1.04) | CO / EO /CL | Ind / GG | CLC |
| **Pupil’s Book**, p. 6, Act. 3. *Listen and find.* (CD1.05) | CO / EO | Ind / LG | CLC / MCST |
| **Pupil’s Book**, p. 6, *Find Leo.* | EO | Ind / LG | CLC / SCC / SIE |
| **Activity Book**, p.4, Act. 1. *Order the letters. Look and draw lines.* | EE /EO /CL | Ind | CLC / SIE |
| Activity Book, p.56, Act. 2. *Look at Activity 1 and tick ✓.* | CL | P | CLC / SIE |
| *Ending the lesson*. Revise saying how old they are. | CO / EO | LG | CLC / SCC / SIE |

**HELLO AGAIN! UNIT PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 2: Practice of vocabulary** | | | | | | |
| **Objectives:**   * Learn to introduce family and friends and ask about someone’s age.   **Materials:**   * CD 1; Flashcards 7-16 * Optional: classroom objects (up to ten of each) placed around the classroom (rubbers, books, pens, pencils, pencil cases) | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Review numbers 1 to 10. | OC / OE / RC | 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.* Present the contents of the lesson. | OC / OE | LG | CLC / SIE / SCC |
| **Pupil’s Book**, p. 7, Act. 4. *Say the chant* (CD1.06) | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 7, Act. 5. *Find the mistakes and say.* | OC / OE | LG | CLC/ SIE |
| **Activity Book**, p. 5, Act. 3. *Listen and stick (*CD1.07) | OC | Ind | CLC / SIE /LL |
| **Activity Book**, p. 5, Act. 4.*Look, read and match.* | RC / WE | Ind | CLC / SIE |
| *My picture dictionary* ➔ *Go to page 84: Tick the words you know and trace.* | RC / WE | Ind | CLC / SIE |
| *Ending the lesson*. Oral activity to review language. | OC / OE / WE | LG | CLC / SCC / SIE |

**HELLO AGAIN! UNIT PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 3: Presentation and practice of grammar 1** | | | | | | |
| **Objectives:**   * Learn to say the alphabet and to ask about spelling and spell their name.   **Materials:**   * CD 1; Pieces of card with numbers on for the ages of their class (e.g. one card with number 7 and one card with number 8) * Optional: a photo of a family member (e.g. mum, dad and siblings) | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Review introducing themselves. | 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*. Present the alphabet. | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 8, Act. 6. *Listen, look and say* (CD1.08) | OC / OE | LG | CLC /CAE |
| **Pupil’s Book**, p. 8, Act. 7. Listen *and point.* | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 8, Act. 8. *Now listen and check*(CD1.09) | OC / OE | LG / P | CLC / SIE |
| **Activity Book**, p. 6, Act. 5 *Listen and circle de name.* (CD1.10) | WC | Ind | CLC / SIE |
| **Activity Book**, p. 6, Act. 6. *Draw and say. Then write and circle.* | OC | Ind | CLC |
| *Ending the lesson*. Spelling game. | OC / OE | LG | CLC / SIE / SCC |

**HELLO AGAIN! UNIT PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 4: Presentation and practice of grammar 2** | | | | | | |
| **Objectives:**   * Learn to ask about objects using *What’s this? It’s a/an …* and *What are these? They’re …*   **Materials:**   * CD 1; Classroom objects (pencils, pencil cases, rubbers, books, pens or flashcards 17-26 from Level 1) * An orange and an apple * Optional: a blindfold, a bag or a collection of items pupils know in English (e.g. an apple, an orange, some bananas, an egg, a small bottle of water, two teddy bears, two or three balls, a doll) | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer*. Listen to the alphabet song from the previous lesson. | 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 introducing *What’s this? It’s a/an …* and *What are these? They’re …* | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 9, Act. 9. *Listen, look and say* (CD1.11) | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 9, Act. 10.*Listen and point* (CD1.12) | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 9, Act. 11. *Ask and answer*. | OC / OE | LG / P | CLC / SIE |
| **Activity Book**, p. 7, Act. 7 *Look, read and circle the answer.* | RC | Ind | CLC / SIE |
| **Activity Book**, .7, Act. 8. *Look and write.* | RC / WE | Ind | CLC |
| *Ending the lesson*. Play *Drawing game.* | OC / OE | LG | CLC / SIE |

**HELLO AGAIN! UNIT PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 5: Story and value** | | | | | | |
| **Objectives:**   * Consolidate language with a story. * Discuss the value of playing together.   **Materials:**   * CD 1 * Optional: cards/materials for a game for each group of four or five pupils (e.g. dominoes, ludo, etc.) | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Ask questions about the story. | 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. 10, Act. 12.*Listen* and repeat. (CD1.13) | OC / OE | LG | CLC / SCC / SIE |
| **Pupil’s Book**, *Value.* p. 10, *Play together.* | OC / OE | LG | CLC / SCC / LL / SIE |
| **Activity Book**, p. 8, Act. 9. *Read and number. Then listen and check.*(CD1.14) | OC | Ind | CLC / MCST / SIE / LL |
| *Ending the lesson*. Play *The last word.* | OC / OE | LG | CLC / SCC |

**HELLO AGAIN! UNIT PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 6: Talk time and Animal Sounds** | | | | | | |
| **Objectives:**   * Learn and practise *Let’s play*. * Review asking about likes and dislikes. * Practise saying the sounds */r/* and */l/.*   **Materials:**   * CD 1; A music CD; A ball, toys (e.g. doll, teddy bear, kite, robot, computer game and board games popular with your students, etc.) or flashcards 27-36 from Level 1 Unit 2, a picture of a lorry | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Review asking about their likes and dislikes, and play *Pass the ball.* | OC / OE | LG | CLC | **Extra activities:** *Teacher’s Book* p. 114-115  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation.* Review the story from the previous lesson and introduce *Let’s play.* | OC / OE | LG | CLC |
| **Pupil’s Book**, p. 11, Act. 13.*Listen and act.* (CD1.15), | OC / OE | LG / P | CLC / SCC |
| **Pupil’s Book**, p. 11 Act. 14.*Listen and say.* (CD1.16), | 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 / SEE / LL |
| **Activity Book**, p. 9, Act. 12. *Listen and circle* /r/ o/l/. (CD1.17) | OC / WC | Ind | CLC / SIE / LL |
| *Ending the lesson* Say a tongue wister. | OC / OE | LG | CLC |

**HELLO AGAIN! UNIT PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 7: CLIL - *Art*** | | | | | | |
| **Objectives:**   * Learn to identify and name different types of art.   **Materials:**   * CD 1; DVD; Photos of different types of art, if possible, ones which are familiar to pupils (sculptures found in their home town/ nearest city, famous paintings or photos by artists from their country) * Optional: materials for making collages, paintings and drawings, cameras, objects for a ‘still life’ (e.g. toys, fruit in a bowl) | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Introduce the topic of the lesson. | OC / OE | LG | CLC / SCC | **Extra activities:** *Teacher’s Book* p. 115  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| **Pupil’s Book**, p. 12, *What type of art is?* | OC / OE | LG | CLC |
| **Pupil’s Book**, p. 13, Act. 1 *Listen and say,* (CD1.18) | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 13, Act.2 Video 00 (p.128 TB). *Watch the video.* | OC | LG | CLC |
| **Pupil’s Book**, p. 13, Act. 3 *Look and say the type of art.* | RC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 13, *Guess What!* | OE | LG | CLC |
| **Activity Book**, p. 10, Act. 1.*Look, read and circle the word.* | WC / WE | Ind | CLC / SIE |
| **Activity Book**, p. 10, Act. 2. *Look, and copy the painting.* | RC / OC | Ind | CLC / SIE / LL |
| *Ending the lesson*. Miming activity to review the contents of the lesson. | OC / OE | LG | CLC / SCC |

**HELLO AGAIN! UNIT PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 8: CLIL project and evaluation** | | | | | | |
| **Objectives:**   * Make a sculpture. * Review the contents of the unit. * Complete the evaluation in the Activity Book.   **Materials:**   * CD 1; Examples of different types of art (made by pupils or pictures of works by professional artists) * Materials for the project (30-cm pipe cleaners, plasticine/play, foil (a large square of foil and lots of strips) for each pupil. Optional: PVA glue and metallic and brown paint); An example of a person made from pipe cleaners, foil, etc. * Optional: five slips of paper per pupil | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| Warmer. Oral activity to review language and vocabulary. | OC / OE / RC | LG | CLC / SCC | **Extra activities:** *Teacher’s Book* p. 115  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** | **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 class sculpture.* | WC / OE | LG | CLC / SEE / SCC |
| **Activity Book**, p. 11, *Evaluation*. Act. 1. *Look and write the name.* | WE / WC | Ind | CLC / 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. *What’s different? Circle and write. Then go to page 3 and write the letters.* | 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 |

**UNIT 1: TRANSPORT**

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| **Unit objectives** |
| In this unit pupils will be able to:   * Learn and use vocabulary for methods of transport. * Learn to describe the size and colour of vehicles. * Talk about toys they and others have got. * Sing a song. * Learn to ask about what others have got. * Consolidate language with a story. * Discuss the value of taking turns. * Practise taking turns. * Practise saying the sounds */g/* and*/h/.* * Learn to categorise methods of transport according to where they go. * Make a transport 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 17-25 * Word cards (TB103), a picture of a bike or flashcard 27 from Level 1 Unit 2; toy flashcards from Level 1 Unit 2 (if available), a small soft ball, pictures of ways of travelling on land, on water or in the air, flashcards 17-25, a map of pupils’ country (to show ferry routes, if appropriate), materials for the project (pictures of methods of transport to cut out, scissors, glue, a piece of A3 paper for each pupil) * Optional: a blank piece of paper for each pupil, six classroom objects/toys and/or items of known food, six bags which are not transparent, a music CD, a toy and a dice for each group of four pupils or a large game (e.g. floor-sized jigsaw puzzle), slips of paper or card (half with ‘yes’ written on them, half with ‘no’), a bag or a box, paper and drawing materials, a circle of red card and a circle of green card or a water tray with objects which float or sink, words to a traditional song about a method of transport (e.g. *Row, row, row your boat*) and, if possible, music |
| **Mixed-ability resources** |
| * Reinforcement and Extension activities. Teacher’s Book p. 115-116 * Online Resources * Access to more materials on the Cambridge Teacher: [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es) |
| **Assessment resources** |
| * Unit tests: End-of-unit test, Teacher’s Resource File and Tests CD-ROM. * Self-evaluation: Activity Book, Evaluation. * Access to more materials on the Cambridge Teacher: [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es) |

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

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| **CONTENTS** | **EVALUATION CRITERIA[[7]](#footnote-7)** | **LEARNING OUTCOMES** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Comprehension strategies in oral texts:**   * Identify vocabulary for methods of transport. * Listen and identify questions with *has got?* * Identify vocabulary for toys. * Identify toys from descriptions. * Listen to a song. * Listen and understand a story. * Identify phrases for greeting and introducing oneself. * Identify words with the sounds */g/* and */h/.* * Watch a video to understand that transport moves on land, on water and in the air. * Identify and understand vocabulary related to different types of methods of transport. | B1.EC.1.  B1.EC.2.  B1.EC.3.  B1.EC.4.  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.4.  DC.1.  SCC.  SCC.2.  SCC.3.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Interest in and respect for likes and preferences of others. * Interest in learning about different types of methods of transport. * Respect for classroom rules and willingness to take turns. |
| **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:**   * Here we are * Look around you. * It’s so (small). * How about you? What do you like? * It’s a (big), (red) (car). And it goes like this. * You’ve got a (train). He’s/She’s got a (motorbike). * Let’s share our toys. * Has he/she got a (plane)? Yes, he/she has. / No, he/she hasn’t. * Let’s go to the park. * Can I have a turn, please? Yes, of course. This is fun. Be careful. Take turns. * on land, on water, in the air   Recycled language:   * What’s this/that? It’s a plane. * What can you see? I can see a (red bus). * I like (trains). * He’s in the (boat). * This is my (car). * I’ve got a (lorry). * play together * Thank you. * Sorry. It’s OK. * Let’s play. Wow! * in the garden |
| **Very frequent oral vocabulary (reception):**   * plane, helicopter, bus, car, lorry, motorbike, train, boat, tractor * transport museum * girls * boys * gorilla   Recycled vocabulary:   * teacher * numbers 1– 9 * colours * big, small, long * like * food * computer game, hippo, house |
| **Sound, accent, rhythm and intonation patterns:**   * Identify the pronunciation of the sounds */g/* and */h/.* |

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

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| --- | --- | --- | --- |
| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING OUTCOMES** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Production strategies in oral texts:**   * Practise vocabulary for methods of transport. * Practise the pronunciation of words with the sounds */g/* and */h/* with a tongue twister. * Ask questions about what others have got. * Practise vocabulary for toys. * Say a chant. * Practise and respond to simple classroom instructions. * Sing a song. * Ask and answer questions with *Has got?* * Do a role-play about two pupils taking turns to play. * Practise vocabulary related to different types of methods of transport. | B2.EC.1.  B2.EC.2  B2.EC.3.  B2.EC.4.  B2.EC.5.  B2.EC.6.  B2.EC.7.  B2.EC.8. | B2.LS.1.  B2.LS.2.  B2.LS.3.  B2.LS.4.  B2.LS.5.  B2.LS.6. | CLC.4.  CLC.5.  CLC.6.  MCST.3.  MCST.4.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Interest in and respect for likes and preferences of others. * Interest in learning about different types of methods of transport. * Respect for classroom rules and willingness to take turns. |
| **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:**   * Here we are * Look around you. * It’s so (small). * How about you? What do you like? * It’s a (big), (red) (car). And it goes like this. * You’ve got a (train). He’s/She’s got a (motorbike). * Let’s share our toys. * Has he/she got a (plane)? Yes, he/she has. / No, he/she hasn’t. * Let’s go to the park. * Can I have a turn, please? Yes, of course. This is fun. Be careful. Take turns. * on land, on water, in the air   Recycled language:   * What’s this/that? It’s a plane. * What can you see? I can see a (red bus). * I like (trains). * He’s in the (boat). * This is my (car). * I’ve got a (lorry). * play together * Thank you. * Sorry. It’s OK. * Let’s play. Wow! * in the garden |
| **Very frequent oral vocabulary (production):**   * plane, helicopter, bus, car, lorry, motorbike, train, boat, tractor * transport museum * girls * boys * gorilla   Recycled vocabulary:   * teacher * numbers 1– 9 * colours * big, small, long * like * food * computer game, hippo, house |
| **Sound, accent, rhythm and intonation patterns:**   * Practise the pronunciation of the sounds */g/* and */h/.* |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING OUTCOMES** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Comprehension strategies in written texts:**   * Identify vocabulary for methods of transport. * Identify words with the letters */g/* and */h/.* * Identify vocabulary for toys and their characteristics. | B3.EC.1.  B3.EC.3.  B3.EC.4.  B3.EC.6.  B3.EC.7.  B3.EC.8. | B3.LS.3.  B3.LS.5.  B3.LS.6. | CLC.8.  MCST.3.  MCST.4.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Interest in and respect for likes and preferences of others. * Interest in learning about different types of methods of transport. * Respect for classroom rules and willingness to take turns. |
| **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:**   * Here we are * Look around you. * It’s so (small). * How about you? What do you like? * It’s a (big), (red) (car). And it goes like this. * You’ve got a (train). He’s/She’s got a (motorbike). * Let’s share our toys. * Has he/she got a (plane)? Yes, he/she has. / No, he/she hasn’t. * Let’s go to the park. * Can I have a turn, please? Yes, of course. This is fun. Be careful. Take turns. * on land, on water, in the air   Recycled language:   * What’s this/that? It’s a plane. * What can you see? I can see a (red bus). * I like (trains). * He’s in the (boat). * This is my (car). * I’ve got a (lorry). * play together * Thank you. * Sorry. It’s OK. * Let’s play. Wow! * in the garden |
| **Very frequent written vocabulary (reception):**   * plane, helicopter, bus, car, lorry, motorbike, train, boat, tractor * transport museum * girls * boys * gorilla   Recycled vocabulary:   * teacher * numbers 1– 9 * colours * big, small, long * like * food * computer game, hippo, house |
| **Graphic patterns and spelling conventions:**   * Identify the spelling of words related to methods of transport. * Identify the spelling of words with the sounds */g/* and */h/.* |

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

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| --- | --- | --- | --- |
| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING OUTCOMES** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Production strategies in written texts:**   * Practise tracing the letters */g/* and */h/.* * Complete sentences about toys. * Write words related to methods of transport. | B4.EC.1.  B4.EC.4. B4.EC.5.  B4.EC.6. | B4.LS.1. | CLC.9.  MCST.3.  MCST.4.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Interest in and respect for likes and preferences of others. * Interest in learning about different types of methods of transport. * Respect for classroom rules and willingness to take turns. |
| **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:**   * Here we are * Look around you. * It’s so (small). * How about you? What do you like? * It’s a (big), (red) (car). And it goes like this. * You’ve got a (train). He’s/She’s got a (motorbike). * Let’s share our toys. * Has he/she got a (plane)? Yes, he/she has. / No, he/she hasn’t. * Let’s go to the park. * Can I have a turn, please? Yes, of course. This is fun. Be careful. Take turns. * on land, on water, in the air   Recycled language:   * What’s this/that? It’s a plane. * What can you see? I can see a (red bus). * I like (trains). * He’s in the (boat). * This is my (car). * I’ve got a (lorry). * play together * Thank you. * Sorry. It’s OK. * Let’s play. Wow! * in the garden |
| **Very frequent written vocabulary (production):**   * plane, helicopter, bus, car, lorry, motorbike, train, boat, tractor * transport museum * girls * boys * gorilla   Recycled vocabulary:   * teacher * numbers 1– 9 * colours * big, small, long * like * food * computer game, hippo, house |
| **Graphic patterns and spelling conventions:**   * Practise writing words related to methods of transport. * Practise writing words with the sounds */g/* and */h/.* |

**UNIT 1 PROGRAMME OF CLASSROOM ACTIVITIES**

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| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 1: Presentation of vocabulary** | | | | | | |
| **Objectives:**   * Learn vocabulary for methods of transport.   **Materials:**   * CD 1; Flashcards 17-25 * Optional: word cards (TB103) | | | | | | |
| **Activities** | **Skills/ Blocks[[8]](#footnote-8)** | **Interaction[[9]](#footnote-9)** | **Competences[[10]](#footnote-10)** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Oral activity to review spelling names*.* | OC / OE | LG | CLC / SCC | **Extra activities:** *Teacher’s Book* p. 115  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation*. Present the vocabulary of the lesson. | OC / OE | LG | CLC |
| **Pupil’s Book**, p. 16, Act. 1. *Listen. Who’s speaking?* (CD1.19) | OC | Ind | CLC |
| **Pupil’s Book**, p. 16, Act. 2. *Listen, point and say.* (CD1.20) | OC / OE | Ind / LG | CLC |
| **Pupil’s Book**, p. 16, Act. 3. *Listen and find.* (CD1.21) | OC / OE | Ind / P | CLC |
| **Pupil’s Book**, p. 16, *Find Leo* | OE | Ind / LG | CLC / SCC / SIE |
| **Activity Book**, p. 12, Act. 1. *Look, read and tick ✓ or cross ✗.* | RC | Ind | CLC / SIE |
| **Activity Book**, p. 12, Act. 2. *Follow the transport words.* | WE / OE | Ind | SIE |
| *Ending the lesson*. Guessing game using vocabulary for methods of transport. | OC / OE | LG /P | CLC / SCC / SIE |

**UNIT 1 PROGRAMME OF CLASSROOM ACTIVITIES**

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| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 2: Practice of vocabulary** | | | | | | |
| **Objectives:**   * Learn to describe the size and colour of vehicles.   **Materials:**   * CD 1; Flashcards: 17–25, a picture of a bike or flashcard 27 from Level 1 Unit 2 * Optional: a music CD | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Review vocabulary for methods of transport using the flashcards. | CO / EO | 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* (CD1.22) | CO / EO | Ind / LG | CLC / SIE |
| **Pupil’s Book**, p. 17, Act. 5. *Match and say.* | CO / EO | Ind /P | CLC / SIE |
| **Pupil’s Book**, p. 17, Act. 6. *Ask and answer.* (CD1.23) | CO / EO | LG /P | CLC / SIE |
| **Activity Book**, p. 13, Act. 3. *Listen and stick.* | CO | Ind | CLC / SIE / LL |
| **Activity Book**, p. 13, CD1.27, Act. 4. *Look, read and write the words****.*** | EE / CL | Ind | CLC/ SIE / MCST |
| **Activity Book,** *p. 85, My picture dictionary, Tick the words you know and trace.* | EE / CL | Ind | SIE / LL |
| *Ending the lesson*. Listen to the chant again and do a miming activity. | CO | LG | CLC / SCC / SIE |

**UNIT 1 PROGRAMME OF CLASSROOM ACTIVITIES**

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| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 3: Presentation and practice of grammar 1** | | | | | | |
| **Objectives:**   * Talk about toys they and others have got. * Sing a song.   **Materials:**   * CD 1; Flashcards 17-25, toy flashcards from Level 1 Unit 2 (if available) * Optional: a blank piece of paper for each pupil | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play a game of *Find something.* | OC / OE / RC | LG | CLC / SIE | **Extra activities:** *Teacher’s Book* p. 115  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation*. Review vocabulary for methods of transport and make sentences with *I’ve got, He’s got, etc.* | OC / OE | LG / Ind | CLC / SIE |
| **Pupil’s Book**, p. 18, CD1.24, Act. 7  6. *Sing the song.* | OC / OE | Ind / LG | CLC / SCC |
| **Pupil’s Book**, p. 18, CD1.29, Act. 8. *Listen and say the name.* | OC / OE | LG | CLC / SIE |
| **Activity Book**, p. 14, Act. 5. *Listen and tick.* | OC | Ind | CLC / SIE |
| **Activity Book**, p. 14, Act. 6. *Look at the pictures and say.* | OE | Ind /P | CLC |
| *Ending the lesson*. Look at the flashcards and say what they are. | OE | P | CLC / SIE / SCC |

**UNIT 1 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 4: Presentation and practice of grammar 2** | | | | | | |
| **Objectives:**   * Learn to ask about what others have got.   **Materials:**   * CD 1 * Six classroom objects/toys (e.g. a teddy bear, a doll, a kite) and/or items of known food (e.g. an orange, an apple, a banana), six bags which are not transparent, a music CD | | | | | | |
| **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*. Present the content of the lesson. | OC | LG | CLC / SIE / SSC |
| **Pupil’s Book**, p. 19, CD1.27, Act. 9.*Listen, look and say.* | OC / OE | Ind | CLC / SIE |
| **Pupil’s Book**, p. 19, CD1.28, Act. 10.*Look and match. Then listen and answer.* | OC | LG / Ind | CLC |
| **Pupil’s Book**, p. 19, Act. 11. *Ask and answer.* | OC / OE | P | CLC / SIE / SCC |
| **Activity Book**, p. 15, Act. 7. *Look, read and circle the answer.* | RC | Ind | CLC |
| **Activity Book**, p. 15, Act. 8. *Look at the picture and answer the questions.* | WE | Ind | SIE / CLC |
| **Activity Book**, p. 15, Act. 9. *Draw and say. Then circle and write.* | WE | Ind | SIE / CLC |
| *Ending the lesson*. Review the contents of the lesson with a music activity. | OC | LG | CLC |

**UNIT 1 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 5: Story and value** | | | | | | |
| **Objectives:**   * Consolidate language with a story. * Discuss the value of taking turns.   **Materials:**   * CD 1; Flashcards 17-25 * Optional: a toy and a dice for each group of four pupils or a large game, such as a floor-sized jigsaw puzzle, cars on a truck, a garage or building blocks, slips of paper or card, half with ‘yes’ written on them and half with ‘no’ (one is enough for each pupil), a bag or a box | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| Warmer. Review vocabulary for transport and *He’s got…?* | 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. 20, CD1.29, Act. 12.*Listen and read*. | OC / RC | LG | CLC / SCC |
| **Pupil’s Book**, p. 20, *Value:* *Take turns.* | OC / OE | LG | CLC / SCC / LL / SIE |
| **Activity Book**, p. 16, CD1.30 Act. 9. *Read and write the letter. Then listen and check.* | OC / RC/ WE | Ind | CLC / MCST / SIE / LL |
| *Ending the lesson*. Make sentences about the story. | OE | LG | CLC / SCC |

**UNIT 1 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 6: Talk time and Animal Sounds** | | | | | | |
| **Objectives:**   * Practise taking turns. * Practise saying the sounds */g/* and */h/.*   **Materials:**   * CD 1 * A small toy for each pair of pupils (if possible one they can name in English) * Optional: large pictures of flowers and trees, windows and a door | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Miming activity to review repasar *Let’s play…* | 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** |  |  |
| **Pupil’s Book**, p. 21, CD1.31, Act. 13.*Listen and act.* | OC / OE | LG / P | CLC / SCC |
| **Pupil’s Book**, p. 21, CD1.32, Act. 14.*Listen and say.* | OC / OE | LG | CLC / LL |
| **Activity Book**, p. 17, Act. 11. *What’s missing? Look and draw. Then stick.* | WE / RC | Ind | SIE / LL |
| **Activity Book**, p. 17, Act. 12. *Trace the letters.* | WE | Ind | CLC / SIE / LL |
| **Activity Book**, p. 17, CD1.33 Act. 13. *Listen and match the pictures with /g/ and /h/.* | OC / WC | Ind | CLC / SIE / LL |
| *Ending the lesson*. Practise taking turns. | OC / WC | LG | CLC |

**UNIT 1 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 7: CLIL - *Science*** | | | | | | |
| **Objectives:**   * Learn to categorise methods of transport according to where they go.   **Materials:**   * CD 1; DVD; If you don’t have the DVD, pictures of ways of travelling on land, on water or in the air (e.g. someone walking, fourwheel drive vehicle, go-kart, hovercraft, pedalo, surf board, hot-air balloon, large commercial plane, hang-glider), flashcards 17-25, word cards (TB103), a map of pupils’ country (to show ferry routes, if appropriate) * Optional: a circle of red card and a circle of green card or a water tray with objects which float or sink (e.g. a toy boat, a paper boat, a piece of wood, a cardboard tube, a toy car) | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Review methods of transport using flashcards. | OC / OE | LG | CLC / SCC | **Extra activities:** *Teacher’s Book* p. 116  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| **Pupil’s Book**, p. 22, *Where is the transport?* | OC / OE | LG | CLC / MCST |
| **Pupil’s Book**, p. 23, CD1.34. Act. 1 *Listen and say* | OC / OE | LG | CLC / MCST / SIE / SCC |
| **Pupil’s Book**, p. 23, Video 01 (p.129 TB). Act. 2 *Watch the video.* | OC | LG | CLC / MCST |
| **Pupil’s Book**, p. 23, Act. 3. *Look and say: on land, on water or in the air..* | RC / OE | LG | CLC / MCST / SIE |
| **Pupil’s Book**, p. 23, *Guess What!* | OE | LG | CLC / MCST |
| **Activity Book**, p. 18, Act. 1. *Look Look, read and circle the words.* | OE / RC | Ind | CLC / MCST / SIE |
| **Activity Book**, p. 18, CD1.39 Act. 2. *Look and draw. Say.* | OC / OE | Ind | CLC / MCST |
| *Ending the lesson*. Activity to review the contents of the lesson. | OC / OE | LG | CLC / MCST / SCC |

**UNIT 1 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 8: CLIL project and evaluation** | | | | | | |
| **Objectives:**   * Make a transport collage. * Review the contents of the unit. * Complete the evaluation in the Activity Book.   **Materials:**   * CD 1; Flashcards 17-25 * Materials for the project: pictures of methods of transport for pupils to cut out (e.g. car calendars, magazines, brochures, adverts), scissors, glue, a piece of A3 paper for each pupil * Optional: word cards (TB103) or words to a traditional song about a method of transport (e.g. *Row, row, row your boat*) and, if possible, music | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Review the contents of the unit using flashcards. | OC / OE / RC | LG | CLC / MCST / SCC | **Extra activities:** *Teacher’s Book* p. 116  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** | **Assessment reources:**   * End-of-unit test: *Teacher’s Resource File* and *Tests CD-ROM.* * The Cambridge Teacher   [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Self-evaluation:**  Evaluation. *Activity Book* |  |
| **Pupil’s Book**, p. 23, Act. 4. *Find transport on land, on water and in the air.* | WE | Ind / P | CLC / MCST / SIE / SCC |
| **Activity Book**, p. 19, *Evaluation*. Act. 1. *Look, match and write the word****.*** | 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. What’s different? Circle and write. Then go to page 3 and write the letters. | WE | Ind | CLC / LL / SIE |
| *Ending the lesson*. Pupils choose their favourite activity and do it again. |  | Ind | CLC / LL / SIE |

**UNIT 2: PETS**

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| --- |
| **Unit objectives** |
| In this unit pupils will be able to:   * Learn vocabulary for people and pets. * Practise vocabulary for people and pets. * Practise counting. * Learn irregular plural words. * Describe animals. * Learn to ask questions with adjectives and *be*. * Consolidate language with a story. * Discuss the value of being helpful. * Practise offering help. * Practise saying the sound */f/* and*/v/.* * Learn about what animals need. * Draw a home for a pet. * 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 * Word cards (TB104); Flashcards 26-35, animal flashcards 86-95 from Level 1 Unit 8 * A picture of a rabbit, four handmade word cards with the words *women, men, children, babies*; pictures of two or more women, two or more men, two or more children, two or more babies, two or more elephants; pictures of spiders, snakes and other known animals; word cards (*ugly, beautiful, big, small, happy, sad, old, young*); flashcards of pets (28- 31 and 34); pictures of elephants, zebras, giraffes, crocodiles, hippos, monkeys, snakes, spiders, lions (or flashcards 86-95 from Level 1 Unit 8 * Optional: a piece of blank paper for each pupil; pictures of an ugly spider / snake, two or more beautiful animals, some elephants / other big animals, two or more small animals, a happy child / some happy people, a sad person, and old person / group of old people, a baby / some babies; materials for making a poster; a picture of a firefly; pictures of different animal food, shelter and water |
| **Mixed-ability resources** |
| * Reinforcement and Extension activities. Teacher’s Book p. 116-118 * 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 2 BLOCK 1: COMPREHENSION OF ORAL TEXTS**

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| **CONTENTS** | **EVALUATION CRITERIA[[11]](#footnote-11)** | **LEARNING OUTCOMES** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Comprehension strategies in oral texts:**   * Listen to a short dialogue describing animals. * Listen and identify vocabulary for animals. * Listen to a chant focusing on intonation and pronunciation. * Listen to a song. * Listen to a story while looking at pictures to help comprehension. * Identify the function of describing animals. * Listen to a tongue twister focusing on the pronunciation of the sounds */f/* and */v/.* * Watch a video about the needs of animals. | B1.EC.1.  B1.EC.2.  B1.EC.3.  B1.EC.4.  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.4.  MCST.6.  MCST.8.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Interest in learning about what animals need. * Appreciation of the importance of helping others. * Appreciation of the importance of respecting and looking after animals. |
| **Communicative functions:**   * Description of people and objects. * Asking for and offering information, help, objects, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * What has he/she/that man got? It’s got (long ears). * Come on now. Let’s count them all. * It’s/He’s/She’s (beautiful). They’re (happy). * Can you guess which is/are (my favourite pet/s)? * Is it (happy)? Are they (beautiful)? Are they (spiders)? * Yes, they are. / No, they aren’t. * Can I/we help? * I can’t find (my cat). * What’s his name? * You’re welcome. * be helpful * What do (animals) need? * for a (pet)   Recycled language:   * He’s/She’s got a (white) (cat). It’s (fat). I like the (dog). * Can you see the (boy)? * Be careful * Where’s (my pet)? * I can see … * I’m (at the pet shop). * Is it a (dog)? Yes, it is. / No, it isn’t. * my favourite * Thank you. * Oh dear. |
| **Very frequent oral vocabulary (reception):**   * pet, pet show * woman, man, girl, boy, baby * cat, mouse, fi sh, dog, frog * mice, fi sh (plur.), women, men, babies * beautiful, ugly, old, young, happy, sad * art * pet shop * Mr * fox, vulture, vegetables, with * shelter * wild animals   Recycled vocabulary:   * numbers 1–10 * colours * big, small * children * frog, cat * big * aunt * football * water, food |
| **Sound, accent, rhythm and intonation patterns:**   * Identify the pronunciation of the sounds */f/* and */v/.* |

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

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| --- | --- | --- | --- |
| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING OUTCOMES** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Production strategies in oral texts:**   * Identify and practise vocabulary for animals. * Listen and repeat a chant. * Work in pairs to practise new vocabulary and structures. * Ask questions with adjectives and *be*. * Repeat lines of the story to reinforce comprehension and practise pronunciation and intonation. * Discuss the importance of being helpful. * Practise saying words with the sounds /*f/* and*/v/.* * Act out a dialogue about animal descriptions. * Say a tongue twister to practise words with the sounds /*f/* and*/v/.* * Use words related to animal needs. | B2.EC.1.  B2.EC.2.  B2.EC.3.  B2.EC.4.  B2.EC.5.  B2.EC.6.  B2.EC.7.  B2.EC.8. | B2.LS.1.  B2.LS.2.  B2.LS.3.  B2.LS.4.  B2.LS.5.  B2.LS.6. | CLC.4.  CLC.5.  CLC.6.  MCST.1.  MCST.3.  MCST.4.  MCST.6.  MCST.8.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Interest in learning about what animals need. * Appreciation of the importance of helping others. * Appreciation of the importance of respecting and looking after animals. |
| **Communicative functions:**   * Description of people and objects. * Asking for and offering information, help, objects, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * What has he/she/that man got? It’s got (long ears). * Come on now. Let’s count them all. * It’s/He’s/She’s (beautiful). They’re (happy). * Can you guess which is/are (my favourite pet/s)? * Is it (happy)? Are they (beautiful)? Are they (spiders)? * Yes, they are. / No, they aren’t. * Can I/we help? * I can’t find (my cat). * What’s his name? * You’re welcome. * be helpful * What do (animals) need? * for a (pet)   Recycled language:   * He’s/She’s got a (white) (cat). It’s (fat). I like the (dog). * Can you see the (boy)? * Be careful * Where’s (my pet)? * I can see … * I’m (at the pet shop). * Is it a (dog)? Yes, it is. / No, it isn’t. * my favourite * Thank you. * Oh dear. |
| **Very frequent oral vocabulary (production):**   * pet, pet show * woman, man, girl, boy, baby * cat, mouse, fi sh, dog, frog * mice, fish (plur.), women, men, babies * beautiful, ugly, old, young, happy, sad * art * pet shop * Mr * fox, vulture, vegetables, with * shelter * wild animals   Recycled vocabulary:   * numbers 1–10 * colours * big, small * children * frog, cat * big * aunt * football * water, food |
| **Sound, accent, rhythm and intonation patterns:**   * Practise the pronunciation of the sounds */f/* and */v/.* |

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

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| --- | --- | --- | --- |
| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING OUTCOMES** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Comprehension strategies in written texts:**   * Identify vocabulary for animals. * Identify words with the sounds */f/* and */v/.* * Identify irregular plural words. * Identify words related to animal needs. | B3.EC.1.  B3.EC.3.  B3.EC.4.  B3.EC.6.  B3.EC.7.  B3.EC.8. | B3.LS.3.  B3.LS.5.  B3.LS.6. | CLC.8.  MCST.1.  MCST.3.  MCST.4.  MCST.6.  MCST.8.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Interest in learning about what animals need. * Appreciation of the importance of helping others. * Appreciation of the importance of respecting and looking after animals. |
| **Communicative functions:**   * Description of people and objects. * Asking for and offering information, help, objects, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * What has he/she/that man got? It’s got (long ears). * Come on now. Let’s count them all. * It’s/He’s/She’s (beautiful). They’re (happy). * Can you guess which is/are (my favourite pet/s)? * Is it (happy)? Are they (beautiful)? Are they (spiders)? * Yes, they are. / No, they aren’t. * Can I/we help? * I can’t find (my cat). * What’s his name? * You’re welcome. * be helpful * What do (animals) need? * for a (pet)   Recycled language:   * He’s/She’s got a (white) (cat). It’s (fat). I like the (dog). * Can you see the (boy)? * Be careful * Where’s (my pet)? * I can see … * I’m (at the pet shop). * Is it a (dog)? Yes, it is. / No, it isn’t. * my favourite * Thank you. * Oh dear. |
| **Very frequent written vocabulary (reception):**   * pet, pet show * woman, man, girl, boy, baby * cat, mouse, fi sh, dog, frog * mice, fi sh (plur.), women, men, babies * beautiful, ugly, old, young, happy, sad * art * pet shop * Mr * fox, vulture, vegetables, with * shelter * wild animals   Recycled vocabulary:   * numbers 1–10 * colours * big, small * children * frog, cat * big * aunt * football * water, food |
| **Graphic patterns and spelling conventions:**   * Identify the spelling of the sounds */f/* and */v/.* * Identify the spelling of animal words. |

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

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| --- | --- | --- | --- |
| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING OUTCOMES** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Production strategies in written texts:**   * Trace over animal words. * Practise tracing the letter *t*. * Trace over the letters */f/* and */v/.* * Complete sentences about animal needs. | B4.EC.1.  B4.EC.4. B4.EC.5.  B4.EC.6. | B4.LS.1. | CLC.9.  MCST.1.  MCST.3.  MCST.4.  MCST.6.  MCST.8.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Interest in learning about what animals need. * Appreciation of the importance of helping others. * Appreciation of the importance of respecting and looking after animals. |
| **Communicative functions:**   * Description of people and objects. * Asking for and offering information, help, objects, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * What has he/she/that man got? It’s got (long ears). * Come on now. Let’s count them all. * It’s/He’s/She’s (beautiful). They’re (happy). * Can you guess which is/are (my favourite pet/s)? * Is it (happy)? Are they (beautiful)? Are they (spiders)? * Yes, they are. / No, they aren’t. * Can I/we help? * I can’t find (my cat). * What’s his name? * You’re welcome. * be helpful * What do (animals) need? * for a (pet)   Recycled language:   * He’s/She’s got a (white) (cat). It’s (fat). I like the (dog). * Can you see the (boy)? * Be careful * Where’s (my pet)? * I can see … * I’m (at the pet shop). * Is it a (dog)? Yes, it is. / No, it isn’t. * my favourite * Thank you. * Oh dear. |
| **Very frequent written vocabulary (production):**   * pet, pet show * woman, man, girl, boy, baby * cat, mouse, fi sh, dog, frog * mice, fi sh (plur.), women, men, babies * beautiful, ugly, old, young, happy, sad * art * pet shop * Mr * fox, vulture, vegetables, with * shelter * wild animals   Recycled vocabulary:   * numbers 1–10 * colours * big, small * children * frog, cat * big * aunt * football * water, food |
| **Graphic patterns and spelling conventions:**   * Practise writing words the sounds */f/* and */v/.* * Practise writing animal words |

**UNIT 2 PROGRAMME OF CLASSROOM ACTIVITIES**

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| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 1: Presentation of vocabulary** | | | | | | |
| **Objectives:**   * Learn vocabulary for people and pets.   **Materials:**   * CD 1; Flashcards 26-35 and animal flashcards 86-95 from Level 1 Unit 8, if available | | | | | | |
| **Activities** | **Skills/ Blocks[[12]](#footnote-12)** | **Interaction[[13]](#footnote-13)** | **Competences[[14]](#footnote-14)** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Review vocabulary for animals from Level 1. | 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 | L | CLC |
| **Pupil’s Book**, p. 26, Act. 1. *Listen. Who’s speaking?* (CD1.35) | OC | Ind | CLC |
| **Pupil’s Book**, p. 26, Act. 2. *Listen, point and say.* (CD1.36) | OC / OE | Ind / LG | CLC |
| **Pupil’s Book**, p. 26, Act. 3. *Listen and find.* (CD1.37) | OC / OE | Ind /P | CLC |
| **Pupil’s Book**, p. 26, *Find Leo.* | OE | Ind / LG | CLC / SCC / SIE |
| **Activity Book**, p. 20, Act. 1. *Order the letters and match.* | RC | Ind | CLC / SIE |
| **Activity Book**, p. 20, Act. 2 *What’s next? Look and circle the word.* | WE / OE | Ind | SIE / CLC |
| *Ending the lesson*. Activity to review vocabulary and *He’s got …* | OC / OE | LG | CLC / SCC / SIE |

**UNIT 2 PROGRAMME OF CLASSROOM ACTIVITIES**

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| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 2: Practice of vocabulary** | | | | | | |
| **Objectives:**   * Practise the people and pet vocabulary * Practise counting. * Learn irregular plural words.   **Materials:**   * CD 1; Flashcards 26-35; a picture of a rabbit | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Review vocabulary for pet and people. | OC / OE | LG / P | CLC / SIE | **Extra activities:** *Teacher’s Book* p. 116-117  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| **Pupil’s Book**, p. 27, Act. 4. *Say the chant* (CD1.38) | OC / OE | Ind / LG | CLC / SIE |
| **Pupil’s Book**, p. 27, Act. 5. *Look, fi nd and count.* | OC / OE | Ind /P | CLC/ SIE / MCST |
| **Pupil’s Book**, p. 27, Act. 6. *Your classroom. Look and say.* | OC / OE | Ind /P | CLC/ SIE / MCST |
| **Activity Book**, p. 21, Act. 3. *Listen and stick.* (CD1.39) | OC | Ind | CLC / SIE / LL |
| **Activity Book**, p. 21, Act. 4. *Write the words and find.* | WE / OE | Ind | CLC / SIE |
| **Activity Book,** *p. 86, My picture dictionary, Got to page 86: Tick the words you know and trace.* | WE / RC | Ind | SIE / LL |
| *Ending the lesson*. Say the chant again and a miming activity. | OC / OE | LG | CLC / SCC / SIE |

**UNIT 2 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 3: Presentation and practice of grammar 1** | | | | | | |
| **Objectives:**   * Describe animals.   **Materials:**   * CD 1; Flashcards 26-35; Word cards (TB104), homemade word cards with the words *women, men, children, babies* * Pictures of two or more women, two or more men, two or more children, two or more babies, two or more elephants * Optional: a piece of blank paper for each pupil | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Review vocabulary from previous lessons. | OC / OE | LG | CLC / SIE | **Extra activities:** *Teacher’s Book* p. 117  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation*. Introduce the language and vocabulary of the lesson. | CO / EO | LG / Ind | CLC / SIE |
| **Pupil’s Book**, p. 28, Act. 7. *Listen, look and say,* (CD1.40) | CO / EO | LG | CLC / CAE |
| **Pupil’s Book**, p. 28, Act. 8. *Listen, find and say.* (CD1.41) | CO / EO | LG / P | CLC / SIE / SCC |
| **Pupil’s Book**, p. 28, Act. 9. *Make sentences. Say yes or no.* | CO | LC | CLC / SIE / SCC |
| **Activity Book**, p. 22, Act. 5. *Look, write the words and match****.*** | CE / CL | Ind | CLC / SIE |
| **Activity Book**, p. 22, Act. 6. *Look, read and tick ✓.* | CE / CL | Ind | CLC / SCC |
| **Activity Book**, p. 22, Act. 6 *Draw and say. Then write.* | CE / CL / EO | Ind | CLC / SCC |
| *Ending the lesson*. Play a memory game. | EO | LG | CLC / SIE / SCC |

**UNIT 2 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 4: Presentation and practice of grammar 2** | | | | | | |
| **Objectives:**   * Learn to ask questions with adjectives and *be*.   **Materials:**   * CD 1; Flashcards 26-35; Pictures of spiders, snakes and other known animals, e.g. giraffes, elephants, lions * Word cards: *ugly, beautiful, big, small, happy, sad, old, young* * Optional: pictures of an ugly spider / snake, two or more beautiful animals (e.g. fish), some elephants / other big animals, two or more small animals (e.g. mice / frogs), a happy child / some happy children, a sad person, an old person / group of old people, a baby / some babies | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Describe the pictures on the flashcards. | OC | 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*. Introduce the content of the unit. | OC | LG | CLC / SCC |
| **Pupil’s Book**, p. 29, Act. 10.*Sing the song.* CD1.42 | OC / OE | LG | CLC |
| **Pupil’s Book**, p. 29, Act.11.*Play the game.* | OC / OE | LG | CLC / SCC |
| **Activity Book**, p. 23, Act. 7. *Listen and circle the answer,* CD1.43 | OC | LG | CLC / SCC / LL / SIE |
| **Activity Book**, p. 23, Act. 7. *Look at the picture and answer the questions.* | OC / WE | Ind | CLC / MCST / SIE / LL |
| *Ending the lesson*. Guessing game to review the contents of the lesson. | OE | LG | CLC / SCC |

**UNIT 2 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 5: Story and value** | | | | | | |
| **Objectives:**   * Consolidate language with a story. * Discuss the value of being helpful.   **Materials:**   * CD 1 * Optional: materials for making a poster (display paper, blank A4 paper, pens, scissors, glue) for each group of pupils | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Review the song from the previous lesson. | OC | 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. 30, Act. 11.*Listen and read.* CD1.44 | OC / RC | LG/Ind | CLC / SCC |
| **Pupil’s Book**, p. 30, *Value: Be helpful.* | OC / OE | LG / P | CLC / SCC / LL / SIE |
| **Activity Book**, p. 24, Act. 10. *Look and write the words. Then listen and*  *Check.* CD1.45 | OC | Ind | CLC / SIE / LL |
| *Ending the lesson*. Play a game of *Sentence chain.* | OE | LG | CLC / SCC |

**UNIT 2 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 6: Talk time and Animal Sounds** | | | | | | |
| **Objectives:**   * Practise offering help. * Practise saying the sounds */f/* and */v/.*   **Materials:**   * CD 1 * Optional: a picture of a firefly | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Practise offering help. | 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** |  |  |
| **Pupil’s Book**, p. 31, Act. 12.*Listen and act.* CD1.46 | OC / OE | LG / P | CLC / SCC |
| **Pupil’s Book**, p. 31, Act. 13.*Listen and say.* CD1.47 | OC / OE | LG | CLC / LL |
| **Activity Book**, p. 25, Act. 11. *What’s missing? Look and draw. Then stick.* | WE | Ind | SIE / LL |
| **Activity Book**, p. 25, Act. 12. *Trace the letters.* | WE | Ind | CLC / SIE / LL |
| **Activity Book**, p. 25, Act. 12. *Listen and tick ✓ v or f****.***CD1.48 | OC / OE | Ind | CLC / SIE / LL |
| *Ending the lesson*. Practise saying the sounds */f/* and */v/* with a tongue twister. | OC / OE | LG | CLC / SCC |

**UNIT 2 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 7: CLIL – *Science*** | | | | | | |
| **Objectives:**   * Learn about what animals need.   **Materials:**   * CD 1; DVD; Flashcards of pets (28-31 and 34); pictures of elephants, zebras, giraffes, crocodiles, hippos, monkeys, snakes, spiders, lions (or flashcards 86-95 from Level 1) * Optional: pictures of different animal food (e.g. meat, fish, leaves, insects), shelter (e.g. cave, tree, kennel, nest) and water (river, stream, water hole) or a blank piece of paper for each pupil | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Oral activity to review vocabulary of the unit. | OC / OE | LG | CLC / SCC | **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. 32,*What do animals need?* | OC / OE | LG | CLC / MCST |
| **Pupil’s Book**, p. 33, Act. 1 *Listen and say,* CD1.49. | OC / OE | LG | CLC / MCST / SIE / SCC |
| **Pupil’s Book**, p. 33, Video 02 (p.129TB). Act. 2 *Watch the video.* | OC | LG | CLC / MCST |
| **Pupil’s Book**, p. 33, Act. 3. *Look and say water, food or shelter.* | RC / OE | LG | CLC / MCST / SIE |
| **Pupil’s Book**, p. 33, *Guess What!* | OE | LG | CLC / MCST |
| **Activity Book**, p. 26, Act. 1.*Look, read and match.* | RC | Ind | CLC / MCST / SIE |
| **Activity Book**, p. 26, Act. 2. *Look at the picture and tick ✓ the box.* | RC / OE | Ind / P | CLC / MCST / SIE |
| *Ending the lesson*. Oral activity to review language of the lesson. | OC / OE | LG | CLC / MCST / SCC |

**UNIT 2 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 8: CLIL project and evaluation** | | | | | | |
| **Objectives:**   * Draw a home for a pet. * Review the contents of the unit. * Complete the evaluation in the Activity Book.   **Materials:**   * CD 1; Flashcards 26-35 * Materials for the project (blank A4 paper, colouring pens or pencils for each pupil) | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| Warmer. Play *Memory 1 to 10.* | 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. 33, Act. 4. *Draw a home for a pet.* | WE / OE | Ind / P | CLC / MCST / SIE / SCC |
| **Activity Book**, p. 27, *Evaluation*. Act. 1**.** *Read and write the answer****.*** | 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. *What’s different? Circle and write. Then go to page 3 and write the letters.* | 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: CLOTHES**

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| **Unit objectives** |
| In this unit pupils will be able to:   * Learn vocabulary for clothes. * Practise the clothes vocabulary. * Ask someone what they are wearing and describe what they themselves are wearing. * Ask and answer about they are wearing. * Consolidate language with a story. * Discuss the value of sharing. * Practise sharing. * Practise the sounds */ʤ/* and */j/.* * Learn about what clothes 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 36-44 * Word cards (TB105) * Real items of clothing in different colours on hangers, pairs of shoes in different colours, pictures of people from clothes catalogues, pictures of clothes from around the world (e.g. thobe from the Middle East, Japanese kimono, Scottish kilt) * Optional: pictures of people wearing different clothes, scissors, glue, blank paper, a ball, a music CD or flashcards 36–44 and handmade clothes cards, e.g. red shoes, pink trousers, an orange jacket, yellow socks (if possible, make a set of 15 cards for each group of pupils – see *Extra activities* for details, a scarf / piece of thick material to use as a blindfold, a piece of blank paper for each pupil, a hat; a selection of clothes which make up fancy dress costumes; real items of clothing made of cotton, silk, leather and wool (if possible, at least two items made from each material); materials for the project (blank paper, scraps of material (cotton, wool, silk and others), scissors, glue, colouring pens/pencils for each pupil) |
| **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 3 BLOCK 1: COMPREHENSION OF ORAL TEXTS**

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| **CONTENTS** | **EVALUATION CRITERIA[[15]](#footnote-15)** | **LEARNING OBJECTIVES** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Comprehension strategies in oral texts:**   * Identify vocabulary for clothes. * Listen to people describing what they are wearing. * Listen to a chant about clothes. * Listen to a song about clothes. * Listen to a story while looking at pictures to help comprehension. * Listen to two pupils sharing things. * Listen to a tongue twister focusing on the pronunciation of words with the sounds */ʤ/* and */j/.* * Watch a video about what clothes are made of. | B1.EC.1.  B1.EC.2.  B1.EC.3.  B1.EC.4.  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.4.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Effort to use English in the classroom. * Reflection on the importance of sharing. * Interest in learning about what clothes are made of. * Respect for others regardless of their appearance or clothes. |
| **Communicative functions:**   * Description of people and objects. * Asking for and offering information, help, objects, permission. * Establishing and maintaning communication. |
| **Syntactic-discursive contents:**   * Do you like … or …?, the (yellow) one) * Here’s your (jacket). Here are your (shoes). Put on your (jacket). * go out * What are you wearing (today)? I’m wearing (a/an) (red jacket/trousers) and a (green skirt). * I look great. * Are you wearing a (blue T-shirt)? Are you wearing (brown shoes)? Yes, I am. / No, I’m not. * My turn. * You can use my (hat). * Fantastic! * share things * You can use this one. * What are clothes made of?   Recycled language:   * Have you got …? What have you got? this/these, I’ve got (these black shoes). * This is my … Oh dear. Where’s …? I don’t like it. * Let’s … (play)! * His/Her (T-shirt) isn’t (red). It’s (yellow). His/Her (shoes) aren’t (orange). They’re (red). * Look at … * Here’s a … for you. * Here you are. * I haven’t got a (pen). * don’t like |
| **Very frequent oral vocabulary (reception):**   * jacket, trousers, socks, skirt, shoes, dress, T-shirt, jeans, shirt * hat, party * first prize * jackal, jelly, yak, yoghurt * cotton, silk, leather, wool   Recycled vocabulary:   * numbers 1– 9 * colours * old, favourite * parts of the body * man, woman, boy, girl * costume * classroom objects * robot |
| **Sound, accent, rhythm and intonation patterns:**   * Identify the pronunciation of the sounds /ʤ/ and /j/. |

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

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| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING OUTCOMES** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Production strategies in oral texts:**   * Practise vocabulary for clothes. * Practise phrases for encouraging people to share. * Say a chant focusing on pronunciation. * Sing a song in which clothes are described. * Prepare and practise a dialogue about the clothes they are wearing. * Ask questions about the clothes someone is wearing. * Describe the clothes someone is wearing. * Say a tongue twister to practise the pronunciation of words with the sounds */ʤ/* and */j/.* * Practise language related to the materials clothes 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.EC.8. | B2.LS.1.  B2.LS.2.  B2.LS.3.  B2.LS.4.  B2.LS.5.  B2.LS.6. | CLC.4.  CLC.5.  CLC.6.  MCST.1.  MCST.3.  MCST.4.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Effort to use English in the classroom. * Reflection on the importance of sharing. * Interest in learning about what clothes are made of. * Respect for others regardless of their appearance or clothes. |
| **Communicative functions:**   * Description of people and objects. * Asking for and offering information, help, objects, permission. * Establishing and maintaning communication. |
| **Syntactic-discursive contents:**   * Do you like … or …?, the (yellow) one) * Here’s your (jacket). Here are your (shoes). Put on your (jacket). * go out * What are you wearing (today)? I’m wearing (a/an) (red jacket/trousers) and a (green skirt). * I look great. * Are you wearing a (blue T-shirt)? Are you wearing (brown shoes)? Yes, I am. / No, I’m not. * My turn. * You can use my (hat). * Fantastic! * share things * You can use this one. * What are clothes made of?   Recycled language:   * Have you got …? What have you got? this/these, I’ve got (these black shoes). * This is my … Oh dear. Where’s …? I don’t like it. * Let’s … (play)! * His/Her (T-shirt) isn’t (red). It’s (yellow). His/Her (shoes) aren’t (orange). They’re (red). * Look at … * Here’s a … for you. * Here you are. * I haven’t got a (pen). * don’t like |
| **Very frequent oral vocabulary (production):**   * jacket, trousers, socks, skirt, shoes, dress, T-shirt, jeans, shirt * hat, party * first prize * jackal, jelly, yak, yoghurt * cotton, silk, leather, wool   Recycled vocabulary:   * numbers 1– 9 * colours * old, favourite * parts of the body * man, woman, boy, girl * costume * classroom objects * robot |
| **Sound, accent, rhythm and intonation patterns:**   * Identify the pronunciation of the sounds */ʤ/* and */j/.* * Practise the pronunciation of words related to clothes and the different materials clothes are made of. |

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

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| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING OUTCOMES** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Comprehension strategies in written texts:**   * Identify and read clothes words. * Identify the spelling of words with the sounds */ʤ/* and */j/.* * Recognise the names of the materials clothes are made of. | B3.EC.1.  B3.EC.3.  B3.EC.4.  B3.EC.6.  B3.EC.7.  B3.EC.8. | B3.LS.3.  B3.LS.5.  B3.LS.6. | CLC.8.  MCST.1.  MCST.3.  MCST.4.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Effort to use English in the classroom. * Reflection on the importance of sharing. * Interest in learning about what clothes are made of. * Respect for others regardless of their appearance or clothes. |
| **Communicative functions:**   * Description of people and objects. * Asking for and offering information, help, objects, permission. * Establishing and maintaning communication. |
| **Syntactic-discursive contents:**   * Do you like … or …?, the (yellow) one) * Here’s your (jacket). Here are your (shoes). Put on your (jacket). * go out * What are you wearing (today)? I’m wearing (a/an) (red jacket/trousers) and a (green skirt). * I look great. * Are you wearing a (blue T-shirt)? Are you wearing (brown shoes)? Yes, I am. / No, I’m not. * My turn. * You can use my (hat). * Fantastic! * share things * You can use this one. * What are clothes made of?   Recycled language:   * Have you got …? What have you got? this/these, I’ve got (these black shoes). * This is my … Oh dear. Where’s …? I don’t like it. * Let’s … (play)! * His/Her (T-shirt) isn’t (red). It’s (yellow). His/Her (shoes) aren’t (orange). They’re (red). * Look at … * Here’s a … for you. * Here you are. * I haven’t got a (pen). * don’t like |
| **Very frequent written vocabulary (reception):**   * jacket, trousers, socks, skirt, shoes, dress, T-shirt, jeans, shirt * hat, party * first prize * jackal, jelly, yak, yoghurt * cotton, silk, leather, wool   Recycled vocabulary:   * numbers 1– 9 * colours * old, favourite * parts of the body * man, woman, boy, girl * costume * classroom objects * robot |
| **Graphic patterns and spelling conventions:**   * Identify the spelling of words with the sounds /ʤ/ and /j/. * Identify the spelling of words related to clothes and the materials they are made of. |

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

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| --- | --- | --- | --- |
| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING OUTCOMES** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Production strategies in written texts:**   * Write simple clothes words. * Practise tracing letters with the sounds */ʤ/* and */j/.* * Complete sentences in which clothes are described. * Number the materials clothes are made of. | B4.EC.1.  B4.EC.3. B4.EC.4. B4.EC.5.  B4.EC.6. | B4.LS.1. | CLC.9.  MCST.1.  MCST.3.  MCST.4.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Effort to use English in the classroom. * Reflection on the importance of sharing. * Interest in learning about what clothes are made of. * Respect for others regardless of their appearance or clothes. |
| **Communicative functions:**   * Description of people and objects. * Asking for and offering information, help, objects, permission. * Establishing and maintaning communication. |
| **Syntactic-discursive contents:**   * Do you like … or …?, the (yellow) one) * Here’s your (jacket). Here are your (shoes). Put on your (jacket). * go out * What are you wearing (today)? I’m wearing (a/an) (red jacket/trousers) and a (green skirt). * I look great. * Are you wearing a (blue T-shirt)? Are you wearing (brown shoes)? Yes, I am. / No, I’m not. * My turn. * You can use my (hat). * Fantastic! * share things * You can use this one. * What are clothes made of?   Recycled language:   * Have you got …? What have you got? this/these, I’ve got (these black shoes). * This is my … Oh dear. Where’s …? I don’t like it. * Let’s … (play)! * His/Her (T-shirt) isn’t (red). It’s (yellow). His/Her (shoes) aren’t (orange). They’re (red). * Look at … * Here’s a … for you. * Here you are. * I haven’t got a (pen). * don’t like |
| **Very frequent written vocabulary (production):**   * jacket, trousers, socks, skirt, shoes, dress, T-shirt, jeans, shirt * hat, party * first prize * jackal, jelly, yak, yoghurt * cotton, silk, leather, wool   Recycled vocabulary:   * numbers 1– 9 * colours * old, favourite * parts of the body * man, woman, boy, girl * costume * classroom objects * robot |
| **Graphic patterns and spelling conventions:**   * Practise writing words with the sounds /*ʤ/* and */j/.* * Practise writing words related to clothes and the materials they are made of. |

**UNIT 3 PROGRAMME OF CLASSROOM ACTIVITIES**

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| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 1: Presentation of vocabulary** | | | | | | |
| **Objectives:**   * Learn vocabulary for clothes.   **Materials:**   * CD 1; Flashcards 36-44 | | | | | | |
| **Activities** | **Skills/ Blocks[[16]](#footnote-16)** | **Interaction[[17]](#footnote-17)** | **Competences[[18]](#footnote-18)** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play *Point to.* | OC / OE | LG | CLC / SCC | **Extra activities:** *Teacher’s Book* p. 118-119  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation*. Introduce the vocabulary of the lesson. | OC / OE | LG | CLC |
| **Pupil’s Book**, p. 38, Act. 1. *Listen. Who’s speaking?* (CD1.52) | OC | Ind / LC | CLC |
| **Pupil’s Book**, p. 38, Act. 2. *Listen, point and say.* (CD1.53) | OC / OE | Ind / LG | CLC |
| **Pupil’s Book**, p. 38, Act. 3. *Listen and find.* (CD1.54) | OC / OE | Ind /P | CLC |
| **Pupil’s Book**, p. 38, *Find Leo.* | OE | Ind / LG | CLC / SCC / SIE |
| **Activity Book**, p. 30, Act. 1. *Look and match. Then read and colour.* | WE /OE | Ind | CLC / SIE |
| *Ending the lesson*. Play *Last one standing.* | OC / OE | LG | CLC / SCC / SIE |

**UNIT 3 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 2: Practice of vocabulary** | | | | | | |
| **Objectives:**   * Practise the clothes vocabulary.   **Materials:**   * CD 1; Flashcards 36-44; Real items of clothing in different colours on hangers, pairs of shoes in different colours * Optional: pictures of people wearing different clothes (e.g. from clothes catalogues or magazines), scissors, glue, blank paper | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Review vocabulary for clothes. | 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 vocabulary for lessons and days of the week. | OC / OE | Ind /LG | CLC / SIE |
| **Pupil’s Book**, p. 39, Act. 4. *Say the chant* (CD1.55) | OC / OE | Ind / LG | CLC / SIE |
| **Pupil’s Book**, p. 39, Act. 5. *Find the mistakes and say.* | OC / OE | Ind /P | CLC/ SIE |
| **Activity Book**, p. 31, Act. 2. *Listen and stick*.(CD1.56) | OC | Ind | CLC/ SIE / LL |
| **Activity Book**, p. 31, Act. 4.*Look and write the words.* | WE / RC | Ind | CLC / SIE |
| **Activity Book,** *p. 87, My picture dictionary, Tick the words you know and trace.* | WE | Ind | SIE / LL |
| *Ending the lesson*. Miming activity to review vocabulary of the lesson. | OC/ OE | LG | CLC / SCC / SIE |

**UNIT 3 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 3: Presentation and practice of grammar 1** | | | | | | |
| **Objectives:**   * Ask someone what they are wearing and describe what they themselves are wearing.   **Materials:**   * CD 1; Pictures of people from clothes catalogues * Optional: a ball, a music CD or flashcards 36-44 and handmade clothes cards, e.g. red shoes, pink trousers, an orange jacket, yellow socks (if possible, make a set of 15 cards for each group of pupils – see *Extra activities* for details) | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Describe pictures of people from clothes catalogues. | OC / OE / RC | LG | CLC / SIE | **Extra activities:** *Teacher’s Book* p. 119  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation*. Describe what they themselves are wearing. | OC / OE | LG | CLC/ SIE |
| **Pupil’s Book**, p. 40, Act. 6. *Sing the song* (CD1.57) | OC / OE | LG | CLC / CAE |
| **Pupil’s Book**, p. 40, Act. 7. *Listen and say the name.* (CD1.58) | OC / OE | LG / P | CLC / SIE / SCC |
| **Pupil’s Book**, p. 40, Act.87. *Ask and answer.* | OC / OE | LG / P | CLC / SIE / SCC |
| **Activity Book**, p. 32, Act. 4. *Look, read and tick* ✓*.* | RC | Ind | CLC / SIE |
| **Activity Book**, p. 32, Act. 5. *Look at the pictures and write.* | WE | Ind | CLC / SCC |
| *Ending the lesson*. Play *Sentence chain* game. | 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 they are wearing.   **Materials:**   * CD 1; Flashcards 36-44 * Optional: a scarf / piece of thick material to use as a blindfold | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Sing the song from the previous lesson. | OC / OE | LG | CLC / SIE / SCC | **Extra activities:** *Teacher’s Book* p. 119  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation*. Introduce *Are you wearing a (blue T-shirt)?* | OC / OE | LG | CLC / SIE / SCC |
| **Pupil’s Book**, p. 41, Act. 9.*Listen, look and say.* (CD1.59) | OC / OE | LG | CLC / SIE / SCC |
| **Pupil’s Book**, p. 41, Act. 10.*Listen and point. Then play the game.*(CD1.60) | OC / OE | LG | CLC / SIE, |
| **Activity Book**, p. 33, Act. 7. *Listen and number the pictures. (*CD1.61) | OC / RC | Ind | CLC / SIE |
| **Activity Book**, .33, Act. 8. *Look, read and circle the correct word****.*** | RC | Ind | CLC |
| *Ending the lesson*. Oral activity to review the contents of the lesson. | OC / OE | LG | CLC / SIE / SCC |

**UNIT 3 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 5: Story and value** | | | | | | |
| **Objectives:**   * Consolidate language with a story. * Discuss the value of sharing.   **Materials:**   * CD 1 * A piece of blank paper for each pupil, a hat | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Review the contents from the previous lesson. | OC / OE | LG | CLC / SCC | **Extra activities:** *Teacher’s Book* p. 119  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Introduction.* Ask questions about the story. | OC / OE | LG | CLC |
| **Pupil’s Book**, p. 42, Act. 11.*Listen* (CD1.62) | OC / OE | LG | CLC / SCC / SIE |
| **Pupil’s Book**, *Value.* p. 42, *Share things.* | OC / OE | GG | CLC / SCC / LL / SIE |
| **Activity Book**, p. 34, Act. 9.*Read and number. Then listen and check***.** *(*CD1.63) | RC / OC | Ind | CLC / MCST / SIE / LL |
| *Ending the lesson*. Oral activity to describe the clothes of the characters of the story. | OC / OE | P | CLC / SCC |

**UNIT 3 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 6: Talk time and Animal Sounds** | | | | | | |
| **Objectives:**   * Practise sharing. * Practise saying the sounds */ʤ/* and */j/.*   **Materials:**   * CD 1; Six or seven hats, a music CD * Optional: a selection of clothes (jackets, hats, skirts, boots) which make up fancy dress costumes (e.g. a pirate hat which goes with some pirate trousers or a toy parrot, a fairy skirt with a matching top and hat, cowboy trousers and a matching jacket) | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Activity to share clothes and dress up. | OC / OE | LG | CLC | **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. 43, Act. 12.*Listen and act.* (CD1.64), | OC / OE | LG / P | CLC / SCC |
| **Pupil’s Book**, p. 43, Act. 13.*Listen and say.* (CD1.65), | OC / OE | LG | CLC / LL |
| **Activity Book**, p. 35, Act. 10. *Look, read and 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* /ʤ/ or/j/. (CD1.66) | OC / OE | Ind | CLC / SIE / LL |
| *Ending the lesson*. Practise pronunciation with a tongue twister. | OC / OE | LG | CLC / SCC |

**UNIT 3 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 7: CLIL – *Science*** | | | | | | |
| **Objectives:**   * Learn about what clothes are made of.   **Materials:**   * CD 1; DVD * Optional: real items of clothing made of cotton, silk, leather and wool (if possible, at least two items made from each material) | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Activity with clothes to present the topic of the lesson. | OC / OE | LG | CLC / SCC | **Extra activities:** *Teacher’s Book* p. 119  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| **Pupil’s Book**, p. 44, *What are clothes made of?* | OC / OE | LG | CLC / MCST |
| **Pupil’s Book**, p. 45, Act. 1 *Listen and say,* (CD1.67) | OC / OE | LG | CLC / MCST / SIE / SCC |
| **Pupil’s Book**, p.45, Act.2 Video 03 (p.130 TB). *Watch the video.* | OC | LG | CLC / MCST |
| **Pupil’s Book**, p. 45, Act. 3. *Look and say the material.* | RC / OE | LG | CLC / MCST / SIE |
| **Pupil’s Book**, p. 44, *Guess What!* | OE | LG | CLC / MCST |
| **Activity Book**, p. 36, Act. 1. *Look and writ the numbers* (CD2.19) | OC / WE | Ind | CLC / MCST / SIE |
| **Activity Book**, p. 36, Act. 2. *Look, read and circle the word.* | 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:**   * Make a clothes collage. * Review the contents of the unit. * Complete the evaluation in the Activity Book.   **Materials:**   * CD 1; Flashcards 36-44, Word cards (TB105) * Pictures of clothes from around the world (e.g. thobe from the Middle East, Japanese kimono, Scottish kilt) * Optional: materials for the project (blank paper, scraps of material (cotton, wool, silk and others), scissors, glue, colouring pens/pencils for each pupil) | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| Warmer. Play *Word race.* | OC / OE / RC | LG | CLC / MCST / SCC | **Extra activities:** *Teacher’s Book* p. 119  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** | **Assessment reources:**   * End-of-unit test: *Teacher’s Resource File* and *Tests CD-ROM.* * The Cambridge Teacher   [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Self-evaluation:**  Evaluation. *Activity Book* |  |
| **Pupil’s Book**, p. 45, Act. 4. *Make a collage of clothes from different*  *countries.* | WE / OE | Ind / LG | CLC / MCST / SIE / SCC |
| **Activity Book**, p. 37, *Evaluation*. Act. 1. *Write the words and find.* | WE | Ind | CLC / MCST / SIE / LL |
| **Activity Book**, p. 37, *Evaluation.* Act. 2. *What’s your favourite part? Use your stickers.* | OE / OC / WE | Ind | LL / SIE |
| **Activity Book**, p. 37, *Evaluation.* Act. 3. *What’s different? Circle and write. Then go to page 3 and write the letters.* | OE / OC / WC | Ind | LL / SIE |
| *Ending the lesson*. Pupils choose their favourite activity from the unit and do it again. |  | Ind | CLC / LL / SIE |

**UNIT 4: ROOMS**

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| **Unit objectives** |
| In this unit pupils will be able to:   * Learn vocabulary for furnishings. * Practise vocabulary for furnishings. * Describe where things are in a room / house. * Ask and answer questions about quantity. * Practise counting and learn numbers from 11-20. * Consolidate language with a story. * Discuss the value of being tidy. * Practise *Let’s tidy up*. * Practise saying the sounds */m/* and */n/.* * Learn about street furniture. * Leer to interpret a bar chart. * Do a survey and make a bar chart. * 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 45-54; Word cards (TB106) * Sticky tack; two pieces of blank paper for each pupil; five or six known toys, toy animals, items of clothing or food; books, toys, soft toy animals, items of clothing, magazines/comics, classroom objects, a picture of an anemone; four board pens (one for each team of pupils in the Warmer); materials for the project (blank paper for each pupil (if possible, squared paper), coloured pens or pencils, rulers) * Optional: a scarf / piece of thick material to use as a blindfold or a large bag and six to eight objects or fl ashcards (toys, animals, items of clothing ...); two different-coloured board pens, one for each team of pupils; ten slips of paper for each pupil or flashcards: bookcase, cupboard and wardrobe (45, 47 and 54) and flashcards of clothes: 36–44, pictures or flashcards of toys and books/magazines/comics; ten large number cards, each with a number between 11 and 20 on it or a blank piece of paper and a clipboard for each pupil |
| **Mixed-ability resources** |
| * Reinforcement and Extension activities. Teacher’s Book p. 119-121 * 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 4 BLOCK 1: COMPREHENSION OF ORAL TEXTS**

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| **CONTENTS** | **EVALUATION CRITERIA[[19]](#footnote-19)** | **LEARNING OUTCOMES** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Comprehension strategies in oral texts:**   * Identify vocabulary for rooms and furnishings inside the home and for street furniture. * Listen to a chant about furnishings inside the home. * Listen and identify phrases for describing furnishings inside the home or in a room. * Identify numbers 1 to 20. * Listen to a song introducing *There is/there are.* * Identify and understand the use of *Let’s tidy up*. * Listen to a story to consolidate the language of the unit. * Listen to a dialogue that highlights the importance of sharing. * Listen to a tongue twister with words with the sounds */m/* and */n/.* * Watch a video about street furniture. | B1.EC.1.  B1.EC.2.  B1.EC.3.  B1.EC.4.  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.4.  MCST.7.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Interest in using English in the classroom. * Appreciation of the importance of being tidy. * Interest in learning about furnishings in English. * Interest in learning to make bar charts. |
| **Communicative functions:**   * Descriptions of people and objects. * Asking for and offering information, help, objects, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * Welcome to … * We’re playing hide and seek. Who’s in/on/under the (wardrobe)? It’s me. Who can you see in/on/under the (sofa)? * Is the (lamp) on/in the (table)? The (lamp)’s/It’s on/in the (table). Are the (books) in/on the (bookcase)? The (books) are / They’re in/on the (bookcase). * moving day, everything’s wrong, There’s a (sofa) in/on the (bathroom). There are (four lamps) in/on the (garden). * How many (books) are there? * We’re in (my bedroom). * Let’s go in. Walk on me! What a mess!   Recycled language:   * Come and see. * This is the (bookcase). My (books) are in/on/under the (bed). The (phone) is in/on/under the (sofa). books, clothes, toys, I’ve got a (TV). Here’s a (table). It’s in/on/under the (mirror). * Yes, it is. / No, it isn’t. Yes, they are. / No, they aren’t. * I can’t fi nd my (ball). * Where is …? * have got |
| **Very frequent oral vocabulary (reception):**   * wardrobe, phone, TV, bookcase, mirror, cupboard, lamp, table, clock, sofa, video diary * numbers 11–20 * ring (n) * tidy up, put, now, tidy (adj) * meerkat, newt * lamppost, bus stop, letter box, traffic light * bar chart   Recycled vocabulary:   * colours * numbers 1-10 * rooms * bed * baby * pets * mouth, nose |
| **Sound, accent, rhythm and intonation patterns:**   * Identify the pronunciation of words with the sounds */m/* and*/n/.* * Identify furnishings words. |

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

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| --- | --- | --- | --- |
| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING OUTCOMES** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Production strategies in oral texts:**   * Learn vocabulary for rooms in a house, furnishings inside the home and street furniture. * Identify and use *Let’s tidy up*. * Say a chant about furnishings inside the home. * Practise asking and answering about where things are in a room/house. * Sing a song about where different objects are. * Talk about their bedrooms. * Ask and answer questions about quantity with *there is* and *there are.* * Repeat lines of the story of the unit to practise pronunciation and intonation. * Practise a dialogue that highlights the importance of sharing. * Say a tongue twister with words with the sounds */m/* and */n/.* * Practise simple language related to surveys and bar charts. | B2.EC.1.  B2.EC.2  B2.EC.3.  B2.EC.4.  B2.EC.5.  B2.EC.6.  B2.EC.7.  B2.EC.8. | B2.LS.1.  B2.LS.2.  B2.LS.3.  B2.LS.4.  B2.LS.5.  B2.LS.6.  B2.LS.7. | CLC.4.  CLC.5.  CLC.6.  MCST.1.  MCST.3.  MCST.4.  MCST.7.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Interest in using English in the classroom. * Appreciation of the importance of being tidy. * Interest in learning about furnishings in English. * Interest in learning to make bar charts. |
| **Communicative functions:**   * Descriptions of people and objects. * Asking for and offering information, help, objects, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * Welcome to … * We’re playing hide and seek. Who’s in/on/under the (wardrobe)? It’s me. Who can you see in/on/under the (sofa)? * Is the (lamp) on/in the (table)? The (lamp)’s/It’s on/in the (table). Are the (books) in/on the (bookcase)? The (books) are / They’re in/on the (bookcase). * moving day, everything’s wrong, There’s a (sofa) in/on the (bathroom). There are (four lamps) in/on the (garden). * How many (books) are there? * We’re in (my bedroom). * Let’s go in. Walk on me! What a mess!   Recycled language:   * Come and see. * This is the (bookcase). My (books) are in/on/under the (bed). The (phone) is in/on/under the (sofa). books, clothes, toys, I’ve got a (TV). Here’s a (table). It’s in/on/under the (mirror). * Yes, it is. / No, it isn’t. Yes, they are. / No, they aren’t. * I can’t fi nd my (ball). * Where is …? * have got |
| **Very frequent oral vocabulary (production):**   * wardrobe, phone, TV, bookcase, mirror, cupboard, lamp, table, clock, sofa, video diary * numbers 11–20 * ring (n) * tidy up, put, now, tidy (adj) * meerkat, newt * lamppost, bus stop, letter box, traffic light * bar chart   Recycled vocabulary:   * colours * numbers 1-10 * rooms * bed * baby * pets * mouth, nose |
| **Sound, accent, rhythm and intonation patterns:**   * Practise the pronunciation of words with the sounds */m/* and*/n/.* * Practise the pronunciation of furnishings words. |

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

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| --- | --- | --- | --- |
| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING OUTCOMES** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Comprehension strategies in written texts:**   * Recognise vocabulary for rooms in a house, furnishings inside the home and street furniture. * Read the story. * Identify phrases for describing where things are. * Identify words with the sounds /m/ and /n/. * Identify numbers 11-20. * Recognise simple vocabulary for surveys and bar charts. | B3.EC.1.  B3.EC.3.  B3.EC.4.  B3.EC.6.  B3.EC.7.  B3.EC.8. | B3.LS.3.  B3.LS.5.  B3.LS.6. | CLC.8.  MCST.1.  MCST.3.  MCST.4.  MCST.7.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Interest in using English in the classroom. * Appreciation of the importance of being tidy. * Interest in learning about furnishings in English. * Interest in learning to make bar charts. |
| **Communicative functions:**   * Descriptions of people and objects. * Asking for and offering information, help, objects, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * Welcome to … * We’re playing hide and seek. Who’s in/on/under the (wardrobe)? It’s me. Who can you see in/on/under the (sofa)? * Is the (lamp) on/in the (table)? The (lamp)’s/It’s on/in the (table). Are the (books) in/on the (bookcase)? The (books) are / They’re in/on the (bookcase). * moving day, everything’s wrong, There’s a (sofa) in/on the (bathroom). There are (four lamps) in/on the (garden). * How many (books) are there? * We’re in (my bedroom). * Let’s go in. Walk on me! What a mess!   Recycled language:   * Come and see. * This is the (bookcase). My (books) are in/on/under the (bed). The (phone) is in/on/under the (sofa). books, clothes, toys, I’ve got a (TV). Here’s a (table). It’s in/on/under the (mirror). * Yes, it is. / No, it isn’t. Yes, they are. / No, they aren’t. * I can’t fi nd my (ball). * Where is …? * have got |
| **Very frequent written vocabulary (reception):**   * wardrobe, phone, TV, bookcase, mirror, cupboard, lamp, table, clock, sofa, video diary * numbers 11–20 * ring (n) * tidy up, put, now, tidy (adj) * meerkat, newt * lamppost, bus stop, letter box, traffic light * bar chart   Recycled vocabulary:   * colours * numbers 1-10 * rooms * bed * baby * pets * mouth, nose |
| **Graphic patterns and spelling conventions:**   * Identify the spelling of words with the sounds /m/ and /n/. * Identify the spelling of furnishings words. |

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

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| --- | --- | --- | --- |
| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING OUTCOMES** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Production strategies in written texts:**   * Practise writing words related to furnishings and rooms in a house. * Practise the use of numbers 11-20. * Practise tracing over words with the sounds /m/ and /n/. * Complete sentences with words for rooms in a house. | B4.EC.1.  B4.EC.3. B4.EC.4. B4.EC.5.  B4.EC.6. | B4.LS.1. | CLC.9.  MCST.1.  MCST.3.  MCST.4.  MCST.7.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Interest in using English in the classroom. * Appreciation of the importance of being tidy. * Interest in learning about furnishings in English. * Interest in learning to make bar charts. |
| **Communicative functions:**   * Descriptions of people and objects. * Asking for and offering information, help, objects, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * Welcome to … * We’re playing hide and seek. Who’s in/on/under the (wardrobe)? It’s me. Who can you see in/on/under the (sofa)? * Is the (lamp) on/in the (table)? The (lamp)’s/It’s on/in the (table). Are the (books) in/on the (bookcase)? The (books) are / They’re in/on the (bookcase). * moving day, everything’s wrong, There’s a (sofa) in/on the (bathroom). There are (four lamps) in/on the (garden). * How many (books) are there? * We’re in (my bedroom). * Let’s go in. Walk on me! What a mess!   Recycled language:   * Come and see. * This is the (bookcase). My (books) are in/on/under the (bed). The (phone) is in/on/under the (sofa). books, clothes, toys, I’ve got a (TV). Here’s a (table). It’s in/on/under the (mirror). * Yes, it is. / No, it isn’t. Yes, they are. / No, they aren’t. * I can’t fi nd my (ball). * Where is …? * have got |
| **Very frequent written vocabulary (production):**   * wardrobe, phone, TV, bookcase, mirror, cupboard, lamp, table, clock, sofa, video diary * numbers 11–20 * ring (n) * tidy up, put, now, tidy (adj) * meerkat, newt * lamppost, bus stop, letter box, traffic light * bar chart   Recycled vocabulary:   * colours * numbers 1-10 * rooms * bed * baby * pets * mouth, nose |
| **Graphic patterns and spelling conventions:**   * Practise writing words with the sounds /m/ and /n/. * Practise writing furnishings words. |

**UNIT 4 PROGRAMME OF CLASSROOM ACTIVITIES**

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| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 1: Presentation of vocabulary** | | | | | | |
| **Objectives:**   * Learn vocabulary for furnishings.   **Materials:**   * CD 2; Flashcards 45-54; Word cards (TB106); Sticky tack | | | | | | |
| **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. 119-120  **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?* (CD2.02) | OC | Ind | CLC |
| **Pupil’s Book**, p. 48, Act. 2. *Listen, point and say.* (CD2.03) | OC / OE | Ind / LG | CLC |
| **Pupil’s Book**, p. 48, Act. 3. *Listen and find.* (CD2.04) | OC / EOE | Ind /P | CLC |
| **Pupil’s Book**, p. 48, *Find Leo.* | OE | Ind / LG | CLC / SCC / SIE |
| **Activity Book**, p. 38, Act. 1. *Look, read and circle the word.* | RC | Ind | CLC / SIE |
| **Activity Book**, p. 38, Act. 2. *Look, read and write.* | RC | Ind | CLC / SIE |
| *Ending the lesson*. Movement activity to review vocabulary of the lesson. | OC / EOE | LG | CLC / SCC / SIE |

**UNIT 4 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 2: Practice of vocabulary** | | | | | | |
| **Objectives:**   * Practise the furnishings vocabulary. * Ask about and describe where things are in a rooms.   **Materials:**   * CD 2; Flashcards 45-54 * Optional: two pieces of blank paper for each pupil | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Review vocabulary from the previous lesson. | OC / OE | LG | CLC / SIE | **Extra activities:** *Teacher’s Book* p. 120  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| **Pupil’s Book**, p. 49, Act. 4. *Say the chant* (CD2.05) | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 49, Act. 5. *Look, ask and answer.* | OC / OE | LG/P | CLC / SIE |
| **Pupil’s Book**, p. 49, Act. 6.*What’s in your bedroom? Think and say.* | OC / OE | Ind | CLC / SIE / LL |
| **Activity Book**, p. 39, Act. 3.*Listen and stick.* | WC | Ind | CLC / SIE |
| **Activity Book**, p. 39, Act. 4. *Look, match and write the words.* | OC / OE | Ind | CLC / SIE / LL |
| **Activity Book,** *p. 88, My picture dictionary, Tick the words you know and trace.* | WC /WE | Ind | SIE / LL |
| *Ending the lesson*. Oral activity to say what there is the rooms. | 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:**   * Describe where things are in a room/house.   **Materials:**   * CD 2; Five or six known toys, toy animals, items of clothing or food (some singular, some plural) * Optional: a scarf / piece of thick material to use as a blindfold or a large bag and six to eight objects or fl ashcards (toys, animals, items of clothing or classroom objects) | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Oral activity to review vocabulary for rooms and furnishings. | 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*. Practise questions and vocabulary for describing where things are. | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 50, Act. 6. *Sing the song* (CD2.07) | OC / OE | LG | CLC / CAE |
| **Pupil’s Book**, p. 50, Act. 7. *Listen and say yes or no* (CD2.08) | OC / OE | LG | CLC / SIE / SCC |
| **Activity Book**, p. 40, Act. 5. *Look, read and write yes or no.* | RC / WE | Ind | CLC / SIE |
| **Activity Book**, p. 40, Act. 6. *Draw your room and say. Then write.* | OE | Ind | CLC / SCC |
| *Ending the lesson*. Make true and false sentences using *There is/ There are.* | 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 questions about quantity. * Practise counting and learn numbers from 11-20.   **Materials:**   * CD 2 * Optional: two different-coloured board pens, one for each team of pupils | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Sing the song from the previous lesson. | OC / OE | LG / P | 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*. Count numbers from 1 to 10 and present numbers from 11-20. | OC / OE | LG | CLC / SIE / SCC / MCST |
| **Pupil’s Book**, p. 51, Act. 9. *Listen, look and say.* CD2.09 | OC / OE | LG | CLC / SIE / SCC / MCST |
| **Pupil’s Book**, p. 51, Act.10.*Listen, count and answer the questions.* (CD2.10) | OC / OE | LG | CLC / SIE / MCST |
| **Pupil’s Book**, p. 51, Act. 11.*Play the game.* | OC / OE | P | CLC / SIE |
| **Activity Book**, p. 41, Act. 7. *What’s next? Read and write.* | WE / RC | Ind | CLC / SIE / MCST |
| **Activity Book**, .33, Act. 8. *Count and write. Then answer the questions.* | RC | Ind | CLC |
| *Ending the lesson*. Play *Drawing in the air.* | 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. * Discuss the value of being tidy.   **Materials:**   * CD 2 * Optional: ten slips of paper for each pupil or flashcards: bookcase, cupboard and wardrobe (45, 47 and 54) and flashcards of clothes: 36–44, pictures or flashcards of toys and books / magazines / comics | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Count from 1 to 10. | 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. 52, Act. 11.*Listen* (CD2.11) | OC / OE | LG | CLC / SCC / SIE |
| **Pupil’s Book**, *Value.* p. 52, *Be tidy.* | OC / OE | LG | CLC / SCC / LL / SIE |
| **Activity Book**, p. 42, Act.9. *Read and write the letter. Then listen and check.* | OC | Ind | CLC / MCST / SIE / LL |
| *Ending the lesson*. Oral activity to review the contents of the lesson. | OC / OE | LG | CLC / SCC |

**UNIT 4 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 6: Talk time and Animal Sounds** | | | | | | |
| **Objectives:**   * Practise *Let’s tidy up*. * Practise saying the sounds /m/ and /n/.   **Materials:**   * CD 2 * Books, toys, soft toy animals, items of clothing, magazines/comics, classroom objects, a picture of an anemone | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Movement activity to introduce *Let’s tidy up*. | 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. 53, Act. 13.*Listen and act.* (CD2.13), | OC / OE | LG / P | CLC / SCC |
| **Pupil’s Book**, p. 53, Act. 14.*Listen and say.* (CD2.14), | OC / OE | LG | CLC / LL |
| **Activity Book**, p. 43, Act. 10. *Look, read and stick.* | WE | Ind | SIE / LL |
| **Activity Book**, p. 43, Act. 11. *Trace the letters.* | WE | Ind | CLC / SIE / LL |
| **Activity Book**, p. 43, Act. 11. *Listen and circle the pictures.* | OC / OE | Ind | CLC / SIE / LL |
| *Ending the lesson*. Say a tongue twister to practise pronunciation. | OC / OE | LG | CLC / SCC |

**UNIT 4 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 7: CLIL – *Maths*** | | | | | | |
| **Objectives:**   * Learn about street furniture. * Learn to interpret a bar chart.   **Materials:**   * CD 2; DVD * Four board pens (one for each team of pupils in the Warmer) * Optional: ten large number cards, each with a number between 11 and 20 on it or a blank piece of paper and a clipboard for each pupil | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Review numbers from 1 to 20 and play *Whisper down the line.* | OC / OE | LG | CLC / SCC | **Extra activities:** *Teacher’s Book* p. 121  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| **Pupil’s Book**, p. 54, *How many are there?* | OC / OE | LG | CLC / MCST |
| **Pupil’s Book**, p. 55, Act. 1 *Listen and say,* (CD2.16) | OC / OE | LG | CLC / MCST / SIE / SCC |
| **Pupil’s Book**, p.55, Act.2 Video 04 (p.130 TB). *Watch the video.* | OC | LG | CLC / MCST |
| **Pupil’s Book**, p. 55, Act. 3 *Look and say the number.* | RC / OE | LG | CLC / MCST / SIE |
| **Pupil’s Book**, p. 55, *Guess What!* | OE | LG | CLC / MCST |
| **Activity Book**, p. 44, Act. 1. *Count and write the number.* | OC / WE | Ind | CLC / MCST / SIE |
| *Ending the lesson*. Sums to review numbers. | OC / OE | LG / P | CLC / MCST / SCC |

**UNIT 4 PROGRAMME OF CLASSROOM ACTIVITIES**

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| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 8: CLIL project and evaluation** | | | | | | |
| **Objectives:**   * Do a survey and make a bar chart. * Review the contents of the unit. * Complete the evaluation in the Activity Book.   **Materials:**   * CD 2; Flashcards 45-54; Word cards (TB106) * Materials for the project (blank paper for each pupil (if possible, squared paper), coloured pens or pencils, rulers) | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| Warmer. Review vocabulary for street furniture. | OC / OE / RC | LG | CLC / MCST / SCC | **Extra activities:** *Teacher’s Book* p. 121  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** | **Assessment reources:**   * End-of-unit test: *Teacher’s Resource File* and *Tests CD-ROM.* * The Cambridge Teacher   [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Self-evaluation:**  Evaluation. *Activity Book* |  |
| **Pupil’s Book**, p. 55, Act. 4. *Make a bara chart.* | WC / OE | P / LG | CLC / MCST / SIE / SCC |
| **Activity Book**, p. 45, *Evaluation*. Act. 1. *Order the letters and write the word.* | 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. 2. *What’s your favourite part? Use your stickers.* | OE / OC / WC | Ind | LL / SIE |
| **Activity Book**, p. 45 *Evaluation*. Act. 3. *What’s different? Circle and write. Then go to page 3 and write the letters.* | 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: MEALS**

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| --- |
| **Unit objectives** |
| In this unit pupils will be able to:   * Learn vocabulary for food and meals. * Practise the food and meals vocabulary. * Practise asking what others like to eat. * Talk about what others like / don’t like to eat. * Ask and answer about what others like to eat. * Consolidate language with a story. * Discuss the value of eating healthy food. * Practise offering, refusing and accepting food. * Practise saying the sounds /s/ and /z/. * Learn about food groups and categorise foods. * Make a food poster categorising types of food. * 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 55-64 * Level 1 food and drink flashcards 66–75; a shopping list; a shopping bag; a toy mouse (or mouse flashcard 34 from Unit 2); a bag; a selection of six food flashcards or toy food (e.g. bananas, cheese, toast, fish, rice, carrots; a picture of a ‘food wheel’; a selection of healthy and unhealthy breakfast foods / pictures of foods (e.g. oat cereal, sugary cereal, small cakes, bread, cola, empty milk or juice bottle/carton); food flashcards 66-75 from Level 1 Unit 6 or pictures of known foods; a music CD; materials for the project (large piece of blank paper for each group of pupils, coloured pens or pencils, pictures of food (e.g. from supermarket advertising leafl ets or fridge catalogues), scissors, glue) * Optional: ten sentences on slips of paper, each about one of the key food words in the unit; a photo of a friend of yours; pictures of healthy and unhealthy foods (bananas, juice, oranges, peas, fish, biscuits, cake, crisps, etc.); a slip of paper for each pupil, a box or bag |
| **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 5 BLOCK 1: COMPREHENSION OF ORAL TEXTS**

|  |  |  |  |
| --- | --- | --- | --- |
| **CONTENTS** | **EVALUATION CRITERIA[[23]](#footnote-23)** | **LEARNING OUTCOMES** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Comprehension strategies in oral texts:**   * Identify vocabulary for food and meals. * Listen to a chant about meals. * Listen and understand simple instructions. * Listen and identify the use of the positive, negative and question forms of *like*. * Litsen to a song with the key language of the unit. * Listen to a story to review language. * Listent to a dialogue about eating healthy food. * Listen to a tongue twister with words with the sounds /s/ and /z/. * Watch a video about food groups. | B1.EC.1.  B1.EC.2.  B1.EC.3.  B1.EC.4.  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.4.  MCST.9.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Respect for the likes and preferences of others regarding food. * Willingness to take turns in games and classroom activities. * Interest in learning to offer, refuse and accept food. * Interest in actively taking part in classroom activities. * Appreciation of the importance of eating healthy food. * Interest in learning about food groups. |
| **Communicative functions:**   * Expressing agreement or disagreement. * Descriptions of people and objects. * Asking for and offering information, help, objects, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * I’m hungry, lots of * What a funny lunch! * for (breakfast/lunch/dinner) * Yum! * My friend/He/She/Alex likes (meat) for (lunch). My friend/He/She/Alex doesn’t like (beans). * Is it a boy or a girl? Does he/she like (meat)? Yes, he/she does. No, he/she doesn’t. * Let’s go! * That’s enough! * Would you like (beans)? What about (carrots)? What would you like?   Recycled language:   * What have you got? I’ve got (carrots). I like / don’t like (fish). What about you? What’s that? * There’s /There are * Do you like (toast) for (breakfast)? Yes, I do. * It’s (Tony). * Yes, please. No, thank you. * Oh dear! I like …, What’s the matter? He likes … |
| **Very frequent oral vocabulary (reception):**   * potatoes, carrots, rice, peas, sausages, fish, meat, beans, toast, cereal * lunch, breakfast * shopping list * munch * Hawaii, café * chocolate cake, more, eat * healthy food * seal, sun, zoo * fruit, vegetables, grains, dairy, ice cream   Recycled vocabulary:   * Numbers 1–10 * food and drink from *Guess What!* Level 1 * plant * friend * shopping bag * boy, girl * look * zebra |
| **Sound, accent, rhythm and intonation patterns:**   * Identify the pronunciation of the sound /s/ and/z/. * Identify the pronunciation of words related to food and meals. |

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

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| --- | --- | --- | --- |
| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING OUTCOMES** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Production strategies in oral texts:**   * Practise vocabulary for food and meals. * Say a chant about meals. * Practise the function of offering, refusing and accepting food. * Ask and answer questions about what others like / don’t like to eat using *like*. * Sing a song focusing on pronunciation and the use of *like*. * Ask and answer questions about what others like to eat using *like*. * Act out a dialogue about healthy food. * Say a tongue twister with words with the sounds /s/ and /z/. * Practise vocabulary for food groups. | B2.EC.1.  B2.EC.2  B2.EC.3.  B2.EC.4.  B2.EC.5.  B2.EC.6.  B2.EC.7.  B2.EC.8. | B2.LS.1.  B2.LS.2.  B2.LS.3.  B2.LS.4.  B2.LS.5.  B2.LS.6.  B2.LS.7. | CLC.4.  CLC.5.  CLC.6.  MCST.1.  MCST.3.  MCST.4.  MCST.9.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Respect for the likes and preferences of others regarding food. * Willingness to take turns in games and classroom activities. * Interest in learning to offer, refuse and accept food. * Interest in actively taking part in classroom activities. * Appreciation of the importance of eating healthy food. * Interest in learning about food groups. |
| **Communicative functions:**   * Expressing agreement or disagreement. * Descriptions of people and objects. * Asking for and offering information, help, objects, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * I’m hungry, lots of * What a funny lunch! * for (breakfast/lunch/dinner) * Yum! * My friend/He/She/Alex likes (meat) for (lunch). My friend/He/She/Alex doesn’t like (beans). * Is it a boy or a girl? Does he/she like (meat)? Yes, he/she does. No, he/she doesn’t. * Let’s go! * That’s enough! * Would you like (beans)? What about (carrots)? What would you like?   Recycled language:   * What have you got? I’ve got (carrots). I like / don’t like (fish). What about you? What’s that? * There’s /There are * Do you like (toast) for (breakfast)? Yes, I do. * It’s (Tony). * Yes, please. No, thank you. * Oh dear! I like …, What’s the matter? He likes … |
| **Very frequent oral vocabulary (production):**   * potatoes, carrots, rice, peas, sausages, fish, meat, beans, toast, cereal * lunch, breakfast * shopping list * munch * Hawaii, café * chocolate cake, more, eat * healthy food * seal, sun, zoo * fruit, vegetables, grains, dairy, ice cream   Recycled vocabulary:   * Numbers 1–10 * food and drink from *Guess What!* Level 1 * plant * friend * shopping bag * boy, girl * look * zebra |
| **Sound, accent, rhythm and intonation patterns:**   * Practise the pronunciation of the sound /s/ and/z/. * Practise the pronunciation of words related to food and meals. |

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

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| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING OUTCOMES** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Comprehension strategies in written texts:**   * Recognise vocabulary for food and meals. * Read a story. * Recognise the positive, negative and questions forms of *like.* * Identify words with the sounds /s/ and /z/. * Recognise the written form of the words for food groups. | B3.EC.1.  B3.EC.3.  B3.EC.4.  B3.EC.6.  B3.EC.7.  B3.EC.8. | B3.LS.3.  B3.LS.5.  B3.LS.6. | CLC.8.  MCST.1.  MCST.3.  MCST.4.  MCST.9.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Respect for the likes and preferences of others regarding food. * Willingness to take turns in games and classroom activities. * Interest in learning to offer, refuse and accept food. * Interest in actively taking part in classroom activities. * Appreciation of the importance of eating healthy food. * Interest in learning about food groups. |
| **Communicative functions:**   * Expressing agreement or disagreement. * Descriptions of people and objects. * Asking for and offering information, help, objects, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * I’m hungry, lots of * What a funny lunch! * for (breakfast/lunch/dinner) * Yum! * My friend/He/She/Alex likes (meat) for (lunch). My friend/He/She/Alex doesn’t like (beans). * Is it a boy or a girl? Does he/she like (meat)? Yes, he/she does. No, he/she doesn’t. * Let’s go! * That’s enough! * Would you like (beans)? What about (carrots)? What would you like?   Recycled language:   * What have you got? I’ve got (carrots). I like / don’t like (fish). What about you? What’s that? * There’s /There are * Do you like (toast) for (breakfast)? Yes, I do. * It’s (Tony). * Yes, please. No, thank you. * Oh dear! I like …, What’s the matter? He likes … |
| **Very frequent written vocabulary (reception):**   * potatoes, carrots, rice, peas, sausages, fish, meat, beans, toast, cereal * lunch, breakfast * shopping list * munch * Hawaii, café * chocolate cake, more, eat * healthy food * seal, sun, zoo * fruit, vegetables, grains, dairy, ice cream   Recycled vocabulary:   * Numbers 1–10 * food and drink from *Guess What!* Level 1 * plant * friend * shopping bag * boy, girl * look * zebra |
| **Graphic patterns and spelling conventions:**   * Identify the spelling of words with the sounds /s/ and/z/. * Identify the spelling of words for food and meals. |

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

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| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING OUTCOMES** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Production strategies in written texts:**   * Write vocabulary for food and meals. * Trace over words with the letters *s* and *z.* * Complete sentences about food ad food groups. * Make a food poster, categorising types of food. | B4.EC.1.  B4.EC.3. B4.EC.4. B4.EC.5.  B4.EC.6. | B4.LS.1. | CLC.9.  MCST.1.  MCST.3.  MCST.4.  MCST.9.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Respect for the likes and preferences of others regarding food. * Willingness to take turns in games and classroom activities. * Interest in learning to offer, refuse and accept food. * Interest in actively taking part in classroom activities. * Appreciation of the importance of eating healthy food. * Interest in learning about food groups. |
| **Communicative functions:**   * Expressing agreement or disagreement. * Descriptions of people and objects. * Asking for and offering information, help, objects, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * I’m hungry, lots of * What a funny lunch! * for (breakfast/lunch/dinner) * Yum! * My friend/He/She/Alex likes (meat) for (lunch). My friend/He/She/Alex doesn’t like (beans). * Is it a boy or a girl? Does he/she like (meat)? Yes, he/she does. No, he/she doesn’t. * Let’s go! * That’s enough! * Would you like (beans)? What about (carrots)? What would you like?   Recycled language:   * What have you got? I’ve got (carrots). I like / don’t like (fish). What about you? What’s that? * There’s /There are * Do you like (toast) for (breakfast)? Yes, I do. * It’s (Tony). * Yes, please. No, thank you. * Oh dear! I like …, What’s the matter? He likes … |
| **Very frequent written vocabulary (production):**   * potatoes, carrots, rice, peas, sausages, fish, meat, beans, toast, cereal * lunch, breakfast * shopping list * munch * Hawaii, café * chocolate cake, more, eat * healthy food * seal, sun, zoo * fruit, vegetables, grains, dairy, ice cream   Recycled vocabulary:   * Numbers 1–10 * food and drink from *Guess What!* Level 1 * plant * friend * shopping bag * boy, girl * look * zebra |
| **Graphic patterns and spelling conventions:**   * Practise writing words with the sounds /s/ and/z/. * Practise writing words for food and meals. |

**UNIT 5 PROGRAMME OF CLASSROOM ACTIVITIES**

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| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 1: Presentation of vocabulary** | | | | | | |
| **Objectives:**   * Learn vocabulary for food and meals.   **Materials:**   * CD 2, Flashcards 55-64; Level 1 food and drink flashcards 66–75, if available * Optional: a music CD | | | | | | |
| **Activities** | **Skills/ Blocks[[24]](#footnote-24)** | **Interaction[[25]](#footnote-25)** | **Competences[[26]](#footnote-26)** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Review food and drink vocabulary and play the *Drawing game.* | 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*. Oral activity to present the vocabulary of the lesson. | OC / OE | LG | CLC |
| **Pupil’s Book**, p. 60, Act. 1. *Listen. Who’s speaking?* (CD2.19) | OC | Ind | CLC |
| **Pupil’s Book**, p. 60, Act. 2. *Listen, point and say.* (CD2.20) | OC / OE | Ind / LG | CLC |
| **Pupil’s Book**, p. 60, Act. 3. *Listen and find.* (CD2.21) | OC / OE | Ind /P | CLC |
| **Pupil’s Book**, p. 60, *Find Leo.* | OE | Ind / LG | CLC / SCC / SIE |
| **Activity Book**, p.48, Act. 1. *Find and circle. Look and write the word.* | WE / RC | Ind | CLC / SIE |
| **Activity Book**, p.48, *Look, read and write* yes *or* no*.* | WE / RC | Ind | CLC / SIE |
| *Ending the lesson*. Activity to review vocabulary. | OC / OE | P | CLC / SCC / SIE |

**UNIT 5 PROGRAMME OF CLASSROOM ACTIVITIES**

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| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 2: Practice of vocabulary** | | | | | | |
| **Objectives:**   * Practise the food and meals vocabulary. * Practise asking what others like to eat.   **Materials:**   * CD 2; Flashcards 55-64 * A shopping list * Optional: ten sentences on slips of paper, each about one of the key food words in the unit | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Review food and meals vocabulary using flashcards and play *Anagrams.* | 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. 61, Act. 4. *Say the chant* (CD2.22) | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 61, Act. 5. *Read, look and say. What’s missing?* | OC / OE | LG / P | CLC/ SIE |
| **Activity Book**, p. 49, Act. 3. *Listen and stick (*CD2.23) | OC | Ind | CLC/ SIE / LL |
| **Activity Book**, p. 49, Act. 4.*Look and write 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 *Stand up and sit down.* | 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:**   * Talk about what others like / don’t like to eat.   **Materials:**   * CD 2; Flashcards 55-64 * A shopping bag * Optional: a photo of a friend of yours | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play *Sentence chain* game. | OC / OE | LG | CLC / SIE | **Extra activities:** *Teacher’s Book* p. 122  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation*. Practise the language of the lesson. | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 62, Act. 6. *Sing the song* (CD2.24) | OC / OE | LG | CLC / CAE |
| **Pupil’s Book**, p. 50, Act. 7. *Listen and say Sammy or Sally.* CD2.25) | OC / OE | LG | CLC / SIE / SCC |
| **Pupil’s Book**, p. 50, Act. 8. *Ask and answer. Then say.* | OC / OE | LG / P | CLC / SIE / SCC |
| **Activity Book**, p. 50, Act. 5. *Listen and match. Draw a happy face or a sad face.*CD2.26) | WC | Ind | CLC / SIE |
| **Activity Book**, p. 50, Act. 5. *Look, read and circle the words.* | WE / RC | Ind | CLC / SCC |
| *Ending the lesson*. Sing the song again. | OC / OE | LG / P | 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 what others like to eat.   **Materials:**   * CD 2; Flashcards 55-64 | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Sing the song from the previous lesson. | 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 to present the grammar of the lesson. | OC / OE | LG | CLC / SIE / SCC |
| **Pupil’s Book**, p. 63, Act. 9. *Listen, look and say****.***(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. 7. *Look, read and circle the words. Answer the questions.* | RC / WE | Ind | CLC / SIE / MCST |
| **Activity Book**, .51, Act. 7. *Draw and say. Then write and circle.* | RC / WE | Ind | CLC |
| *Ending the lesson*. Oral activity to review the grammar of the lesson. | OC / OE | P | CLC / SIE / SCC |

**UNIT 5 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 5: Story and value** | | | | | | |
| **Objectives:**   * Consolidate language with a story. * Discuss the value of eating healthy food.   **Materials:**   * CD 2 * A toy mouse (or mouse flashcard 34 from Unit 2), a bag, a selection of six food flashcards or toy food (e.g. bananas, cheese, toast, fish, rice, carrots), a picture of a ‘food wheel’ * Optional: pictures of healthy and unhealthy foods (bananas, juice, oranges, peas, fi sh, biscuits, cake, crisps, etc.) | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Oral activity to review vocabulary using the mouse flashcard or toy mouse. | 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. 64, Act. 10.*Listen* (CD2.28) | OC / OE | LG | CLC / SCC / SIE |
| **Pupil’s Book** *Value.* p. 64, *Be clean.* | OC / OE | LG | CLC / SCC / LL / SIE |
| **Activity Book**, p. 52, Act. 8. *Look and write the words. Then listen and check.* (CD2.48) | OC | Ind | CLC / MCST / SIE / LL |
| *Ending the lesson*. Play *Who said it?* | OC / OE | LG | CLC / SCC |

**UNIT 5 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 6: Talk time and Animal Sounds** | | | | | | |
| **Objectives:**   * Practise offering, refusing and accepting food. * Practise saying the sounds /s/ and /z/.   **Materials:**   * CD 2; Flashcards 55-64 * A selection of healthy and unhealthy breakfast foods / pictures of foods (e.g. oat cereal, sugary cereal, small cakes, bread, cola, empty milk or juice bottle/carton) * Optional: a slip of paper for each pupil, a box or bag | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Oral activity to review vocabulary for food and drink. | 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** |  |  |
| *Presentation.* Present *Would you like (beans)? What about (carrots)? What would you like?* | OC / OE | LG | CLC |
| **Pupil’s Book**, p. 65, Act. 12.*Listen and act.* (CD2.30), | OC / OE | LG / P | CLC / SCC |
| **Pupil’s Book**, p. 65 Act. 13.*Listen and say.* (CD2.31) | OC / OE | LG | CLC / LL |
| **Activity Book**, p. 53, Act.10. *Look, read and stick.* | RC | Ind | SIE / LL |
| **Activity Book**, p. 53, Act. 11. *Trace the letters.* | WE | Ind | CLC / SIE / LL |
| **Activity Book**, p. 53, Act. 11. *Listen and circle* /s/ or /z/. (CD2.32) | OC / OE | Ind | CLC / SIE / LL |
| *Ending the lesson* Say a tongue twister to practise pronunciation. | OC / OE | LG | CLC |

**UNIT 5 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 7: CLIL – *Science*** | | | | | | |
| **Objectives:**   * Learn about food groups and categorise foods.   **Materials:**   * CD 2; DVD; Flashcards 55-64 * Food flashcards 66-75 from Level 1 Unit 6 or pictures of known foods, a music CD | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Review vocabulary for offering, refusing and accepting food using flashcards. | 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** |  |  |
| **Pupil’s Book**, p. 66, *What type of food is it?* | OC / OE | LG | CLC / MCST |
| **Pupil’s Book**, p. 67, Act. 1 *Listen and say,* (CD2.33) | OC / OE | LG | CLC / MCST / SIE / SCC |
| **Pupil’s Book**, p.67, Act.2 Video 05 (p.131 TB). *Watch the video.* | OC | LG | CLC / MCST |
| **Pupil’s Book**, p. 67, Act. 3 *Look and say the numbers.* | RC / OE | LG | CLC / MCST / SIE |
| **Pupil’s Book**, p. 67, *Guess What!* | OE | LG | CLC / MCST |
| **Activity Book**, p. 54, Act. 1.*What type of food is it?* | WC / WE | Ind | CLC / MCST / SIE |
| *Ending the lesson*. Play *House.* | OC / OE | LG / P | CLC / MCST / SCC |

**UNIT 5 PROGRAMME OF CLASSROOM ACTIVITIES**

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| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 8: CLIL project and evaluation** | | | | | | |
| **Objectives:**   * Make a food poster categorising types of food. * Review the contents of the unit. * Complete the evaluation in the Activity Book.   **Materials:**   * CD 2; Flashcards 55-64; Food flashcards 66-75 from Level 1 Unit 6 or pictures of known foods * Materials for the project (large piece of blank paper for each group of pupils, coloured pens or pencils, pictures of food (e.g. from supermarket advertising leafl ets or fridge catalogues), scissors, glue) | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| Warmer. Categorise types of food using flashcards. | 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. 67, Act. 4. *Make a food poster.* | WC / OE / WE | LG | CLC / MCST / SIE / SCC |
| **Activity Book**, p. 55, *Evaluation*. Act. 1. *Read and write the word.* | 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. *What’s different? Circle and write. Then go to page 3 and write the letters.* | 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: ACTIVITIES**

|  |
| --- |
| **Unit objectives** |
| In this unit pupils will be able to:   * Learn vocabulary for activities. * Practise the activities vocabulary. * Talk about what they can / can’t do. * Talk about what they and others like / don’t like doing. * Ask and answer about what others like doing. * Consolidate language with a story. * Discuss the value of playing nicely. * Practise playing nicely. * Practise saying the sound /k/ and learn that the sound can be represented by two different letters. * Learn vocabulary for sports and equipment. * Make a Carroll diagram, categorising sports / activities. * 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-CD 3 * Flashcards 65-72; Word cards (TB108); Level 1 actions flashcards 76–85 * A selection of balls used to play different sports (e.g. basketball, football, tennis, baseball, rugby, table tennis, hockey, volleyball) or four board pens – one for each team of pupils; flashcards of words spelt with the letter *c* or *k*: *car, motorbike, helicopter, tractor, cat, skirt, socks, bookcase, cupboard, clock, carrots, basketball, hockey, rollerskate;* flashcards of activities which require equipment from Level 1 Unit 7 (e.g. paint, climb, swim, ride a bike, play football, dance); a music CD; Equipment for activities pupils can name in English (e.g. a camera, rollerskates, a basketball, a cycle helmet, a swimming hat, dancing shoes / a music CD, a kite / string); Materials for the project (large piece of blank paper for each group of pupils, coloured pens or pencils, pictures of activities, scissors, glue) * Optional: slips of paper, each with an activity written on it; a piece of blank paper for each pupil; a board pen for each team of ten pupils; a music CD |
| **Mixed-ability resources** |
| * Reinforcement and Extension activities. Teacher’s Book p. 123-124 * 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 OUTCOMES** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Comprehension strategies in oral texts:**   * Listen and understand vocabulary for activities and sports. * Listen to a chant about activities focusing on pronunciation. * Review and identify the use *of like / likes.* * Review and practise the use of *I can / I can’t.* * Listen and identify language for expressing what they like / don’t like doing. * Listen to a song with the key language of the lesson. * Listen to a story to review language. * Listen to a dialogue about the importance of playing nicely. * Listen to a tongue twister with words with the sound /k/. * Watch a video about sports equipment. | B1.EC.1.  B1.EC.2.  B1.EC.3.  B1.EC.4.  B1.EC.5.  B1.EC.6. | B1.LS.1.  B1.LS.2.  B1.LS.3.  B1.LS.4.  B1.LO5. | CLC.1.  CLC.2.  CLC.3.  MCST.1.  MCST.3.  MCST.4.  MCST.9.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Respect for the likes of others regarding sports and activities. * Interest in learning how sports / activities are classified. * Respect for rules in sports and activities. * Interest in learning contents of other areas of the curriculum in English. |
| **Communicative functions:**   * Greetings and introductions. * Description of people and objects. * Asking for and offering information, help, objects, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * play tennis, play hockey, play basketball, play baseball, ride a horse, fly a kite, take photos! * Cool! What can you do? I love (baseball). * Good idea! * I like / don’t like (playing basketball). He/She likes / doesn’t like (painting). * Do you like (fl ying a kite)? Does he/she like (fl ying a kite)? * Are you OK? * That’s not fair! * play nicely * Watch me * What equipment do we need? * We use a (bat). / We don’t use a (bat).   Recycled language:   * I can/can’t (paint). Can you (paint)? Yes, I can. No, I can’t. * Look at this. Let’s (go). Me, too. What’s your favourite sport? What about you/me? I’ve got … * Great! Come on. * This is (me/my family). That’s (my cousin). Who’s this? Is it your (mum)? * Yes, I do. No, I don’t. Yes, he/she does. No, he/she doesn’t * It’s a … * Put on (these shirts). I’m sorry. That’s OK. Thanks. |
| **Very frequent oral vocabulary (reception):**   * today * rollerskate * Activity Day * enter * camel, kangaroo * racket, stick, bat * Carroll diagram   Recycled vocabulary:   * numbers 1–8 * activities from Level 1 paint, draw, run, jump, sing, climb, swim, ride a bike, play football, dance * school * letters a–e * numbers 1–5 * family * dog * ball * camera, kite |
| **Sound, accent, rhythm and intonation patterns:**   * Identify the pronunciation of the sound /k/. * Identify vocabulary for sports and activities. |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING OUTCOMES** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Production strategies in oral texts:**   * Identify and practise vocabulary for activities and sports. * Say a chant with the activities vocabulary and *I can/ I can’t.* * Review and practise the use of *I can / I can’t.* * Learn and practise language for expressing likes and preferences. * Sing a song about activities focusing on pronunciation. * Ask and answer about what others like doing. * Act out a dialogue about playing nicely. * Say a tongue twister with words with the sound /k/. | B2.EC.1.  B2.EC.2  B2.EC.3.  B2.EC.4.  B2.EC.5.  B2.EC.6.  B2.EC.7.  B2.EC.8. | B2.LS.1.  B2.LS.2.  B2.LS.3.  B2.LS.4.  B2.LS.5.  B2.LS.6.  B2.LS.7. | CLC.4.  CLC.5.  CLC.6.  MCST.1.  MCST.3.  MCST.4.  MCST.9.  DC.1.  SCC.1.  SCC.2.  CSC3.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Respect for the likes of others regarding sports and activities. * Interest in learning how sports / activities are classified. * Respect for rules in sports and activities. * Interest in learning contents of other areas of the curriculum in English. |
| **Communicative functions:**   * Greetings and introductions. * Description of people and objects. * Asking for and offering information, help, objects, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * play tennis, play hockey, play basketball, play baseball, ride a horse, fly a kite, take photos! * Cool! What can you do? I love (baseball). * Good idea! * I like / don’t like (playing basketball). He/She likes / doesn’t like (painting). * Do you like (fl ying a kite)? Does he/she like (fl ying a kite)? * Are you OK? * That’s not fair! * play nicely * Watch me * What equipment do we need? * We use a (bat). / We don’t use a (bat).   Recycled language:   * I can/can’t (paint). Can you (paint)? Yes, I can. No, I can’t. * Look at this. Let’s (go). Me, too. What’s your favourite sport? What about you/me? I’ve got … * Great! Come on. * This is (me/my family). That’s (my cousin). Who’s this? Is it your (mum)? * Yes, I do. No, I don’t. Yes, he/she does. No, he/she doesn’t * It’s a … * Put on (these shirts). I’m sorry. That’s OK. Thanks. |
| **Very frequent oral vocabulary (production):**   * today * rollerskate * Activity Day * enter * camel, kangaroo * racket, stick, bat * Carroll diagram   Recycled vocabulary:   * numbers 1–8 * activities from Level 1 paint, draw, run, jump, sing, climb, swim, ride a bike, play football, dance * school * letters a–e * numbers 1–5 * family * dog * ball * camera, kite |
| **Sound, accent, rhythm and intonation patterns:**   * Practise the pronunciation of the sound /k/. * Practise the pronunciation of vocabulary for sports and activities. |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING OUTCOMES** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Comprehension strategies in written texts:**   * Identify the written form of vocabulary for sports and activities. * Recognise *like / don’t like* and *I can / I can’t.* * Read a story. * Identify words with the sound /k/. | B3.CE1.  B3.CE3.  B3.CE4.  B3.CE6.  B3.CE7.  B3.CE8. | B3.EA3.  B3.EA5.  B3.EA6. | CL9.  CMCT1.  CMCT3.  CMCT4.  CMCT9.  CD1.  CSC1.  CSC2.  CSC3.  CEC1.  CEC2.  CEC3.  AA1.  AA2.  AA3.  SIEE1.  SIEE2. |
| **Sociocultural and sociolinguistic aspects:**   * Respect for the likes of others regarding sports and activities. * Interest in learning how sports / activities are classified. * Respect for rules in sports and activities. * Interest in learning contents of other areas of the curriculum in English. |
| **Communicative functions:**   * Greetings and introductions. * Description of people and objects. * Asking for and offering information, help, objects, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * play tennis, play hockey, play basketball, play baseball, ride a horse, fly a kite, take photos! * Cool! What can you do? I love (baseball). * Good idea! * I like / don’t like (playing basketball). He/She likes / doesn’t like (painting). * Do you like (fl ying a kite)? Does he/she like (fl ying a kite)? * Are you OK? * That’s not fair! * play nicely * Watch me * What equipment do we need? * We use a (bat). / We don’t use a (bat).   Recycled language:   * I can/can’t (paint). Can you (paint)? Yes, I can. No, I can’t. * Look at this. Let’s (go). Me, too. What’s your favourite sport? What about you/me? I’ve got … * Great! Come on. * This is (me/my family). That’s (my cousin). Who’s this? Is it your (mum)? * Yes, I do. No, I don’t. Yes, he/she does. No, he/she doesn’t * It’s a … * Put on (these shirts). I’m sorry. That’s OK. Thanks. |
| **Very frequent written vocabulary (reception):**   * today * rollerskate * Activity Day * enter * camel, kangaroo * racket, stick, bat * Carroll diagram   Recycled vocabulary:   * numbers 1–8 * activities from Level 1 paint, draw, run, jump, sing, climb, swim, ride a bike, play football, dance * school * letters a–e * numbers 1–5 * family * dog * ball * camera, kite |
| **Graphic patterns and spelling conventions:**   * Identify the two spellings of the sound /k/. * Identify the spelling of words for activities. |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING OUTCOMES** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Production strategies in written texts:**   * Write words for sports and activities. * Trace over the two spellings of the sound /k/. * Complete sentences with different forms of *like* (first and third person, negative). * Make a Carroll diagram. | B4.EC.1.  B4.EC.3. B4.EC.4. B4.EC.5.  B4.EC.6. | B4.LS.1. | CLC.9.  MCST.1.  MCST.3.  MCST.4.  MCST.9.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Respect for the likes of others regarding sports and activities. * Interest in learning how sports / activities are classified. * Respect for rules in sports and activities. * Interest in learning contents of other areas of the curriculum in English. |
| **Communicative functions:**   * Greetings and introductions. * Description of people and objects. * Asking for and offering information, help, objects, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * play tennis, play hockey, play basketball, play baseball, ride a horse, fly a kite, take photos! * Cool! What can you do? I love (baseball). * Good idea! * I like / don’t like (playing basketball). He/She likes / doesn’t like (painting). * Do you like (fl ying a kite)? Does he/she like (fl ying a kite)? * Are you OK? * That’s not fair! * play nicely * Watch me * What equipment do we need? * We use a (bat). / We don’t use a (bat).   Recycled language:   * I can/can’t (paint). Can you (paint)? Yes, I can. No, I can’t. * Look at this. Let’s (go). Me, too. What’s your favourite sport? What about you/me? I’ve got … * Great! Come on. * This is (me/my family). That’s (my cousin). Who’s this? Is it your (mum)? * Yes, I do. No, I don’t. Yes, he/she does. No, he/she doesn’t * It’s a … * Put on (these shirts). I’m sorry. That’s OK. Thanks. |
| **Very frequent written vocabulary (production):**   * today * rollerskate * Activity Day * enter * camel, kangaroo * racket, stick, bat * Carroll diagram   Recycled vocabulary:   * numbers 1–8 * activities from Level 1 paint, draw, run, jump, sing, climb, swim, ride a bike, play football, dance * school * letters a–e * numbers 1–5 * family * dog * ball * camera, kite |
| **Graphic patterns and spelling conventions:**   * Practise writing the two spellings of the sound /k/. * Practise writing words for activities. |

**UNIT 6 PROGRAMME OF CLASSROOM ACTIVITIES**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 1: Presentation of vocabulary** | | | | | | |
| **Objectives:**   * Learn vocabulary for activities.   **Materials:**   * CD 2; Flashcards 65-72; Word cards (TB108); Level 1 actions flashcards 76-85, if available * Optional: slips of paper, each with an activity from the lesson or an action from Level 1 written on it | | | | | | |
| **Activities** | **Skills/ Blocks[[28]](#footnote-28)** | **Interaction[[29]](#footnote-29)** | **Competences[[30]](#footnote-30)** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Review vocabulary for activities and play *Simon says.* | 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** |  |  |
| *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?* (CD2.34) | OC | LC | CLC |
| **Pupil’s Book**, p. 70, Act. 2. *Listen, point and say.* (CD2.34) | OC / OE / RC | Ind / LG | CLC |
| **Pupil’s Book**, p. 70, Act. 3. *Listen and find.* (CD2.36) | 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, match and write.* | WE / RC | Ind | CLC / SIE |
| **Activity Book**, p.56, Act. 2. *Look and write the words.* | RC / WE | Ind | CLC / SIE |
| *Ending the lesson*. Play *Does it match?* | OC / OE | LG | CLC / SCC / SIE |

**UNIT 6 PROGRAMME OF CLASSROOM ACTIVITIES**

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| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 2: Practice of vocabulary** | | | | | | |
| **Objectives:**   * Practise the activities vocabulary.   **Materials:**   * CD 2; Flashcards 65-72 * Word cards (TB108) * Optional: a piece of blank paper for each pupil | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Review the activities vocabulary and play *Mime and match.* | OC / OE / RC | LG | CLC / SIE | **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. 71, Act. 4. *Say the chant* (CD2.37) | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 71, Act. 5. *Match and say.* | OC / OE | LG / P | CLC / SIE |
| **Pupil’s Book**, p. 71, Act. 5. *Point and tell your friend.* | OC / OE | LG / P | CLC / SIE |
| **Activity Book**, p. 57, Act. 3. *Listen and stick (*CD2.38) | 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:**   * Talk about what they and others like / don’t like doing.   **Materials:**   * CD 3; Flashcards 65-72 and Level 1 actions flashcards 76–85, if available | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Review vocabulary and play *Mirror game.* | OC / OE | LG | CLC / SIE | **Extra activities:** *Teacher’s Book* p. 123  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation*. Present *I like / don’t like (playing basketball). He/She likes / doesn’t like (painting).* | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 72, Act. 7. *Listen, look and say* (CD2.39) | OC / OE | LG | CLC / CAE |
| **Pupil’s Book**, p. 72, Act. 8. *Listen, and say the name* (CD3.08) | OC / OE | LG | CLC / SIE / SCC |
| **Pupil’s Book**, p. 72, Act. 9**.** *Things you like. Think and say.* | OC / OE | LG / P | CLC / SIE / SCC |
| **Activity Book**, p. 58, Act. 5.*Look at the table. Circle the words and write.* | OC | Ind | CLC / SIE |
| *Ending the lesson*. Oral activity using She *like / She doesn’t like.* | OE / OC | LG / P | CLC / SIE / SCC |

**UNIT 6 PROGRAMME OF CLASSROOM ACTIVITIES**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 4: Presentation and practice of grammar 2** | | | | | | |
| **Objectives:**   * Ask and answer about what others like doing.   **Materials:**   * CD 2; Flashcards 65-72 | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play *True or false?* | 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 present *Do you like (flying a kite)?* and *Does he/she like (flying a kite)?* | OC / OE | LG | CLC / SIE / SCC |
| **Pupil’s Book**, p. 73, Act. 10. *Sing the song.* (CD2.41) | OC / OE | LG | CLC / SIE / SCC |
| **Pupil’s Book**, p. 73, Act. 11. *Listen and say the number.* | OC / OE | LG | CLC / SIE |
| **Activity Book**, p. 59, Act. 6. *Look, read and circle the answers.* | RC | Ind | CLC / SIE / MCST |
| **Activity Book**, .59, Act.78. *Complete the table. Ask and answer.* | RC / WE | Ind / LG | CLC |
| *Ending the lesson*. Ask and answer using *Do you like ..?* | OC / OE | LG / P | CLC / SIE / SCC |

**UNIT 6 PROGRAMME OF CLASSROOM ACTIVITIES**

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| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 5: Story and value** | | | | | | |
| **Objectives:**   * Consolidate language with a story. * Discuss the value of playing nicely.   **Materials:**   * CD 2; A selection of balls used to play different sports (e.g. basketball, football, tennis, baseball, rugby, table tennis, hockey, volleyball) or four board pens – one for each team of pupil | | | | | | |
| **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. 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. 74, Act. 12.*Listen and read.* (CD2.43) | OC / OE | LG | CLC / SCC / SIE |
| **Pupil’s Book** *Value.* p. 74, *Play nicely.* | OC / OE | LG | CLC / SCC / LL / SIE |
| **Activity Book**, p. 60, Act. 8. *Read and number. Then listen and check.* CD3.12) | OC | Ind | CLC / MCST / SIE / LL |
| *Ending the lesson*. Play *The last word.* | OC / OE | LG | CLC / SCC |

**UNIT 6 PROGRAMME OF CLASSROOM ACTIVITIES**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 6: Talk time and Animal Sounds** | | | | | | |
| **Objectives:**   * Practise playing nicely. * Practise saying the sound /k/ and learn that the sound can be represented by two different letters.   **Materials:**   * CD 2; Flashcards of words spelt with *c* or *k*: *car, motorbike, helicopter, tractor, cat, skirt, socks, bookcase, cupboard, clock, carrots, basketball, hockey, rollerskate* * Optional: a board pen for each team of ten pupils | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Oral activity to review the activities 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. 75, Act. 13.*Listen and act.* (CD2.45), | OC / OE | LG | CLC / SCC |
| **Pupil’s Book**, p. 75 Act. 14.*Listen and say.* (CD2.46), | OC / OE | LG | CLC / LL |
| **Activity Book**, p. 61, Act. 9 *Look, unscramble and stick.* | WE | Ind | SIE / LL |
| **Activity Book**, p. 61, Act. 10. *Trace the letters.* | WE | Ind | CLC / SIE / LL |
| **Activity Book**, p. 61, Act. 12. *Listen and number the pictures.* (CD2.47) | OC / WC | Ind | CLC / SIE / LL |
| *Ending the lesson* Activity to spell words with the sound /k/. | OC / OE | LG | CLC |

**UNIT 6 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 7: CLIL – *Sport*** | | | | | | |
| **Objectives:**   * Learn vocabulary for sports equipment.   **Materials:**   * CD 2; Flashcards 65-72 and flashcards of activities which require equipment from Level 1 Unit 7 (e.g. paint, climb, swim, ride a bike, play football, dance), a music CD, equipment for activities pupils can name in English (e.g. a camera, rollerskates, a basketball, a cycle helmet, a swimming hat, dancing shoes / a music CD, a kite / string) | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Activity to review vocabulary using music and movement. | OC / OE | LG | CLC / SCC | **Extra activities:** *Teacher’s Book* p. 124  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| **Pupil’s Book**, p. 76, *What equipment do we need?* | OC / OE | LG | CLC / MCST |
| **Pupil’s Book**, p. 77, Act. 1 *Listen and say,* (CD2, 48). | OC / OE | LG | CLC / MCST / SIE / SCC |
| **Pupil’s Book**, p.77, Act.2 Video 06 (p.131 TB). *Watch the video.* | OC | LG | CLC / MCST |
| **Pupil’s Book**, p. 77, Act. 3 *Look and say racket, stick, bat or ball.* | RC / OE | LG / P | CLC / MCST / SIE |
| **Pupil’s Book**, p. 62, *Guess What!* | OE | LG | CLC / MCST |
| **Activity Book**, p. 62, Act. 1. *Look and match the pictures.* | WC / WE | Ind | CLC / MCST / SIE |
| **Activity Book**, p. 64, Act. 2. *Look at Activity 1 and write the words.* | RC / OC | Ind | CLC / MCST / SIE / LL |
| *Ending the lesson*. Activity to review vocabulary using flashcards. | 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 Carroll diagram, categorising sports / activities. * Review the contents of the unit. * Complete the evaluation in the Activity Book.   **Materials:**   * CD 2; Flashcards 66–75 and flashcards of activities which require equipment from Level 1 Unit 7 (e.g. paint, climb, swim, ride a bike, play football, dance); Materials for the project (large piece of blank paper for each group of pupils, coloured pens or pencils, pictures of activities, scissors, glue); Word cards (TB108) * Optional: a music CD | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| Warmer. Play *True or false?* | OC / OE / RC | LG | CLC / MCST / SCC | **Extra activities:** *Teacher’s Book* p. 124  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** | **Assessment reources:**   * End-of-unit test: *Teacher’s Resource File* and *Tests CD-ROM.* * The Cambridge Teacher   [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Self-evaluation:**  Evaluation. *Activity Book* |  |
| **Pupil’s Book**, p. 77, Act. 4. *Make a Carroll diagram.* | RC / OE / WE | LG / P | CLC / MCST / SIE / SCC |
| **Activity Book**, p. 63, *Evaluation*. Act. 1. *Look and write the activity.* | 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. *What’s different? Circle and write. Then go to page 3 and write the letters.* | 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: IN TOWN**

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| **Unit objectives** |
| In this unit pupils will be able to:   * Learn vocabulary for places in town. * Practise the town vocabulary. * Talk about where people are. * Learn to ask where a place is. * Consolidate language with a story. * Discuss the value of road safety. * Practise saying word with the letters *qu* and *x.* * Learn vocabulary for public buildings in town. * Draw a map. * 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 73-83 * A map or photos of pupils’ home town, flashcards 37-45 of family from Level 1, if available; a picture of the Queen of England, a map / plan of the pupils’ home town * Word cards (TB109) * Optional: three soft toys (e.g. a mouse, a dog and a frog) or toy vehicles (e.g. a car, a tractor and a bus); two pieces of blank paper per pupil; strips of black and white card (to make a pedestrian crossing); a board pen for each team of pupils or a piece of paper for each pupil with two blank grids of 15 squares, with letters A to E along the bottom and 1 to 3 on the left side (similar to the one on Pupil’s Book page 8 ); equipment for making a video presentation, photos / pictures of places pupils know well in their home town (e.g. the park, the hospital, the sports centre, your school, the cinema) |
| **Mixed-ability resources** |
| * Reinforcement and Extension activities. Teacher’s Book p. 125-126 * Online Resources * Access to more materials on the Cambridge Teacher: [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es) |
| **Assessment resources** |
| * Unit tests: End-of-unit test, Teacher’s Resource File and Tests CD-ROM. * Self-evaluation: Activity Book, Evaluation. * Access to more materials on the Cambridge Teacher: [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es) |

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

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| **CONTENTS** | **EVALUATION CRITERIA[[31]](#footnote-31)** | **LEARNING OUTCOMES** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Comprehension strategies in oral texts:**   * Identify vocabulary for places in town. * Listen and understand the use of *Is there? There is / There isn’t* to describe where a place is. * Listen to a chant and mime the actions when they are mentioned. * Listen to a song with vocabulary for places in town. * Listen to someone describing where a place is in town. * Listen to a dialogue between two people talking about road safety. * Listen to a story to consolidate the language of the unit. * Listen to information about where a family member is in town. * Listen to a tongue twister with words with the letters *qu* and *x*. * Watch a video about public buildings in town. | B1.EC.1.  B1.EC.2.  B1.EC.3.  B1.EC.4.  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.4.  MCST.7.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Respect for classroom instructions. * Interest in using English in the classroom. * Appreciation of the importance of road safety. * Interest in learning about buildings and places in town. * Interest in drawing maps. |
| **Communicative functions:**   * Greetings and introductions. * Asking for and offering information, help, objects, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * down the street * a lot of / lots of, them all * There’s a film on (robots). * Come with me, look around, My (cousin)’s in the (playground). * Come and visit (my town). * It’s nice to be in (my town). * The (cinema) is next to/in front of/behind the (café). The (café) is between the (cinema) and the (supermarket). * Is there a (playground) next to/behind/in front of the (school)? Is there a (café) between the (cinema) and the (supermarket)? Yes, there is. / No, there isn’t. * They’re from … * Be careful! Look left and right. It’s safe now. Let’s cross. * It’s closed today. Come with me. It’s a film about (robots). Be safe.   Recycled language:   * This is …, I’m in …, There’s/There are …, Can you see …?, I love …, my favourite * I like (playing tennis). We like (our town). * Well done! * It’s my (sister). Where’s your (dad)? He's/She’s in the (café). here’s/There are … * No, it isn’t. * Let’s go. I like (going to the cinema). * Where are …? |
| **Very frequent oral vocabulary (reception):**   * park, cinema, clothes shop, café, toy shop, book shop, supermarket, street, school, playground, shop * Action! * Welcome * outside * place, everyone * friendly, little * tickets * quick, queen bee, ox, x-ray, police station, fire station, * hospital, sports centre * map   Recycled vocabulary:   * numbers 1-10 * robot * great * girl, boy, man, woman, sister, brother, mum, dad, cousin, aunt, uncle, grandma, grandpa |
| **Sound, accent, rhythm and intonation patterns:**   * Identify the pronunciation of the letters *qu* and *x.* * Identify the pronunciation of vocabulary for places in town. |

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

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| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING OUTCOMES** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Production strategies in oral texts:**   * Learn and practise vocabulary for places in town. * Say a chant focusing on pronunciation. * Sing a song about places and buildings in town. * Practise talking about where people are. * Practise a dialogue asking and answering about where a place is in town using *Is there …?* * Ask and answer about where a place is. * Repeat lines of the story to practise pronunciation and intonation. * Discuss about the importance of road safety. * Say a tongue twister with words with the letters *qu* and *x.* * Practise vocabulary for public buildings in town. | B2.EC.1.  B2.EC.2  B2.EC.3.  B2.EC.4.  B2.EC.5.  B2.EC.6.  B2.EC.7.  B2.EC.8. | B2.LS.1.  B2.LS.2.  B2.LS.3.  B2.LS.4.  B2.LS.5.  B2.LS.6.  B2.LS.7. | CLC.4.  CLC.5.  CLC.6.  MCST.1.  MCST.3.  MCST.4.  MCST.7.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Respect for classroom instructions. * Interest in using English in the classroom. * Appreciation of the importance of road safety. * Interest in learning about buildings and places in town. * Interest in drawing maps. |
| **Communicative functions:**   * Greetings and introductions. * Asking for and offering information, help, objects, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * down the street * a lot of / lots of, them all * There’s a film on (robots). * Come with me, look around, My (cousin)’s in the (playground). * Come and visit (my town). * It’s nice to be in (my town). * The (cinema) is next to/in front of/behind the (café). The (café) is between the (cinema) and the (supermarket). * Is there a (playground) next to/behind/in front of the (school)? Is there a (café) between the (cinema) and the (supermarket)? Yes, there is. / No, there isn’t. * They’re from … * Be careful! Look left and right. It’s safe now. Let’s cross. * It’s closed today. Come with me. It’s a film about (robots). Be safe.   Recycled language:   * This is …, I’m in …, There’s/There are …, Can you see …?, I love …, my favourite * I like (playing tennis). We like (our town). * Well done! * It’s my (sister). Where’s your (dad)? He's/She’s in the (café). here’s/There are … * No, it isn’t. * Let’s go. I like (going to the cinema). * Where are …? |
| **Very frequent oral vocabulary (production):**   * park, cinema, clothes shop, café, toy shop, book shop, supermarket, street, school, playground, shop * Action! * Welcome * outside * place, everyone * friendly, little * tickets * quick, queen bee, ox, x-ray, police station, fire station, * hospital, sports centre * map   Recycled vocabulary:   * numbers 1-10 * robot * great * girl, boy, man, woman, sister, brother, mum, dad, cousin, aunt, uncle, grandma, grandpa |
| **Sound, accent, rhythm and intonation patterns:**   * Practise the pronunciation of the letters *qu* and *x.* * Practise the pronunciation of vocabulary for places in town. |

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

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| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING OUTCOMES** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Comprehension strategies in written texts:**   * Recognise vocabulary for places in town. * Read a story. * Identify the use of *Is there? There is/There isn’t.* * Identify words with the letters *qu* and *x*. * Recognise simple vocabulary for public buildings in town. * Identify the spelling of vocabulary for public buildings in town. | B3.EC.1.  B3.EC.3.  B3.EC.4.  B3.EC.6.  B3.EC.7.  B3.EC.8. | B3.LS.3.  B3.LS.5.  B3.LS.6. | CLC.8.  MCST.1.  MCST.3.  MCST.4.  MCST.7.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Respect for classroom instructions. * Interest in using English in the classroom. * Appreciation of the importance of road safety. * Interest in learning about buildings and places in town. * Interest in drawing maps. |
| **Communicative functions:**   * Greetings and introductions. * Asking for and offering information, help, objects, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * down the street * a lot of / lots of, them all * There’s a film on (robots). * Come with me, look around, My (cousin)’s in the (playground). * Come and visit (my town). * It’s nice to be in (my town). * The (cinema) is next to/in front of/behind the (café). The (café) is between the (cinema) and the (supermarket). * Is there a (playground) next to/behind/in front of the (school)? Is there a (café) between the (cinema) and the (supermarket)? Yes, there is. / No, there isn’t. * They’re from … * Be careful! Look left and right. It’s safe now. Let’s cross. * It’s closed today. Come with me. It’s a film about (robots). Be safe.   Recycled language:   * This is …, I’m in …, There’s/There are …, Can you see …?, I love …, my favourite * I like (playing tennis). We like (our town). * Well done! * It’s my (sister). Where’s your (dad)? He's/She’s in the (café). here’s/There are … * No, it isn’t. * Let’s go. I like (going to the cinema). * Where are …? |
| **Very frequent written vocabulary (reception):**   * park, cinema, clothes shop, café, toy shop, book shop, supermarket, street, school, playground, shop * Action! * Welcome * outside * place, everyone * friendly, little * tickets * quick, queen bee, ox, x-ray, police station, fire station, * hospital, sports centre * map   Recycled vocabulary:   * numbers 1-10 * robot * great * girl, boy, man, woman, sister, brother, mum, dad, cousin, aunt, uncle, grandma, grandpa |
| **Graphic patterns and spelling conventions:**   * Identify the spelling of words for places and buildings in town. * Identify the spelling of words with the letters *qu* and *x.* |

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

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| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING OUTCOMES** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Production strategies in written texts:**   * Write simple words for places and buildings in town. * Practise tracing over words with the letters *qu* and *x*. * Write sentences describing where the school is. * Draw a map of their town. | B4.EC.1.  B4.EC.3. B4.EC.4. B4.EC.5.  B4.EC.6. | B4.LS.1. | CLC.9  MCST.1.  MCST.3.  MCST.4.  MCST.7.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Respect for classroom instructions. * Interest in using English in the classroom. * Appreciation of the importance of road safety. * Interest in learning about buildings and places in town. * Interest in drawing maps. |
| **Communicative functions:**   * Greetings and introductions. * Asking for and offering information, help, objects, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * down the street * a lot of / lots of, them all * There’s a film on (robots). * Come with me, look around, My (cousin)’s in the (playground). * Come and visit (my town). * It’s nice to be in (my town). * The (cinema) is next to/in front of/behind the (café). The (café) is between the (cinema) and the (supermarket). * Is there a (playground) next to/behind/in front of the (school)? Is there a (café) between the (cinema) and the (supermarket)? Yes, there is. / No, there isn’t. * They’re from … * Be careful! Look left and right. It’s safe now. Let’s cross. * It’s closed today. Come with me. It’s a film about (robots). Be safe.   Recycled language:   * This is …, I’m in …, There’s/There are …, Can you see …?, I love …, my favourite * I like (playing tennis). We like (our town). * Well done! * It’s my (sister). Where’s your (dad)? He's/She’s in the (café). here’s/There are … * No, it isn’t. * Let’s go. I like (going to the cinema). * Where are …? |
| **Very frequent written vocabulary (production):**   * park, cinema, clothes shop, café, toy shop, book shop, supermarket, street, school, playground, shop * Action! * Welcome * outside * place, everyone * friendly, little * tickets * quick, queen bee, ox, x-ray, police station, fire station, * hospital, sports centre * map   Recycled vocabulary:   * numbers 1-10 * robot * great * girl, boy, man, woman, sister, brother, mum, dad, cousin, aunt, uncle, grandma, grandpa |
| **Graphic patterns and spelling conventions:**   * Practise writing words for places and buildings in town. * Practise writing words with the letters *qu* and *x.* |

**UNIT 7 PROGRAMME OF CLASSROOM ACTIVITIES**

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| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 1: Presentation of vocabulary** | | | | | | |
| **Objectives:**   * Learn vocabulary for places in town.   **Materials:**   * CD 3; Flashcards 73-82; a map or photos of pupils’ home town * Optional: ten slips of paper for each pupil or pair of pupils | | | | | | |
| **Activities** | **Skills/ Blocks[[32]](#footnote-32)** | **Interaction[[33]](#footnote-33)** | **Competences[[34]](#footnote-34)** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Oral activity using a map or photos of pupils’s home town. | OC / OE | LG | CLC / SCC | **Extra activities:** *Teacher’s Book* p. 125  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| Presentation. Present the vocabulary of the lesson. | OC / OE | LG | CCL / SCC |
| **Pupil’s Book**, p. 82 Act. 1. *Listen. Who’s speaking?* (CD3.02) | OC | LG | CLC |
| **Pupil’s Book**, p. 82 Act. 2. *Listen, point and say.* (CD3.03) | OC / OE / RC | Ind / LG | CLC |
| **Pupil’s Book**, p. 82, Act. 3. *Listen and find.* (CD3.04) | OC / OE | P / LG | CLC / MCST |
| **Pupil’s Book**, p. 82, *Find Leo.* | OE | Ind / LG | CLC / SCC / SIE |
| **Activity Book**, p. 66, Act. 1. *Look at the picture and write the letter.* | WE / OE / RC | Ind | CLC / SIE |
| **Activity Book**, p. 66, Act. 2.*Look at Activity* 1 *and write* yes *or* no*.* | RC / OE / OC | P | CLC/ SIE |
| *Ending the lesson*. Oral activity to review the vocabulary of the lesson. | OC / OE | LG / P | CLC / SCC / SIE |

**UNIT 7 PROGRAMME OF CLASSROOM ACTIVITIES**

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| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 2: Practice of vocabulary** | | | | | | |
| **Objectives:**   * Practise the town vocabulary. * Practise talking about where people are.   **Materials:**   * CD 3; Flashcards 73-82; Flashcards of family 37-45 from Level 1, if available * Word cards (TB109) | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Review the town vocabulary and play *Memory pairs.* | OC / OE / RC | LG | CLC / SIE | **Extra activities:** *Teacher’s Book* p. 125  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| **Pupil’s Book**, p. 83, Act. 4. *Say the chant* (CD3.05) | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 83, Act. 5. Match and say. | OC / OE | LG / P | CLC / SIE |
| **Pupil’s Book**, p. 83, Act. 6. *Think of a place. Say and guess.* | OC / OE | P | CLC/ SIE |
| **Activity Book**, p. 67, Act. 3. *Listen and stick (*CD3.06) | OC | Ind | CLC / SIE / LL |
| **Activity Book**, p. 67, Act. 4.*Look and write* | 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*. Oral activity to talk about where a family member is. | OC / OE / E | LG | CLC / SCC / SIE |

**UNIT 7 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 3: Presentation and practice of grammar 1** | | | | | | |
| **Objectives:**   * Describe where places are in town.   **Materials:**   * CD 3; Flashcards: 73-82; three soft toys (e.g. a mouse, a dog and a frog) or toy vehicles (e.g. a car, a tractor and a bus) | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Say the chant from the previous lesson. | OC / OE | LG | CLC / SIE | **Extra activities:** *Teacher’s Book* p. 125  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation*. Present the contents of the lesson. | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 84, Act. 7. *Sing the song*(CD3.07) | OC / OE | LG | CLC / CAE |
| **Pupil’s Book**, p. 72, Act. 8. *Look, listen and find the mistakes.* (CD3.08) | OC / OE | LG / P | CLC / SIE / SCC |
| **Activity Book**, p. 68, Act. 5. *Look, read and match.* | OC | Ind | CLC / SIE |
| **Activity Book**, p. 50, Act. 6. *Look, read and circle the words.* | RC/ WE | Ind | CLC / SCC |
| *Ending the lesson*. Play *Guess where?* | OC / OE | LG | CLC / SIE / SCC |

**UNIT 7 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 4: Presentation and practice of grammar 2** | | | | | | |
| **Objectives:**   * Learn to ask where a place is.   **Materials:**   * CD 3; Flashcards 73-82 * Optional: two pieces of blank paper per pupil | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Review prepositions from the previous lesson. | OC / OE | LG | CLC / SIE / SCC | **Extra activities:** *Teacher’s Book* p.125  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation*. Oral activity to practise *Is there …?* | OC / OE | LG | CLC / SIE / SCC |
| **Pupil’s Book**, p. 85, Act.98. *Listen, look and say* (CD3.09) | OC / OE | LG | CLC / SIE / SCC |
| **Pupil’s Book**, p. 85, Act. 10.*Listen and say yes or no.* (CD3.10) | OC / OE | LG | CLC / SIE |
| **Pupil’s Book**, p. 85, Act. 11.*Play the game.* | OC / OE | P | CLC / SIE |
| **Activity Book**, p. 69, Act. 8. *Look, read and tick ✓.* | RC | Ind | CLC / SIE / MCST |
| **Activity Book**, .69, Act. 9. *Complete the questions and the answers.* | RC / WE | Ind / LG | CLC |
| *Ending the lesson*. Oral activity to talk about where places and items are. | OC / OE | LG / P | CLC / SIE / SCC |

**UNIT 7 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 5: Story and value** | | | | | | |
| **Objectives:**   * Consolidate language with a story. * Discuss the value of road safety.   **Materials:**   * CD 3 * Optional: strips of black and white card (to make a pedestrian crossing) | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Sing the song from Unit 7. | CO/ EO | LG | CLC / SCC | **Extra activities:** *Teacher’s Book* p. 125  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Introduction.* Ask questions about the story. | CO / EO | LG | CLC |
| **Pupil’s Book**, p. 86, Act. 12.*Listen* (CD3.11) | CO / EO | LG | CLC / SCC / SIE |
| **Pupil’s Book** *Value.* p. 86, *Be safe.* | CO / EO | LG | CLC / SCC / LL / SIE |
| **Activity Book**, p. 70, Act. 10. *Read and write the letter. Then listen and check.* (CD3.12) | CO | Ind | CLC / MCST / SIE / LL |
| *Ending the lesson*. Oral activity to describe where places are. | CO / EO | LG | CLC / SCC |

**UNIT 7 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 6: Talk time and Animal Sounds** | | | | | | |
| **Objectives:**   * Practise crossing the road safely. * Practise saying words with the letters *qu* and *x.*   **Materials:**   * CD 3, a picture of the Queen of England * Optional: flashcards 73-82, word cards (TB109) | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Cross the street. | OC / OE | LG | CLC | **Extra activities:** *Teacher’s Book* p. 125  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| **Pupil’s Book**, p. 87, Act. 13.*Listen and act.* (CD3.13), | OC / OE | LG / P | CLC / SCC |
| **Pupil’s Book**, p. 87 Act. 14.*Listen and say.* (CD3.14), | OC / OE | LG | CLC / LL |
| **Activity Book**, p. 71, Act. 11 *Look, unscramble and stick.* | WE | Ind | SIE / LL |
| **Activity Book**, p. 71, Act. 12. *Trace the letters.* | WE | Ind | CLC / SIE / LL |
| **Activity Book**, p. 71, Act. 12. *Listen and write q or x.* (CD3.15), | OC / OE | Ind | CLC / SIE / LL |
| *Ending the lesson* Play *Noughts and crosses.* | OC / OE | LG | CLC |

**UNIT 7 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 7: CLIL - *Geography*** | | | | | | |
| **Objectives:**   * Learn vocabulary for public buildings in town.   **Materials:**   * CD 3; DVD; Flashcards 73-82 * Optional: a board pen for each team of pupils (if possible, each a different colour) or a piece of paper for each pupil with two blank grids of 15 squares, with letters A to E along the bottom and 1 to 3 on the left side (similar to the one on Pupil’s Book page 8) | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play *Bluff.* | OC / OE | LG | CLC / MCST | **Extra activities:** *Teacher’s Book* p. 126  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| **Pupil’s Book**, p. 88, Where are the places? | OC / OE | LG | CLC / MCST |
| **Pupil’s Book**, p. 89, Act. 1 *Listen and say,* (CD3.16) | OC / OE | LG | CLC / MCST / SIE / SCC |
| **Pupil’s Book**, p. 89, Act.2 Video 07 (p.132 TB). *Watch the video.* | OC | LG | CLC / MCST |
| **Pupil’s Book**, p. 89, Act. 3 *Look and say the letter and number.* | RC / OE | LG / Ind | CLC / MCST / SIE |
| **Pupil’s Book**, p. 89, *Guess What!* | OE | LG | CLC / MCST |
| **Activity Book**, p. 72 Act. 1. *Look, read and circle the word.* | RC | Ind | CLC / MCST / SIE |
| **Activity Book**, p. 72 Act. 2. *Look at Activity 1 and answer the questions.* | RC | Ind | CLC / MCST / SIE |
| *Ending the lesson*. Miming activity to describe places. | OC / OE | LG / P | CLC / MCST / SCC |

**UNIT 7 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 8: CLIL project and evaluation** | | | | | | |
| **Objectives:**   * Draw a map of their town. * Review the contents of the unit. * Complete the evaluation in the Activity Book.   **Materials:**   * CD 3; Flashcards 73-82; a map / plan of the centre of the pupils’ home town * Optional: equipment for making a video presentation, photos / pictures of places pupils know well in their home town (e.g. the park, the hospital, the sports centre, your school, the cinema) | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| Warmer. Play *Memory 1 to 10.* | OC / OE / RC | LG | CLC / MCST / SCC | **Extra activities:** *Teacher’s Book* p. 126  **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 a map of your town.* | RC / OE / WE | LG / P | CLC / MCST / SIE / SCC |
| **Activity Book**, p. 73, *Evaluation*. Act. 1. *Look, and write the word.* | 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. *What’s different? Circle and write. Then go to page 3 and write the letters.* | 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 |

**UNIT 8: ON THE FARM**

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| **Unit objectives** |
| In this unit pupils will be able to:   * Learn vocabulary for animals and places on the farm. * Practise the farm vocabulary. * Talk about where animals are on the farm. * Talk about what animals are doing. * Practise asking what animals are doing. * Consolidate language with a story. * Discuss the value of loving their home. * Practise making, accepting and refusing invitations. * Practise saying words with the sound /w/. * Learn vocabulary for things that farmers do. * Draw a diagram to show how food is produced by farmers. * 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 83-91 * Word cards (TB110-113) * A slip of paper for each pupil, a box or bag; a piece of blank paper and colouring pens / pencils for each pupil * Optional: a board pen for each team of pupils (each team has nine or fewer pupils), slips of paper with actions on them from this unit, Unit 6 and Level 1 (e.g. *run, jump, swim, eat, sleep, paint, draw, climb, ride a bike/ horse, play football/tennis/basketball/hockey, dance, take photos, fl y a kite, rollerskate*) or farm animal flashcards (sheep, donkey, horse, cow, goat, duck); a music CD, a ball |
| **Mixed-ability resources** |
| * Reinforcement and Extension activities. Teacher’s Book p. 126-127 * Online Resources * Access to more materials on the Cambridge Teacher: [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es) |
| **Assessment resources** |
| * Unit tests: End-of-unit test, Teacher’s Resource File and Tests CD-ROM. * Self-evaluation: Activity Book, Evaluation. * Access to more materials on the Cambridge Teacher: [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es) |

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

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| --- | --- | --- | --- |
| **CONTENTS** | **EVALUATION CRITERIA[[35]](#footnote-35)** | **LEARNING OUTCOMES** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Comprehension strategies in oral texts:**   * Listen and understand vocabulary for animals and places on the farm. * Listen to a recording describing what animals are doing on the farm. * Listen to a chant about where farm animals are. * Listen and identify usual language in a description. * Listen to a song about what farm animals do. * Listen to a story to review language. * Listen to a dialogue about people accepting and refusing invitations. * Listen to a tongue twister with words with the sound /w/. * Watch a video about a farmer’s role in the process of growing food. | B1.EC.1.  B1.EC.2.  B1.EC.3.  B1.EC.4.  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.8.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Respect for different types of homes. * Interest in learning about farm animals. * Interest in learning to accept and refuse invitations politely. * Appreciation of the importance of respecting and loving their home. * Interest in learning how food is produced by farmers. |
| **Communicative functions:**   * Expressing agreement or disagreement. * Descriptions of people and objects. * Asking for and offering information, help, objects, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * Where are the (goats)? They’re (in the field). * What’s the (horse) doing? It’s (running), swimming, sleeping, eating * Is the (cat) (sleeping)? Yes, it is. / No, it isn’t. * Would you like to come to a party? Hold on, We’re fl ying, It’s so nice to see you. What’s Ben doing? He’s dancing. * look after * I’d love to. * What do farmers do? plant seeds, * turn (the) soil, water plants, harvest plants * A farmer/He/She (plants seeds / turns the soil / waters plants / harvests plants / feeds the chickens / milks the cows / drives a tractor / rides a horse) * how farmers grow our food   Recycled language:   * Where’s the (donkey)? It’s in the (barn). What’s your favourite animal? It’s a (sheep). * Look at … * on the farm * Let’s find (him). Yes, please. Welcome to …, Goodbye! * Would you like to come to my party? Yes, please. No, thank you. |
| **Very frequent oral vocabulary (reception):**   * sleep, eat * message * wolf, whale, wheel   Recycled vocabulary:   * farm animals and places * fly, water, ride, wool, house, fish * run, swim, jump, dance, sleep, eat * white, water |
| **Sound, accent, rhythm and intonation patterns:**   * Identify the pronunciation of the sound /w/. * Identify the pronunciation of vocabulary for animals and places on the farm. |

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

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| --- | --- | --- | --- |
| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING OUTCOMES** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Production strategies in oral texts:**   * Practise vocabulary for animals and places on the farm. * Say a chant describing where an animal is. * Talk about where an animal is. * Identify and practise key language in a description. * Ask and answer about what animals are doing. * Sing a song describing what animals are doing. * Repeat lines of the story of the unit to practise pronunciation and intonation. * Practise a dialogue about accepting and refusing an invitation. * Say a tongue twister with words with the sound /w/. * Practise simple vocabulary for things that farmers do. | B2.EC.1.  B2.EC.2  B2.EC.3.  B2.EC.4.  B2.EC.5.  B2.EC.6.  B2.EC.7.  B2.EC.8. | B2.LS.1.  B2.LS.2.  B2.LS.3.  B2.LS.4.  B2.LS.5.  B2.LS.6.  B2.LS.7. | CLC.4.  CLC.5.  CLC.6.  MCST.3.  MCST.6.  MCST.8.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Respect for different types of homes. * Interest in learning about farm animals. * Interest in learning to accept and refuse invitations politely. * Appreciation of the importance of respecting and loving their home. * Interest in learning how food is produced by farmers. |
| **Communicative functions:**   * Expressing agreement or disagreement. * Descriptions of people and objects. * Asking for and offering information, help, objects, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * Where are the (goats)? They’re (in the field). * What’s the (horse) doing? It’s (running), swimming, sleeping, eating * Is the (cat) (sleeping)? Yes, it is. / No, it isn’t. * Would you like to come to a party? Hold on, We’re fl ying, It’s so nice to see you. What’s Ben doing? He’s dancing. * look after * I’d love to. * What do farmers do? plant seeds, * turn (the) soil, water plants, harvest plants * A farmer/He/She (plants seeds / turns the soil / waters plants / harvests plants / feeds the chickens / milks the cows / drives a tractor / rides a horse) * how farmers grow our food   Recycled language:   * Where’s the (donkey)? It’s in the (barn). What’s your favourite animal? It’s a (sheep). * Look at … * on the farm * Let’s find (him). Yes, please. Welcome to …, Goodbye! * Would you like to come to my party? Yes, please. No, thank you. |
| **Very frequent oral vocabulary (production):**   * sleep, eat * message * wolf, whale, wheel   Recycled vocabulary:   * farm animals and places * fly, water, ride, wool, house, fish * run, swim, jump, dance, sleep, eat * white, water |
| **Sound, accent, rhythm and intonation patterns:**   * Practise the pronunciation of the sound /w/. * Practise the pronunciation of vocabulary for animals and places on the farm. |

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

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| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING OUTCOMES** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Comprehension strategies in written texts:**   * Identify the written form of vocabulary for animals and places on the farm. * Recognise simple language used in descriptions. * Read questions about where animals are on the farm. * Identify words with the sound /w/. * Read a story. * Identify vocabulary for things that farmers do. | B3.EC.1.  B3.EC.3.  B3.EC.4.  B3.EC.6.  B3.EC.7.  B3.EC.8. | B3.LS.3.  B3.LS.5.  B3.LS.6. | CLC.8.  MCST.3.  MCST.6.  MCST.8.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Respect for different types of homes. * Interest in learning about farm animals. * Interest in learning to accept and refuse invitations politely. * Appreciation of the importance of respecting and loving their home. * Interest in learning how food is produced by farmers. |
| **Communicative functions:**   * Expressing agreement or disagreement. * Descriptions of people and objects. * Asking for and offering information, help, objects, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * Where are the (goats)? They’re (in the field). * What’s the (horse) doing? It’s (running), swimming, sleeping, eating * Is the (cat) (sleeping)? Yes, it is. / No, it isn’t. * Would you like to come to a party? Hold on, We’re fl ying, It’s so nice to see you. What’s Ben doing? He’s dancing. * look after * I’d love to. * What do farmers do? plant seeds, * turn (the) soil, water plants, harvest plants * A farmer/He/She (plants seeds / turns the soil / waters plants / harvests plants / feeds the chickens / milks the cows / drives a tractor / rides a horse) * how farmers grow our food   Recycled language:   * Where’s the (donkey)? It’s in the (barn). What’s your favourite animal? It’s a (sheep). * Look at … * on the farm * Let’s find (him). Yes, please. Welcome to …, Goodbye! * Would you like to come to my party? Yes, please. No, thank you. |
| **Very frequent written vocabulary (reception):**   * sleep, eat * message * wolf, whale, wheel   Recycled vocabulary:   * farm animals and places * fly, water, ride, wool, house, fish * run, swim, jump, dance, sleep, eat   white, water |
| **Graphic patterns and spelling conventions:**   * Identify the spelling of the sound w/. * Identify the spelling of vocabulary for animals and places on the farm. |

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

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| --- | --- | --- | --- |
| **CONTENTS** | **EVALUATION CRITERIA** | **LEARNING OUTCOMES** | **KEY COMPETENCES (DESCRIPTORS)** |
| **Production strategies in written texts:**   * Write words for animals and places on the farm. * Complete sentences about what animals are doing. * Write simple vocabulary used in descriptions. * Practise writing words with the sound /w/. * Make a diagram to show how food is produced by farmers. | B4.EC.1.  B4.EC.3. B4.EC.4. B4.EC.5.  B4.EC.6. | B4.LS.1. | CLC.9.  MCST.3.  MCST.6.  MCST.8.  DC.1.  SCC.1.  SCC.2.  SCC.3.  CAE.1.  CAE.2.  CAE.3.  LL.1.  LL.2.  LL.3.  SIE.1.  SIE.2. |
| **Sociocultural and sociolinguistic aspects:**   * Respect for different types of homes. * Interest in learning about farm animals. * Interest in learning to accept and refuse invitations politely. * Appreciation of the importance of respecting and loving their home. * Interest in learning how food is produced by farmers. |
| **Communicative functions:**   * Expressing agreement or disagreement. * Descriptions of people and objects. * Asking for and offering information, help, objects, permission. * Establishing and maintaining communication. |
| **Syntactic-discursive contents:**   * Where are the (goats)? They’re (in the field). * What’s the (horse) doing? It’s (running), swimming, sleeping, eating * Is the (cat) (sleeping)? Yes, it is. / No, it isn’t. * Would you like to come to a party? Hold on, We’re fl ying, It’s so nice to see you. What’s Ben doing? He’s dancing. * look after * I’d love to. * What do farmers do? plant seeds, * turn (the) soil, water plants, harvest plants * A farmer/He/She (plants seeds / turns the soil / waters plants / harvests plants / feeds the chickens / milks the cows / drives a tractor / rides a horse) * how farmers grow our food   Recycled language:   * Where’s the (donkey)? It’s in the (barn). What’s your favourite animal? It’s a (sheep). * Look at … * on the farm * Let’s find (him). Yes, please. Welcome to …, Goodbye! * Would you like to come to my party? Yes, please. No, thank you. |
| **Very frequent written vocabulary (production):**   * sleep, eat * message * wolf, whale, wheel   Recycled vocabulary:   * farm animals and places * fly, water, ride, wool, house, fish * run, swim, jump, dance, sleep, eat * white, water |
| **Graphic patterns and spelling conventions:**   * Practise writing words with the sound w/. * Practise writing words for animals and places on the farm. |

**UNIT 8 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 1: Presentation of vocabulary** | | | | | | |
| **Objectives:**   * Learn vocabulary for animals and places on the farm.   **Materials:**   * CD 3; Flashcards 83-91 | | | | | | |
| **Activities** | **Skills/ Blocks[[36]](#footnote-36)** | **Interaction[[37]](#footnote-37)** | **Competences[[38]](#footnote-38)** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play *Two minutes.* | OC / OE | LG | CLC / SCC | **Extra activities:** *Teacher’s Book* p. 126  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| Presentation. Present vocabulary for animals and places on the farm. | OC / OE | LG | CLC / SCC |
| **Pupil’s Book**, p. 92 Act. 1. *Listen. Who’s speaking?* (CD3.17) | OC | LC | CLC |
| **Pupil’s Book**, p. 92 Act. 2. *Listen, point and say.* (CD3.18) | OC / OE / RC | Ind / LG | CLC |
| **Pupil’s Book**, p. 92, Act. 3. *Listen and find.* (CD3.19 | 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, read and circle the words.* | WE / OE / RC | Ind | CLC / SIE |
| **Activity Book**, p. 66, Act. 2. *Look, read and circle the words.* | RC / WE | Ind | CLC / SIE |
| *Ending the lesson*. Play *Guess What?* | OC / OE | LG | CLC / SCC / SIE |

**UNIT 8 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 2: Practice of vocabulary** | | | | | | |
| **Objectives:**   * Practise the farm vocabulary. * Talk about where animals are on the farm.   **Materials:**   * CD 3; Flashcards 83-91 * Optional: word cards (TB110) or a board pen for each team of pupils (each team has nine or fewer pupils) | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Review vocabulary for animals and play *Act and guess.* | OC / OE / RC | LG | CLC / MCST / SIE | **Extra activities:** *Teacher’s Book* p. 126  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| **Pupil’s Book**, p. 93, Act. 4. *Say the chant* (CD3.20) | OC / OE | LG / P | CLC / SIE |
| **Pupil’s Book**, p. 93, Act. 5. *Read and follow. Then ask and answer.* | OC / OE | LG / P | CLC / MCST / SIE |
| **Pupil’s Book**, p. 93, Act. 6. *Ask and answer.* | OC / OE | LG / P | CLC / MCST / SIE |
| **Activity Book**, p. 75, Act. 3. *Listen and stick (*CD3.21) | OC | Ind | CLC / MCST / SIE / LL |
| **Activity Book**, p. 75, Act. 4.*Read and write the word.* | RC / WE | Ind | CLC / SIE / MCST |
| **Activity Book,** *p. 92, My picture dictionary, Tick the words you know and trace.* | RC / WE | Ind | SIE / LL |
| *Ending the lesson*. Activity to talk about where animals are on the farm. | 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:**   * Talk about what animals are doing.   **Materials:**   * CD 3 * A slip of paper for each pupil, a box or bag * Word cards (TB113) * Optional: slips of paper with verbs / activities written on them (from this lesson and from Unit 6) | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Sing the chant from the previous lesson. | OC / OE | LG | CLC / SIE | **Extra activities:** *Teacher’s Book* p. 126  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation*. Present the contents of the unit. | OC / OE | LG / P | CLC / SIE |
| **Pupil’s Book**,. p. 94, Act. 7*. Sing the song* (CD3.22) | OC / OE | LG | CLC / CAE |
| **Pupil’s Book**, p. 94, Act. 8*. Listen and answer the questions.* (CD3.23) | OC / OE | LG | CLC / SIE / MCST / SCC |
| **Activity Book**, p. 76, Act. 5.*Look, read and tick ✓.* | RC | Ind | CLC / SIE |
| **Activity Book**, p. 76, Act. 6. *Look, read and answer the questions.* | RC / WE | Ind | CLC / SIE |
| **Activity Book**, p. 76, Act. 7 *Draw your favourite farm animal. Then write.* | RC / WE | Ind | CLC / SIE |
| *Ending the lesson*. Play *Act it out.* | RC / WE | Ind | CLC / SIE |

**UNIT 8 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 4: Presentation and practice of grammar 2** | | | | | | |
| **Objectives:**   * Practise asking what animals are doing.   **Materials:**   * CD 3 * Optional: slips of paper with actions on them from this unit, Unit 6 and Level 1 (e.g. r*un, jump, swim, eat, sleep, paint, draw, climb, ride a bike / horse, play football / tennis / basketball / hockey, dance, take photos, fly a kite, rollerskate*) or farm animal flashcards (*sheep, donkey, horse, cow, goat, duck*) | | | | | | |
| **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.126-127  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| *Presentation*. Oral activity to practise *Is the (cat) (sleeping)?* | OC / OE | LG | CLC / SIE / SCC |
| **Pupil’s Book**, p. 95, Act.9. *Listen and say.* (CD3.24) | OC / OE | LG | CLC / SIE / SCC |
| **Pupil’s Book**, p. 95, Act. 10.*Play the game.* | OC / OE | LG /P | CLC / SIE |
| **Activity Book**, p.77, Act.8. *Listen and tick ✓ or cross ✗.* | RC | Ind | CLC / SIE / MCST |
| **Activity Book**, .p.77, Act. 9. *Look, read and circle the word.* | RC | Ind / LG | CLC |
| *Ending the lesson*. Practise the questions of the lesson. | OC / OE | LG | CLC / SIE / SCC |

**UNIT 8 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 5: Story and value** | | | | | | |
| **Objectives:**   * Consolidate language with a story. * Discuss the value of loving their home.   **Materials:**   * CD 3; Flashcards 83-91; Word cards (TB110) | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play *Mime and match*. | OC / OE | LG | CLC / SCC | **Extra activities:** *Teacher’s Book* p. 127  **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* *and read* (CD3.26) | OC / OE | LG / Ind | CLC / SCC / SIE |
| **Pupil’s Book**, p. 96, *Value. Love your home.* | OC / OE | LG | CLC / SCC / LL / SIE |
| **Activity Book**, p. 78, Act. 10.*Look and write the words. Then listen and check.* (CD3.27) | OC | Ind | CLC / MCST / SIE / LL |
| *Ending the lesson*. Play *Who said it?* | OC / OE | LG | CLC / SCC |

**UNIT 8 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 6: Talk time and Animal Sounds** | | | | | | |
| **Objectives:**   * Practise making, accepting and refusing invitations. * Practise saying words with the sound /w/.   **Materials:**   * CD 3; Flashcards 83-91 * Optional: a music CD, a ball | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play *Stand in order.* | OC / OE | LG | CLC | **Extra activities:** *Teacher’s Book* p. 127  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| **Pupil’s Book**, p. 97, Act. 12.*Listen and act.* (CD3.28), | OC / OE | LG / P | CLC / SCC |
| **Pupil’s Book**, p. 97 Act. 13.*Listen and say.* (CD3.29), | OC / OE | LG | CLC / LL |
| **Activity Book**, p. 79, Act. 11 *Look, unscramble and 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 tick ✓ w or wh.* (CD3.30), | OC / OE | Ind | CLC / SIE / LL |
| *Ending the lesson* Play *Sound Pairs.* | OC / OE | LG | CLC |

**UNIT 8 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 7: CLIL - *Science*** | | | | | | |
| **Objectives:**   * Learn vocabulary for things that farmers do.   **Materials:**   * CD 3; DVD; Flashcards 83-91 | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| *Warmer.* Play *Reading race.* | OC / OE | LG | CLC / MCST | **Extra activities:** *Teacher’s Book* p. 127  **The Cambridge Teacher**  [www.thecambridgeteacher.es](http://www.thecambridgeteacher.es)  **Online resources for pupils** |  |  |
| **Pupil’s Book**, p. 98, *What do farmers do?* | OC / OE | LG | CLC / MCST |
| **Pupil’s Book**, p. 99, Act. 1 *Listen and say,* (CD3.31) | OC / OE | LG | CLC / MCST / SIE / SCC |
| **Pupil’s Book**, p. 99, Act.2 Video 08 (p.132 TB). *Watch the video.* | OC | LG | CLC / MCST |
| **Pupil’s Book**, p. 99, *Guess What!* | OE | LG | CLC / MCST |
| **Activity Book**, p. 80 Act. 1. *Look and number.* | RC / WE | Ind | CLC / MCST / SIE |
| **Activity Book**, p. 80 Act. 2. *Look at Activity 1 and write the letter.* | WE | Ind | CLC / MCST / SIE |
| *Ending the lesson*. Game to review things that farmers do. | OC / OE | LG | CLC / MCST / SCC |

**UNIT 8 PROGRAMME OF CLASSROOM ACTIVITIES**

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| **Lesson 8: CLIL project and evaluation** | | | | | | |
| **Objectives:**   * Draw a diagram to show how food is produced by farmers. * Review the contents of the unit. * Complete the evaluation in the Activity Book.   **Materials:**   * CD 3; a piece of blank paper and colouring pens/pencils for each pupil | | | | | | |
| **Activities** | **Skills/ Blocks** | **Interaction** | **Competences** | **Reinforcement/**  **Extension** | **Evaluation** | **Teacher’s notes** |
| Warmer. Play *Correct my mistakes.* | OC / OE / RC | LG | CLC / MCST / SCC | **Extra activities:** *Teacher’s Book* p. 127  **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. *Draw how farmers grow our food.* | RC / OE / WE | LG / P | CLC / MCST / SIE / SCC |
| **Activity Book**, p. 81, *Evaluation*. Act. 1. *Write the words and find.* | WE / RC | Ind | CLC / MCST / SIE / LL |
| **Activity Book**, p. 81, *Evaluation.* Act. 2. *What’s your favourite part? Use your stickers.* | OE / OC / RC | Ind | LL / SIE |
| **Activity Book**, p. 81 *Evaluation*. Act. 3. *What’s different? Circle and write. Then go to page 3 and write the letters.* | 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 outcomes 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 outcomes 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 outcomes 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 outcomes 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 outcomes 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 outcomes 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 outcomes 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 outcomes 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 outcomes 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)